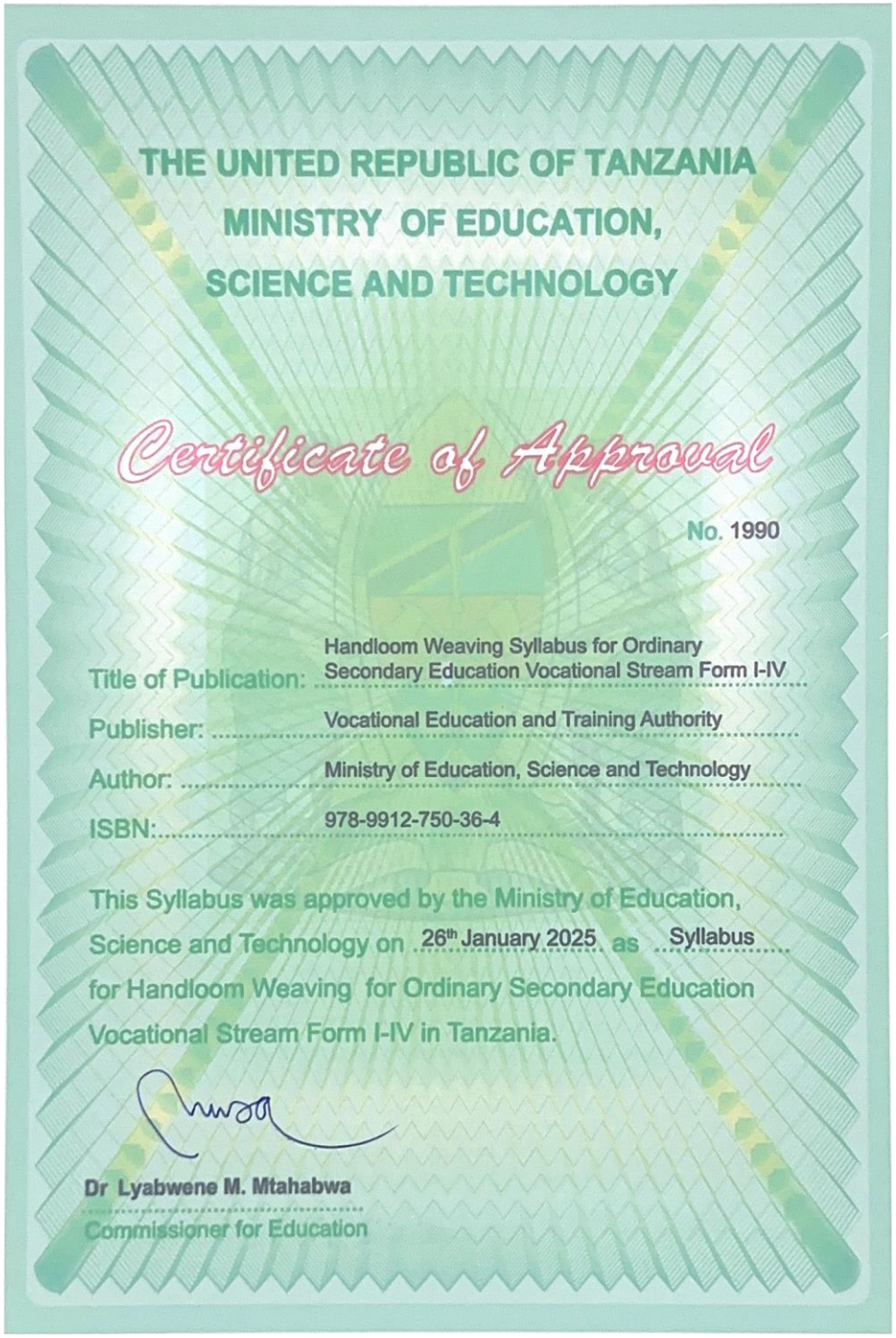
**THE UNITED REPUBLIC OF TANZANIA**

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



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Dr Lyabwene M. Mtahabwa
Commissioner for Education

# HANDLOOM WEAVING SYLLABUS FOR ORDINARY SECONDARY EDUCATION VOCATIONAL STREAM FORM I–IV

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**Abbreviations and Acronyms**

| | |
|---|---|
| CA | Continuous Assessment |
| ICT | Information and Communication Technologies |
| FTNA | Form Two National Assessment |
| HW | Handloom Weaving |
| NECTA | National Examinations Council of Tanzania |
| NGOs | Non-Governmental Organisations |
| OSHA | Occupational Safety and Health Authority |
| SMEs | Small and Medium Enterprises |
| TIE | Tanzania Institute of Education |
| VETA | Vocational Education and Training Authority |

**Definition of Key Terms**

**Assessment:** The process of collecting evidence and making judgments on whether competence has been achieved, or whether specific skills and knowledge that will lead to the attainment of competence have been achieved.

**Circumstantial knowledge:** Detailed knowledge, which allows the decision-making regarding certain circumstances and cross-cutting issues.

**Competence:** The ability to use knowledge, understanding, practical and critical thinking skills to perform effectively to meet the required workplace standards in employment.

**Element/Activity:** A sub-unit or step which reflects the learning sequence for achieving the broad learning objectives of a unit.

**Performance criteria**: Indication of the expected end results or outcome in the form of evaluative statements.

**Standard**: A set of statements, which if proved true under working conditions, means that an individual is meeting an expected level and type of performance.

**Unit**: A statement of broad learning objectives, which prescribe the requirements of a standard in the form of practical skills, knowledge and appropriate attitudes.

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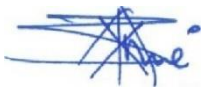
For and on behalf of:

**Vocational Education and Training Authority**



CPA Anthony M. Kasore

**Director General**

## 1.0. Introduction

Handloom Weaving is an occupation dealing with the production of fabric material by the use of various types of manually operated looms. Many fabric structures and designs can be produced in this occupation for different end uses. As a handcraft sector, handloom weaving (HW) has the potential for self-employment and income generation for small and medium enterprises (SMEs) and can, therefore, contribute to the national economic development if well-managed.

Handloom Weaving is one of the occupations taught in the Ordinary Secondary Education Vocational Stream. It is essential because it uses the yarns from cotton which is grown in some regions in Tanzania. Therefore, handloom weaving adds value to the cotton that is grown in Tanzania. Learning Handloom Weaving will help students develop practical skills that enable them to convert textile yarns into woven fabrics. This reduces dependency on imported fabrics. This will eventually foster economic development, create jobs, promote environmental sustainability, and preserve cultural heritage.

Upon completing education, students will possess both theoretical and practical knowledge of Handloom Weaving. They will be capable of operating different handloom weaving machines, producing woven fabrics, and implementing sustainable practices in the industry while adhering to safety regulations, Additionally, students will be equipped with the business skills necessary for managing Handloom Weaving activities. Moreover, the graduate will be capable of ensuring high standards of quality and innovation in all aspects of the textile and clothing industry. A graduate of this occupation may be employed in both government and private sectors such as ministries/departments, training institutions research institutions, and projects. In addition, a graduate in this profession will find opportunities in self-employment, small, medium and large textile and clothing industries as well as Non-Governmental Organisations (NGOs).

The Handloom Weaving Syllabus is designed to guide the teaching and learning of woven fabrics at Ordinary Secondary Education, Form I–IV Vocational Stream, in the United Republic of Tanzania. The Syllabus interprets the competences a student needs to develop while learning Handloom Weaving. It contains valuable information that will enable teachers to effectively plan their teaching process and help learners develop the intended competences.

## 2.0. Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

(a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;

(b) Respect the culture, traditions, norms, and customs of Tanzania, cultural differences, dignity, human rights, attitudes, and inclusive actions;

(c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication, and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;

(d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;

(e) Develop life and work-related skills to increase efficiency in everyday life;

(f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;

(g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and

(h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions

## 3.0.General Competencies for Ordinary Secondary Education Vocational Stream

The general competences for Ordinary Secondary Education, Form 1–IV, Vocational Education stream are to:

(a) Apply the knowledge, skills and attitudes the student developed in the primary school stage to increase his/her understanding of technical skills;
(b) Apply technical skills in designing, inventing and making various things to cope with life and solve challenges in society;
(c) Appreciate citizenship and national virtues;

(d) Use language skills;

(e) Demonstrate self-confidence in learning in various fields, including science and technology, technical knowledge and technical skills;

(f) Apply technical knowledge and skills in designing, discovering and making various things to solve challenges in society, including cross-cutting issues;

(g) Appreciate procedures and safety rules in using technical tools correctly; and

(h) Apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce

## 4.0.General Competences of the Occupation

Upon completion of this occupation, students are expected to have ability to:

(a) Manage the sequence of weaving operations

(b) Select appropriate yarns for specific fabric types

(c) Interpret and develop creative patterns

(d) Select harmonious color schemes for warp and weft

(e) Calculate materials requirements, time, and labour costs for warp and weft

## 5.0.Main and Specific Competences

The main and specific competences to be developed are presented in Table 1

**Table 1***:Main and Specific Competences for Form I–IV*

| Modules (Main Competence) | Units (Specific competences) |
|---|---|
| 1.0 Maintaining safety in the workshop and its surroundings | 1.1 Maintaining workshop safety<br>1.2 Handling accidents and incidents<br>1.3 Handling Fire Accidents<br>1.4 Performing first aid |
| 2.0 Planning for handloom weaving | 2.1 Selecting yarn for weaving<br>2.2 Testing yarn strength<br>2.3 Selecting yarn supply packages for warping<br>2.4 Setting up warping yarn on a warping creel<br>2.5 Setting up warping yarn on a warping mill<br>2.6 Setting up warping yarn on a warping board |
| 3.0 Preparing handloom for weaving | 3.1 Selecting handloom type for fabric weaving<br>3.2 Setting warp to the loom<br>3.4 Preparing weft pick for fabric weaving |
| 4.0 Designing basic weave patterns | 4.1 Designing plain weave<br>4.2 Designing rib weave pattern<br>4.3 Designing basket weave pattern |
| 5.0 Performing handloom weaving | 5.1 Performing shedding mission<br>5.2 Performing picking motion<br>5.3 Performing beating-up motion<br>5.4 Preforming let off and take-up |
| 6.0 Performing quality assurance | 6.1 Performing quality control of textile yarn<br>6.2 Performing quality control of woven fabric |

| Modules (Main Competence) | Units (Specific competences) |
|---|---|
| 7.0 Managing safe working environment | 7.1 Carrying out risk assessment<br>7.2 Managing Environmental Pollution |
| 8.0 Performing hank dyeing | 8.1 Pretreating of Hanks<br>8.2 Dyeing of Hanks |
| 9.0 Designing advanced weave patterns | 9.1 Making tabby weave variations<br>9.2 Making twill weave variations |
| 10.0 Knitting basic patterns | 10.1 Preparing basic knitted structures<br>10.2 Making knitted fabric using single flat machine |
| 11.0 Managing production personnel | 11.1 Allocation production duties<br>11.2 Training of workers |
| 12.0 Managing handloom operations | 12.1 Making production plan<br>12.2 Supervising production<br>12.3 Applying pollution control measures |
| 13.0 Marketing handloom products | 13.1 Conducting market research<br>13.2 Performing product costing and pricing<br>13.3 Promoting handloom products<br>13.4 Packaging handloom products |

## 6.0.The Roles of Teachers, Students and Parents in Teaching and Learning

Good relationships between a teacher, student, and parent, or guardian are fundamental to ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning Handloom Weaving

### 6.1 The teacher

The teacher is expected to:

(a) Help the student to learn and develop the intended competences in Handloom Weaving

(b) Use teaching and learning approaches that will allow students with different needs and abilities to:

(c) Develop the competences needed in the 21st Century; and

(d) Actively participate in the teaching and learning process

(e) Use student centred instructional strategies that make the student a centre of learning which allows them to think, reflect and search for information from various sources;

(f) Create a friendly teaching and learning environment;

(g) Prepare and improvise teaching and learning resources;

(h) Conduct formative assessment regularly by using tools and methods which assess theory and practice;

(i) Treat all the students according to their learning needs and abilities;

(j) Protect the student from the risky environment while he or she is at school;

(k) Keep track of the student's daily progress;

(l) Identify individual student's needs and provide the proper intervention;

(m) Involve parents/guardians and the society at large in the student's learning process; and

(n) Integrate cross-cutting issues and ICT in the teaching and learning process

### 6.2 The student

The student is expected to:

(a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom; and

(b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries

### 6.3 The parent/guardian

The Parents/Guardian is expected to:

(a) Monitor the child's academic progress in school;

(b) Where possible, provide a child with the needed academic support;

(c) Provide a child with a safe and friendly home environment which is conducive to learning;

(d) Keep track of a child's progress in behaviour

(e) Provide the child with any necessary materials required in the learning process; and

(f) Instill in a child a sense of commitment and positive value towards education and work

## 8.0.Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This Syllabus suggests teaching and learning methods for each activity. This includes, but not limited to, demonstration, practical/hands-on activities, observations, group works, peer teaching/learning, discussions, presentations, field visits, research, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment, or context. All the teaching and learning methods should be integrated with the everyday lives of students. The focus is expected to be on practical application and developing cognitive, affective, and psychomotor skills through learner-centred methods. Vocational teachers act as facilitators, incorporating both school-based teaching and project work supervision.

## 9.0.Teaching and Learning Resources

Effective teaching and learning rely on various resources. In this process, both teachers and

students should collaborate to gather, or improvise alternative resources from the school and home environments as needed. Teachers and students are encouraged to continually seek information from diverse sources to enhance the teaching and learning experience. A list of approved textbooks and reference materials will be provided by the TIE.

## 10.0. Assessment

Assessment is important in teaching and learning Handloom Weaving. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are therefore expected to apply a wide range of formative assessment methods, which include, but are not limited to, demonstrations, discussions, presentations, oral questions, experiments, observations, practical assignments, and projects.

Summative assessment, on the other hand, will focus on determining students' achievement of learning. Teachers are expected to use a variety of summative assessments, including Form Two National Assessment, terminal examination, annual examination, mock examination, and project. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 60%, and the National Form IV Examination shall contribute 40%, as indicated in Table 2.

### Project Work

Project work is a carefully planned and clearly defined task or problem that a student undertakes, either alone or in a group, to enhance and apply the skills and knowledge gained in the classroom, workshop, kitchen, or laboratory. It is based on the principles of "Learning by Doing" and "Learning by Living." In this context, the implementation of project work in secondary schools, vocational streams, is essential. Projects in the vocational stream should be conducted in the core subject (occupation). To ensure its success, the supervision and assessment of student project work must be consistent with the established guidelines provided by the National Examinations Council of Tanzania (NECTA).

**Table 2***: Contribution of Continuous Assessment and National Examination in the final score*

| **Assessment Category** | **Weight (%)** | **National Examination** |
|---|---|---|
| Form Two National Assessment (FTNA) | 60 | **4****0** |
| Form Three Terminal Examination | 50 | |
| Form Three Annual Examination | 50 | |
| Form Four Mock Examination | 70 | |
| Project Work | 70 | |
| Form Two Practical | 100 | |
| Form Three Practical | 100 | |
| Form Four Practical | 100 | |
| **Total** | **60** | |

## 11.0. Number of Periods

The Handloom Weaving Syllabus for Ordinary Secondary Education, Vocational Stream Form 1–IV provides time estimates for teaching and learning each specific competence. The estimates consider the complexity of the specific competences and the learning activities. Eight (08) periods of 40 minutes each have been allocated per week, whereby two (02) periods will be used for theory and 6 for practical sessions which may require double periods (e.g., 80). Double periods will allow sufficient time for hands-on activities.

## 12.0. Teaching and Learning Contents

The contents of the Syllabus are organised into a matrix with seven (07) columns. These are main competences, specific competences, learning activities, suggested teaching and learning methods, and assessment criteria. The assessment criteria are divided into (process assessment, products/service assessment, and underpinning knowledge), suggested teaching and learning resources and the number of periods as presented in Tables 3 to 6.

# Form One

**Table 3:** *Detailed contents for Form One*

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| 1.0 Maintaining safety in the workshop and its surroundings | 1.1Maintaining workshop safety | Maintaining Workshop safety rules | **Group discussion:** Guide the students in manageable groups to discuss the concepts of maintaining workshop safety rules<br><br>**Field visit:** Organize workshop fieldwork for the students to explore the handloom workshop and discuss how to maintain workshop safety rules<br><br>**Library and internet search:** Guide the students in groups to search relevant materials on concepts of maintaining workshop safety rules<br><br>**Demonstration:** Guide the students to | **Student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Interpret different safety signs<br>• Maintain workshop safety rules<br>• Clean tools and equipment<br>• Store tools and equipment | Workshop safety rules are correctly maintained | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: Maintain workshop safety rules<br>**Principles:** The student should explain the principles of: Maintaining Workshop safety rules<br>**Theories:** The student should be able to explain the:<br>• Workshop safety rules, and guideline,<br>• Importance of maintaining the workshop safety rules<br>• Causes of health and safety hazards in a workshop<br>**Circumstantial knowledge:**<br>Detailed knowledge about: | The following tools and equipment are to be available:<br>• Workshop rules and regulations<br>• Fire extinguisher<br>• Safety gear<br>• Cleaning materials<br>• First aid kit<br>• Bucket with mop<br>• Duster<br>• Waste bin<br>• Vacuum cleaner<br>• Computer with internet connection | 90 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | observe workshop safety rules | | | • OSHA rules and regulations<br>• Safe working practice<br>• Workshop rules and regulations<br>• Safe handling of tools and equipment | | |
| | | Maintaining the workshop environment | **Observation:** Organize field visits and guide the students to familiarize themselves with the handloom workshop environment<br><br>**Brainstorm:** Guide the students to explain the concept of a handloom workshop environment.<br><br>**Demonstration**: Guide the students to maintain the workshop environment | **The student should explain how to:**<br>•Select tools and equipment<br>•Observe safety precautions<br>•Maintain workshop environment<br>•Clean tools and equipment<br>•Store tools and equipment | Workshop environment is correctly maintained | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain a safe working environment<br>**Principles:** The student should explain the principles of: Maintaining Workshop environment<br>**Theories:** The student should be able to explain the:<br>•Concept of a safe working environment<br>•Importance of cleaning the handloom workshop and its surroundings<br>•Classification of wastes and their hazards<br>•The importance of first aid<br>•Methods of disposing of different types of wastes | The following tools and equipment are to be available:<br>•Handloom tools<br>•HW machines<br>•Tool racks, pegboards, or cabinets<br>•Storage bins for small parts (nuts, bolts, screws<br>•Brooms, dustpans, and industrial vacuums<br>•Cleaning Solutions | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | | | | **Circumstantial knowledge:**<br>**Detailed knowledge of:**<br>• OSHA rules and regulations<br>• Safe working practice<br>• Waste disposal procedures<br>• Safe handling of tools and equipment<br>• Proper waste disposal | • Cloths, and sponges<br>• Overalls/over coats/apron<br>• Gloves<br>• Safety boots<br>• Safety clear glasses | |
| | | Maintaining personal safety | **Think-ink-pair-share:** Guide the students through think-ink-pair-share to explain the concept and importance of maintaining personal safety<br>**Library and internet search:** Guide the student's in groups or individually, to search relevant materials on recommended | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Respond to safety threats<br>• Use safety gear<br>• Clean tools and equipment<br>• Store tools and equipment | Personal safety is correctly maintained | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to maintain personal safety<br>**Principles:** The student should explain the principles of maintaining personal safety<br>**Theories:** The student should be able to explain the:<br>• Health and safety hazards | The following tools and equipment are to be available:<br>Overalls/overcoats/apron<br>• Gloves<br>• Safety boots<br>• Safety clear glasses<br>• Cleaning materials<br>• First aid kit<br>• Gloves<br>• Bucket with mop | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | practices for maintaining personal safety<br><br>**Activit:** Organise the students in manageable groups to practise maintaining personal safety | | | • Possible workshop accidents and their causes and prevention<br>• Use safety gear<br>• Use workshop tools and equipment<br>**Circumstantial knowledge:**<br>**Detailed knowledge of:**<br>• OSHA rules and regulations<br>• Safe working practice<br>• Waste disposal procedures<br>• Safe handling of tools and equipment<br>• Proper waste disposal | • Duster<br>• Waste bin<br>• Vacuum cleaner | |
| | 1.2 Handling accidents and incidents | • Handling mechanical hazards | **Workshop visit:** Guide the students to visit the handloom workshop to define mechanical hazards<br><br>**Group discussion:** Guide the students in manageable groups to explore mechanical hazards in the handloom workshop | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Identify mechanical hazards<br>• Handle mechanical | Mechanical hazards are properly handled | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to handle mechanical hazards<br>**Principles:** The student should explain the principles of: Handling mechanical hazards<br>**Theories:** The student should explain the: | The following tools and equipment are to be available:<br>• Tool kit<br>• Mechanical equipment<br>• Service manuals | 150 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | and the strategies for handling mechanical hazards examples (eg, incidents involving sewing machines, looms, or workshop equipment<br><br>**ICT-based learning approach:** Guide the students through the ICT learning approach to describe examples of common mechanical hazards in the handloom workshop<br><br>**Brainstorm:** Guide the students to discuss the effects of mechanical hazards in the handloom workshop<br><br>**Demonstration**: Guide the student to handle mechanical hazards. | hazards from different sources<br>• Interpret workshop colour code and safety signs | | • Effect of mechanical hazards<br>• Treatment for fractures<br>• Treatment for unconscious person<br>• Importance of using safety gear<br>• Advantages of accidents preventions<br>• Usage of colour codes and safety signs<br>• Reading manufacturer's instruction before operating machine<br>**Circumstantial knowledge:**<br>**Detailed knowledge about:**<br>• Safety precautions while handling accidents<br>• Safe handling of tools, equipment, and machines<br>• Waste disposal methods | • OSHA rules and regulations<br>Overalls/overcoats/apron<br>• Gloves<br>• Safety boots<br>• Safety clear glasses<br>• First aid kit<br>• First aid poster<br>• Mask<br>• Workshop rules and regulations guidelines | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | | | | | | |
| | | Handling physical hazards | **Demonstration:** Demonstrate to the students how to handle common physical hazards in handloom workshop.<br><br>**Brainstorm:** Guide the students to discuss the effects of physical hazards in the handloom workshop | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Identify physical hazard materials<br>• Handle hazards materials<br>• Use colour code and safety signs<br>• Protect an unconscious victim | Physical hazards are properly handled | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to handle physical hazards<br>**Principles:** The student should explain the principles of handling physical hazards<br>**Theories:** The student should explain:<br>• Effect of physicals hazards<br>• Emergency life support<br>• Treatment for unconscious person<br>• Importance of using safety gear<br>• Usage of colour codes and safety signs<br>**Circumstantial knowledge:**<br>**Detailed knowledge of:**<br>• Safety precautions while handling accidents<br>• Safe handling of tools, equipment, and machines | The following tools and equipment are to be available:<br>• Tool kit<br>• Mechanical equipment<br>• Power machines<br>• Overalls/over coats/apron<br>• Gloves<br>• Safety boots<br>• Mask<br>• First aid kit | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | | | | • Waste disposal methods | | |
| | | Handling chemical hazards | **Demonstration:** Demonstrate to the students through ICT the chemical hazards and guide them to identify the possible chemical hazards in the handloom workshop<br><br>**Brainstorm:** Guide the students to brainstorm chemical hazards<br><br>**Demonstration:** Demonstrate to the students how to handle chemical hazards<br><br>**Activity:** Organise the students in manageable groups to practise handling chemical hazards in the workshop | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Identify chemical hazard<br>• Use colour code and safety signs<br>• Protect an unconscious victim<br>• Report to superiors<br>• Record accidents | Chemical hazards are properly handled | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to identify chemical hazard<br>**Principles:** The student should explain the principles of handling chemical hazards<br>**Theories:** The student should explain:<br>• Effect of chemical hazards<br>• Treatments for burns<br>• Treatment for unconscious person<br>• Importance of using safety gear<br>• Usage of colour codes and safety signs<br>**Circumstantial knowledge:**<br>**Detailed knowledge of:**<br>• Safety precautions while handling accidents<br>• Safe handling of tools, equipment, and machines | The following tools and equipment are to be available:<br>• Fire extinguisher<br>• Power machines<br>• Overalls/over coats/apron<br>• Gloves<br>• Safety boots<br>• Safety clear glasses<br>• First aid kit<br>• Mask<br>• Workshop rules and regulations guidelines<br>• OSHA rules and regulations | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | | | | • Waste disposal methods<br>• Respiratory and circulatory systems | | |
| | | Handling electrical hazards | **Brainstorm:** Guide the students to brainstorm electrical hazards<br><br>**Demonstration:** Demonstrate to the students how to handle electrical hazards<br><br>**Activity:** Organize the students in manageable groups to practise handling electrical hazards in the workshop | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Identify electrical hazard<br>• Handle electrical hazards<br>• Report to superiors<br>• Record accidents | Electrical hazards are properly handled | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to handle electrical hazards points<br>**Principles:** The student should explain the principles of handling electrical hazards<br>**Theories:** The student should explain:<br>• Effect of electrical hazards<br>• Treatment for an unconscious person<br>• Usage of colour codes and safety signs<br>**Circumstantial knowledge:**<br>**Detailed knowledge of:**<br>• Safety precautions while handling accidents<br>• Safe handling of tools, equipment, and machines | The following tools and equipment are to be available:<br>• Power machines<br>• Overalls/over coats/apron<br>• Gloves<br>• Safety boots<br>• First aid kit<br>• Mask | |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | | | | • Waste disposal methods Respiratory and circulatory systems | | |
| | | Maintaining safety gear | **Brainstorm:** Guide the students to brainstorm the importance of maintaining safety gear<br><br>**Demonstration:** Demonstrate to the students how to use safety gear<br><br>**Activity:** Organize the students in manageable groups to practice using safety gear | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Maintain safety gear<br>• Clean tools, equipment, and workplace<br>• Store tools | Safety gear is properly maintained | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to maintain safety gear<br>**Principles:** The student should explain the principles of maintaining safety gear<br>**Theories:** The student should explain:<br>• Importance of using safety gear<br>• Importance of maintaining<br>**Circumstantial knowledge:**<br>**Detailed knowledge of:**<br>• Safety precautions while handling accidents<br>• Safe handling of tools, equipment, and machines<br>• Waste disposal methods | The following tools and equipment are to be available:<br>• Overalls/over coats/apron<br>• Gloves<br>• Safety boots<br>• Safety clear glasses<br>• Mask<br>• Workshop rules and regulations guidelines | |
| | 1.3Handling fire accidents | • Handling firefighting | **Library and internet search:** Guide the students in groups or | **The student should explain how to:** | Firefighting equipment and | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**: | The following tools and equipment are | 60 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | equipment and materials | individually, to search relevant materials on different types of firefighting materials<br><br>**Field visit:** Organize the students in small groups or whole class to visit a school firefighting fire brigade to explore different firefighting equipment and materials<br><br>**Practical work:** Guide the students to use firefighting equipment<br><br>**Activity:** Organize the students in manageable groups to practice using firefighting equipment | • Select tools, equipment, and safety gear<br>• Observe safety precaution<br>• Identify the types of fires<br>• Identify the types of fire-extinguishing materials<br>• Clean up tools, equipment, and workplace<br>• Store tools according to their types | materials are properly handled | The student should explain how to handle firefighting materials<br>**Principles:** The student should explain the principles of handling firefighting equipment and materials<br>**Theories:** The student should explain:<br>• The importance of handling fire accidents<br>• Types and common classes of fires<br>• Handle different types of fires<br>• Importance of checking and servicing fire extinguishers<br>**Circumstantial knowledge:**<br>**Detailed knowledge of:**<br>• Safety precautions while handling fire accidents<br>• Safe handling of tools and equipment<br>• Waste disposal | to be available:<br>• Firefighting rules and regulations<br>• Fire extinguishers<br>• Firefighting materials<br>• First aid kit<br>• Gloves<br>• Safety shoes/boots<br>• Overall/apron<br>• Safety clear gasses | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | Handling different types of fires | **Brainstorm:** Guide the students to identify different types of fires<br><br>**Practical work:** Guide the student on how to fight different types of fires<br><br>**Activity:** Organize the students in manageable groups to practise fighting different types of fires | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Identify common classes of fire<br>• Clean up tools, equipment, and workplace<br>• Store tool tools according to their types | Different types of fires are properly handled | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: Handle different types of fires<br>**Principles:** The student should explain the principles of handling firefighting equipment and materials<br>**Theories:** The student should explain:<br>• The importance of handling fire accidents<br>• Types and common classes of fire<br>• Different types of firefighting materials<br>**Circumstantial knowledge:**<br>**Detailed knowledge of:**<br>• Safety precautions while handling fire accidents<br>• Safe handling of tools and equipment<br>• Waste disposal | The following tools and equipment are to be available:<br>• Firefighting rules and regulations<br>• Workshop rules and regulations<br>• Fire extinguishers<br>• Firefighting materials<br>• First aid kit<br>• Gloves<br>• Safety shoes/boots<br>• Overall/apron<br>• Safety clear gasses | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | 1.4Performing first aid | Performing an artificial respiration | **Interactive simulation and animation:** Guide the students through interactive simulation and animation to observe artificial respiration<br><br>**Brainstorm:** Guide the students to brainstorm the procedures of performing artificial respiration and explain the first aid | **The student should explain how to:**<br>•Select tools and equipment<br>•Observe safety precautions<br>•Perform artificial respiration<br>•Clean up tools, equipment, and workplace<br>•Store tool tools according to their types | Artificial respiration is properly performed | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: Perform artificial respiration<br>**Principles:** The student should explain the principles of: Performing artificial respiration<br>**Theories:** The student should explain:<br>•Reasons for performing artificial respiration<br>•Importance of performing artificial respiration<br>**Circumstantial knowledge:**<br>**Detailed knowledge of:**<br>•Safety precautions while handling fire accidents<br>•Safe handling of tools and equipment<br>•Waste disposal | The following tools and equipment are to be available:<br>•Firefighting equipment<br>• Workshop rules and regulations<br>• Fire extinguishers<br>• Firefighting materials<br>• First aid kit<br>•Gloves<br>•Safety shoes/boots<br>•Overall/apron<br>• Safety clear gasses | 60 |
| | | Performing first aid to minor | **Interactive simulation and animation:** Guide the students through | **The student should explain how to:** | Minor wound scalpels are offered | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**: | The following tools and equipment are | |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | wound scalpels | interactive simulation and animation to observe on how to perform the minor wound scales<br><br>**Brainstorm:** Guide the students to brainstorm minor wound scalpels<br><br>**Practical work:** Guide the student to correctly select tools and materials used to perform first aid to minor wounds and scalpels | • Select tools and equipment<br>• Observe safety precautions<br>• Attend minor wounds<br>• Sterilise first aid tools<br>• Clean up tools, equipment, and workplace<br>• Store tools according to their types | according to first aid requirements | The student should explain how to perform first aid to minor wound scalpels<br>**Principles:** The student should explain the principles of performing first aid to minor wound scalpels<br>**Theories:** The student should explain reasons for performing first aid to minor wound<br>**Circumstantial knowledge:**<br>Detailed knowledge of:<br>• Safety precautions while handling fire accidents<br>• Safe handling of tools and equipment<br>• Waste disposal | to be available:<br>• Workshop rules and regulations<br>• First aid kit<br>• Gloves<br>• Safety shoes/boots<br>• Overall/apron<br>• Safety clear gasses<br>• computer | |
| 2.0 Planning for handloom weaving | 2.1 Selecting yarn for weaving | (a) Selecting coloured yarn for weaving | **ICT-based learning approach:** Guide the students through ICT learning approach to observe colour relations in the colour wheel. | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions | The coloured yarn is selected according to the intended | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to select coloured yarn for weaving<br>**Principles:** The student should explain the | The following tools and equipment are to be available:<br>• Cones of coloured yarns | 60 |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | **Brainstorm:** Guide the students to classify colours according to their position on a colour wheel<br><br>**Group discussion:** Guide the students in manageable groups to discuss the importance of coloured yarn in weaving<br><br>**Demonstration:** Guide the students to use colour scheme during colour combination.<br><br>**Activity:** Organise the students in manageable groups to select coloured yarn for weaving | • Choose colour combination<br>• Select coloured yarn for weaving<br>• Clean tools and equipment<br>• Store tools and equipment | pattern design | principles of selecting coloured yarn for weaving<br>**Theories:** The student should explain:<br>• Steps for selecting colour combination<br>• Harmonious ways of colour combination<br>• Explain colour wheel<br>**Circumstantial knowledge:**<br>**Detailed knowledge** about:<br>• Workshop safety rules<br>• Safe handling of tools<br>• General cleanliness | • Colour wheel<br>• Computer | |
| | | (b) Selecting yarn size | **Brainstorm:** Guide the students to brainstorm different yarn size systems | **The student should explain how to:**<br>• Select tools and equipment | The yarn size is correctly selected | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: | The following tools and equipment are to be available: | |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | **Group discussion:** Guide the students in manageable groups to discuss the yarn count system and its applicability in handloom weaving<br><br>**Field visit:** Organize students in groups or whole class to visit a textile factory to explore different sizes of yarn, and prepare a list of the commonly used sizes of yarns in handloom weaving<br><br>**Demonstration:** Guide the students to select yarn sizes<br><br>**Activity:** Organize the students in manageable groups to select the yarn sizes for handloom weaving | • Observe safety and precautions<br>• Select the yarn sizes<br>• Convert direct and indirect yarn counting systems<br>• Observe safety precautions<br>• Clean tools and equipment<br>• Store tools and equipment | | • Select yarn size<br>• Read the yarn size (count)<br>**Principles:** The student should explain the principles of selecting yarn size<br>**Theories:** The student should explain:<br>• Yarn sizes<br>• Yarn counting systems<br>• Yarn count conversion factors<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Workshop safety rules<br>• Safe handling of tools<br>• General cleanliness | • Bobbins<br>• Weighing scale<br>• Measuring tapes<br>• Calculator<br>• Package of yarn | |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | 2.2 Testing yarn strength | (a) Testing the strength of warp yarn | **Brainstorm:** Guide the students to brainstorm yarn strengths and warp yarns<br><br>**ICT-based learning approach:** Guide the students through the ICT learning approach to test yarn strength and list the required tools for testing the strength of the warp yarn<br><br>**Demonstration:** Demonstrate to the students how to test warp yarn strength and select the best strength of the yarn<br><br>**Activity:** Organize the students in manageable groups to test warp the yarn strength | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precaution<br>• Test the desired warp yarn strength<br>• Use the yarn strength tester<br>• Clean tools and equipment<br>• Store tools and equipment | Warp yarn strength is correctly tested | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to test warp yarn strength<br>**Principles:** The student should explain the principles of testing the strength of the warp yarn<br>**Theories:** The student should:<br>• Explain the concept of testing yarn strength for fabric weaving<br>• Describe various end products of different strengths of warp ends in fabric manufacture<br>**Circumstantial knowledge:**<br>**Detailed knowledge of:**<br>• Safety handling of testing equipment<br>• Safety precautions pertaining to yarn strength testing operations | The following tools and equipment are to be available:<br>• Yarn strength tester<br>• Calculator<br>• Packages of yarn<br>• Scissors<br>• Testing standards<br>• Computer | 60 |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | **Brainstorm:** Guide the students to define yarn strength and weft yarns<br><br>**ICT-based learning approach:** Guide the students through the ICT learning approach to test yarn strength and list the required tools for testing the strength of the weft yarn<br><br>**Demonstration:** Demonstrate to the students to test weft yarn strength and compare it with the strength of warp yarn<br><br>**Activity:** Organize the students in manageable groups to test weft yarn strength | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precaution<br>• Test the desired warp yarn strength<br>• Use the yarn strength tester<br>• Clean tools and equipment<br>• Store tools and equipment<br>S | Weft yarn strength is correctly tested | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to:<br>Test the strength of weft yarn strength<br>**Principles:** The student should explain the principles<br>Of testing the strength of the weft yarn<br>**Theories:** The student should:<br>• Explain the concept of testing yarn strength for fabric weaving<br>• Describe the different strengths of warp and weft yarns<br>• Explain the concept of testing yarn strength for fabric weaving<br>• Describe various end products of different warp ends and weft picks in fabric manufacture | The following tools and equipment are to be available:<br>• Yarn strength tester<br>• Calculator<br>• Packages of yarn<br>• Scissors<br>• Testing standards<br>• Computer | |

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| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | 2.3 Selecting yarn supply packages for warping | (a) Selecting yarn package for creel warping | **ICT-based learning approach:** Guide the students through ICT learning approach to observe different yarn packages and identify applicable yarn packages for creel-warping process<br><br>**Demonstrate:** Demonstrate to the student's different yarn packages and guide them to select yarn packages for creel warping<br><br>**Activity:** Organize the students in manageable groups to select yarn for creel warping and perform creel warping | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Select various yarn packages for reel warping<br>• Arrange yarn packages for reel warping process<br>• Arrange yarn package to the creel according to the pattern<br>• Make the warp loop<br>• Perform creel warping process<br>• Clean tools and equipment<br>• Store tools and equipment | The yarn package for creel warping is accurately selected | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to select yarn package for creel warping<br>**Principles:** The student should explain principles of selecting yarn package for creel warping<br>**Theories:** The student should explain the process of sectional warping<br>**Circumstantial knowledge:**<br>Detailed knowledge of:<br>• Workshop safety precautions<br>• Handling of working tools and equipment<br>• Proper disposal of waste materials | The following tools and equipment are to be available:<br>• Floor looms<br>• Table looms<br>• Frame looms<br>• Yarn packages<br>• Warping board<br>• Creel warper<br>• Scissors<br>• Knifes<br>• Measuring tape<br>• Computer | 90 |
| | | (b) Selecting yarn packages | **ICT-based learning approach:** Guide the students through the | **The student should explain how to:** | The yarn package for reel | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**: | The following tools and equipment are | |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | for reel warping | ICT learning approach to observe different yarn packages and identify applicable yarn packages for reel-warping process<br><br>**Brainstorm:** Guide the students to brainstorm ideas for reel-warping<br><br>**Demonstration:** Demonstrate to the students how to select yarn packages for reel-warping<br><br>**Activity:** Organize the students in manageable groups and guide them to select yarn for reel warping and perform reel warping | • Select tools and equipment<br>• Observe safety precautions<br>• Select various yarn packages for reel warping<br>• Perform reel warping process<br>• Clean tools and equipment<br>• Store tools and equipment | warping is accurately selected | The student should explain how to:<br>Select yarn packages for reel warping<br>**Principles:** The student should explain the principles of selecting yarn package for reel warping<br>**Theories:** The student should explain:<br>• Reel warping process<br>• The process of sectional warping<br>**Circumstantial knowledge:**<br>Detailed knowledge of:<br>• Workshop safety precautions<br>• Handling of working tools and equipment<br>• Proper disposal of waste materials | to be available:<br>• Floor looms<br>• Table looms<br>• Frame looms<br>• Yarn packages<br>• Warping board<br>• Reel warper<br>• Scissors<br>• Knifes<br>• Measuring tape<br>• Computer | |
| | | (c) Selecting yarn supply packages | **Brainstorm:** Guide the students to brainstorm different methods of warping | **The student should explain how to:** | The yarn package for the warping board is | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**: | The following tools and equipment are | |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | for the warping board | **Demonstrate:** Demonstrate to the students to the process of selecting yarn supply packages for the warping board<br><br>**Activity:** Organize the students in manageable groups to select yarn supply package for warping board and perform warping on a board | • Select tools and types of equipment<br>• Observe safety precautions<br>• Select various types of handlooms<br>• Select various types of yarn packages<br>• Select yarn packages for the warping board<br>• Observe safety precautions<br>• Clean tools and equipment<br>• Store tools and equipment | accurately selected | The student should explain how to select yarn supply packages for warping board<br>**Principles:** The student should explain the principles of selecting yarn supply packages for warping board<br>**Theories:** The students should explain:<br>• Reel warping process<br>• The process of sectional warping<br>**Circumstantial knowledge:**<br>Detailed knowledge of:<br>• Workshop safety precautions<br>• Handling of working tools and equipment<br>• Proper disposal of waste materials | to be available:<br>• Floor looms<br>• Table looms<br>• Frame looms<br>• Yarn packages<br>• Warping board<br>• Reel warper<br>• Scissors<br>• Knifes<br>• Measuring tape | |
| | 2.4 Setting up warping yarn on a warping mill | (a) Tying warping yarn to the bottom pegs of the mill | **ICT-based learning approach:** Guide the students through ICT learning approach to observe the procedures for tying warping yarn to the | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions | The warping yarn is tied properly to the bottom pegs from the cone | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: Tie warping yarn to the bottom pegs of the mill from the cone | The following tools and equipment are to be available:<br>• Warping mill | 210 |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | from the cone | bottom pegs of the mill from the cone<br><br>**Brainstorm:** Guide the students to brainstorm different procedures of tying warping yarn to the bottom pegs of the mill from the cone<br><br>**Activity:** Organize the students in manageable groups to tie warping yarn to the bottom pegs of the mill from the cone | • Tie warping yarn to the bottom pegs of the mill from the cone<br>• Clean tools, equipment, and workplace<br>• Store tools and equipment | | **Principles:** The trainee should explain the principles of: Tying warping yarn to the bottom pegs of the mill from the cone<br>**Theories:** The student should explain:<br>• The process of tying warp yarn on the bottom pegs<br>**Circumstantial knowledge:**<br>**Detailed knowledge of:**<br>• Handling work tools and equipment properly<br>• Process of cleaner production and waste disposal | • Yarn packages<br>• Scissors<br>• Measuring tapes<br>• Spool rack<br>• Splices | |
| | | (b) Crossing the warping yarn to form a lease | **ICT-based learning approach:** Guide the students through ICT learning approach to observe how to cross a warping yarn to form a lease | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precaution<br>• Make the warp cloth | The lease is properly formed by crossing the warping yarn | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: Cross the warping yarn to form a lease<br>**Principles:** The student should explain the principles of crossing the | The following tools and equipment are to be available:<br>• Warping mill<br>• Yarn packages<br>• Scissors | |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | **Group discussion:** Guide the students in manageable groups to discuss how to control warp yarn to avoid entanglement<br><br>**Demonstration:** Demonstrate to the students how to cross the warping yarn to form a lease<br><br>**Activity:** Organize the students in manageable groups to cross the warping yarn to form a lease | • Insert the yarn with contrasting colour<br>• Tie the yarn with contrasting colour to avoid entanglement<br>• Clean tools, equipment, and workplace<br>• Store tools and equipment | | warping yarn to form a lease<br>**Theories:** The student should explain:<br>• The advantages of using a creel for sectional warping<br>• Advantages of inserting lease rods to warp cloth<br>**Circumstantial knowledge: Detailed knowledge of:**<br>• Handloom workshop safety precautions<br>• Handling properly of working tools and equipment<br>• Process of cleaner production and waste disposal | • Measuring tapes<br>• Spool rack<br>• Splices<br>• Computer<br>• Warping reel | |
| | | (c) Drawing the warping yarn from the cone around the reel to the | **Demonstration:** Demonstrate to the students the process of drawing warping yarn from the cone around the top peg of the mill | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions | The warping yarn is drawn properly from the cone | **Knowledge evidence: Detailed knowledge of:**<br>**Method used:** The student should explain how to draw the warping yarn from the cone around the reel to the top peg of the mill | The following tools and equipment are to be available:<br>• Warping mill | |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | top peg of the mill | **Brainstorm:** Guide the students to brainstorm ideas for drawing the process of the warping yarn<br><br>**Demonstration:** Demonstrate to the students how to draw the warping yarn from the cone around the reel to the top peg of the mill<br><br>**Activity:** Organize the students in manageable groups to draw the warping yarn from the cone around the reel to the top peg of the mill | • Draw warping yarn to the bottom peg of the warping mill<br>• Clean tools, equipment, and workplace<br>• Store tools and equipment | around the reel to the top peg of the mill | **Principles:** The student should explain the principles of drawing the warping yarn from the cone around the reel to the top peg of the mill<br>**Theories:** The student should explain:<br>• The process of drawing the warping yarn from the cone around the reel to the top peg of the mill<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Handling properly of working tools and equipment<br>• Process of cleaner production and waste disposal | • Yarn packages<br>• Scissors<br>• Measuring tapes<br>• Spool rack<br>• Splices<br>• Overcoat | |
| | | (d) Tying the crossing of the wound warp using contrastin | **Brainstorm:** Guide the students to brainstorm the reasons for crossing of the wound warp yarns using contrasting coloured yarn | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety and precautions | The crossing of the wound warp using the contrasting-coloured | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: Tie the crossing of the wound warp using contrasting coloured yarn | The following tools and equipment are to be available:<br>• Warping mill | |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | g coloured yarn | **Demonstration:** Demonstrate to the students how to tie the crossing of the wound warp using contrasting coloured yarn<br><br>**Activity:** Organize the students in manageable groups to tie the crossing of the wound warp using contrasting coloured yarn | • Tie the warp crossing by contrasting coloured yarn<br>• Clean tools, equipment, and workplace<br>• Store tools and equipment | yarn is tied properly | **Principles:** The student should explain the principles of tying the crossing of the wound warp using contrasting coloured yarn<br>**Theories:** The student should explain:<br>• The process of tying crossing of the wound warp using contrasting coloured yarn around the reel to the top peg of the mill<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Handloom workshop safety precautions<br>• Handling properly of working tools and equipment<br>• Process of cleaner production and waste disposal<br>• Tie the crossing of the wound warp using contrasting coloured yarn | • Yarn packages<br>• Scissors<br>• Measuring tapes<br>• Spool rack<br>• Splices<br>• overcoat | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | (e) Tying contrasting coloured yarn at interval along the full length of the prepared warp | **ICT-based learning approach:** Guide the students through ICT learning approach to observe tying contrasting coloured yarn at interval along the full length of the prepared warp<br><br>**Demonstration:** Demonstrate to the students how to tie contrasting coloured yarn at interval along the full length of the prepared warp<br><br>**Activity:** Organise the students in manageable groups to tie contrasting coloured yarn at interval along the full length of the prepared warp | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Tie the warp crossing by contrasting coloured yarn<br>• Tie warp with contrasting colour at intervals<br>• Clean tools, equipment, and workplace<br>• Store tools and equipment | The warping yarn is tied properly to the bottom pegs from the cone | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: Tie contrasting coloured yarn at interval along the full length of the prepared warp<br>**Principles:** The student should explain the principles of tying contrasting coloured yarn at intervals along the full length of the prepared warp<br>**Theories:** The student should Explain the process of tying contrasting coloured yarn at interval along the full length of the prepared warp<br>**Circumstantial knowledge:**<br>Detailed knowledge of:<br>• Handloom workshop safety precautions<br>• Handling working tools and equipment s properly | The following tools and equipment are to be available:<br>• Warping mill<br>• Yarn packages<br>• Scissors<br>• Measuring tapes<br>• Spool rack<br>• Splices<br>• Overcoat | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | | | | • Process of cleaner production and waste disposal | | |
| | | (f) Removing the warp from the reel by crocheting technique to form a chain | **ICT-based learning approach:** Guide the students through ICT learning approach to observe the process of crocheting the warp yarn.<br><br>**Brainstorm:** Guide the students to brainstorm the reason for crocheting the warp<br><br>**Demonstration:** Demonstrate to the students how to remove the warp from the reel by crocheting technique to form a chain.<br><br>**Activity:** Organize the students in manageable groups to remove the warp from | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Remove and crochet the warp from the reel<br>• Clean tools, equipment, and workplace<br>• Store tools and equipment | The warp is properly removed from the reel by use of crocheting technique to form chain | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to remove the warp from the reel by crocheting technique to form a chain<br>**Principles:** The student should explain the principles of removing the warp from the reel by crocheting technique to form a chain<br>**Theories:** The student should explain:<br>• Explain the procedure of crocheting<br>**Circumstantial knowledge:**<br>Detailed knowledge of:<br>• Handloom workshop safety precautions | The following tools and equipment are to be available:<br>• Warping mill<br>• Yarn packages<br>• Scissors<br>• Measuring tapes<br>• Spool rack<br>• Splices | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | the reel by crocheting technique to form a chain | | | • Handling properly of working tools and equipment<br>• Process of cleaner production and waste disposal | | |
| | 2.5 Setting up warp yarn to a warping board | (a) Tying the yarn to a starting peg | **Group discussion:** Guide the students in manageable groups discussion to the process of tying the yarn to a starting peg.<br><br>**Brainstorm: t**he students to brainstorm the process tying the yarn to a starting peg<br><br>**Activity**<br>Organise the students in manageable groups to fit the yarn into a starting peg | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Tie yarn to starting pegs<br>• Clean tools and equipment<br>• Store tools and equipment | The yarn is tied properly to the starting peg | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: Tie yarn to the yarn to a starting peg<br>**Principles:** The student should explain the principles of tying the yarn to a starting peg<br>**Theories:** The student should explain the process of tying yarn to starting pegs<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Workshop safety precautions<br>• Safe handling of tools and equipment<br>• Observing cleanliness | The following tools and equipment are to be available:<br>• Working board<br>• Yarn packages<br>• Pair of scissors<br>• Table | 180 |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | (b) Drawing yarn to the crossing peg | **Brainstorm:** Guide the students to brainstorm ideas for the crossing peg<br><br>**ICT-based learning approach:** Guide the students through ICT learning approach to observe the process of drawing yarn to the crossing peg and identify the tools required in drawing yarn to the crossing peg<br><br>**Demonstration:** Demonstrate to the s tudents how to select tools required for drawing yarn to the crossing peg.<br><br>**Activity:** Organize the students in manageable groups to draw the yarn to the crossing peg | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Draw yarn to the crossing pegs<br>• Make chain of warp during removal from the board<br>• Clean tools and equipment<br>• Store tools and equipment | The yarn is drawn properly to the crossing peg | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: Draw yarn to the crossing peg<br>**Principles:** The student should explain the principles of: Drawing yarn to the crossing peg<br>**Theories:** The student should explain the importance of drawing yarn to the crossing peg<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Workshop safety precautions<br>• Safe handling of tools and equipment<br>• Observing cleanliness | The following tools and equipment are to be available:<br>• Working board<br>• Yarn packages<br>• Pair of scissors<br>• Table | |

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| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | (c) Drawing yarn back to the starting peg | **Think-ink-pair-share:** Guide the students through think-ink-pair-share to explain the uses of starting peg<br><br>**Demonstration:** Demonstrate to the students how to draw the yarn to a starting peg<br><br>**Activity:** Organize the students in manageable groups to draw the yarn to a starting peg | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Draw yarn back to the starting peg<br>• Clean tools and equipment<br>• Store tools and equipment | The yarn is drawn properly to the starting peg | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to draw yarn back to the starting peg<br>**Principles:** The student should explain the principles of: Drawing yarn back to the starting peg<br>**Theories:** The student should explain:<br>• The process of drawing yarn back to the starting peg<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Workshop safety precautions<br>• Safe handling of tools and equipment<br>• Observing cleanliness | The following tools and equipment are to be available:<br>• Working board<br>• Yarn packages<br>• Pair of scissors<br>• Table<br>• overcoats | |
| | | (d) Tying contrasting colored yarn after the warp | **Think-ink-pair-share:** Guide the students through think-ink-pair-share to give reasons for use of | **The student should explain how to:**<br>• Select tools and equipment | Contrasting coloured yarn is tied properly after the warp size is | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: Tie the contrasting- | The following tools and equipment are to be available: | |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | size is reached on cross | contrasting colored yarn after the warp size is reached on cross<br>**Demonstration:** Demonstrate to the students how to tie contrasting coloured yarn after the warp size is reached on cross<br><br>**Activity:** Organise the students in manageable groups to tie contrasting coloured yarn after the warp size is reached on the cross | • Observe safety precautions<br>• Tie contrasting-coloured yarns after reaching warp size on crosses<br>• Clean tools and equipment<br>• Store tools and equipment | reached on cross | coloured yarn after the warp size is reached on cross<br><br>**Principles:** The student should explain the principles of: tying contrasting coloured yarn after the warp size is reached on cross<br>**Theories:** The student should explain:<br>• The importance of tying contrasting-coloured yarns after reaching warp size on crosses<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Workshop safety precautions<br>• Safe handling of tools and equipment<br>• Observing cleanliness | • Working board<br>• Yarn packages<br>• Pair of scissors<br>• Table | |
| | | (e) Tying contrasting coloured yarn at intervals | **Think-ink-pair-share:** Guide the students through think-ink-pair-share to give reasons for the use of contrasting | **The student should explain how to:**<br>• Select tools and equipment | Contrasting coloured yarn is properly tied at intervals | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: Tie contrasting yarn on warp intervals along the | The following tools and equipment are to be available: | |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | along the full length of the prepared warp | coloured yarn at intervals along the full length of the prepared warp.<br><br>**Demonstration:** Demonstrate to the students how to tie contrasting coloured yarn at intervals along the full length of the prepared warp.<br><br>**Activity:** Organise the students in manageable groups to tie contrasting coloured yarn at intervals along the full length of the prepared warp | • Observe safety precautions<br>• Tie contrasting yarn on warp intervals along the full length of the prepared wrap<br>• Clean tools and equipment<br>• Store tools and equipment | along the full length of the prepared warp | full length of the prepared wrap<br>**Principles:** The student should explain the principles of: Tying contrasting coloured yarn at intervals along the full length of the prepared warp<br>**Theories:** The student should explain:<br>• Importance of tying contrasting-coloured yarns at intervals along the full length of the prepared warp<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Workshop safety precautions<br>• Safe handling of tools and equipment | • Working board<br>• Yarn packages<br>• Pair of scissors<br>• Table | |
| | | (f) Removing prepared warp from warping board in a chain | **Demonstration:** Demonstrate to the students how to the remove the prepared warp from the warping board in a | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions | The prepared warp is properly removed from warping | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: Remove prepared warp from warping board in a chain form to the loom | The following tools and equipment are to be available:<br>• Working board | |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | form to the loom | chain form to the loom.<br><br>**Demonstration:** Demonstrate to the students how to remove prepared warp from the warping board in a chain form to the loom<br><br>**Activity:** Organise the students in manageable groups to remove prepared warp from the warping board in a chain form to the loom | • Make chain of warp during removal from the board<br>• Clean tools and equipment Store tools and equipment | board in a chain form to the loom | **Principles:** The student should explain the principles of: Removing prepared warp from warping board in a chain form to the loom<br>**Theories:** The student should explain:<br>• The procedures to remove the prepared warp from warping board in a chain form to the loom<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Workshop safety precautions<br>• Safe handling of tools and equipment<br>• Observing cleanliness | • Yarn packages<br>• Pair of scissors<br>• Table | |
| 3.0 Preparing handloom for weaving | 3.1 Selecting handloom type for fabric weaving | (a) Making fabric using a loom frame | **Expert Invitation:** Invite an expert to share practical experience in making fabric using loom frame and guide student to identify the common procedures | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety regulations<br>• Set the yarn frame loom | The woven fabric is effectively made using a frame loom | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to make fabric using a loom frame<br>**Principles**: The student should explain the | The following tools and equipment are to be available:<br>• Frame looms<br>• Safety goggles<br>• Safety boots | 100 |

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| | | | in making fabric using a loom frame<br><br>**Brainstorm:**<br>Guide the students to brainstorm the process of making fabric using a loom frame<br><br>**Demonstration:**<br>Demonstrate to the students how to make a fabric using a loom frame<br><br>**Activity:** Organize the students in manageable groups to make a fabric using a loom frame | • Operate frame loom<br>•Clean tools and equipment<br>•Store tools and equipment | | principles of: Making fabric using a loom frame<br>**Theories:** The student should explain:<br>•The types of looms used to make fabrics<br>•The process of making fabric using a loom frame<br>•The uses of Frame loom<br>**Circumstantial knowledge:**<br>**Detailed knowledge of**:<br>•Workshop safety measures<br>•Proper handling of tools and equipment<br>•Safe disposal of waste products | •Dust coats<br>•First aid kit<br>•Duster<br>•Waste bin | |
| | | (b) Making fabric using a table loom | **Expert Invitation:**<br>Invite an expert to share practical experience in making fabric using a table loom and guide students to identify the common | **The student should explain how to:**<br>•Select tools and equipment<br>•Observe safety regulations<br>•Set loom<br>• Operate loom | The woven fabric is effectively made using a table loom | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to:<br>•making fabric using a loom frame<br>**Principles**: The student should explain principles of: | The following tools and equipment are to be available:<br>•Table looms<br>•Safety googles<br>•Safety boots | |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | procedures in making fabric using a table loom<br><br>**Group discussion:** Guide the students, through manageable groups, to describe fabric making using a table loom<br><br>**Activity:** Organize the students in manageable groups to make a fabric using a table loom | • Clean tools and equipment<br>• Store tools and equipment | | • Making fabric using a table loom<br>**Theories:** The student should explain:<br>• The process of making fabric using a Table loom<br>**Circumstantial knowledge:**<br>**Detailed knowledge about**:<br>• Workshop safety measures<br>• Proper handling of tools and equipment<br>• Safe disposal of waste<br>• products | • Dust coats<br>• First aid kit<br>• Duster<br>• Waste bin | |
| | | (c) Making fabric using a floor loom | **Expert Invitation:** Invite an expert to share practical experience in making fabric using a floor loom and guide student to identify the common procedures in making fabric using a floor loom<br><br>**Group discussion:** Guide the students | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety regulations<br>• Set loom<br>• Operate loom<br>• Clean tools and equipment<br>• Store tools and equipment | The woven fabric is effectively made using a floor loom | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to:<br>• Make fabric using a floor loom<br>**Principles:** The student should explain the principles of:<br>• Making fabric using a floor loom<br>**Theories:** The student | The following tools and equipment are to be available:<br>• Floor looms<br>• Frame looms<br>• Tapestry looms<br>• Table looms<br>• Safety googles<br>• Safety boots | |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | through manageable groups, to identify different looms in making fabrics<br>**Brainstorm:** Guide the students to brainstorm the differences between frame loom, table, and floor loon<br><br>**Demonstration:** Demonstrate to the students how to select tools and materials<br><br>**Activity:** Organize the students in manageable groups to make a fabric using a flying shuttle loom | | | should explain:<br>• The process of making fabric using a flying shuttle loom<br>• Uses of floor loom<br>**Circumstantial knowledge:**<br>**Detailed knowledge about:**<br>• Workshop safety measures<br>• Proper handling of tools and equipment<br>• Safe disposal of waste products | • Dust coats<br>• First aid kit<br>• Duster<br>• Waste bin | |
| | 3.2 Setting warp to the loom | (a) Inserting lease rods to the warp cross | **Question and answers:** Guide the students to describe the lease rods to the warp cross<br><br>**Brainstorm:** Guide the students to | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe workshop safety regulations | Lease rods are properly inserted to the warp cross | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: Insert lease rods to the warp cross<br>**Principles:** The student should explain principles of: | The following tools and equipment are to be available:<br>• Hand looms<br>• Raddle | 155 |

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| | | | brainstorm the application of lease rods to the warp cross and describe the uses of lease rods<br><br>**Demonstration:** Demonstrate to the students how to insert lease rods into the warp cross<br><br>**Activity:** Organize the students in manageable groups to insert lease rods into the warp cross | • Set the warp beam on the loom<br>• Insert lease rods to the warp cross<br>• Clean tools and equipment<br>• Store tools and equipment | | Insert lease rods to the warp cross<br>**Theories**: The student should explain:<br>• Lease rod<br>• Describe the uses of lease rods in weaving process<br>**Circumstantial knowledge:**<br>**Detailed knowledge about**:<br>• Workshop safety measures<br>• Proper handling of tools and equipment<br>• Safe disposal of waste<br>• products | • Threading hook<br>• Reed hook<br>• Warping posts<br>• Warp beam<br>• Paddle<br>• Shutter<br>• Bobbins<br>• Pirns<br>• String or wire heddles<br>• Cross sticks<br>• Rolling sticks<br>• Dust musk<br>• Overcoats | |
| | | (b) Drawing warp ends through the healed eyes as per warp draft | **Question and answers:** Guide the students to describe the role of healed eyes during warp drawing<br><br>**Discussion:** Guide the students in groups to identify the main steps of drawing warp ends through healed eyes as per the warp draft | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Draw warp ends to the healed eyes as per warp draft | Warp ends are properly drawn through the healed eyes as per warp draft | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to:Draw warp ends through the healed eyes as per warp draft<br>**Principles**: The student should explain principles of: Drawing warp ends through the healed eyes as per warp draft | The following tools and equipment are to be available:<br>• Hand looms<br>• Raddle<br>• Drawing hook<br>• Warping posts | |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | **Demonstration:** Demonstrate to the students how to select tools and materials for Drawing warp ends through the healed eyes as per the warp draft<br><br>**Activity:** Organize the students in manageable groups to draw warp ends through the healed eyes as per warp draft | • Clean tools and equipment<br>• Store tools and equipment | | **Theories**: The student should explain:<br>• The uses of healed frame in weaving<br>• The term denting and drawing in<br>**Circumstantial knowledge:**<br>**Detailed knowledge about**:<br>• Workshop safety measures<br>• Proper handling of tools and equipment<br>• Safe disposal of waste products | • Warp beam<br>• Paddle<br>• Shutter<br>• Bobbins<br>• Pirns<br>• String or wire heddles<br>• Cross sticks<br>• Rolling sticks<br>• Safety gear | |
| | | (c) Drawing warp ends through the reed | **Brainstorm:** Guide the students to brainstorm the uses of reeds in the weaving process<br><br>**Group discussion:** Guide the students in groups to discuss, summarize and present the importance of using reeds during | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Set the warp beam on the loom<br>• Draw warp ends to reed | Warp ends are properly drawn through the reed | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: Draw warp ends through the reed<br>**Principles:** The student should explain principles of: Drawing warp ends through the reed<br>**Theories:** The student should explain: | The following tools and equipment are to be available:<br>• Hand looms<br>• Raddle<br>• Drawing hook<br>• Warping posts<br>• Warp beam | |

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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | weaving preparation, and to explain how to find reed count<br><br>**Demonstration:** Demonstrate to the students how to draw warp ends through the reed<br><br>**Activity:** Organize the students in manageable groups to draw warp ends through the reed | • Spread the warp width<br>• Roll the ward back to the beam<br>• Clean tools and equipment<br>• Store tools and equipment | | • The term reed<br>• Describe the Uses of reed<br>**Circumstantial knowledge:**<br>**Detailed knowledge about**:<br>• Workshop safety measures<br>• Proper handling of tools and equipment<br>• Safe disposal of waste products | • Paddle<br>• Shutter<br>• Bobbins<br>• Pirns<br>• String or wire heddles<br>• Cross sticks<br>• Rolling sticks<br>• Dust musk<br>• Overcoats | |
| | | (d) Tying warp ends to the front apron bar | **ICT-based learning approach:** Guide the students through the ICT learning approach to observe the process of tying warp ends to the front apron bar and identify the steps in tying the warp ends to the front apron bar<br><br>**Think-ink-pair-share:** Guide the students through | **The student should explain how to:**<br><br>• Select tools and equipment<br>• Observe safety precautions<br>• Tie warp ends to the front apron bar<br>• Clean tools and equipment | Warp ends are properly tied to the front apron bar | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to:Tie warp ends to the front apron bar<br>**Principles**: The student should explain the principles of: Tying warp ends to the front apron bar<br>**Theories:** The student should explain:<br>• The term apron bar, | The following tools and equipment are to be available: :<br>• Hand looms<br>• Raddle<br>• Threading hook<br>• Reed hook<br>• Warping posts<br>• Warp beam<br>• Paddle | |

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| | | | think-ink-pair-share to explain the process of tying warp end to the front apron bar<br><br>**Demonstration:** Demonstrate to the students how to tie warp ends to the front apron bar<br><br>**Activity:** Organize the students in manageable groups to tie warp ends to the front apron bar | • Store tools and equipment | | • The Uses of apron bar in weaving<br>**Circumstantial knowledge:**<br>**Detailed knowledge about**:<br>• Workshop safety measures<br>• Proper handling of tools and equipment<br>• Safe disposal of waste products | • Shutter<br>• Bobbins<br>• Pirns<br>• String or wire heddles<br>• Cross sticks<br>• Rolling sticks<br>• Dust musk<br>• Overcoats | |
| | | (e) Tying snitch knots to connect lower lams with treadles | **Class activities:** Guide the students to interpret different patterns for tying snitch notes and identify the rise and fall of treadles<br><br>**Demonstration:** Demonstrate to the students how to tie snitch knots to | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Set the warp beam on the loom<br>• Tie snitch knots to connect lifting pedals | Snitch knots are properly tied to connect lower lams with treadles | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: Tie snitch knots to connect lower lams with treadles<br>**Principles**: The student should explain the principles of: Tie snitch knots to connect lower lams with treadles<br>**Theories:** The student | This element can be achieved at school workshops and the following tools and equipment should be made available<br>• Handlooms<br>• Raddle | |

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| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | connect lower lams with treadles<br><br>**Activity:** Organize the students in manageable groups to tie snitch knots to connect lower lams with treadles | • Observe workshop safety regulations<br>• Clean tools and equipment<br>• Store tools and equipment | | should explain:<br>• The Uses of tie-up in weaving preparations<br>• Lam and treadle<br>**Circumstantial knowledge:**<br>**Detailed knowledge about**:<br>• Workshop safety measures<br>• Proper handling of tools and equipment<br>• Safe disposal of waste products | • Threading hook<br>• Reed hook<br>• Warping posts<br>• Warp beam<br>• Paddle<br>• Shutter<br>• Bobbins<br>• Pirns<br>• String or wire heddles<br>• Cross sticks<br>• Rolling sticks<br>• Dust musk<br>• Overcoats | |
| | 3.3 Preparing weft pick for fabric weaving | (a) Performing winding to a pirn | **Field Visits and Guest Demonstrations:** Arrange visits to the weaving center to observe professionals at work Also, invite an expert to demonstrate pin winding techniques | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Select yarn packages for weft picks | Pirn's winding is correctly done | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: wind to a pirns<br>**Principle:** The student should explain the principles of: winding to a pirns<br>**Theories:** The student should explain: | The following tools and equipment are to be available:<br>• Handlooms<br>• Pirns<br>• Bobbins<br>• Pirn winders<br>• Dust mask<br>• Dust coats | 120 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | **Brainstorm:** Guide the students to brainstorm the purpose of winding to the pirn<br><br>**Demonstration:** Demonstrate to the students how to select tools and materials for pirn winding<br><br>**Activity:** Organize the students in manageable groups to perform winding to pirns | • Wind yarn on pirns<br>• Clean tools and equipment<br>• Store tools and equipment | | • The uses of pirn in weaving preparation<br>• The advantages of using pirn in the waving process<br>**Circumstantial knowledge:**<br>**Detailed knowledge about**:<br>• Proper handling of<br>• working tools<br>• Safety measures when<br>• Handling working tools | | |
| | | (b) Performing winding to a stick shuttle | **Demonstration:** Demonstrate to the students how to differentiate between winding to a stick shuttle and winding to a pirn and how to perform winding to a stick shuttle | **The student should explain how to**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Select yarn packages for weft picks | Winding to a stick shuttle is correctly done | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: wind to a stick shuttle<br>**Principle**: The student should explain the principles of: Winding to a stick shuttle<br>**Theories:** The student | The following tools and equipment are to be available:<br>• Handlooms<br>• Pirns<br>• Bobbins<br>• Pirn winders<br>• Stick shuttles<br>• Goggles | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | **Activity:** Organise the students in manageable groups to perform winding to a stick shuttle | • Wind yarn to a stick shuttle<br>• Observe safety precautions<br>• Clean tools and workplace<br>• Store tools and equipment | | should explain:<br>• The Uses of Stick Shuttle<br>• weaving preparation<br>• The advantages of using the stick shuttle waving process<br>**Circumstantial knowledge:**<br>**Detailed knowledge about**:<br>• Proper handling of working tools<br>• Safety measures when handling working tools | • Dust mask<br>• Dust coats | |
| | | (c) Fitting wound pirns or bobbins to a boat shuttle | **Group discussion:** Guide the students in manageable groups through discussion to explore the steps of fitting wound pirns to a boat shuttle<br><br>**Brainstorm:** Guide the students to brainstorm pirns and boat shuttle | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Fit pirns and bobbins in shuttles<br>• Fit shuttles in the shuttle box<br>• Clean tools and workplace | Pirns or bobbins are correctly fitted to a boat shuttle | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: Fit wound pirns or bobbins to a boat shuttle<br>**Principle**: The student should explain the principles of: Fitting wound pirns or bobbins to a boat shuttle<br>**Theories**: The student should explain: | The following tools and equipment are to be available:<br>• Handlooms<br>• Pirns<br>• Bobbins<br>• Boat shuttles<br>• Goggles<br>• Dust mask<br>• Dust coats | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | **Demonstration:** Demonstrate to the students how to fit wound pirns or bobbins into a boat shuttle<br><br>**Activity:** Organize the students in manageable groups to fit wound pirns or bobbins to a boat shuttle | • Store tools and equipment | | • How to fit wound pirn to boat shuttle<br>• Use a boat shuttle in weaving<br>**Circumstantial knowledge:**<br>**Detailed knowledge about**:<br>• Proper handling of working tools<br>• Safety measures when<br>• handling working tools | | |
| | | (d) Fitting the boat shuttle in the shuttle box | **Hands-on activities:** Guide the students through hands-on activities to explore the importance of the shuttle box<br><br>**Demonstration:** Demonstrate to the students to fit the boat shuttle in the shuttle box<br><br>**Activity:** Organize the students in | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Fit shuttles in the shuttle box<br>• Clean tools and workplace<br>• Store tools and equipment | The boat shuttle is properly fitted in the shuttle box | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to:<br>fit the boat shuttle in the shuttle box<br><br>**Principle:** The student should explain the principles of: Fitting the boat shuttle in the shuttle box<br><br>**Theories:** The student | The following tools and equipment are to be available:<br>• Handlooms<br>• Shuttles<br>• Boat shuttles<br>• Goggles<br>• Dust mask<br>• Dust coats | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements / Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | manageable groups to fit the boat shuttle in the shuttle box | | | should explain:<br>• Fitting the shuttle to the shuttle box<br>• The use of different weaving shuttles in the weaving process<br>• The use of different shuttles for different shuttle sheds<br>**Circumstantial knowledge:**<br>**Detailed knowledge about**:<br>• Proper handling of working tools<br>• Safety measures when handling working tools | | |

## Form Two

**Table 4***: Detailed Contents for Form Two*

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| 1.0 Designing plain waves patterns | 1.1 Designing plain weave patterns | (b) Select yarn material | **ICT-based learning approach:** Guide the students through the ICT learning approach to observe various methods of selecting the right yarn for weaving<br><br>**Group discussion:** Guide the students in manageable groups to discuss the process of selecting yarn based on customer needs or specific projects.<br><br>**Demonstration:** Guide the students to select yarn material<br><br>**Activity:** Organize the students in a small group and guide them to select yarn material | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Create designs on graph paper<br>• Design drafting plan<br>• Calculate yarn requirements<br>• Clean tools and equipment | The yarn material is properly selected | **Knowledge evidence**: **Detailed knowledge of: Method used**: The student should explain how to: Select yarn material<br>**Principle:** The student should explain the principles of selecting yarn material<br><br>**Theories:** The student should explain:<br>• Different types of yarn materials | The following tools and equipment are to be available:<br>• Point paper<br>• Plain paper<br>• Design paper<br>• Blank paper<br>• Drafting plan<br>• Lifting plan<br>• Woven fabric samples<br>• Coloured pencils<br>• Rubber<br>• Ruler<br>• Pencil | 168 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | **Process Assessment** | **Product/ Services Assessment** | **Underpinning Knowledge** | | |
| | | | | • Store tools<br>• and material | | • Properties of yarn materials<br>**Circumstantial knowledge: Detailed knowledge of**:<br>• Safe handling of equipment<br>• Safety precautionary measures<br>• Keeping the work environment clean | • Drawing table<br>• Chair<br>• Tracing paper<br>• Waste bin | |
| | | Designing plain weave patterns | **Interactive Online Resources**<br>Guide the students to use instructional videos, animations, or tutorials to observe the process of creating plain weave patterns | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety regulations | The plain weave pattern is correctly designed | **Knowledge evidence**:<br>**Detailed knowledge of: Method used**:<br>The student should explain how to: design plain weave patterns | The following tools and equipment are to be available:<br>• Point paper<br>• Plain paper<br>• Design paper<br>• Blank paper | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | **Brainstorm:** Guide the students to brainstorm plain weave patterns, the types and characteristics of plain weave patterns<br><br>**Demonstration:** Demonstrate to the students how to select tools and materials for designing plain weave pattern<br><br>**Activity:** Organize the students in a small group and guide them to design plain weave patterns | • Create designs on graph paper<br>• Design drafting plan<br>• Calculate yarn requirements<br>• Clean tools and equipment<br>• Store tools and safety gear | | **Principle**: The student should explain the principles of designing plain weave patterns<br>**Theories**: The student should explain:<br>• The types of plain weaves<br>• Characteristics of plain weave<br>• The advantages of plain weave<br>**Circumstantial knowledge: Detailed knowledge of:**<br>• Safe handling of equipment<br>• Safety precautionary measures | • Drafting plan<br>• Lifting plan<br>• Woven fabric samples<br>• Coloured pencils<br>• Rubber<br>• Ruler<br>• Pencil<br>• Drawing table<br>• Chair<br>• Tracing paper<br>• Waste bin | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | | | • Keeping the work environment clean | | |
| | | Selecting pattern variation | **ICT-based learning approach:** Guide the students through ICT learning approach to observe examples of various weaving patterns and highlight the characteristics and uses each pattern<br><br>**Brainstorm:** Guide the students to brainstorm pattern variations<br><br>**Hands-on activity:** Guide the students to perform hands-on pattern analysis by producing them with fabric swatches or woven samples to analyses different patterns | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety regulations<br>• Create designs on graph paper<br>• Design drafting plan<br>• Calculate yarn requirements | The pattern variation is correctly selected | **Knowledge evidence**: **Detailed knowledge of: Method used**: The student should explain how to:<br>• Selecting pattern variation<br>**Principle**: The student should explain the principles of:<br>• Selecting pattern variation<br>**Theories:** The student should explain: | The following tools and equipment are to be available:<br>• Point paper<br>• Plain paper<br>• Design paper<br>• Blank paper<br>• Drafting plan<br>• Lifting plan<br>• Woven fabric samples<br>• Coloured pencils<br>• Rubber<br>• Ruler<br>• Pencil | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | **Activity:** Organize the students in small groups to select pattern variations | • Clean tools and equipment<br>• Store tools and safety gear | | • The advantages of pattern selections<br>• The techniques for selecting pattern variation<br>• Illustrating fabric structures on graph paper<br>**Circumstantial knowledge: Detailed knowledge of**:<br>• Safe handling of equipment<br>• Keeping the<br>• work environment clean | • Drawing table<br>• Chair<br>• Tracing paper<br>• Waste bin | |
| | 1.2 Designing rib weave patterns | (a) Designing a rib weave pattern | **Demonstration:** Demonstrate to the students how to use | **The student should be able to:** | Rib weave pattern is correctly | **Knowledge evidence**: **Detailed** | The following tools and equipment are | 114 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | on a warp face | charts, fabric samples, or projected images to illustrate the structure and characteristics of rib weave patterns and highlight the differences between warp-faced and weft-faced rib weaves<br><br>**Brainstorm:** Guide the students to describe rib weave on warp face, identify types and features of rib weave patterns, describe the rib weave patterns applications, and design warp rib patterns on the warp face<br><br>**Demonstration:** Demonstrate to the students how to design rib weave pattern on warp face<br><br>**Activity:** Organize the students in small groups and guide them to design | • Select tools and<br>• equipment<br>• Observe safety regulations<br>• Design rib weave pattern on warp face<br>• Read the pattern draft for warp rib<br>• Thread the draft plan as per warp rib<br>• Clean tools and equipment<br>• Store tools and equipment | designed on warp face | **knowledge of: Method used**: The student should explain how to: design rib weave pattern on warp face<br>**Principle:** The student should explain the principles of designing rib weave pattern on warp face<br><br>**Theories:** The student should explain:<br>• The types of rib weave<br>• The features of rib weave<br>• Applications of rib weave fabric<br>**Circumstantial** | to be available:<br>• Handloom<br>• Shuttles<br>• Scissors<br>• Dust masks<br>• Dust coats | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | rib weave pattern on warp face | | | **knowledge: Detailed knowledge of**:<br>• Safe handling of equipment<br>• Safety precautionary measures<br>• Keeping clean the work environment | | |
| | | (b) Designing rib weave patterns on the weft face | **Demonstration:** Demonstrate to the students how to use of charts, fabric samples, or projected images to illustrate the structure and characteristics of rib weave patterns and highlight the difference between warp-faced and weft-faced rib weaves | **The student should be able to:** Select tools and equipment Observe safety regulations<br>• Design rib weave pattern on weft face | Rib weave pattern is correctly designed on weft face | **Knowledge evidence**: **Detailed knowledge of: Method used**: The student should explain how to: design rib weave patterns on the weft face **Principle**: The student should explain the | The following tools and equipment are to be available:<br>• Handloom<br>• Shuttles<br>• Scissors<br>• Dust masks<br>• Dust coats | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | **Brainstorm:** Guide the students to brainstorm on the rib weave on weft face, the features of weft rib, types of weft rib and application of weft rib<br><br>**Activity:** Organize the students in small groups to design rib weave patterns on weft face | • design draft for warp rib<br>• Design a lifting plan as per weft rib<br>• Read the pattern draft for warp rib<br>• Thread the draft plan as per warp rib<br>• Clean tools and equipment<br>• Observe safety regulations<br>• Store tools and equipment | | principles of designing rib weave patterns on the weft face<br>**Theories**: The student should explain:<br>• The features of weft rib<br>• The types of wefts rib<br>• The application of weft rib<br>**Circumstantial knowledge: Detailed knowledge of:**<br>• Safe handling of equipment<br>• Safety precautionary measures | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | 1.3Designing basket weave patterns | (a) Designing basket weave structure | **Visual Aids:** Guide the students through images, videos, or fabric samples to explain the characteristics of basket weave and compare basket weave to plain weave to help them understand the structural differences<br><br>**Brainstorm:** Guide the students to brainstorm basket weave and their categories<br><br>**Demonstration:** Demonstrate to the students how to design basket weave structure | **The student should be able to:**<br>Select tools and equipment<br>• Observe safety regulations<br>• Design a basket weave<br>• Design draft for basket<br>• Design lifting plan according to basket weave<br>• Read the pattern draft for basket weave | Basket weave structure is designed properly | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: design basket weave structure<br>**Principle**: The student should explain the principles of designing basket weave structure<br>**Theories**: The student should explain:<br>• The categories of basket weave<br>• General features of basket weave patterns | The following tools and equipment are to be available:<br>• Handloom<br>• Shuttles<br>• Scissors<br>• Dust masks<br>• Dust coats<br>• Visual aids | 112 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | • Thread the draft plan as per basket weave<br>• Clean tools and equipment<br>• Observe safety regulations<br>• Store tools and equipment | | • The uses of basket weave fabrics<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Safe handling of equipment<br>• Keeping the work environment clean clean | | |
| | | (b) Develop modified basket weave patterns | **Brainstorm:** Guide the students to brainstorm meaning of modified basket weave, categories and general features of modified basket weave patterns and identify the main function of modified basket weave | **The student should be able to appropriately:**<br>• Select tools and equipment<br>• Observe safety regulations | Modified basket weave is correctly developed | **Knowledge evidence**: **Detailed knowledge of: Method used**: The student should explain how to: develop modified basket weave patterns **Principle**: The student should | The following tools and equipment are to be available:<br>• Handloom<br>• Shuttles<br>• Scissors<br>• Dust masks<br>• Dust coats<br>• Small loom<br>• Graph paper | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | **Demonstration:** Demonstrate to the students on how to design modified basket weave pattern<br><br>**Hands-On Exploration:** Guide the students in manageable groups to practice modifying basic basket weave patterns using small looms and graph paper | • Design modified basket weave patterns<br>• Design draft for modified basket weave patterns<br>• Design lifting plan according to the modified basket weave patterns<br>• Clean tools and equipment<br>• Store tools and equipment | | explain the Principles of:<br>• **D**eveloping modified basket weave patterns<br>**Theories**: The student should explain:<br>• The categories and general features of modified basket weave patterns<br>• The main function of modified basket weave<br>**Circumstantial knowledge:**<br>**Detailed knowledge of:**<br>• Safe handling of equipment | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | | | • Safety precautionary measures<br>Keeping clean the work environment clean | | |
| 2.0 Performing handloom weaving | 2.1 Performing shedding motion | (a) Reading a drafting and lifting plan | **Brainstorm:** Guide the students to brainstorm the functions of drafting and lifting plans in weaving<br><br>**Demonstration:** Provide a live demonstration of reading and interpreting drafting and lifting plans using a simple basket weave structure by starting with traditional 2x2 patterns, then progress to modified versions<br><br>**Activity:** Organize the students in small groups to read drafting and lifting plans | **The student should be able to appropriately:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Read the drafting plan<br>• Read the lifting plan<br>• Observe safety precautions | The drafting and lifting plans are correctly read | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**: The student should explain how to: Read a drafting and lifting plan<br>**Principle:** The student should explain the principles of reading a drafting and lifting plan<br><br>**Theories:** The student should explain: | The following tools and equipment are to be available:<br>• Handlooms<br>• Shuttle<br>• Lifting plan<br>• Pirn<br>• Bobbin<br>• Goggles | 170 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | • Clean tools and work place<br>• Store tools and equipment | | • Drafting and lifting plans<br>• Different uses of lifting plans in HW<br>• Presentation of weave design, lifting and drafting plans<br>**Circumstantial knowledge: Detailed knowledge of:**<br>• Workshop safety rules<br>• Safe handling of working tools | | |
| | | (b) Opening shed according to lifting plan | **Brainstorm:** Guide the students to brainstorm ideas for shedding, evaluate types of sheds, describe shedding systems and mechanism to | **The student should be able to:**<br>• Select tools and equipment | The shed is properly opened as per lifting plan | **Knowledge evidence**: **Detailed knowledge of: Method used**: | The following tools and equipment are to be available:<br>• Handlooms | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | open a shed according to the lifting plan<br><br>**Demonstration:**<br>Demonstrate to the students how to open the shed as per lifting plan<br><br>**Activity**<br>Organize the students in a small group to open shed according to lifting plan | • Observe safety precautions<br>• Open shed as per lifting plan<br>• Clean tools and work place<br>• Store tools and equipment | | The student should explain how to: Open a shed according to lifting plan<br><br>**Principle:** The student should explain the principles of: Penning shed according to lifting plan<br>**Theorie**s: The student should explain:<br>• Types of sheds,<br>• Describe shedding systems and the mechanism to open a shed according to the lifting plan | • Shuttle<br>• Lifting plan<br>• Pirn<br>• Bobbin<br>• Goggles | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | | | • Shedding is affected on loom frame<br>• How the shedding process is affected<br>• Bolton-closed and centre-closed shedding Loom shedding<br>**Circumstantial knowledge: Detailed knowledge of:**<br>• Workshop safety rules<br>• Safe handling of working tools | | |
| | | (c) Using a shed stick on | **Interactive Whiteboards or Smartboards**<br>Guide the student by using tools to annotate diagrams | **The student should be able to:** | The shed is properly opened on | **Knowledge evidence**: **Detailed** | The following tools and equipment are | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | a frame loom | of the weaving process, showing the role of the shed stick and its positioning on the loom<br><br>**Brainstorm:**<br>Guide the students to brainstorm the meaning of a shed stick and its uses in frame loom the stick shuttle<br><br>**Demonstration:**<br>Demonstrate to the students how to use a shed stick on a frame loom<br><br>**Activity**<br>Organize the students in small groups to use a shed stick on a frame loom | • Select tools and equipment<br>• Observe safety precautions<br>• Open shed using<br>• Shed stick on a frame loom<br>• Clean tools and work place<br>• Store tools and equipment | a frame loom | **knowledge of:**<br>**Method used**: The student should explain how to: use a shed stick on a frame loom<br>**Principle**: The student should explain the principles of Using a shed stick on a frame loom<br>**Theories:** The student should explain:<br>• Objectives of picking<br>• Types of picking mechanisms and tools used when using the stick shuttle<br>**Circumstantial knowledge:** | to be available:<br>• shade stick<br>• frame loom<br>• safety gear | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | | | **Detailed knowledge of:**<br>• Workshop safety rules<br>• Safe handling of work tools | | |
| | 2.2 Performing picking motion | (a) Using a stick shuttle for picking on frame looms | **Brainstorm:** Guide the students to brainstorm the meaning of a stick shuttle, describe the objective of picking, identify types of picking mechanisms, identify the tools used when using a stick shuttle<br><br>**Demonstration:** Demonstrate to the students how to conduct a live weave-along and provide step-by-step instructions on using the shed stick and stick shuttle effectively | **The student should be able to correctly:**<br>• Select tools and equipment<br>• Observe safety precaution<br>• Preform picking motion on frame loom by stick a shuttle<br>• Clean tools and work place | Picking with the use of a stick shuttle is properly done | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**: The student should explain how to: Use a stick shuttle for picking on frame looms<br>**Principle**: The student should explain the principles of: Using a stick shuttle for picking on frame looms | The following tools and equipment are to be available:<br>• Handlooms<br>• stick Shuttle<br>• Pirn<br>• Bobbin<br>• Scissors<br>• Tape measure<br>• Frame loom | 115 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | **Activity:** Organize the students in small groups to use a stick shuttle for picking on frame looms | • Store tools and equipment | | **Theories**: The student should explain:<br>• The objective of picking<br>• The types of picking mechanisms<br>• The tools used when using the stick shuttle<br>**Circumstantial knowledge: Detailed knowledge of:**<br>• Safety precautions for picking process<br>• Safe handling of working tools<br>• Permissible noise pollution levels | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | (b) Using a flying/boat shuttle for picking on floor looms | **Brainstorm:**<br>Guide the students to brainstorm on a flying/boat shuttle, identify types and advantages of flying shuttles, apply flying shuttle in different areas<br><br>**Demonstration:**<br>Demonstrate to the students on how to:<br><br>• Use a flying/boat shuttle for picking on floor looms Start with a visual comparison of a stick shuttle and a flying/boat shuttle<br>• Explain the structural differences and the advantages of the latter in terms of speed and efficiency<br><br>**Activity:** Organize the students in manageable groups to use a | **The student should be able to:**<br>• Select tools and equipment<br>• Observe safety precaution<br>• Preform picking motion on floor loom by using a flying/boat shuttle<br>• Clean tools and work place<br>• Store tools and equipment | Picking with the use of a flying/boat shuttle is properly done in floor looms | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: Use a flying/boat shuttle for picking on floor looms<br><br>**Principle:** The student should explain the principles of: Using a flying/boat shuttle for picking on floor looms<br><br>**Theories**: The student should explain: | The following tools and equipment are to be available:<br>• Handlooms flying/boat<br>• Shuttle<br>• Pirn<br>• Bobbin<br>• Scissors<br>• Tape measure | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | flying/boat shuttle for picking on floor looms, then<br>Guide them to throw the shuttle smoothly and consistently across the shed, catching it on the other side | | | • Flying/boat shuttle<br>• Types and advantages of flying shuttles<br>• How to apply flying shuttle in different areas.<br>**Circumstantial knowledge:**<br>**Detailed knowledge of**:<br>• Safety precautions pertaining to picking process<br>• Safe handling of work tools | | |
| | 2.3 Performing beating-up motion | (a) Performing weft beat-up using reed on table | **Brainstorm:** Guide the students to brainstorm on a weft beat-up using a reed on a table and frame loom. | **The student should be able to correctly:** | A reed is properly used in beating up a weft in the table | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**: | The following tools and equipment are to be available: | 115 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | and floor looms | Then, guide them to describe the functions of weft beat up, classify the weft beat up, apply the procedures and techniques to perform weft beat up using reed on table and floor loom<br><br>**Demonstrations:** Demonstrate to the students the weft beat-up using reed on table and floor looms<br><br>**Activity:** Organize the students in manageable groups to perform weft beat-up using reed on table and floor looms | • Select tools and equipment<br>• Observe safety precaution<br>• Beat weft pick using a reed<br>• Return beater<br>• Clean tools and equipment<br>• Store tools and equipment | and floor loom | The student should explain how to:Perform weft beat-up using reed on table and floor looms<br>**Principle**: The student should explain the principles of: performing weft beat-up using reed on table and floor looms<br>**Theories**: The student should explain:<br>• The objective of picking,<br>• Types of picking mechanisms and identify tools used when using the stick shuttle | • table and floor looms<br>• reed<br>• Shuttle<br>• Pirn<br>• Pickers<br>• Bobbin<br>• Scissors<br>• Masks<br>• Dust coat | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | | | **Circumstantial knowledge: Detailed knowledge of**:<br>• Safety precautions pertaining to picking process<br>• Safe handling of working tools | | |
| | | (b) Beating the inserted pick using a tapestry comb for the frame loom | **Brainstorm:** Guide the students to brainstorm the meaning of a weft beat-up using tapestry comb for the frame loom<br><br>**Field visit**: Organize students in groups or the whole class to visit any handloom workshop to learn the practices involved | **The student should be able to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Beat weft pic using a tapestry comb | A tapestry comb is properly used in beating up-up a weft in the framer loom | **Knowledge evidence**: **Detailed knowledge of: Method used**: The student should explain how to: Beat the inserted pick using a tapestry comb for the frame loom | The following tools and equipment are to be available:<br>• Frame loom<br>• Tapestry comb<br>• Shuttle<br>• Pirn<br>• Pickers<br>• Bobbin<br>• Scissors<br>• Masks | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | in beating the inserted pick using a tapestry comb for the frame loom and discuss the importance of using a tapestry comb for the frame loom<br><br>**Demonstration:** Demonstrate to the students how to perform weft beat-up using a tapestry comb for the frame loom | • Clean tools and equipment<br>• Clean workshop<br>• Store tools and equipment | | **Principle**: The student should explain the principles of: Beating the inserted pick using a tapestry comb for the frame loom<br>**Theories**: The student should explain:<br>• How to beat the weft pick using a tapestry comb<br>• Perform beating process consistently<br>**Circumstantial knowledge:**<br>**Detailed knowledge of**:<br>• Safety precautions during the | • Dust coat | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | | | beating-up process<br>• Safe handling of working tools<br>• Keep work environment clean | | |
| | 2.4 Performing let-off and take-up motions | (a) Releasing the warp beam and lock the warp beam ratchets on a table and floor looms | **Brainstorm:** Guide the students to brainstorm the action of releasing the warp beam and lock the warp beam ratchets on a table and floor looms<br><br>**Demonstration:** Demonstrate to the students how to release the warp beam and lock the warp beam ratchets on a table and floor looms<br><br>**Activity:** Organize the students in small groups to release the warp beam and | **The student should be able to appropriately:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Release the warp beam and lock the warp beam ratchets on | The warp beam is properly released and the warp beam ratchets are properly locked on table and floor looms | **Knowledge evidence: Detailed knowledge of: Methods used:** The student should explain how to: Release the warp beam and lock the warp beam ratchets on a table and floor looms **Principle: The student should explain the** | The following tools and equipment are to be available:<br><br>The following tools and equipment are to be available:<br>Handlooms<br>• Shuttle<br>• Pirn<br>• Scissors<br>• Tape measure | 115 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | lock the warp beam ratchets on a table and floor looms | a table and floor looms<br>• Clean tools, equipment, and work place<br>• Store tools and equipment | | **principles of:** Releasing the warp beam and lock the warp beam ratchets on a table and floor looms<br>**Theories: The student should correctly explain**:<br>• The importance of cross sticks on the warp with regards to auxiliary motions<br>• The disadvantages of having a small shed opening during the weaving process | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | | | • Consequences of exceeding the limits of the let-off and take-up motions<br>• How to correct a narrow-shed opening and excessive release of warp threads<br>**Circumstantial knowledge: Detailed knowledge of:**<br>• Safety measures pertaining to auxiliary motions<br>• Safe operating of a handloom machine | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | | | • Keeping tidy of working environment | | |
| | | (a) Adjusting the cloth beam to the desired tension and secure it with a ratchet | **Group discussion:** Guide the students in manageable groups to discuss the action of adjusting the cloth beam to the desired tension and secure it with a ratchet<br><br>**Demonstration:** Demonstrate to the students how to adjust the cloth beam to the desired tension and secure it with a ratchet<br><br>**Activity:** Organize the students in manageable groups to adjust the cloth beam to the desired tension and secure it with a ratchet | **The student should be able to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Secure the ratchet<br>• Adjust warp tension<br>• Return back cross sticks<br>• Observe safety precautions<br>• Clean tools, equipment, | | **Knowledge evidence:**<br>**Detailed knowledge of:**<br>**Methods used:** The student should explain how to: Adjust the cloth beam to the desired tension and secure it with a ratchet<br>**Principle:** The student should explain the principles of adjusting the cloth beam to the desired tension and secure it with a ratchet | The following tools and equipment are to be available:<br>• Handlooms<br>• Shuttle<br>• Pirn<br>• Scissors<br>• Tape measure | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | and work place<br>• Store tools and equipment | | **Theories: The student should explai**n:<br>• Adjusting the cloth beam to the desired tension<br>• Securing it with a ratchet<br>**Circumstantial knowledge: Detailed knowledge of:**<br>• Safety measures pertaining to let off and take-up motions<br>• Safe operating of a handloom machine<br>• Keeping tidy of working environment | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | | | | | |
| 3.0 Performing quality assurance | 3.1 Performing quality control of textile yarns | (a) Checking for yarn defects and irregularity | **Brainstorm:** Guide the students to brainstorm the yarn defects and irregularities<br><br>**Hands-On Yarn Inspection:**<br>Guide the students to inspect the yarn defects by providing various types of yarn with pre-introduced defects, such as knots, slabs, uneven thickness, or weak spots<br><br>**Activity:** Organize the students in manageable groups to inspect the yarn visually and by touching to identify the defects | **The student should be able to:**<br>• Select tools and equipment<br>• Check yarn parameters<br>• Inspect the yarn for defects<br>• Observe safety precautions<br>• Clean tools and equipment<br>• Store tools and equipment | Yarn defects and irregularity are properly checked | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**: The student should explain how to: Check for yarn defects and irregularity<br>**Principles**: The student should explain the principles of: checking for yarn defects and irregularity<br>**Theories:** The student should correctly explain:<br>• Major areas of quality control in yarns | The following tools and equipment are to be available:<br>• Weighing balance<br>• tape measure<br>• magnifying class<br>• Safety gear<br>• First aid kit<br>• Waste bin | 170 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | | | • Stages of yarns quality control<br>• The advantages of quality assurance<br>• The types of possible yarn defects<br>• The factors to consider when inspecting yarns for defects and irregularities<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Safe handling of working tools and materials<br>• Safe handling of measuring instruments | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | | | • Environmental management standards | | |
| | | (b) Correcting yarn defects | **Brainstorm:** Guide the students brainstorm how to correct yarn defects by applying different methods<br><br>**Demonstration:** Demonstrate to the students the procedures of identifying and correcting yarn defects<br><br>**Group Work:** Organize the students into manageable groups where each group is tasked with inspecting a set of yarns and correcting any defects found | **The student should be able to correctly:** Select tools and equipment Correct yarn defects Observe safety precautions Store tools and equipment | The yarn defects were properly corrected | **Knowledge evidence**: **Detailed knowledge of: Method used**: The student should explain how to correct yarn defects **Principles: T**he student should explain the principles ofcorrecting yarn defects **Theories:** The student should explain different methods of yarn defects correction<br><br>**Circumstantial knowledge:** | The following tools and equipment are to be available:<br>• Magnifying glasses<br>• Pair of scissors<br>• Weighing balance<br>• Safety gear<br>• First aid kit<br>• Waste bin | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | | | **Detailed knowledge of**:<br>• Safe handling of work tools and materials<br>• Safe handling of measuring instruments<br>• Environmental management standards | | |
| | | (b) Grading yarns | **ICT-based learning approach:** Use video tutorials from textile experts that showcase yarn grading techniques<br><br>**Brainstorm:**<br>Guide the students to brainstorm the concept of grading yarn system<br><br>**Demonstration:**<br>Demonstrate to the students how to apply different | **The student should be able to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Grade the yarns according to their quality | The yarns are properly graded | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to: grade the yarns<br>**Principles: T**he student should explain the principles of Yarn grading | The following tools and equipment are to be available:<br><br>• Magnifying glasses<br>• Pair of scissors<br>• Weighing balance<br>• Safety gear<br>• First aid kit | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | techniques to grade textile yarns<br><br>**Activity:** Organize the students in manageable groups to apply different techniques to grade textile yarns | • Clean tools and equipment<br>• Store tools and equipment | | **Theories:** The student should explain**:**<br>• different methods of yarn grading<br>**Circumstantial knowledge: Detailed knowledge of**:<br>• Safe handling of working tools and materials<br>• Safe handling of measuring instruments<br>• Environmental management standards | • Waste bin | |
| | 3.2Performing quality control of | (a) Inspecting woven fabric | **Brainstorm:** Guide the students brainstorm the concepts of woven fabric for defects | **The student should be able to:** | A woven fabric is properly inspected | **Knowledge evidence**: **Detailed knowledge of:** | The following tools and equipment are | 227 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | woven fabric | for defects | **Hands-On Fabric Inspection**<br>Set up inspection stations with different fabric samples that contain various defects (e.g., broken threads, uneven weave, colour variations, holes, or weaving errors)<br><br>Guide the students to rotate through the stations, using tools like magnifying glasses, rulers, or fabric tension testers to detect and identify defects | • Select tools and equipment<br>• Observe safety precautions<br>• Check process parameters during winding, warping, weaving,<br>• Inspect finished products<br>• Clean tools and equipment<br>• Store tools and equipment | | **Method used**: The student should explain how to: inspect woven fabric for defects<br>**Principles:** The student should explain the principles of inspecting woven fabric for defects<br>**Theories:** The student should explain:<br>• Major areas of process and quality control in handloom weaving operations<br>• Stages of quality control<br>**Circumstantial knowledge: Detailed knowledge** | to be available:<br>• Weighing pans<br>• inspection table<br>• Magnifying glasses<br>• Safety gear<br>• Waste bin<br>• Rulers<br>• Fabric | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | | | **of:**<br>• Safe handling of working tools and materials<br>• Safe handling of measuring instruments<br>• Environmental management standards | | |
| | | (b) Taking process (weaving) correction measures | **Brainstorm:**<br>Guide the students to brainstorm the concept of taking process correction measures in woven fabrics for defects<br><br>**Demonstration:**<br>Demonstrate to the students how to take process (weaving) correction measures during weaving<br><br>**Problem-Solving Workshops**: | **The student should be able to:**<br>Select tools and equipment<br>• Observe safety precautions<br>• Check process parameters during winding, warping, | The fault in weaving process is properly corrected | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to:<br>take process (weaving) correction measure<br>**Principles:** The student should be able to explain the | The following tools and equipment are to be available:<br>• Top-pan balance<br>• Weighing pans<br>• inspection table<br>• magnifying glasses safety gear<br>• Wastebin | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | • Present to the students, using faulty woven fabrics, t common weaving problems such as misalignment, poor tension, or skipped threads<br>• Guide the students to diagnose the problems and suggest appropriate corrective measures | and weaving<br>• Taking process (weaving) correction measure<br>• Clean tools and equipment<br>• Store tools and equipment | | principles of taking process (weaving) correction measure<br>**Theories**: The student should explain:<br>• Major areas of process and quality control in handloom weaving operations<br>• Stages of quality control<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Safe handling of working tools and materials | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | | | • Safe handling of measuring instruments | | |
| | | (c) Mending minor faults | **Brainstorm:** Guide the students to brainstorm the concept of mending and apply different procedures to mend minor faults on woven fabric<br><br>**Demonstration:** Demonstrate the students how to mend minor faults<br><br>**Activity:** Organize the students in manageable groups and guide them to mend minor faults | **The student should be able to appropriately:**<br>• Select tools<br>• Observe safety precautions equipment<br>• Inspect finished products<br>• Mend the minor faults<br>• Clean tools and equipment<br>• Store tools and equipment | The minor faults in woven fabrics are properly mended | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**: The student should explain how to mend minor faults<br>**Principles:** The student should be able to explain the principles of mending minor faults<br>**Theories:** The student should explain<br>• different procedures to mend minor faults on woven fabric | The following tools and equipment are to be available:<br><br>• Handlooms<br>• Weighing balance<br>• Pair of scissors<br>• Safety gear | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | | | **Circumstantial knowledge:** Detailed knowledge of:<br>• Safe handling of working tools and materials<br>• Safe handling of measuring instruments<br>• Environmental management standards | | |
| | | (d) Grading woven fabrics | **Brainstorm:** Guide the students to brainstorm the meaning of fabric grading systems, and identify criteria for assigning penalty points<br><br>**Demonstration**<br>Demonstrate to the students how to grade the woven fabrics | **The student should be able to correctly:**<br>• Select tools and equipment<br>• Observe safety precautions | The woven fabric is properly graded | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to:<br>grade the woven fabrics | The following tools and equipment are to be available:<br>• Top-pan balance<br>• Weighing pans<br>• inspection table | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | **Hands-On Fabric Grading Stations**<br>Guide the students to set up different woven fabric samples (e.g., cotton, linen, silk, and synthetic fibers) with varying qualities (thickness, weave structure, strength)<br><br>Guide the students to assess the properties for each fabric (e.g., fabric count, hand feel, durability) and grade them according to established criteria | • Inspect finished products<br>• Clean tools and equipment<br>• Store tools and equipment | | **Principles:** The student should be able to explain the principles of: grading woven fabrics<br>**Theories:** The student should explain:<br>• Fabric grading systems<br>• Criteria for assigning penalty points<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Safe handling of working tools and materials | • magnifying glasses<br>• safety gear<br>• Waste bin | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/ Services Assessment | Underpinning Knowledge | | |
| | | | | | | • Safe handling of measuring instruments<br>• Environmental management standards | | |

## Form Three

**Table 5:** *Detailed Contents for Form Three*

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| 1.0 Managing a safe work environment | 1.1 Carrying out risk assessment | (a) Controlling risks | **Brainstorming:** Guide the student to brainstorm control risks, explain, how to carry out risk assessment,<br><br>**Group Discussions:** Divide the class into manageable groups and assign each group a specific risk (e.g., electrical hazards, slips, trips, and falls, machinery malfunctions) Each group will discuss how to identify the risk, assess its severity, and come up with appropriate control measures | **The student should be able to:**<br>• Select tools and equipment<br>• Observe safety precaution<br>• Identify risks<br>• Conduct risk assessment<br>• Implement risk control strategies<br>• Conduct monitoring and review<br>• Make continuous improvement | Risks are controlled properly | **Knowledge evidence**: Detailed knowledge of:<br>Method used:<br>The student should explain how to:<br>Control risks<br>**Principles:** The student should be able to explain the principles of:<br>Controlling risks<br>**Theories:** The student should explain:<br>• How to carry out risk assessment,<br>• Describe the Objectives of risk control<br>• Interstratifies for Risk Control<br>• The importance of controlling risk at the workplace | The following tools and equipment are to be available:<br>• Service manuals<br>• OSHA regulations<br>• Workshop rules<br>• Camera<br>• Risk assessment sheet<br>• Mask<br>• Ear plug<br>• Gloves<br>• Overcoat/overall /apron<br>• Safety<br>• boots/rubber sole | 153 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | | • Clean tools and equipment<br>• Store tools and equipment | | • Conduct safety training<br>• Identify safety hazard material<br><br>**Circumstantial knowledge** Detailed knowledge of:<br>• Safety precautions while carrying out risk management<br>• Safe handling of tools and equipment<br>• Waste disposal<br>• Handling safely hazard material | | |
| | | (b) Managing safety gear | **Brainstorming:** Guide the students to brainstorm ideas for inspecting workshop areas, tools and equipment<br>and how to apply all emergency equipment and supplies | **The student should be able to:**<br>• Select tools and equipment<br>• Practice to self-protect protection and protect | Safety gear is managed properly | **Knowledge evidence: Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to:<br>Manage safety gear<br>**Principles**: The student should be able to explain the principles of: | The following tools and equipment are to be available:<br>• Service manuals<br>• OSHA regulations<br>• Workshop rules<br>• Camera<br>• Risk assessment sheet | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | **Demonstration:** Demonstrate to the students' different safety gear found in handloom workshop and how to manage safety gear | others and properties<br>• Identify and use correctly all safety gear<br>• Make periodic inspections of workshop area and all equipment<br>• Conduct training on the use of safety gear<br>• Clean tools and equipment<br>• Store tools and equipment | | Managing safety gear<br>**Theories:** The student should explain:<br>• How to Inspect workshop areas, tools and equipment<br>• How to applying correctly all emergency equipment and supplies<br>**Circumstantial knowledge** Detailed knowledge of:<br>• Safety precautions while carrying out risk management<br>• Safe handling of tools and equipment<br>• Waste disposal<br>• Handling safely hazard material<br>• React correctly and safely when | • Mask<br>• Ear plug<br>• Gloves<br>• Overcoat/overall /apron<br>• Safety<br>• boots/rubber sole | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | | | | faced an emergency | | |
| | | (c) Managing workshop safety rules | **Brainstorming:** Guide the students to brainstorm the workshop safety rule, safety rules commonly followed in various workshops, and the importance of following these safety rules<br><br>**Group work:** Organize the students in small manageable groups and give them a checklist of safety rules to inspect in the workshop. Each group will check different areas of the workshop (e.g., electrical safety, tool maintenance, waste disposal) and reporting on compliance with safety standards | **The student should be able to:**<br>• Interpret service manuals<br>• Select tools and equipment<br>• Identify and apply correctly all emergency equipment and<br>• supplies<br>• Make periodic inspections of workshop area and all equipment<br>• Prepare report | Workshop safety rules are managed well | **Knowledge evidence: Detailed knowledge of:**<br>Method used:<br>The student should explain how to: Manage workshop safety rules<br>**Principles**: The student should be able to explain the principles of: Managing workshop safety rules<br>**Theories:** The student should explain:<br>• Safety rules commonly followed in various workshops<br>• The importance of following these safety rules | The following tools and equipment are to be available:<br>• Service manuals<br>• OSHA regulations<br>• Workshop rules<br>• Camera<br>• Risk assessment sheet<br>• Mask<br>• Ear plug<br>• Gloves<br>• Overcoat/overall /apron<br>• Safety<br>• boots/rubber sole | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | | • Conduct training on workshop safety rules<br>• Clean tools and equipment<br>• Store tools and equipment | | **Circumstantial knowledge** Detailed knowledge of:<br>• Safety precautions while carrying out risk management<br>• Safe handling of tools and equipment<br>• Waste disposal | | |
| | 1.2 managing environmental pollution | (a) Managing air pollution | **Case Studies:** Present students with real-world case studies on air pollution (e.g., smog in cities, pollution from factories, vehicle emissions) Ask students to analyze the causes, effects, and potential solutions for each case Students can work in manageable groups to propose solutions, such as reducing vehicle emissions or | **The student should be able to:**<br>• Select relevant safety gear<br>• Prepare preventive maintenance schedule<br>• Control environmental pollution<br>• Control different of wastes | Environmental pollution is managed appropriately | **Knowledge evidence: Detailed knowledge of:**<br>**Method used:**<br>The student should explain how to: Manage air pollution<br>**Principles:** The student should be able to explain the principles of: Managing air pollution<br>**Theories:** The student should explain: | The following tools and equipment are to be available:<br>• Tool kit<br>• Spirit level<br>• Safety boots/rubber Gloves<br>• Cleaning materials Hoe Overcoats/overalls/apron<br>• Brooms<br>• Brus | 153 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | improving industrial practices<br><br>**Brainstorming:** Guide the students to Brainstorm the importance of a safe work environment | • Conduct safety awareness training to subordinates<br>• Clean tools and equipment<br>• Store tools and equipment | | • The types of environment pollution<br>• Advantage of monitoring environmental pollution<br>• Importance of safe work environment<br>• Strategies for managing air pollution<br>**Circumstantial knowledge:**<br>**Detailed knowledge of**:<br>• Safety knowledge while managing environmental pollution<br>• Safe handling of tools and equipment<br>• Waste disposal | | |
| | | (b) Managing | **Brainstorming:** Guide the students to | **The student should be able to:** | Water pollution is | **Knowledge evidence: Detailed** | The following tools and | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | water pollution | brainstorm: the importance of preparing an environmental schedule, the strategies for managing water pollution<br>Identify the importance of managing water pollution<br><br>**Demonstration:** Demonstrate to the students how to manage water pollution<br><br>**Activity: Organize** the students in manageable groups to manage water pollution | • Select relevant safety gear<br>• Prepare a preventive maintenance schedule<br>• Control environmental pollution<br>• Control tools, equipment, and safety gear<br>• Control different wastes according to OSHA<br>• Conduct safety awareness training to subordinates | managed properly | **knowledge of:**<br>**Method used:** The student should explain how to: Manage water pollution<br>**Principles:** The student should be able to explain the principles of: Managing water pollution<br>**Theories:** The student should explain:<br>• Importance of preparing environmental schedule<br>• Strategies for managing water pollution<br>• the importance of managing water pollution<br>**Circumstantial knowledge:** | equipment are to be available:<br>• Tool kit<br>• Spirit level<br>• Safety boots/rubber<br>• Gloves<br>• Cleaning materials<br>• Overcoats/overalls/apron<br>• Brooms<br>• Brush | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | | • Clean tools and equipment<br>• Store tools and equipment | | **Detailed knowledge of**:<br>• Safety knowledge while managing environmental pollution<br>• Safe handling of tools and equipment<br>• Waste disposal | | |
| | | (d) Managing land pollution | **Brainstorming:** Guide the students to Brainstorm the importance of controlling different types of waste, the strategies for managing land pollution, identifying the importance of managing land pollution<br><br>**Demonstration:** Demonstrate to the students how to manage land pollution | **The student should be able to:**<br>• Select relevant safety gear<br>• Prepare preventive maintenance schedule<br>• Control environmental pollution<br>• Control tools, equipment, | Land pollution Is managed properly | **Knowledge evidence: Detailed knowledge of:**<br>**Method used:** The student should explain how to**:** Manage land pollution<br>**Principles:** The student should be able to explain the principles of: Managing land pollution<br>**Theories:** The student should explain: | The following tools and equipment are to be available:<br>• Tool kit<br>• Spirit level<br>• Safety boots/rubber Gloves<br>• Cleaning materials<br>• Hoe Overcoats/overalls/apron<br>• Brooms Brus | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | **Activity:** Organize the students in manageable groups to manage land pollution | and safety gear<br>• Control different wastes according OSHA regulations<br>• Conduct safety awareness training to subordinates<br>• Clean tools and equipment<br>• Store tools and equipment | | The Strategies for managing land pollution<br>The importance of managing land pollution<br>**Circumstantial knowledge:**<br>Detailed knowledge of:<br>Safety knowledge while managing environmental pollution<br>Safe handling of tools and equipment<br>Waste disposal | | |
| 2.0 Performing hank dyeing | 2.1 Pretreating hanks | (a) Penetrating winding hanks on winding frame | **Brainstorming:** Guide the students to brainstorm the concept of hank, the causes for yarn entanglement in wound hanks<br><br>**Demonstration:** | **The student should be able to:**<br>• Select tools and equipment | Wind hanks are penetrated well on winding frame | **Knowledge evidence: Detailed knowledge of:**<br>**Method used:**<br>**The student should explain how to:** | The following tools and equipment are to be available:<br>• Hank bleaching equipment<br>• Weighing balance | 204 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | Demonstrate to the students how to wind hanks on the winding frame<br><br>**Activity:** Organize the students in manageable groups to wind hanks on the winding frame | • Observe safety precautions<br>• Preparation of the yarn<br>• Setting up the winding equipment<br>• Adjust the winding tension<br>• Begin winding the yarn<br>• Maintain consistent tension<br>• Check the hank size<br>• Secure the hank<br>• Remove the hank from the winder | | Wind hanks on winding frame<br>**Principles: The student should be able to explain the principles of:**<br>Winding hanks on winding frame<br>**Theories:** The student should explain:<br>• The Quality requirements of yarn supply packages<br>• The Causes for yarn entanglement in wound hanks<br>• The Characteristics of Hank Winding<br>**Circumstantial knowledge:**<br>**Detailed knowledge of**:<br>• Safety precautions during hank winding | • Weighing bench<br>• Weighing pans<br>• Alarm clock<br>• Thermometer<br>• Plastic buckets<br>• Hydro extractor and drying frame<br>• Safety gloves<br>• Safety boot<br>• Dust mask<br>• Safety gear<br>• Dust coat<br>• Waste bin | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | | • Clean tools and workplace<br>• Store equipment and tools | | • Emergency response procedures | | |
| | | (b) Selecting chemicals for hanks bleaching | **Brainstorming:** Guide the students to brainstorm the term bleaching and identify the functions of chemicals used in hanks bleaching<br><br>**Demonstration:** Demonstrate to the students how to select chemicals for hanks bleaching<br><br>**Activity:** Organize the students in manageable groups to select chemicals for hanks bleaching | **The student should be able to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Identify the fabric type<br>• Choose the dye type<br>• Select Chemicals for Pre-Treatment or Fixing | Chemicals for hanks bleaching are selected properly | **Knowledge evidence: Detailed knowledge of: Method used:**<br>**The student should explain how to:**<br>Select chemicals for hanks bleaching<br>**Principles: The student should be able to explain the principles of:**<br>Selecting chemicals for hanks bleaching<br>**Theories:** The student should explain: | The following tools and equipment are to be available:<br>• Hank bleaching equipment<br>• Weighting balance<br>• Weighting bench<br>• Weighting pans<br>• Alarm clock<br>• Thermometer<br>• Plastic bucket<br>• Hydro extractor and drying frame<br>• Safety gloves<br>• Safety boot<br>• Dust mask | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | | • Clean tools and workplace<br>• Store equipment and tools | | • The Functions of chemicals used in hanks bleaching<br>• The Purpose of Bleaching in Textiles<br>**Circumstantial knowledge:**<br>**Detailed knowledge of**:<br>• Safety precautions during Selecting<br>• chemicals for hanks bleaching<br>• Safety precautions when handling chemicals<br>• Proper use of protective gear | • Safety gear<br>• Dust coat<br>• Waste bin | |
| | | (d) Preparing bleaching recipe | **Brainstorming:** Guide the students to brainstorm bleaching process control parameters and identify the precautions when preparing and using Bleaching recipes | **The student should be able to:**<br>• Select tools and equipment<br>• Observe safety precautions | Bleaching recipe is prepared properly | **Knowledge evidence: Detailed knowledge of:**<br>**Method used:**<br>**The student should explain how to:**<br>Prepare bleaching recipe | The following tools and equipment are to be available:<br>• Weighting balance<br>• Weighting bench<br>• Weighting pans | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | **Demonstration:** Demonstrate to the students to prepare bleaching recipe<br><br>**Activity:** Organise the students in manageable groups to prepare the bleaching recipe | • Prepare bleaching recipe<br>• Clean tools and work place<br>• Store tools and equipment | | **Principles: The student should be able to explain the principles of:** Preparing bleaching recipe<br>**Theories:** The student should explain:<br>• Bleaching process control parameters<br>• Reaction of bleaching chemicals on natural impurities<br>• Functions of chemicals used in hanks bleaching<br>**Circumstantial knowledge: Detailed knowledge of**:<br>• Recycling of spent bleach liquor<br>• Safety precautions when handling chemicals | • Alarm clock<br>• Thermometer<br>• Plastic bucket<br>• Hydro extractor and drying frame<br>• Safety gloves Safety boot<br>• Dust mask<br>• Safety gear<br>• Dust coat<br>• Waste bin | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | | | | • Proper use of protective gear | | |
| | | (e) Bleaching and finishing hanks | **Brainstorming:** Guide the students to brainstorm the purpose of bleaching in textiles and identify different types of bleaching agents used in bleaching<br><br>**Demonstration:** Demonstrate to the students how to bleach and finish hanks<br><br>**Activity:** Organize the students in manageable groups to bleach and finish hanks | **The student should be able to:** Select tools and equipment<br>• Observe safety precautions<br>• Pre-Treatment<br>• Apply of bleaching agent<br>• Time and Temperature Control<br>• Rinse and neutralize<br>• Perform drying and finishing<br>• Clean tools and workplace | Bleaching and finishing of hanks are done properly | **Knowledge evidence: Detailed knowledge of: Method used:** The student should explain how to:<br>• Bleach and finish hanks<br>**Principles: The student should be able to explain the principles of:** Bleach and finish hanks<br>**Theories:** The student should explain:<br>• The different types of bleaching agents used in textiles<br>• The reaction of bleaching chemicals on natural impurities | The following tools and equipment are to be available:<br>• Hank bleaching equipment<br>• Weighting balance<br>• Weighting bench<br>• Weighting pans<br>• Alarm clock<br>• Thermometer<br>• Plastic buckets<br>• Hydro extractor and drying frame<br>• Safety gloves<br>• Safety boot<br>• Dust mask<br>• Safety gear<br>• Dust coat<br>• Waste bin | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | | • Store equipment and tools | | • The bleaching process control parameters<br>**Circumstantial knowledge:**<br>**Detailed** Recycling of spent bleach liquor<br>Safety precautions when handling chemicals<br>Proper use of protective gear | | |
| | 2.2 Dyeing of hanks | (a) Selecting dyes and chemicals | **Brainstorming:**<br>Guide the students to brainstorm the types of dyes used in dyeing<br><br>Then, describe the process of dye exhaustion and fixation<br><br>**Demonstration:**<br>Demonstrate to the students how to select dyes and chemicals | **The student should be able to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Identify the types fabric<br>• Choose the types of dye | Dyes and chemicals are selected properly | **Knowledge evidence: Detailed knowledge of:**<br>**Method used:**<br>**The student should explain how to:**<br>Dye and finish hanks<br>**Principles: The student should be able to explain the principles of:**<br>Dyeing and finishing of hanks | The following tools and equipment are to be available:<br><br>• Weighting balance<br>Weighting bench<br>Weighting pans<br>Alarm clock<br>Thermometer<br>• Grey scales<br>Safety gloves<br>• Dust mask | 153 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | **Activity:** Organize the students in manageable groups to select dyes and chemicals | • Select chemicals for Pre-Treatment or Fixing<br>• Clean tools and workplace<br>• Store equipment and tools | | **Theories: The student should explain**<br>The types of dyeing methods<br>The purposes of dyeing<br>Describe the Process and quality control measures in dyeing<br>The Process of dye exhaustion and fixation<br>**Circumstantial knowledge:**<br>**Detailed knowledge of**:<br>Safety precautions when handling dyes and chemicals<br>Proper use of protective gear<br>Good housekeeping practices | • Safety gear<br>• Dust coat<br>• Waste bin | |
| | | (b) Preparing the dyeing recipe | **Brainstorming:** Guide the students to explain the dyeing recipe, describe | **The student should be able to:** | Dyeing recipe is prepared properly | **Knowledge evidence: Detailed knowledge of:**<br>**Method used:** | The following tools and equipment are to be available: | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | dye bath circulation<br>Identify the functions of dye bath additive requirements<br><br>**Demonstration:** Demonstrate to the students how to prepare the dyeing recipe<br><br>**Activity:** Organize the students in manageable groups to prepare the dyeing recipe | • Select tools and equipment<br>• Observe safety precautions<br>• Prepare a dyeing recipe<br>• Clean tools and workplace<br>Store equipment and tools | | **The student should explain how to:**<br>Prepare the dyeing recipe<br>**Principles: The student should be able to explain the principles of:**<br>Preparing the dyeing recipe<br>**Theories: The student should explain**<br>• Dye bath circulation<br>• Colour fastness requirements<br>• the functions of dye bath additives<br>**Circumstantial knowledge:**<br>**Detailed knowledge of**:<br>• Safety precautions when handling dyes and chemicals | • Hank dyeing equipment<br>• Weighting balance<br>• Weighting bench<br>• Weighting pans<br>• Alarm clock<br>• Thermometer<br>• Plastic buckets<br>• Hydroextractor and drying frame<br>• Vatting test papers<br>Grey scales<br>Safety gloves | |

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|---|---|---|---|---|---|---|---|---|
| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | | | | • Proper use of protective gear<br>• Good housekeeping practices | | |
| | | (c) Dyeing and finishing hanks | **Brainstorming:** Guide the students to brainstorm dyeing then, identify types of dyeing methods, describe the purposes of dyeing, the process and quality control measures in dyeing<br><br>**Demonstration:** Demonstrate to the students how to dye and finish hank<br><br>**Activity:** Organize the students in manageable groups to dye and finish hank | **The student should be able to:**<br>• Select tools and equipment<br>• Observe safety regulations at the workplace<br>• Prepare yarn for dyeing<br>• Prepare the dye bath<br>• Dye the yarn<br>• Rinse the yarn<br>• Dry the yarn | Hanks are dyed properly | **Knowledge evidence: Detailed knowledge of:**<br>**Method used:**<br>**The student should explain how to:**<br>Dye and finish hanks<br>**Principles: The student should be able to explain the principles of:**<br>Dyeing and finishing of hanks<br>**Theories: The student should explain**<br>The types of dyeing methods<br>The purposes of dyeing | The following tools and equipment are to be available:<br>• Hank dyeing equipment<br>• Weighting balance<br>• Weighting bench Weighting pans<br>• Alarm clock<br>• Thermometer<br>• Plastic buckets<br>• Hydroextractor and drying frame<br>• Vatting test papers<br>• Grey scales<br>• Safety gloves | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | | • Clean tools, workplace, and equipment<br>• Store tools and equipment | | Describe the Process and quality control measures in dyeing<br>**Circumstantial knowledge:**<br>**Detailed knowledge of**:<br>Safe handling of working tools<br>Workshop safety precautions | | |
| 3.0 Designing advanced weave patterns | 3.1 Making tabby weave variations | (a) Making basket weave | **Brainstorming:**<br>Guide the students to explain basket weave, describe, how the threading of the warp end is done according to the weave draft identify the order of raising shafts as per the lifting plan<br><br>**Demonstration:**<br>Demonstrate to the students to make basket weave | **The student should be able to:**<br>• Select tools and equipment<br>• Read the pattern draft<br>• Read the warp plan<br>• Read lifting plan<br>• Thread draft<br>• Weave the pattern | Basket weave is properly made | **Knowledge evidence: Detailed knowledge of:**<br>**Method used:**<br>**The student should explain how to:**<br>Make basket weave<br>**Principles:** The student should be able to explain the principles of:<br>Making basket weave<br>**Theories:** The student should explain: | The following tools and equipment are to be available:<br><br>• Handloom Shuttles<br>• Pattern draft Warp Plan Lifting plan<br>• Tape measure Scissors<br>• Dust coat<br>• Face mask | 105 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | **Activity:** Organize the students in manageable groups to make basket weave | • Clean tools and equipment<br>• Store tools and equipment | | How the threading of warp end is done according to the weave draft<br>The order of raising shafts as per lifting plan<br>• The characteristics of basket weave<br>• Variations of Basket Weave<br>• The common Uses of basket weave fabric<br>**Circumstantial knowledge:**<br>**Detailed knowledge of**:<br>Safe handling of equipment<br>Safety precautionary measures | | |
| | | (b) Making modified basket weave | **Brainstorming:** Guide the students to brainstorm ideas for modified basket weave identify mechanism of an irregular threading | **The student should be able to:**<br>• Select tools and equipment | Modified basket weave is made properly | **Knowledge evidence: Detailed knowledge of:**<br>**Method used:** | The following tools and equipment are to be available:<br>• Handloom | |

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|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | pattern on a 2- shaft loom<br><br>**Demonstration:**<br>Demonstrate to the students how to make a modified basket weave<br><br>**Activity:**<br>Organise the students in manageable groups to make a modified basket weave | • Observe safety regulations at the workplace<br>• Read the pattern draft<br>• Read the warp plan<br>• Read lifting plan<br>• Thread draft<br>• Weave the pattern<br>• Clean tools and equipment<br>• Store tools and equipment | | **The student should explain how to:**<br>Make modified basket weave<br>**Principles**: The student should be able to explain the principles of**:**<br>Making modified basket weave<br>**Theories:** The student should explain:<br>• Mechanism of an irregular threading pattern on a 2- shaft loom<br>• Loom-controlled weave mechanism of<br>• modified basket weave<br>• How to design a twill pattern variation<br>• How to Make the order of lifting plan How to Thread the | • Shuttles<br>• Pattern draft<br>• Warp plan<br>• Lifting plan<br>• Tape measure Scissors<br>• Dust coat<br>• Face mask | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | | | | loom as per draft pattern<br>**Circumstantial knowledge:**<br>**Detailed knowledge of**:<br>• Safe handling of working tools<br>Workshop safety precautions | | |
| | 3.2 Making twill weave variations | (a) Making pointed/reverse twill | **Brainstorming:**<br>Guide the students to brainstorm the concept of<br>controlled mechanism of pointed/reverse twill<br><br>**Demonstration:**<br>Demonstrate to the students how to make pointed/reverse twill<br><br>**Activity:**<br>Organise the students in manageable groups to make pointed/reverse twill | **The student should be able to:**<br>• Select tools and equipment<br>• Observe safety regulations at the workplace<br>• Read the pattern draft<br>• Read the warp plan<br>• Read lifting plan<br>• Thread the loom | Pointed/reverse twill is made properly | **Knowledge evidence: Detailed knowledge of:**<br>**Method used:**<br>**The student should explain how to:**<br>Make pointed/reverse twill<br>**Principles**: The student should be able to explain the principles of**:**<br>Making pointed/reverse twill<br>Theories: The student should explain: | The following tools and equipment are to be available:<br>• Handloom<br>• Shuttles<br>• Pattern draft<br>• Warp plan<br>• Lifting plan<br>• Tape measure<br>• Scissors<br>• Dust coat<br>• Face mask | 105 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | | • Weave the pattern<br>• Clean tools and equipment<br>• Store tools and equipment | | what is meant by "finger manipulated "picking?<br>Loom-controlled mechanism of pointed/reverse twill<br>Mechanism of an irregular threading pattern on a 2- shaft loom<br>**Circumstantial knowledge:**<br>**Detailed knowledge of**:<br>Safe handling of working tools<br>Workshop safety precautions | | |
| | | (b) Making crow weave | **Brainstorming:**<br>Guide the students to brainstorm the concept of crow weave and identify the numbering system of warp draft on the loom and a graph paper<br><br>**Demonstration:** | **The student should be able to:**<br>• Select tools and equipment<br>• Read the pattern draft<br>• Read the warp plan | Crow weave is made properly | **Knowledge evidence: Method used**:<br>**The student should explain how to:**<br>Make crow weave<br>**Principles:** The student should be | The following tools and equipment are to be available:<br>• Handloom<br>• Shuttles<br>• Pattern design<br>• Warp plan<br>• Lifting plan | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | Demonstrate to the students how to make crow weave<br><br>**Activity:** Organize the students in manageable groups to make crow weave | • Read lifting plan<br>• Thread draft<br>• Weave the pattern<br>• Clean tools and equipment<br>• Store tools and equipment | | able to explain the principles of**:** Making crow weave<br>**Theories:** The student should explain:<br>• The numbering system of warp draft on the loom and a graph paper<br>• The threading technique of the warp plan<br>• Filling a space on a graph paper in terms of weave draft, warp plan and lifting plan<br>**Circumstantial knowledge:**<br>**Detailed knowledge of**:<br>• Safe handling of working tools Workshop safety precautions | • Tape measures Scissors<br>• Dust masks<br>• Dust coats | |
| 4.0 Basic knitting | 4.1 Preparing basic | | **Brainstorm:** Guide the students to | **Student should** | Primary and secondary | **Knowledge evidence**: **Detailed** | The following tools and | 105 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | knitted structures | | brainstorm primary knitting and secondary knitting elements<br><br>**Demonstration:** Demonstrate to the students the primary and secondary knitting elements<br><br>**Activity:** Organize the students in manageable groups to practise identifying primary and secondary knitting elements | **explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Identify primary and secondary knitting elements<br>• Clean tools and equipment<br>• Store tools and equipment | knitting elements are properly identified | **knowledge of:**<br>**Method used**:<br>The student should explain how to:<br>Identify primary and secondary knitting elements knitting<br>**Principles:** The student should explain the principles of:<br>Identifying primary knitting, and secondary knitting elements<br>**Theories:** The student should be able to explain:<br>• Primary knitting, and secondary knitting elements<br>• Roles of each element<br>• Types of needles<br>**Circumstantial knowledge:**<br>Detailed knowledge of: | equipment are to be available:<br>• Flat bet knitting machine<br>• Safety gear<br>• Cleaning materials | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | | | | Essential components required to form knitted fabric | | |
| | | | **Group discussion**<br>Guide the students to discuss the procedures of drawing weft knitted structures<br><br>**Demonstration:**<br>Demonstrate to the students how to draw the basic weft knitted structure | **The student should explain how to:**<br>• Select tools and equipment<br>• Observe safety precautions | Basic weft knitted structures are correctly drawn | **Knowledge evidence**: **Detailed knowledge of:**<br>**Method used**:<br>The student should explain how to:<br>Drawing basic weft knitted structure<br>**Principles:** The student should explain the | The following tools and equipment are to be available:<br>• Drawing table<br>• Drawing board<br>• Ruller<br>• HB pencils<br>• A 4 plain papers<br>• Eraser<br>• Safety gear | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | **Activity:** Organize the students in manageable groups to practise how to draw basic weft knitted structure | • Draw basic weft knitted structure<br>• Clean tools and equipment<br>• Store tools and equipment | | principles of: Drawing basic weft knitted structure<br>**Theories:** The student should be able to explain the:<br>• Basic weft knitted structure<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Essential components required to form knitted fabric<br>• Loop formation process | • Cleaning materials | |
| | 4.2 Making knitted fabric using single flat machine | a) Setting up and preparing the weft knitting machine | **Brainstorm:** Guide the students to brainstorm the concept of weft knitting<br><br>**Demonstration:** Demonstrate to | **Student should explain how to:**<br>• Select tools and equipment | Basic weft knitted structures are correctly drawn | **Knowledge evidence**: **Detailed knowledge of: Method used**: The student should explain how to: | The following tools and equipment are to be available:<br>• Flat weft knitting machine<br>• Yarns | 102 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | **Process Assessment** | **Product/Services Assessment** | **Knowledge Assessment** | | |
| | | | students to how set up and prepare the weft knitting machine<br><br>**Activity:** Organize the students in manageable groups to practise setting up and prepare the weft knitting machine | • Observe safety precautions<br>• Thread the yarn through the feeders<br>• Set machine parameters like stitch density and tension<br>• Clean tools and equipment<br>• Store tools and equipment | | Set up and prepare the weft knitting machine<br>**Principles:** The student should explain the principles of:<br>Setting up and prepare the weft knitting machine<br>**Theories:** The student should be able to explain:<br>• How to set up and prepare the weft knitting machine<br>**Circumstantial knowledge:**<br>Detailed knowledge of:<br>Essential components required to form knitted fabric | • Safety gear | |
| | | (b) Knitting the fabric | **Brainstorm:**<br>Guide the students to brainstorm the concept of knitting | **Student should explain how to:** | Basic weft knitted structures are | **Knowledge evidence**: **Detailed knowledge of:**<br>**Method used**: | The following tools and equipment are to be available: | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge Assessment | | |
| | | | **Demonstration:** Demonstrate to the students to the procedures of knitting the fabric<br><br>**Activity:** Organize the students in manageable groups to practise knitting the fabric | • Select tools and equipment<br>• Observe safety precautions<br>• Knit the fabric<br>• Clean tools and equipment<br>• Store tools and equipment | correctly drawn | The student should explain how to: Knit the fabric<br>**Principles:** The student should explain the principles of: Knitting the fabric<br>**Theories:** The student should be able to explain:<br>• How to knit the fabric<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Essential components required to form knitted fabric | • Flat weft knitting machine<br>• Yarns<br>• Safety gear | |

# Form Four

**Table 6:** *Detailed contents for Form Four*

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| 1.0 Managing production personnel | 1.1 Allocating production duties | (a) Preparing job description for operators | **Brainstorming:** Guide the students to brainstorm the meaning of job description, explain the advantages of preparing job description for operator, and identify the procedures involved in preparing a job description<br><br>**Demonstration:** Demonstrate to students the process of preparing a job description<br><br>**Activity:** Organise the student in | **The student should be able to:**<br>• Select tools and equipment<br>• Identify job title<br>• Identify job<br>• Overview / job purpose<br>• Identify key responsibilities and duties<br>• Identify qualifications and skills<br>• Describe the work Environment and conditions<br>• Identify salary and benefits (optional but recommended)<br>• Identify company overview | Job description for operators is prepared according to the job requirements | **Knowledge evidence: Detailed knowledge of: Method used:** The student should explain how to: Prepare job description for operators **Principles**: The student should be able to explain the principles of<br>• preparing a job description for operators **Theories:** The student should explain:<br>• Job description<br>• The advantages of preparing job | This element/activity can be achieved at school workshop and the following tools and equipment are to be available:<br>• Notebook<br>• Mark pen<br>• A4<br>• Ruler<br>• Pen<br>• HR<br>• Guideline | 110 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | manageable groups to prepare job descriptions for operators | • Make application instructions<br>• Prepare job description for operators<br>• Clean tools and equipment<br>• Store tools and equipment | | description for operator<br>• The procedure involved in preparing a job description<br>**Circumstantial knowledge:**<br>**Detailed knowledge of**:<br>• Man, hour working regulations<br>• Worker's safety rules<br>• First aid procedures | | |
| | | (b) Selecting operators | **Brainstorming:** Guide the students to brainstorm the advantages of allocating qualified operators to a specific job then, identify | **The student should explain how to:**<br>• Select tools and equipment<br>• Understand the role requirements<br>• Create a job description | Operators are selected according to the required skills | **Knowledge evidence:**<br>**Detailed knowledge of:**<br>**Method used:**<br>The student should explain how to: | Following tools and equipment are to be available: :<br>• Looms<br>• Creels<br>• Inspection tables<br>• Dyeing equipment<br>• Dyeing accessories | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | technical criteria involved in duty allocation<br><br>**Demonstration:** Demonstrate to the students how to identify the skill required for operator selection<br>**Activity:** Organize the student in manageable groups to practice on how to select operators according to the skill required | • Advertise the job<br>• Screen resumes and applications<br>• Conduct pre-screening (Phone/Video Interview)<br>• Skills assessment and testing<br>• Behavioral interview<br>• Check references and verify qualifications<br>• Offer and negotiate terms<br>• Onboarding and training<br>• Monitor performance and provide feedback<br>• Clean tools and equipment<br>• Store tools and equipment | | • Select operator<br>**Principles:** The student should be able to explain the principles of:<br>• Selecting operator<br>• Theories: The student should explain:<br>• The advantages of allocating qualified operators to a specific job description<br>• Identify technical criteria involved in duty allocation<br>• **Circumstantial** | • Safety gloves<br>• Safety goggles<br>• Safety boots<br>• Half mask<br>• Overall | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | | | | **knowledge: Detailed knowledge of:** Man, hour work regulations Worker's safety rules | | |
| | 1.1 Training of workers | (a) Identifying training needs | **Brainstorming :** Guide the students to brainstorm the importance of identifying training needs Then, describe the key aspects of training needs identify types of training needs, Describe the benefits of identifying training needs | **Student should correctly explain how to**:<br>• Select tools and equipment/materials<br>• Observe safety precautions<br>• Conduct a training needs assessment,<br>• Analyse the current job requirements<br>• Gather feedback from managers and employee<br>• Review business objectives and challenges | Training needs are correctly identified | **Knowledge evidence**: **Detailed knowledge of: Method used**: The student should explain how to: identify training needs **Principles:** The student should be able to explain the principles of identify training needs **Theories: The student should explain**:<br>• The importance | Following tools and equipment are to be available: :<br>• Safety gloves<br>• Half masks<br>• Overalls<br>• First aid kit<br>• Fire extinguisher<br>• Notebook<br>• Marker pen<br>• A4<br>• Ruler<br>• Pen<br>• HR Guideline | 110 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | **Demonstration:** Demonstrate to the students how to identify training needs<br><br>**Activity:** Organize the students in manageable groups to identify training needs | • Assess industry and regulatory changes<br>• Evaluate performance data<br>• Clean tools and equipment<br>• Store tools and equipment | | of identifying training needs<br>• Types/ aspects of training needs<br>• Benefits of identifying training needs<br>Key aspects of training needs<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Safety measures at a workplace<br>• Environmental pollution due to production processes<br>• Safety rules and regulations | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | | | | • First aid procedures | | |
| | | (b) Preparing basic training plan | **Brainstorming:** Guide the student to brainstorm the importance of preparing basic training plan, key elements of a basic training plan<br><br>**Demonstration:** Guide the students to demonstrate how to prepare a basic training plan<br><br>**Activity:** Organise the students in manageable groups to prepare a basic training plan | **Student should explain how to**:<br>• Select tools and equipment/material<br>• Observe safety precautions<br>• Define training objectives<br>• Identify training needs<br>• Define the target audience<br>• Choose the training delivery methods<br>• Develop the training content<br>• Establish a training schedule<br>• Assign trainers or facilitators<br>• Implement the training | Basic training plan are prepared correctly | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**: The student should explain how to:<br>• Prepare a basic training plan<br>**Principles:** The student should be able to explain the principles of preparing a basic training plan<br>**Theories:** The student should explain:<br>• Basic training plan<br>• The importance of | Following tools and equipment are to be available: :<br>• Safety gloves<br>• Half masks<br>• Overalls<br>• First aid kit<br>• Fire extinguisher<br>• Notebook<br>• Mark pen<br>• A4<br>• Ruler<br>• Pen<br>• HR Guideline | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | | • Evaluate and measure training effectiveness<br>• Make adjustments and continuous improvement<br>• Clean tools and equipment<br>• Store tools and equipment | | • preparing basic training plan<br>• The key elements of a basic Training plan<br>• **Circumstantial knowledge:** Detailed knowledge of:<br>• Safety measures at a workplace<br>• Environmental pollution resulting from production processes<br>• Safety rules and regulations | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | (c) Conducting basic training | **Brainstorming:** Guide the students to explain the importance of on job training and the advantages of using teaching aids, identify the key elements of a basic training plan<br><br>**Demonstration:** Demonstrate to the students how to conduct basic training<br><br>**Activity:** Organise the students in manageable groups to conduct basic training | **Student should correctly explain how to**:<br>• Select tools and equipment/materials<br>• Observe safety precautions<br>• Prepare for a training<br>• Set up the training environment<br>• Start with an engaging introduction<br>• Deliver the training content<br>• Encourage questions and discussions<br>• Assess understanding<br>• Provide hands-on practice (For Skill-Based Training)<br>• Summarise and recap key points | Basic training is well conducted | **Knowledge evidence**:<br>**Detailed knowledge of:**<br>**Method used**: The student should explain how to: conduct basic training<br>**Principles:** The student should be able to explain the principles of conducting basic training<br>**Principles: T**he student should be able to explain the principles of conducting basic training<br>**Theories: The student should explain**:<br>• The importance | Following tools and equipment are to be available: :<br>• Handlooms and its accessories<br>• Calculator/computer<br>• Safety gloves<br>• Half masks<br>• Overalls<br>• First aid kit<br>• Fire extinguisher<br>• Notebook<br>• Mark pen<br>• A4<br>• Ruler<br>• Pen<br>• HR Guideline | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | | • Provide resources for ongoing learning<br>• Evaluate the training session<br>• Clean tools and equipment<br>• Store tools and equipment | | of on job training<br>• The advantages of using teaching aids<br>• Key elements of a basic training Plan<br>• Environmental pollution due to production processes<br>• Hands-on training<br>• Skills transfer process<br>**Circumstantial knowledge: Detailed knowledge of:**<br>• Safety measures at a workplace<br>• Environmental pollution | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | | | | due to production processes<br>• Safety rules and regulations | | |
| 2.0 Managing handloom operations | 2.1 Making production plan | (a) Determining production inputs | **Brainstorming:** Guide the students to brainstorm: Production input Demand driven production The importance of determining production input Cleaner production practices. Key inputs in production. | **The student should be able to:**<br>• Select tools and equipment<br>• Identify the output or product<br>• Determine the Materials required (Direct materials)<br>• Determine labor requirements (Direct labor)<br>• Estimate capital inputs (Fixed and variable capital)<br>• Account for energy or utility inputs | Production imputes are determined properly | **Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:**<br>• Determine production inputs<br>**Principles: The student should be able to explain the principles of:**<br>• Determining production inputs | Following tools and equipment are to be available: :<br>• Handlooms and accessories<br>• Calculator/computer<br>• Weighing scale<br>• Fire extinguisher<br>• First aid kit | 110 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | Identify the key inputs in production.<br><br>**Demonstration:** Demonstrate to the students how to determine production imputes<br>**Activity:** Organize the students in manageable groups to determine production imputes | • Include overhead costs<br>• Consider waste and scrap<br>• Calculate total inputs<br>• Clean tools and workplace<br>• Store tools and equipment | | **theories: The student should explain**:<br>• Production input,<br>• Demand driven production,<br>• The importance of determining production input,<br>• Cleaner production practices<br>• Key Inputs in Production:<br>• Identify the Key Inputs in Production:<br>**Circumstantial knowledge: Detailed knowledge of**:<br>• Workshop safety precautions | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | | | | • Safe handling of tools and equipment<br>• Proper waste disposal | | |
| | | (b) Setting production target | **Brainstorming:** Guide the students to explain the concept of setting production targets, scheduling customer orders, advantages of demand-driven production planning<br><br>**Demonstration:** Guide the students to | **The student should be able to:**<br>• Select tools and equipment<br>• Set production targets and work schedule<br>• Determine waste disposal system<br>• Observe safety precautions<br>• Clean tools and workplace<br>• Store tools and | Production target are set | **Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:** set production target<br>**Principles:** The student should be able to explain the principles of setting production targets<br>**Theories: The student should explain**: | The following tools and equipment are to be available: :<br><br>• Handlooms and accessories<br>• Calculator/computer<br>• Weighing scale<br>• Fire extinguisher<br>• First aid kit | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | demonstrate how to set production targets<br><br>**Activity:** Organize the students in manageable groups to set production targets | | | • Production target<br>• Scheduling of customer orders<br>• Advantages of demand-driven production planning<br>**Circumstantial knowledge: Detailed knowledge of**:<br>• Workshop safety precautions<br>• Safe handling of tools and equipment<br>• Proper waste disposal | | |
| | | (c) Determining human resource requirement | **Brainstorming:** Guide the students to brainstorm on the concept of | **The student should be able to clearly:**<br>• Select tools and equipment | Human resources requirements are determined well | **Knowledge evidence: Detailed knowledge of: Method used:** The | The following tools and equipment are to be available:<br>• Handlooms and accessories | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | human resources requirements determination<br><br>**Demonstration:** Demonstrate to the students how to determine human resource requirements<br><br>**Activity:** Organize the students in manageable groups to determine human resource requirement. | • Determine human resource requirements<br>• Observe safety precautions<br>• Clean tools and workplace<br>• Store tools and equipment | | student should explain how to: determine human resource requirement<br>**Principles:** The student should be able to explain the principles of determining human resource requirement<br>**Theories:** The student should explain:<br>• Human resources<br>• Advantages of determining human resources requirement<br>• Practice of inventory control | • Calculator/computer<br>• Weighing scale<br>• Fire extinguisher<br>• First aid kit | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | | | | **Circumstantial knowledge:** Detailed knowledge of:<br>• Workshop safety precautions<br>• Safe handling of tools and equipment<br>• Proper waste disposal | | |
| | 2.2 Supervising production | (a) Supervising the production processes | **Brainstorming:** Guide the students to brainstorm on the concept of supervising the production process and how to determine the weaver's workload. | **The student should be able to:**<br>• Select tools and equipment<br>• Understand the production process<br>• Set clear objectives<br>• Monitor resources<br>• Ensure safety and compliance<br>• Quality control | Production processes are supervised correctly | **Knowledge evidence: Detailed knowledge of: Method used:** The student should explain how to: supervise production processes **Principles:** The student should | Following tools and equipment are to be available: :<br>• Handlooms<br>• Time clock<br>• Calculator<br>• Register | 70 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | **Demonstration:** Demonstrate to the student how to supervise production processes<br><br>**Activity:** Organize the students in manageable groups to supervise production processes. | • Troubleshoot problem<br>• Communication<br>• Track and analyze performance<br>• Maintain motivation and productivity<br>• Manage workflow and schedules<br>• Clean tools and workplace<br>• Store equipment and tools | | be able to explain the principles of: Supervising production processes<br>**Theories:** The student should clearly explain:<br>• Production resources,<br>• The advantages of supervising the production process<br>• How to prepare customer order scheduling<br>• How to determine weaver's workload<br>**Circumstantial knowledge:** | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | | | | Detailed knowledge of:<br>• Workshop safety precautions<br>• Safe handling of tools and equipment General workshop cleanliness | | |
| | | (b) Recording production outputs | **Brainstorming:** Guide the students to Brainstorm The concept of remedial measures for improved production output Explain labor productivity<br><br>**Demonstration:** Demonstrate to the | **The student should be able to:**<br>• Select tools and equipment<br>• Calculate production on output<br>• Record production outputs<br>• Clean tools and workplace<br>• Store equipment and tools | Production outputs are recorded properly | **Knowledge evidence: Detailed knowledge of: Method used:** The student should explain how to record production outputs **Principles:** The student should be able to explain the principles of recording production outputs | • Following tools and equipment are to be available: :<br>• Handloom<br>• Time clock<br>• Calculator<br>• Register | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | students how to record production outputs.<br><br>**Activity:** Organize the students in manageable groups to record production outputs | | | **Theories: The student should explain**:<br>• Remedial measures for improved production output labor productivity<br>• How to calculate production on output<br>• How to record production output<br>• How to calculate downtime<br>• **Circumstantial knowledge:** Detailed knowledge of: Workshop safety precautions | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | | | | • Safe handling of tools and equipment<br>• General workshop cleanliness | | |
| | 2.3 Applying pollution control measures | (a) Selecting dyes and chemicals with less environmental impacts | **Brainstorming:** Guide the student brainstorm: Dyes, chemicals, Types of dye classes for cotton hanks dyeing Dye fixation methods Colour fastness requirements Dyes with less environmental impacts<br><br>**Demonstration:** | **The student should be able to:**<br>• Observe safety precautions<br>• Select tools and equipment<br>• Select dyes and chemicals with less environmental impacts<br>• Clean tools and equipment<br>• Store tools and equipment | Dyes and chemicals with less environmental impacts are selected | **Knowledge evidence:**<br>**Detailed knowledge of:**<br>**Method used:** The student should explain how to: Select dyes and chemicals with less environmental impact<br>**Principles:** The student should be able to explain the principles of: Selecting dyes and chemicals with less environmental impact | Following tools and equipment are to be available: :<br>• Top-pan balance Weighing pans<br>• pH meter/papers<br>• Hank bleaching/dyeing equipment<br>• Hydro extractor<br>• Drier<br>• Safety gloves<br>• Safety boots<br>• Apron/overall<br>• Safety goggles<br>• Waste bin | 145 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | Demonstrate to the students on how to select dyes and chemicals with less environmental impacts<br><br>**Activity:** Organize the student in manageable groups to Select dyes and chemicals with less environmental impacts | | | **Theories:** The student should explain:<br>• Types of dye classes for cotton hanks dyeing<br>• Dye fixation methods<br>• Colour fastness requirements<br>• Dyes with less environmental impacts<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Safety precautions when handling dyes and chemicals<br>• Proper use of protective gear | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | | | | • First aid kit | | |
| | | (b) Disposing of empty dyes/chemical containers | **Brainstorming:** Guide the students to: brainstorm the term disposal, dye works effluent<br><br>**Demonstration:** Demonstrate to the students how to select dyes and chemicals with less environmental impacts<br><br>**Activity:** Organize the students in manageable groups and guide them to | **The student should be able to:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Dispose locally empty dyes/chemicals containers safely<br>• Clean tools and equipment<br>• Store tools and equipment | Dispose of empty dyes/chemical containers is conducted properly | **Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:**<br>• Dispose of empty dyes/chemical containers<br>**Principles:** The student should be able to explain the principles of disposing of empty dyes/chemical containers<br>**Theories: T**he student should explain:<br>• The term disposal<br>• Dye works effluent, | Following tools and equipment are to be available: :<br><br>• Top-pan balance Weighing pans<br>• pH meter/papers<br>• Hank bleaching/dyeing equipment<br>• Hydro extractor<br>• Drier<br>• Safety gloves<br>• Safety boots<br>• Apron/overall<br>• Safety goggle | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | select dyes and chemicals with less environmental impacts | | | • Environmentally friendly disposal of dye works effluent<br>• Basic dye works effluent treatment<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Safety precautions when handling dyes and chemicals<br>• Proper use of protective gear<br>• First aid kit procedures<br>• Environmentally –friendly disposal of dye works effluent | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | (c) Assessing dye effluent characteristics | **Brainstorming:** Guide the student to: identify the characteristics of dye effluent Identify the context of dye influent<br><br>**Demonstration:** Demonstrate to the students how to assess dye effluent characteristics<br><br>**Activity:** Organize the students in manageable groups to assess dye | **The student should be able to correctly:**<br>• Select tools and equipment<br>• Observe safety precautions<br>• Assess dye works effluent characteristics<br>• Clean tools and equipment<br>• Store tools and equipment | Dye effluent characteristics are assessed properly | **Knowledge evidence: Detailed knowledge of: Method used:** The student should explain how to: assess dye effluent characteristics<br><br>**Principles:** The student should be able to explain the principles of assessing dye effluent characteristics<br><br>**Theories:** The student should explain:<br>• Dye effluent<br>• The characteristic | Following tools and equipment are to be available: :<br><br>• Top-pan balance Weighing pans<br>• PH meter/papers<br>• Hank bleaching/dyeing equipment<br>• Hydro extractor<br>• Drier<br>• Safety gloves<br>• Safety boots Apron/overall<br>• Safety goggle | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | effluent characteristics | | | s of dye effluent<br>• The context of dye Influent<br>• Basic dye works effluent treatment<br>**Circumstantial knowledge: Detailed knowledge of:**<br>• Safety precautions when handling dyes and chemicals<br>• Proper use of protective gear<br>• First aid procedures<br>• Environmentally –friendly disposal of | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | | | | dye works effluent | | |
| | | (d) Treating effluent in environmentally- friendly levels | **Brainstorming:** Guide the student to brainstorm on: The importance of treating dye effluent Common treatment methods for dye effluents<br><br>**Demonstration:** Demonstrate to the students how to treat effluent in environmentally- friendly levels<br><br>**Activity:** Organize the students in | **The student should be able to appropriately:**<br>• Select tools and equipment<br>• Select dyes and chemical<br>• Treat effluent to environmentally friendly levels<br>• Clean tools and equipment<br>• Store tools and equipment | Effluent is treated in environmentally- friendly levels | **Knowledge evidence: Detailed knowledge of: Method used:** The student should explain how to: treat effluent in environmentally- friendly levels **Principles:** The student should be able to explain the principles of treating effluent in environmentally- friendly levels **Theories:** The student should explain:<br>• The importance of | Following tools and equipment are to be available: :<br><br>• Top-pan balance Weighing pans<br>• pH meter/papers Hank bleaching/dyeing equipment<br>• Hydro extractor Drier<br>• Safety gloves<br>• Safety boots Apron/overall<br>• Safety goggle | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | manageable groups to treat effluent in environmentally- friendly levels | | | treating dye influent<br>• Common methods of treating effluent<br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Safety precautions when handling dyes and chemicals<br>• Proper use of protective gear<br>• First aid kit procedures Environmentally –friendly disposal of dye works effluent | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| 3.0 Marketing handloom products | 3.1 Conducting market research | (a) Conducting primary market research | **Brainstorming:** Guide the students to brainstorm: The meaning of primary market research The principles of business market research The distinction between market research and marketing research<br><br>**Demonstration:** Guide the students to demonstrate how to conduct primary market research | The student should be able to appropriately:<br>• Select tools and equipment<br>• Define research objectives<br>• Identify target audience<br>• Choose the research method<br>• Design research tools<br>• Collect data<br>• Analyse the data<br>• Interpret the results<br>• Report the findings<br>• Clean tools and equipment<br>• Store tools and equipment | Primary market research is conducted properly | **Knowledge evidence: Detailed knowledge of: Method used:** The student should explain how to: conduct primary market research **Principles: The student should be able to explain the principles of:**<br>• Conducting primary market research **Theories: T**he student should clearly explain:<br>• Business market research<br>• How to use primary data | Following tools and equipment are to be available: :<br>•<br>• Computer<br>• Printer<br>• Scanner<br>• Mobile phone handset<br>• Fixed landline Questionnaires | 180 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | **Activity:** Organize the students in manageable groups to conduct primary market research | | | • How to write a report<br>• The principles of business market research<br>• The distinction between market research and marketing research<br>**Circumstantial knowledge:** Detailed knowledge of: Information confidentiality Research ethics<br>• Trade laws and regulations | | |
| | | (b) Conducting secondary market research | **Brainstorming:** Guide the students to brainstorm | **The student should be able to:**<br>• Select tools and equipment | Secondary market research is conducted properly | **Knowledge evidence: Detailed knowledge of: Method used:** | Following tools and equipment are to be available: :<br>• Computer | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | the meaning of secondary market research<br>The importance of research<br>Common sources of secondary research<br>Describe the distinction between primary and secondary research<br><br>**Demonstration:** Guide the students to demonstrate how to conduct secondary market research<br><br>**Activity:** Organize the | • Define research objectives<br>• Identify the Information needed<br>• Identify potential sources of secondary data<br>• Collect the data<br>• Analyse the data<br>• Interpret the findings<br>• Report the findings<br>• Clean tools and equipment<br>• Store tools and equipment | | The student should explain how to:<br>• conduct secondary market research<br>**Principles**: The student should explain the principles of conducting secondary market research<br>**Theories**: The student should explain:<br><br>• Secondary market research<br>• The importance of conducting secondary research<br>• Common sources of | • Printer<br>• Scanner<br>• Mobile phone handset<br>• Fixed landline Questionnaires | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | students in manageable groups to conduct secondary market research | | | secondary research<br>• Distinction between primary research and secondary research<br><br>**Circumstantial knowledge:** Detailed knowledge of:<br>• Information confidentiality<br>• Research ethics<br>• Trade laws and regulations | | |
| | | (c) Determining market segmentation | **Brainstorming:** Guide the students to; Brainstorm the demand driven | The student should be able to:<br>• Select tools and equipment<br>• Observe safety regulations | Market segmentation is determined properly | **Knowledge evidence: Detailed knowledge of: Method used:** The student should explain how to: | Following tools and equipment are to be available: :<br>• Computer<br>• Printer<br>• Scanner<br>• Mobile phone handset | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | production planning Describe the challenges of market segmentation , Explain the benefit of market segmentation<br><br>**Demonstration:** Guide the students to demonstrate to determine market segmentation<br><br>**Activity:** Organize the students in manageable groups to determine market segmentation | • Determine market segmentation<br>• Clean tools and equipment<br>• Store tools and equipment | | Determine market segmentation **Principles**: The student should explain the principles of determining market segmentation<br><br>**Theories**: The student should explain:<br>• The types of market segmentation<br>• The challenges of market segmentation, The benefits of market segmentation<br>• Demand driven production planning | • Fixed landline Questionnaires | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | | | | **Circumstantial knowledge:** Detailed knowledge of:<br>• Information confidentiality<br>• Research ethics<br>• Trade laws and regulations | | |
| | | (d) Performing market trends assessment | **Discussion:** Guide the students in groups to explain why it is important to perform market trend assessment Describe the objectives of market trend assessment Identify the key elements of a market | **The student should be able to:**<br>• Select tools and equipment<br>• Define the objective and scope<br>• Gather data<br>• Analyse current Market trends<br>• Segment the market<br>• Assess the competitive landscape<br>• Identify emerging | Market trends assessment is performed properly | **Knowledge evidence: Detailed knowledge of: Method used:** The student should explain how to:<br>• Perform market trends assessment<br>**Principles**: The student should explain the principles of: | This element/activity can be achieved at school workshop and the following tools and equipment should be made available<br>• Computer<br>• Printer<br>• Scanner<br>• Mobile phone handset<br>• Fixed landline Questionnaires | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | trend assessment<br><br>**Demonstration:** Guide the students to demonstrate how to perform market trends assessment<br><br>**Activity:** Organize the students in manageable groups to Perform market trends assessment | opportunities and threats<br>• Forecast future trends<br>• Create an actionable strategy<br>• Monitor and adjust<br>• Clean tools and equipment<br>• Store tools and equipment<br>• | | • performing market trends assessment<br>**Theorie**s: The student should explain<br>• the key elements of a market trend assessment<br>• The importance of determining market trend<br>• **Circumstantial knowledge:** Detailed knowledge of: Information confidentiality Research ethics Trade laws and regulations | | |
| | | (e) Consolidating | **Discussion:** Guide the students in | **The student should be able to:** | Market information is | **Knowledge evidence: Detailed** | Following tools and equipment are to be available: : | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | market information | groups to explain the concept of consolidate market information<br>Describe how market information is used<br>Identify different sources of market information<br>Explain why consolidate market it is important to consolidate market information<br><br>**Demonstration:**<br>Demonstrate to the students how | • Select tools and equipment<br>• Define the research objectives<br>• Collect the data<br>• Organize the data<br>• Analyze the data<br>• Synthesize insights<br>• Report findings<br>• Clean tools and equipment<br>• Store tools and equipment | consolidated properly | **knowledge of:**<br>**Method used:** The student should explain how to consolidate market information<br>**Principles**: The student should explain the principles of consolidating market information<br>**Theorie**s: The student should explain:<br>• Various sources of market information<br>• How to organize and analyze market information | • Computer<br>• Printer<br>• Scanner<br>• Mobile phone<br>• Fixed land line<br>Questionnaires | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | to consolidate market information<br><br>**Activity:** Organize the students in manageable groups to consolidate market information | | | • How to apply market information in decision-making<br>• How to present market information effectively<br>• The importance of consolidating market information<br>**Circumstantial knowledge**: Detailed knowledge of information confidentiality<br>• Research ethics<br>• Trade laws and regulations | | |
| | 3.2 Performing | (a) Determining direct costs of materials | **Brainstorming:** | **The student should be able to:** | Direct costs of materials are | **Knowledge evidence: Detailed** | Following tools and equipment are to be available: | 180 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | product costing and pricing | | Guide the students to brainstorm why it is important to determine direct material costs The key characteristics of the direct cost of material<br><br>**Demonstration:** Demonstrate to the students how to determine the direct costs of materials<br><br>**Activity:** Organize the students in manageable | • Select tools and equipment<br>• Identify the direct materials used in production<br>• Determine the quantity of each material used during the period<br>• Find the cost per unit of each direct material<br>• Multiply quantity by unit cost to calculate the direct material cost for each material<br>• Sum all direct material costs to determine the total direct cost of materials<br>• Store tools and equipment | determined properly | **knowledge of: Method used**: The student should explain how to: Determine direct costs of materials **Principles**: The student should explain the principles of determining the direct costs of materials **Theories**: The student should explain:<br>• The key characteristics of the direct cost of materials<br>• Why determining direct material costs are important | • Computer<br>• Printer<br>• Calculator<br>• Mobile phone handset<br>• Fixed landline | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | groups to determine the direct costs of materials | | | • Characteristics of direct cost of materials<br>• How to compute the cost of production<br>• How to calculate<br>• Direct material costs<br>**Circumstantial knowledge:** Detailed knowledge of<br>• Safe handling of work tools<br>• Safety measures at a workplace<br>• Impact of cleaner production on cost reduction | | |
| | | (b) Determining labour costs | **Brainstorming:** | **The student should be able to:** | Labour costs are | **Knowledge evidence: Detailed** | Following tools and equipment are to be available: | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | Guide the students to brainstorm the concept of labor costs Factors Influencing Business Profitability Different categories of labor cost The importance of labour cost in production<br><br>**Demonstration:** Demonstrate to the students how to determine labour costs<br><br>**Activity:** Organize the students in manageable groups to | • Select tools and equipment<br>• Determine direct labor cost<br>• Identify indirect labor cost<br>• Determine the cost of direct labor<br>• Determine the total labor cost<br>• Store tools and equipment | determined properly | **knowledge of: Method used:** The student should explain how to: determine labor costs<br>**Principles**: The student should explain the principles of determining labor costs<br>**Theorie**s: The student should explain:<br>• Categories of labor cost<br>• The importance of labor costing in production<br>• Factors influencing business profitability<br>• How to calculate labor cost | • Computer<br>• Printer<br>• Calculator<br>• Mobile phone handset<br>• Fixed landline | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | determine labour costs | | | **Circumstantial knowledge**: Detailed knowledge of:<br>• Safe handling of work tools<br>• Safety measures at a workplace<br>• The impact of cleaner production on cost reduction | | |
| | | (c) Determining overhead costs | **Discussion:** Guide the students in groups to explain, overhead cost, describe the impact of cleaner production on cost reduction, identify types of overhead costs, | **The student should be able to:**<br>• Select tools and equipment<br>• Identify all indirect costs associated with running the business<br>• Categorize them as fixed or variable overhead<br>• Calculate the total overhead by | Overhead costs are determined properly | **Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:**<br>• Determine overhead costs<br>**Principles**: The student should explain | The following tools and equipment are to be available:<br>• Computer<br>• Printer<br>• Calculator<br>• Mobile phone handset<br>• Fixed landline | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | describe how overhead costs affect business decisions<br><br>**Demonstration:** Demonstrate to the students how to treat effluent in environmentally- friendly levels<br><br>**Activity:** **O**rganize the student in manageable groups to treat effluent in environmentally- friendly levels | adding up all the indirect costs<br>• Store tools and equipment | | the principles of:<br>• Determining overhead costs<br>**Theorie**s: The student should explain:<br>• Types of overhead costs<br>• How overhead costs affect Business decisions<br>• Importance of determining overhead cost in production<br>• How to reduce cost of production<br>**Circumstantial knowledge**: Detailed knowledge of: | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | | | | • Safe handling of work tools<br>• Safety measures at a workplace<br>• Impact of cleaner production on cost reduction | | |
| | | (d) Determining profit margin | **Brainstorming:** Guide the students to brainstorm: The concept of profit margin **Demonstration:** Demonstrate to the students how to determine profit margin | **The student should be able to:**<br>• Select tools and equipment<br>• Identify the type of profit margin<br>• Gather the necessary financial data<br>• Apply the relevant formula<br>• Interpret the result | Profit margin is determined properly | **Knowledge evidence: Detailed knowledge of: Method used:** The student should explain how to: determine profit margin **Principles**: The student should explain the principles of determining profit margin | Following tools and equipment are to be available:<br>• Computer<br>• Printer<br>• Calculator<br>• Mobile phone handset<br>• Fixed landline | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | **Activity:** Organize the students in manageable groups to determine profit margin | | | **Theorie**s: The student should explain:<br>• Types of profit margin<br>• The importance of profit margin<br>• Factors influencing cost reduction,<br>• Profit factors affecting margin<br>**Circumstantial knowledge**: Detailed knowledge of:<br>• Safe handling of working tools<br>• Safety measures at a workplace<br>• The impact of cleaner production on | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | | | | cost reduction | | |
| | | (e) Setting the selling price | **Discussion:** Guide the students to: Explain the selling price Identify different factors Influencing Selling price Describe the relationship between weave designs and ultimate product pricing Identify the components of the selling price Analyse the types of selling Price strategies | **The student should be able to:** • Select tools and equipment • Identify direct and Indirect labour costs • Gather compensation information (wages, benefits, overtime) • Calculate individual labour costs (for hourly and salaried workers) • Allocate labour costs to products/services (if necessary) • Set the selling price • Store tools and equipment | Selling price is set properly | **Knowledge evidence: Detailed knowledge of: Method used:** The student should explain how to: • Set the selling price **Principles**: The student should explain the principles of: • Setting the selling price **Theorie**s: The student should explain: • Types of selling price strategies • Factors influencing selling price, | The following tools and equipment are to be available: • Computer • Printer • Calculator • Mobile phone handset • Fixed landline | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | **Demonstration:** Demonstrate to the students how to set the selling price<br>**Activity:** Organize the students in manageable groups to set the selling price | | | • The relationship between weave designs and ultimate product pricing<br>• The components of selling price<br><br>**Circumstantial knowledge**: Detailed knowledge of:<br>• Safe handling of work tools<br>• Safety measures at a workplace<br>• The impact of cleaner production on cost reduction | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | 3.3 Promoting handloom products | (a) Preparing promotional materials | **Brainstorming:** Guide the students to brainstorm: The concept of promotion Techniques of product promotion Common uses of promotional materials Types of promotional materials<br><br>**Demonstration:** Demonstrate to the students how to prepare promotional materials<br><br>**Activity:** Organize the | The student should be able to:<br>• Select tools and equipment<br>• Define objectives<br>• Know the target audience<br>• Select the right type of promotional material<br>• Craft the message<br>• Design the material<br>• Clean tools and equipment<br>• Store tools and equipment | Promotional materials are prepared properly | **Knowledge evidence: Detailed knowledge of: Method used:** The student should explain how to:<br>• Prepare promotional materials<br>**Principles**: The student should explain the principles of:<br>• Preparing promotional materials<br>**Theorie**s: The student should explain:<br>• Types of promotional materials<br>• The techniques of product promotion | Following tools and equipment are to be available: :<br>• Computer<br>• Printer<br>• Scanner<br>• Radio<br>• Television<br>• Video<br>• Brochures<br>• Mobile phone handset<br>• Fixed landline<br>• Motor vehicle | 105 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | students in manageable groups to prepare promotional materials | | | • Common uses of promotional materials<br>• How to design promotional materials<br>**Circumstantial knowledge**: Detailed knowledge of:<br>• WTO rules and regulations<br>• Safe handling of working | | |
| | | (b) Displaying and presenting products and brochures | **Brainstorming:** Guide the students to brainstorm: The concept of display Elements of an effective display | **The student should be able to:**<br>• Select tools and equipment<br>• Define the objective<br>• Know the target audience<br>• Choose the type of display<br>• Craft message | The display is set up, and products and brochures are presented | **Knowledge evidence: Detailed knowledge of: Method used:** The student should explain how to: display and present products and brochures | Following tools and equipment are to be available:<br>• Computer<br>• Printer<br>• Scanner<br>• Radio<br>• Television<br>• Video<br>• Brochures | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | The main types of displays<br><br>**Demonstration:** Demonstrate to the students how to display and present products and brochures<br><br>**Activity:** Organize the students in manageable groups to display and present products and brochures | • Design the layout<br>• Select the materials and equipment<br>• Build the display<br>• Test the display<br>• Launch and promote the display<br>• Clean tools and equipment<br>• Store tools and equipment<br>• | | **Principles**: The student should explain the principles of displaying and presenting products and brochures<br>**Theories**: The student should explain:<br>• The elements of an Effective display<br>• The main types of displays<br>• How to Conduct electronic media advertising<br>Display and exhibit products<br>**Circumstantial knowledge**: | • Mobile phone handset<br>• Fixed landline<br>• Motor vehicle | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | | | | Detailed knowledge of:<br>• WTO rules and regulations<br>• Safe handling of working tools | | |
| | | (c) Advertising in print and social media | **Brainstorming:** Guide the student to brainstorm ideas for creative skills required for designing adverts<br><br>**Hands-On Design Projects** Guide the students to design their print advertisements for | The student should be able to select tools and equipment<br>Select tools and equipment<br>• Define the goal<br>• Target the audience<br>• Choose the right print or social medium<br>• Craft message<br>• Design the advertisement<br>• Plan for placement<br>• Proof and print<br>• Store tools and equipment | Products are properly advertised in print and social media | **Knowledge evidence: Detailed knowledge of: Method used:** The student should explain how to: advertise in print and social media<br>**Theories:** The student should explain:<br>• The types of advertisements<br>• The characteristic | Following tools and equipment are to be available:<br><br>• Computer<br>• Printer<br>• Scanner<br>• Radio<br>• Television<br>• Video<br>• Brochures<br>• Mobile phone handset<br>• Fixed landline<br>• Motor vehicle | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | handloom product<br><br>**Demonstration:** Demonstrate to the students how to advertise in print and social media | | | s of an advertisement<br>• Creative skills required for designing adverts<br>• The importance of advertisement of product/services<br>• The elements of an advertisement<br>• The main purpose of the advertisement<br>**Circumstantial knowledge: Detailed knowledge of**<br>• WTO rules and regulations<br>• Safe handling of working | | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | 3.4 Packaging handloom products | (a) Selecting packaging materials | **ICT-based learning approach:** Guide the students through the ICT learning approach to describe the concept of selecting packaging materials<br><br>**Group discussion** Guide the students in manageable groups to select sustainable packaging materials<br><br>**Demonstration:** | The student should be able to:<br>• Select tools and equipment<br>• Understand the product requirements<br>• Assess the packaging functional requirements<br>• Consider branding and aesthetic needs<br>• Evaluate the cost of packaging material<br>• sustainability and environmental impact<br>• Regulatory and compliance requirements<br>• Determine packaging functionality for the consumer | Packaging materials are selected properly | **Knowledge evidence: Detailed knowledge of: Method used:** The student should explain how to: select packaging materials **Principles**: The student should explain the principles of selecting packaging materials **Theories**: The student should explain:<br>• The key functions of packaging,<br>• Types of packaging material | Following tools and equipment are to be available:<br><br>• Computer<br>• Printer<br>• Scanner<br>• Radio<br>• Television<br>• Video<br>• Brochures<br>• Mobile phone handset<br>• Fixed landline<br>• Vehicle | 70 |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
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| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | Demonstrate to the students how to use different techniques to select packaging materials<br><br>**Activity:** Organize the students in manageable groups to select packaging materials | • Test and evaluate the packaging materials<br>• Clean tools and equipment<br>• Store tools and equipment | | **Circumstantial knowledge**: Detailed knowledge of:<br>• WTO rules and regulations<br>• Safe handling of work tools | | |
| | | (b) Packing goods for safe distribution and delivery | **Brainstorming:** Guide the students to brainstorm the concept of packaging<br><br>**Demonstration** | **The student should be able to correctly:**<br>• Select tools and equipment<br>• Choose the right packaging materials<br>• Prepare the product | Goods for safe distribution and delivery are properly packed | **Knowledge evidence: Detailed knowledge of: Method used:** The student should explain how to: pack goods for safe distribution and delivery | The following tools and equipment are to be available:<br>• Computer<br>• Printer<br>• Scanner<br>• Radio<br>• Television<br>• Video<br>• Brochures | |

| Module Title (Main Competence) | Unit Title (Specific Competences) | Elements (Learning Activities) | Suggested Teaching and Learning Methods | Assessment Criteria | | | Training Requirements/ Suggested Resources | Number of Periods per Unit |
|---|---|---|---|---|---|---|---|---|
| | | | | Process Assessment | Product/Services Assessment | Knowledge assessment | | |
| | | | Demonstrate to the students the correct techniques for packing various types of products, explaining the purpose of each step in the process (e.g., choosing the right materials, layering products, sealing boxes, and labelling)<br><br>**Activity:** Guide the students to pack handloom products for safe delivery | • Choose the right box or container<br>• Cushion and fill space<br>• Seal the box securely<br>• Label the package<br>• Palletize larger or bulk items<br>• Choose the right shipping carrier<br>• Ensure compliance with regulations<br>• Test and monitor<br>• Clean tools and equipment<br>• Store tools and equipment | | **Principles**: The student should explain the principles of packing goods for safe distribution and delivery<br>**Theories**: The student should explain:<br>• Types of packaging<br>• The functions of packaging<br>• Common materials used in packaging,<br>**Circumstantial knowledge**: Detailed knowledge of:<br>• WTO rules and regulations<br>• Safe handling of work tools | • Mobile phone handset<br>• Fixed landline<br>• Motor vehicle | |

## 13.0. References

Ministry of Education, Science and Technology. (2023). *Education and Training Policy*. TIE

Vocational Education Training Authority. (2022). *Handloom Weaving*. Dodoma: VETA