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22279

**TERMINAL REPORT**

**PROJECT DG/IND/92/401 -  
ASSISTANCE TO THE  
CENTRAL FOOTWEAR TRAINING  
CENTRES (INSTITUTES) now  
CFTI's  
CONTRACT NO 98/060**

**TERMINAL REPORT FOR PROJET  
COVERING PERIOD  
JANUARY 1998 to DECEMBER 1999  
IN DETAIL**

**Prepared by D F A COWDRY, Team Leader  
and R BEEBY, Chief Moderator  
1st December 1999**

## **ABSTRACT**

The Report summarises the position of Central Footwear Institutes AGRA and CHENNAI at the conclusion of seven years support from UNIDO. It provides an overview of the evolution of the administration and performance of the Institutes during the last four years and elaborates on the fulfilment of the Extension Contract for MODERATION from 1997 to 1999, of which this TERMINAL REPORT is a part. Detailed reports on the two Institutes as at September 1999 are provided. Reference is made to plans by the Indian Government to continue moderation, through the National Leather Development Programme Office, by Leicester College (formerly South Fields College ) on behalf of the Textile Institute. In particular, the Report notes that one year courses have been introduced successfully so as to provide places for students who will supplement the output of potential young managers from Diploma Courses. Overall, satisfaction is expressed with the execution of courses and the knowledge and skills achieved by students. Matters of concern include the risk of deteriorating instructional standards due to high staff turnover at both Institutes, inadequate detailed course programming and evidence of some poor final project work at Chennai, and the common lack of success in obtaining software for computer aided design. Seen from a seven year viewpoint - the Institutes earn credit for overall advances along the lines recommended by Textile Institute moderators. Substantial progress over the last two years has included syllabus amendment, better relations with local industry, and, as a result of the new self-funding Society status, improved instruction arrangements for management subjects and quicker responses to many day-to-day maintenance problems. Encouraged by plans for continued external oversight and reporting, the Moderators take a favourable view of the future role of the Institutes in support of the modernising Indian footwear industry.

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## **MAIN REPORT**

### **INTRODUCTION**

A very full Report on the CFTI's was made at the conclusion of Contract No 93/015 in January 1996 (Annex C). It is sensible that this Terminal Report, covering four further years during which UNIDO support and funding for the Institutes was reduced significantly, should pick up the record of events since early 1996. By that date the Textile Institute courses to develop potential young managers for a modernised footwear industry were fairly well established, those concerned as experts and moderators having accomplished a remarkable change of culture at the former craft training schools.

The change extended beyond the introduction of machinery and training in design, mechanised production and management subjects. Instructors were required to abandon their former lecture techniques, followed by Final Examinations, in favour of more Practical Exercises, Group Studies and Individual Projects, all involving continuous assessment. That this was accomplished in the initial three years was a great credit to all concerned. There were, however, legitimate fears in late 1996 that with the departure of the guiding hands of foreign experts resident at the Institutes, some of the gains would be lost.

Moderation by the Textile Institute was maintained with funding from UNIDO for two field missions in each of the years 1996 and 1997 and for one visit in each of the years 1998 and 1999. Two additional visits were made in 1998 and 1999, jointly funded by Leicester (South Fields) College, the Textile Institute and the Indian Government. Thus the tempo of supervision was maintained with beneficial results.

In addition to the duties of moderation the extension Contracts required the moderators to advise on short courses and to recommend amendments to the Diploma Course syllabus.

### **FORMAT**

Detailed up-to-date reports on CFTI Agra and CFTI Chennai are provided at Annex A and B. Significant issues arising from these Reports are mentioned below.

### **SHORT COURSES**

The aim of additional courses was to harness more fully the physical resources, equipment and staffing of the Institutes and thereby to increase profitability. Many ideas were explored but, eventually, the ONE YEAR COURSE for future supervisors has been adopted at both Institutes. Students with a lower entry standard than those for Diploma Courses will receive tuition covering pattern cutting and basic shoemaking processes so that they enter the industry with a broad insight into modern manufacturing methods and techniques. At AGRA the emphasis of the ONE YEAR COURSE is on PATTERN CUTTING, this being seen as the most beneficial input to local industry and the most ready source of employment for leavers.

At the very outset of the project it was intended that some of the students on the Diploma Course would leave with a Certificate after the first year. This proved both unpopular and impracticable from the viewpoint of working to a coherent and balanced 1st YEAR SYLLABUS. The new course, which is being referred to as a CERTIFICATE COURSE, will be based on a separate syllabus. This is a much better arrangement and the weighting of the course can be adopted from time to time to suit local employers' needs and the quality of the student entry.

### **DIPLOMA COURSE SYLLABUS**

The amendment of the Diploma Course syllabus needs to be a constant process to keep up

with new techniques and information, to match the capability of the student entry and to respond to requests from employers to remedy deficiencies noted in the young manager output. Amendments can amount to minor additions and subtractions within modules or can extend to changes between modules and alterations to the balance of the course with adjusted time allocations. At a certain cut-off point the entire syllabus needs to be reviewed and re-published. Minor changes can be incorporated into the instructional process as necessary.

Some amendments were made to modules in 1996 and a more thorough exercise was conducted in 1998 which included consultation with Directors, the UNDP office, the Indian Government and employers. The outcome was a major revision of the syllabus, changes to modules, altered time allocations and the inclusion of new topics. Where necessary modules have been revised or rewritten. Drafts prepared by the Chief Moderator have been approved by the teaching staffs at the CFTI's and a final document will be ready for delivery in February 2001.

One particular change which was called for in 1996 was the inclusion of training in hand sewing. Many shoes made in India have decorative stitching and some soles are sewn as well as stuck with adhesive. The widening of the course should not be seen as a return to hand shoe-making. However, all students are given the opportunity to learn how to sew leather and are required to make one pair of shoes using hand stitching. There may be scope for making some hand-lasted shoes and boots for specialist purposes and for a niche high quality market in India and elsewhere.

The implementation of the new syllabus will not be a problem since it is, in the main, already adopted by the Institutes.

## **SOCIETISATION**

Fears were expressed in 1996 that changing the then Central Footwear Training Centres, run by the Central Government, to largely autonomous and self-financing "societies" could upset dramatically the Diploma Course arrangements that had just been established. However, as the process was evolutionary over many months without dramatic impositions on staff regarding their future employment as government employees or direct employees of the Institutes, the change to Society status at Agra and Chennai has had no detrimental effect on the main Diploma Courses.

Both the Institutes now have newly appointed Directors. They are gradually quickening the rate of implementation of new ideas, assisted by more accessible finance for relatively minor expenditure which nevertheless has immediate impact on the life of students. The new in-house instructor in management subjects at AGRA has the opportunity to tailor his lectures and exercises to the footwear industry whereas the earlier tutors borrowed from a Technical College tended to reach their subjects in isolation. More direct access to funding seems to have overcome some of the problems with machinery maintenance capable of solution locally. Such overall matters of general administration are not really within the ambit of the moderator, but they are germane to the successful outcome of the UNIDO Project.

Staff turbulence is still a problem and until all the instructors at the Institutes are employed by the Societies will continue to be so. Currently a number of government seconded personnel have been posted away, raising further concern that replacements of adequate quality can be found. The training of any new staff must be undertaken thoroughly since, in some cases, they will be replacing staff trained outside India. The timing of replacements needs to be managed with sufficient overlaps and plans for training as necessary.

## **ADMINISTRATION**

During the seven years of the UNIDO input there have been a few recurring themes concerning administration of the courses and the student body. No organisation is continuously perfect and even in the best endowed colleges, lapses can occur. At the CFTI's there is a constant struggle with resources that are rather less than could be desired, poor buildings, a tendency for the students to absent themselves and, given the opportunity, to take short cuts with examinations (copying) and to remove books from the library for personal use if not strictly controlled. That only one or two points of administration are raised in the detailed reports at Annex A and B is an indication that much has been taken in hand and is now under control.

Some procedures that were previously quite unheard of in the CFTI have become a matter of course: factory visits and reports by students, staff visits to CLRI and Exhibitions, liaison with industry over employment, Prizegivings and Open Days, staff training, staff meetings, recycling of student contributions for materials through the sale of finished shoes, and adherence to Health and Safety rules.

Items of procedure directly relevant to the courses such as student continuous assessment records and attendance sheets are well embedded. However, it is surprising to note that at CHENNAI the Moderator draws attention to inadequate detailed programming and advance warning about projects (Annex B, Para 3 and Para 7).

One matter of administration that has taken far too long to solve is the provision of software for computers provided by UNIDO for computer aided design instruction. (Annex A Para 5, Annex B Para 5.12.

## **TWINNING WITH LEICESTER COLLEGE AND TEXTILE INSTITUTE RECOGNITION OF COURSES**

The direct and indirect relationship of the CFTI's with the Textile Institute has undergone a number of changes since the outset of the project when the Clothing and Footwear Institute (CFI), which then merged with The Textile Institute (TI), recognised the Diploma Courses as B Tech equivalent and granted membership status to ex-student members of the course who were then able to proceed to Licentiate Membership. After the merger the TI honoured these arrangements but the ever increasing costs of student subscriptions, Licentiate applications and registrations, and then ongoing membership fees, eventually forced the Moderators to less burdensome arrangements.

Under the present scheme the TI delegate the authority to recognise and accredit footwear courses to Leicester College (formerly South Fields College) and appoint an Inspector to oversee syllabuses and course work. The Inspector reports back to the Examinations Committee of the TI.

For their part, Leicester College appoint moderators to elaborate footwear syllabuses and to control their execution and standards. Mr Roger Beeby is Chief Moderator for India and Greece. The aim is to achieve commonality of standard with the UK footwear courses.

To satisfy TI membership requirements each CFTI pays a Corporate Subscription of £550 per annum to TI and each CFTI is then granted Corporate Membership benefits for staff and students, including the provision of magazines and literature for the libraries. In turn, UNIDO has paid, within the latest contract, a fee of £1000 a year to Leicester College, for administering the scheme, and a fee of £1000 a year to TI for arranging the delegacy. In total these three "lump sums" are considerably less than the alternative of paying subscriptions for all students and staffs at the CFTI's. Unnecessary individual registration and consequent tiresome duplication of correspondence to every student is avoided without denying student leavers from the CFTI's the opportunity to join as individual members of TI when they can afford the fees.

The present system is an effective and reasonably economic way of achieving the original objectives of twinning. Two valuable aspects of the twinning should not be overlooked. Leicester College has the capacity and interest, with enormous background knowledge of the development of the CFTI's, to train future generations of Instructors on tailor-made courses of any duration. This is probably the surest way of keeping the CFTI's in step. Also, Leicester College offers a variety of footwear courses to students, all of which can earn credit for future more advanced courses, eventually leading to a degree course in design or manufacturing. The CFTI's can and have participated in this ladder of opportunity for talented individuals. Several students from AGRA and CHENNAI have continued their education in the UK, some assisted by TI Scholarships. In India it may be possible to elaborate rules for the best students from the new CERTIFICATE courses to proceed to the DIPLOMA COURSE and thereafter to international courses elsewhere. This would certainly be in accordance with the practices of the "twinned" institution in UK, Leicester College.

The end-of-course Diplomas awarded at the CFTI's now bear the crests of both The Textile Institute and Leicester College thus endorsing the accreditation of courses through the twinning process.

### **FASHION AWARENESS**

The design and manufacture of shoes in India for overseas markets demands a high level of fashion awareness. It was obviously desirable to establish libraries at the CFTI's which would offer a window on the world of fashion as well as up-to-date methods of shoe production. To this end UNIDO provided funds outside the Moderation Contracts to supply sets of books to both Institutes to found the libraries. These were then supplemented by technical and fashion magazines and journals supplied routinely under Contracts 93/015 and 98/060. Although access and related security have from time to time proved difficult the libraries have served to engender in many students the idea of self-help. Material from journals has prompted some interesting project-work and access to European and American ideas about fashion, colour and design has underlined the absolute necessity of supplying what customers want to buy.

The subscription for magazines will run out in the years 2000 and 2001 depending on their renewal dates and the period of the subscription. It is understood that some funds for magazines will be included in a new Moderation Contract to be agreed between Leicester College and the Indian Government through the National Leather Development Programme. If this is the case then the Chief Moderator will be made aware of renewal dates so that the supply of magazines and journals can continue without interruption. In default of this new arrangement reminders will be sent to the CFTI's for attention locally.

### **FUTURE PLANS FOR MODERATION**

Largely due to the genuine long term interest of the Chief Moderator, Mr Roger Beeby, in the development of Diploma Course at the CFTI's to mirror those at Leicester College, the Indian Government have a keen desire to continue the twinning and moderation arrangements. During the last two years there have been a number of contacts and written exchanges with Mr Shambhu Singh, office of the Development Commission for Small Scale Industries, DELHI, and Mr A Sinha, National Leather Development Programme, CHENNAI. Leicester College have prepared a two-year contract for the continuation of moderation (For details see 2nd INTERIM REPORT, September 1999).

The contract provides for two moderation visits each year and continuance of the supply of magazines. In the long term the frequently discussed idea of finding and training an Indian moderator may well come to fruition, without necessarily breaking the association with Leicester College. Moderation could then be reduced, perhaps, to one annual visit from a staff member of Leicester College.

The draft contract calls for payment on account before the end of 1999, with the first visit in



February 2000. This positive future has to be seen as a confirmation of the success of the UNIDO Moderation Contracts.

### **NEW BUILDINGS**

A major move to a new building poses severe problems of disruption unless most carefully planned. The move at AGRA will have to be carefully thought through, especially in view of the amount of machinery involved. At CHENNAI the opening of the new hostel is a major landmark in attracting good students from far afield. The unhappy state of the toilets seems, in comparison, a tiny issue but one that should be dealt with immediately. (Annex B Para 6). The new site at AGRA and the hostel at CHENNAI represent substantial investments which confirm the enthusiasm of the Indian Government for the project.

### **FULFILMENT OF CONTRACT 98/060**

Services and goods have been supplied as agreed: two field missions by the Chief Moderator, Mr Beeby and continuance of the provision of books, magazines, journals, videos and other teaching aids, all of which have been confirmed in Reports as having arrived safely and now taken on account at the CFTI's.

The scaled down UNIDO input of the last two years has proved sufficient to sustain progress during the process of societisation and to ensure that established procedures for the Diploma Course were finally embedded

### **CONCLUSION**

Judging the worth of the the entire UNIDO programme at the CFTI's is beyond the scope of Contract 98/060 since it involves estimates from an ever-widening number of Indian footwear companies who employ the new breed of Diploma graduates. Moderation was only part of the programme. Far-sighted provision of modern machinery and the attachment of foreign experts were an essential first step. Overseas training in UK and elsewhere of the initial batch of Instructors gave them the knowledge and personal confidence to perform effectively and convincingly. The syllabus and its moderation provided the framework around which the courses were built, and the moderators provided the continuity required over seven years to bring the original vision for the CFTI's to fruition. Nothing could have been achieved without the determined interest and support of the Commissioner for Small-Scale Industries and the Directors of the United Nations Leather Development Programme (now NLDP).

The CFTI's now stand as a living monument to a very great deal of effort on all sides. That this TERMINAL REPORT is able to report so favourably on their present state and on the positive plans for their future has to be a credit to all concerned.



The Textile Institute  
INTERNATIONAL

### MODERATOR'S REPORT ON FOOTWEAR COURSE

#### 1. CENTRE AND VISIT DETAILS

Name of Centre           **Central Footwear Training Institute, Agra**  
Name of Moderator       **Roger T Beeby**  
Date of Visit             **27-30 September 1999**  
Duration of Visit         **4 days**

#### 2. COURSE LEVEL AND STUDENT NUMBERS

Diploma	Year 1 Number of Students	25 (25)
Diploma	Year 2 Number of Student	25 (25)

(Last year's numbers in brackets)

#### New Course

One Year Certificate Course in Footwear Pattern Cutting and Technology is running for Year 10 entrants. This is targeted at the local small shoemaking companies. It is suggested that an independent moderation of this Course should be arranged.

**Diploma Course Recruitment Policy.** This was discussed with the Director, and it is planned to give precedence to first degree holders with the long term aim of making this the entry criteria.

\*Note: Questions should be answered YES or NO unless otherwise required

#### 3. ADMINISTRATION

Evidence of reliable students records? i.e. name, address, academic history \* YES

Comments:       The application forms with full details of each candidate are kept to form a basis for a detailed student record.

Evidence of attendance for each class? i.e. registers. YES

Comment:       This is done conscientiously by each study area so there are attendance figures for pattern cutting, materials and cutting, closing and lasting and making.

Staff meetings held regularly and minutes available?

Comment:       This was not discussed on this occasion, but it does appear that communication between all members of staff is good.

Leicester College combines the strengths of the former  
Charles Keene College and Leicester South Fields College

Principal: Janice Shiner

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Timetables and instructions for students -

Year's programme - The year's work is planned ahead and timetables put on the noticeboard for students.

Student projects, dates for submission? - YES

Library opening times? - In this very difficult building it is almost impossible for proper library access to be arranged, but every effort is being made to provide access whenever this is needed for particular project work.

Factory visit programme? - Each student goes on a two week programme of visits to five factories and reports of these visits are written up for assessment.

Staff holiday plan and cover arrangements? - No difficulties were noted or mentioned.

Comment:

#### 4. **STAFF RESOURCES**

(List of staff should be appended)

Are staff adequate in number? YES at present.

Comment: A shortage is likely to occur as Mr Agarwal is moving on to another posting. Mr Chandra will move very soon and Mr I B Singh has already left. Replacements are being recruited urgently and will require staff development. In the short term the Director will cover some of the classes.

It would be a big advantage if Mr Agarwal was posted to Jaipur. This would enable continuing cooperation with CFTI and would enable him to use his skills in a shoemaking area.

Are staff suitably qualified? YES

Comment: Current staff and those leaving are well qualified.

Have individual staff training needs been identified?

Comment: A complete assessment is required as soon as the new staff are engaged, and a programme of staff development should then be prepared.

Does a programme exist to meet staff training needs, including industrial visits?

Comment: Staff visit students whilst on their factory attachments.

## 5. PHYSICAL RESOURCES

Is sufficient equipment/machinery available? YES

Comment: There is now as much machinery as can be fitted into the premises and any further expansion will not be possible until the move into the new building. Extra equipment and facilities will then be needed for the larger student numbers that are planned  
The new testing machinery is currently being moved to a location where it can be brought into use. This is an important part of the syllabus.

Is all the equipment/machinery in good working order? YES

Comment: I asked Section Heads about the state of repair of the machines and was informed that there were no machines out of order. The individual machines were not inspected on this occasion.  
The requirement for at least 20 pairs of shoes to be made each year by each student means that the equipment is in regular use.  
The main problem requiring attention is the selection of a suitable CAD system. For effective group teaching a number of computer work stations would be required. If a PC system is selected machines already in the office could be utilised. A choice between two main world systems lies between BUSMCo Crispin system or the Shoemaster System. Negotiations for the two CFTIs and the FDDI will take place very soon to resolve the matter.

Do students have access to sufficient quantities, varieties and qualities of shoe-making materials? YES

Comment: The system of material purchase for the students seems to be working well and the students make good quality shoes which are saleable, thus reimbursing their outlay with a modest surplus. The big advantage for Agra students is the large daily footwear material market in the city. There is therefore quick and easy availability of all types of materials

Are library resources adequate? i.e. books, magazines, videos, etc. YES

Comment: There is a wide range of footwear books and some video cassettes. It is however very difficult to turn the only lecture room into a library at a minute's notice. Staff make every effort to allow students access when there is a particular need. For the future, thought should be given to the type of staff required in the new building. It is suggested that a graduate with library technique training and knowledge of information technology should be used. He would then be able to establish a data base for the library contents, allowing easy search.

Evidence of regular access by students? YES

Comment:

## 6. HEALTH AND SAFETY

An air cooling machine, using water as the coolant, has been installed in the lasting room to improve the conditions during the summer.

Are staff and students generally conscious of health and safety measures? YES

Comment: Staff are certainly aware of safety issues and students are taught safety procedures..

Is general cleanliness and hygiene good? YES

Comment: Given the restraints of this difficult building it is kept in good clean order. The drinking water supply arrangements have been improved considerably since my last visit.

A helpful suggestion from the students was that a screen should be placed in the pattern cutting classroom area so that people going for drinking water would not disrupt the classes.

Are toilets clean? YES they are cleaned and disinfected.

Comment: Conditions are not ideal and there are limits as to what can be done in a rented building. There is some dispute about waste water disposal with the neighbour. If possible the hand basin should be repaired and got working again and whatever cosmetic improvements made that are permissible. Wall painting should be possible.

Are dangerous substances controlled? YES

Comment: These are locked away and only small amounts put out for use by the students.

Are written instructions clearly visible at dangerous machines?

Comment: Machines have been labelled but an occasional review should be made to ensure that these labels are kept in good condition.

## 7. STUDENT ASSESSMENT

Are standards maintained consistently from year to year and course to course? YES

Comment to reflect evidence: The quality of the work has shown steady improvement since the establishment of the School as an Institute.

Is assessment procedure open, fair and free from bias? YES

Comment on evidence: All exam papers and practical projects are conscientiously marked. It was noted that many of the projects designed on patterns were cancelled with red crayon after marking. This is good practice to avoid any possibility of bequeathing of work to junior students.!

Is all assessed work available for inspection? YES

Comment: All work was prepared systematically for the Moderator.

Are assessments appropriate to course objectives and student abilities? YES

Comment: Particular care is taken to give a wide variety of question types. This is to ensure that people with a slow reaction to the English language can be given an opportunity to answer the questions.

Are the following techniques in use -

Written assignments? YES  
Practical projects? YES  
Essay examinations? YES  
Multiple choice examinations? YES  
Group projects? YES

Factory, exhibitions or shop visit reports?

Detailed reports were made of the factory visits. It is suggested that if students attend the Leather Fairs and places such as FDDI and CLRI, that they are required to make a short report of the visit, perhaps focussing on one particular item.

Does evidence exist of staff cooperation and planning to avoid overloading of students?  
YES

Comment:

Are assessment records up to date and displayed for all to see? YES

Comment: Final reports were posted on the noticeboard on completion of the moderation and are subject only to final approval by the external Moderator..

Does evidence exist of periodic review of assessment results including encouragements and warnings to students? i.e. monitoring of student progress? YES

Comment: A system of re-sits to account for unavoidable absence or failure is in operation.

## 8. STAFF QUALITY CONTROL

Do instructors maintain personal programmes for the year ahead? YES

Comment: The instructors work to the timetable provided.

Are records kept of work accomplished? YES.

This is achieved by a completion of each unit by an assessment or project which has been marked.

Do staff each maintain -

Lecture notes? YES  
Hand-outs? YES  
Teaching aids and samples? YES

Comment:

Do arrangements exist to pool teaching notes, hand-outs, samples, videos, etc?

Comment: This was not discussed on this occasion.

## 9. **STUDENT REVIEW**

Moderators should carry out a survey of student responses to the instruction they have received and append a summary of the result.

Two separate meetings were held with the first and second year students without the presence of staff to try to gain ideas for further improvements to the CFTI at Agra.

### **Year One Students**

The opportunity was taken to inform the students about the Leicester College/TI moderation system and to explain the importance of completing all the course units. The importance of the management subjects was underlined.

A useful suggestion was made about putting a screen up in the Pattern teaching area to avoid distraction from students accessing the drinking water facility. They expressed broad satisfaction with their learning experience.

### **Year Two Students**

The main concern of the year two students was finding employment. Extra campus interviews were requested. The end of year display in the Hotel was seen as a good idea although a disappointing number of manufacturers attended. (Those who did come were delighted with the standards of work)

They also suggested a longer period of factory attachment. They expressed broad satisfaction with the course

## 10. **GENERAL COMMENT BY MODERATOR**

The improvement in the teaching of the Management subjects was noted following the appointment of a part-time specialist teacher.

The general standard at Agra continues to improve.

The quality of the shoemaking is of a commercial standard.

Staff Development will be the highest priority in the year 2000 with the recruitment of new staff.

Planning for the new building needs to commence in good time. One suggestion is to arrange for the planned hostel in the city to be opened during the next year. This will be a big advantage to current students and make for a smooth transition at the time of the move to the new Centre.

The 'end of course' Display in a local hotel was a good idea. Despite staff visits and personal invitations a relatively small number of local industrialists attended. Those who did attend were impressed and generous in their praise. Informing local industry about the CFTI is already a high priority for the Director.

11. ACTIONS TO BE TAKEN BY THE CENTRE

Action points are in the text.


12. ACTION TO BE TAKEN BY THE MODERATOR and/or TI

Modified syllabus to be finalised.

System of weighting to be prepared ready for the next Moderation.

Prepare Mark Sheets.

Signed



Moderator.....

Date..... 14/11/99.....



CENTRAL  
TI DIPLOMA C

AGRA

NO. 100

COMPLETION

RNO	NAME OF THE TRAINEES	DESIGNING						SING			BOTTOM		FIN PROJ.	GR AD E	TOT AL	TOTAL AVE.	REMARKS
		UNIT 15	UNIT 16	UNIT 17	UNIT 23	UNIT 24	GRA DE	UNIT 25	UNIT 26	GRA DE	UNIT 31	GRA DE					
01	Mr. MUNINDRA (K) SINGH	40P	40P	56P	76M	56P	54P	67M	52P	M	72.8	M	56.45	P	398	66	MERIT
02	" S.K. BASU	88D	90D	80D	92D	90D	88D	92D	88D	D	77.5	M	74.76	M	485	81	DISTINCTION *
03	" KUNTAL MALIK	84D	68M	81D	76M	62M	74M	76M	64M	D	76.6	M	82.03	D	465	78	DISTINCTION
04	" RAHUL	86D	52P	67M	56P	48P	62M	69M	50P	M	73.5	M	66.81	M	422	70	MERIT
05	" ANIL KUMAR SHARMA	56P	40P	46P	54P	40P	47P	63M	42P	M	60.8	M	51.80	P	351	59	PASS
06	" SADAN KUMAR	68M	50P	62M	66M	42P	58M	70M	62M	M	73.3	M	57.16	P	401	67	MERIT
07	" RAMBIR	76M	52P	59P	62M	40P	58M	65M	44P	D	70.3	M	60.01	M	397	66	REFER
08	" MANOJ KUMAR	68M	50P	69M	62M	44P	59M	69M	80D	D	74.3	M	69.33	M	425	71	MERIT
09	" ASHISH S. EKKA	64M	44P	64M	62M	58P	58M	65M	62M	M	66.5	M	67.78	M	409	68	MERIT
10	" PRASANT AHUJA	00F	00F	00F	00F	00F	0F	00F	00F	F	00.0	F	00.00	F	000	00	FAIL
11	" GAGAN	76M	52P	59P	72M	54P	63P	61M	44P	M	70.6	M	67.23	M	419	70	MERIT
12	" VIKAS KHERA	60M	46P	70M	62M	70M	62P	68M	80D	M	71.3	M	66.41	M	428	71	MERIT
13	" SUNIL KUMAR CHOUDHURY	88D	86D	84D	60M	60M	76D	74M	64M	M	77.0	M	80.90	D	470	78	DISTINCTION
14	" NISHANT KUMAR DEEPAK	80D	40P	63M	66M	56P	61M	60M	62M	M	77.5	M	77.45	M	435	73	MERIT
15	" AKASH PRIYADARSHI	72M	40P	68M	66M	40P	57M	59P	52P	M	59.5	M	65.70	M	381	64	REFER
16	" SANTOSH S. KURIYAKOT	82D	62M	81D	56P	44P	65M	69M	64M	D	76.3	M	78.76	M	448	75	MERIT +
17	" LILADHAR MURLIDHAR	74M	50P	62M	60M	40P	57M	64M	44P	M	74.8	M	58.98	P	392	65	MERIT
18	" MASHOOK ALI (DOMANE)	82D	70M	71M	64M	52P	68M	69M	76M	M	76.3	M	78.91	M	450	75	MERIT +
19	" UDAYVIR SINGH	82D	50P	65M	68M	64M	66M	66M	68M	M	74.3	M	60.28	M	416	69	MERIT
20	" GAURAV CHOPRA	70M	40P	72M	46P	46P	55M	68M	80D	M	66.5	M	57.55	P	403	67	MERIT
21	" AMIT RUHELA	50P	40P	64M	58P	40P	50P	61M	42P	M	74.6	M	62.61	M	397	66	MERIT
22	" BIPIN KUMAR	80D	56P	74M	70M	50P	66M	59M	66M	M	76.8	M	75.85	M	439	73	MERIT
23	" CHANDRESH SHARMA	84D	64M	76M	56P	44P	65M	72M	74M	M	75.5	M	78.76	M	447	75	MERIT +
24	" NAVNEET SACHDEVA	40P	60M	69M	78M	40P	57M	63M	46P	D	68.5	M	71.65	M	403	67	REFER
25	" ALOK SINGH GANGWAR	68M	68M	73M	66M	44P	64M	64M	68M	M	78.0	M	72.55	M	436	73	MERIT

\*In\*FMT dk99

18

MASHOOK ALI

( R. T. BEEBY )  
MODERATOR, T. I., U. K.

29/9/99

( S. N. GANGULY )  
DIRECTOR

J. M. Parkins  
for Textile Institute

Roll No's 3 & 13 were  
upgraded to Distinction in  
view of exceptional work in  
the final project



### MODERATOR'S REPORT ON FOOTWEAR COURSE

#### 1. CENTRE AND VISIT DETAILS

Name of Centre           **Central Footwear Training Institute, Chennai**  
 Name of Moderator       **Roger T Beeby**  
 Date of Visit             **20-23 September 1999**  
 Duration of Visit         **4 days**

#### 2. COURSE LEVEL AND STUDENT NUMBERS

Diploma           Year 1 Number of Students   32 (34)  
 Diploma           Year 2 Number of Students   32 (38)

#### New Courses

(1) Certificate in Advanced Footwear Technology. One Year. Minimum entry for this is Year 10 completion.

However, some of the entrants to this Course are already Year 12+ and already have Leather Diplomas or Shoemaking Diplomas. This raises the question as to whether these students would be more suitable to join the Diploma Course. It would be preferable for them to take this route rather than trying to transfer to the second year of the Diploma course at the end of the Certificate Course. This is because the syllabi are different and the Certificate Course students would be deficient in some subject areas. There is also no external moderation of the Certificate course. It is suggested that some external moderation of the Certificate Course should be arranged. It is very unlikely that Leicester College and the Textile Institute would permit a transfer to the second year of the Diploma course without detailed and satisfactory evidence to give Accreditation of Prior Learning (APL)

(2) TADCo Two Year Special Diploma. This is to be financed by the Tamil Nadu Development Corporation and is part of an Indian National Government initiative to assist to educate native or reserved social classes. Interviews were held while I was there. It is planned to run English classes alongside the footwear course. It should be possible for some of these students on completion of their Course to enter the First Year of the Diploma Course if they were suitable and enthusiastic. It is planned to recruit 40 students on this Course. External moderation by an appropriate body is to be recommended.

Comment:           These exciting developments are noted with interest and it is suggested that it is important for the various Courses to have a clear differential and a defined progress from one Course to another if wanted by the students.

Leicester College combines the strengths of the former Charles Keene College and Leicester South Fields College

Principal: Janice Shiner

Web: [www.leicestercollege.ac.uk](http://www.leicestercollege.ac.uk)  
 E-mail: [info@leicestercollege.ac.uk](mailto:info@leicestercollege.ac.uk)

St Margaret's Campus  
 Grafton Place, St John Street, Leicester, LE1 3WL  
 Tel: (0116) 224 2002 Fax: (0116) 224 2150



INVESTOR IN PEOPLE

### 3. ADMINISTRATION

Evidence of reliable students records? i.e. name, address, academic history \* YES

Comments:

\*Note: Questions should be answered YES or NO unless otherwise required

Evidence of attendance for each class? i.e. registers. YES

Comment: Detailed records are kept of attendance and a final percentage attendance is provided to go alongside the marks.

Staff meetings held regularly and minutes available? Meetings have been occasional rather than regular.

Comment: The importance of regular staff meetings will become even more urgent when the new staff arrive, as they will require briefing on how to run the CFTI and the classes.

Timetables and instructions for students -

Year's programme -

An excellent outline for a year's programme has been drawn up on the instructions of the Director by Mr Sahoo. It is a simple matter to extend this to a detailed timetable and this should be done as soon as possible so that all staff and students are fully aware of the complete programme for the year.

Student projects, dates for submission? -

It is suggested that written briefs are prepared for projects and these should include dates and details of the penalties that will be made if work is submitted late. It would be helpful on the big projects, such as a final project, for intermediate submission dates to be made for different stages of the work.

Library opening times? -

Staff changeover has made a difficulty in this area but the library can be accessed by staff in the teaching unit. It is the Director's intention to employ a suitable officer to look after the library and other administrative tasks.

Factory visit programme? -

The four weeks factory experience worked well. In addition to this, if possible, there should be visits to a tannery, CLRI to see the testing procedures, and shoe factories on a short visit basis. A brief report of the visits should be a requirement for assessment.

Staff holiday plan and cover arrangements? - Not discussed on this occasion.

Comment: As soon as it is available, the detailed timetable deriving from the planning document mentioned above should be turned into a detailed timetable and copies of this should then be issued to the students, staff and placed on the noticeboard.

#### 4. **STAFF RESOURCES**

(List of staff should be appended)

Are staff adequate in number? NO

Comment: The staff will be stretched with the new courses that are being started. The Director is urgently assessing the amount of recruitment necessary to cover these courses. The use of part time people from industry is planned and this has considerable advantages in terms of their practical experience. It may that these can be used on an occasional or contract basis.

Are staff suitably qualified? Existing staff are quite well qualified and experienced but training will be required for new staff.

Comment: This is an important matter but is not possible as yet until the recruitment of new staff has taken place.  
It may be possible to offer the new staff a 12 week short course at Leicester College International School of Footwear. There may need to be a bond to ensure that the people continue to work for the CFTI on completion of the overseas course.

Have individual staff training needs been identified? NO

Comment: This is not possible until the new staff are interviewed and appointed, but is part of the Director's plan.

Does a programme exist to meet staff training needs, including industrial visits? NOT YET

Comment: A planned programme of staff development will be needed for new and existing staff.  
The factory immersion programme for the 2nd year students is an excellent opportunity for the staff to visit the students and also to visit the factory.

#### 5. **PHYSICAL RESOURCES**

Is sufficient equipment/machinery available? YES

Comment: In general the College is very well supplied with machinery and recent successful effort has been made to get some of the old machines started for

demonstration purposes. The addition of an insole bevelling machine would be helpful and would possibly enable insoles to be prepared on an external contract basis. (This has been successfully achieved at Agra CFTI). The addition of a Strobel machine would be useful to teach the important sewn-in sock construction.

Is all the equipment/machinery in good working order?

Comment: Considerable progress has been made in this area. There are still some items requiring attention:

(1) The policy on the wearing parts on the sewing machines needs to be clarified. It is necessary to replace certain components, such as needle plates, on a regular basis and a small stock should be kept to enable this to be done quickly.

(2) Moulds had been placed on order for the backpart moulding machine and the insole moulding machine and the supplier had delayed delivery unreasonably. He was asked to come to the Centre and to complete the order within the next week.

(3) The continuing saga of the non-operating tacking machine is hopefully resolved as the Torielli mechanic was present during the visit and advised the replacement of the two simple air valves. It is to be hoped that this repaired, put into good order, and that the students learn how to use this on a regular basis. Pre training exercises will need to be prepared.

(4) The heel nailing machine is not in use and is set up for ladies shoes only. It is suggested that small sample pieces are prepared so that the students get experience on this machine.

(5) It is hoped that the injection moulding machine can be set up for demonstration purposes. Excellent work has been done in restoring this machine to working order. It is extremely important to note that this is only for demonstration. The demonstration session should be prepared and after completion the whole injection cylinder should be emptied and purged as any compound left in the machine will completely block the machine up in the future.

(6) The vulcanising machine has also been successfully refurbished and can be a useful demonstration machine for an important process. It is hoped that a blanking plate can be prepared by a local engineer so that soles can be prepared on this machine. This is suitable only for demonstration and the rubber will need to be ordered and used up between 10 - 14 days. It is totally impracticable to consider using this for production work as at least 10 workstations are needed for this.

(7) It was good to see more of the old machines being repaired and put into working order. The rivetting machine and sole stitcher will be useful additions and pre-training exercises should be devised so that students get experience of operating these machines. The mechanical clicking press just requires the cutting pad to make it useful.

(8) The open ended press is regrettably a banned machine internationally as being extremely dangerous to use and this machine should be sent for scrap.

(9) The electric plug was missing from the industrial vacuum cleaner and in view of the very dusty atmosphere in the workshop it is very strongly recommended that this is put back into service and that the two cleaners are instructed how to use it, and requested to use it on a regular basis. (A period of instruction by the Moderator was regrettably terminated by a power cut!)

(10) The new Computers are currently not in use for teaching due to shortage of licenced software. It is to be hoped that this difficulty can be resolved and that classes can be started.

(11) The testing machinery is not currently being used, and as this is part of the syllabus, it is suggested that this is included in the new timetables.

(12) The main problem requiring attention is the selection of a suitable CAD system. For effective group teaching a number of computer work stations would be required. If a PC system is selected machines already in the office could be utilised. A choice between two main world systems lies between BUSMCo Crispin system or the Shoemaster System. Negotiations for the two CFTIs and the FDDI will take place very soon to resolve the matter.

Do students have access to sufficient quantities, varieties and qualities of shoe-making materials? YES but some delays.

Comment: The system whereby materials are purchased by a student group and then turned into shoes which the students sell to reimburse themselves seems to be working well. The accounting of all the monies is conscientiously and carefully undertaken by both staff and students. The main difficulty is in getting sufficient quantities and variety of suitable sole units and variety of upper leathers for the students to undertake interesting design work for their final project. It is suggested that further enquiries are made about local suppliers to avoid the delays that created difficulties for the students on their final project.

Are library resources adequate? i.e. books, magazines, videos, etc.

Comment: The resources in the library are very good but regrettably the officer in charge of this has recently left. There are therefore no fixed hours for library access although staff are as obliging as possible in opening up the library whenever their other duties allow it.

This is not a satisfactory situation and will no doubt be resolved when new staff are engaged.

Evidence of regular access by students?

Comment: See note above.

## 6. HEALTH AND SAFETY

Are staff and students generally conscious of health and safety measures? YES

Comment: Staff are conscientious in this matter and instruct the students carefully

concerning safety matters.

Is general cleanliness and hygiene good?

Comment: Some improvements are possible in this area. The main difficulty is dust and the most obvious action to take is for the dust to be removed by the vacuum cleaner rather than brushed.

Are toilets clean?

Comment: The toilets had been cleaned and disinfected but regrettably the condition of the toilets was very poor. Handbasins were non operative and the cisterns did not flush. The situation is such that all the students go across to the SISI building for the facilities there. It is to be hoped that the budget will allow for the toilets to be repaired and put into first class order and given a thorough cleansing and the walls painted. The students expressed dissatisfaction in this area. The Director is very concerned about these matters and a contract to deal with repair and maintenance is currently being arranged.

Are dangerous substances controlled? YES

Comment: Storage of solvent adhesives is carefully supervised by staff.

Are written instructions clearly visible at dangerous machines?

Comment: A review of this position is needed as only some machines have labels.

## 7. STUDENT ASSESSMENT

Are standards maintained consistently from year to year and course to course?

Comment to reflect evidence:

This was a difficult year with the two batches starting at different times. The standard of the final project this year was not up to the previous standards, and it was necessary to make a small deduction to the marks to reflect this. The problems have been created by genuine difficulties in obtaining materials and soles to create the shoes planned by the students. There was also some misunderstanding about the factory planning project, which is part of the final project, and this was not well done this year. Although this is a critical remark it is important to say that the Director and staff were also disappointed about this one project and are determined to make alterations to next year's planning in order to ensure that the project regains the previous high standard.

Is assessment procedure open, fair and free from bias? YES

Comment on evidence:

I did some marking of various projects and exams myself and compared these with the marks of the staff and obtained almost one hundred percent correlation. It is very clear that the assessment work is done very conscientiously and

systematically.

Is all assessed work available for inspection? YES

Comment: All the work was neatly assembled with mark sheets to cover all the units. This made the job of the Moderator very straightforward and all the staff are to be congratulated on the quality of the exam papers and on the systematic methods used in marking.

Are assessments appropriate to course objectives and student abilities? YES

Comment: The assessments precisely match the syllabus.

Are the following techniques in use -

Written assignments? YES

Practical projects? YES

Essay examinations? YES

Multiple choice examinations? YES

Group projects? These are used in the factory attachments.

Factory, exhibitions or shop visit reports?

It is suggested that when students attend exhibitions or shops that they produce a brief report on a particular aspect on display.

Comment: The careful design of the question papers enabled people with limited English writing ability to read questions and give a short yes/no, or true/false answer to make sure they were not disadvantaged.

Does evidence exist of staff cooperation and planning to avoid overloading of students?

Comment: This is an area of concern. A year's planning programme has been prepared by Mr Sahoo at the request of the Director, and it is suggested that this is extended into a more detailed timetable to avoid some of the difficulties that have been apparent during the past year. **This is probably the most important single area for attention.** A detailed timetable programme should be on the noticeboard for both staff and students, if possible for the whole year, but at least one month ahead for a period of one month at a time. This important topic should be the subject of a staff meeting.

Are assessment records up to date and displayed for all to see? YES

Comment The organisation of the assessment records and mark sheets was excellent and mark sheets are displayed on the noticeboard as soon as they are approved and moderated.

Does evidence exist of periodic review of assessment results including encouragements and warnings to students? i.e. monitoring of student progress? YES

Comment: If a student is absent or fails an examination the staff give tutorial support and arrange for the examination to be re-taken.



## 8. STAFF QUALITY CONTROL

Do instructors maintain personal programmes for the year ahead?

Comment: This was not discussed on this occasion. The detailed timetabling and planning that is mentioned above will help staff in this area.

Are records kept of work accomplished? YES

Do staff each maintain -

Lecture notes? YES

Hand-outs? YES

Teaching aids and samples? YES

Comment:

Do arrangements exist to pool teaching notes, hand-outs, samples, videos, etc?

Comment: This was not discussed on this occasion, but a wide range of lecture notes and videos relevant to the syllabus is available in the library.

## 9. STUDENT REVIEW

Moderators should carry out a survey of student responses to the instruction they have received and append a summary of the result.

A meeting was held with first year students and a further one with second year students without the presence of the staff, and all the students were most helpful in making suggestions for the improvements of the Courses at CFTI. Their comments are summarised below.

### Year One Students

They were frustrated that software had not been installed on the computers in the office to enable them to have computer experience.

They were critical of the amount of time wasted because of poor timetabling and requested a systematic and regular timetable.

Late ordering of the sole units created difficulties for them in the final project.

They asked that CFTI is more active in publicity and in making company contacts and arranging for campus interviews.

Visits: They would like more visits to shops, CLRI Exhibition, tanneries and factories. (One valuable visit could be All India Shoes where they have a radical new production system).

They asked the question if the in-plant training could be longer.

Drinking water supply is unreliable, partly created by city water supply problems.

Condition of the downstairs toilet is totally unsatisfactory.

They were not happy about the irregular opening time for the library.

They enquired about the progress of the hostel and I assured them that work had recommenced after a short delay.

They requested a quicker return of their caution money at the end of the year.

### Year Two Students

They enquired about mark sheets and were informed that a mark sheet will be issued to each student and a certificate for those who have left at the end of the first year, if all components of the Course have been completed.

They criticised the planning and timetabling which meant that some time was wasted. Some of the instructors did not complete the syllabus.

They commented on the bad condition of the toilets and the irregular and unreliable supply of drinking water.

They consider that an extra design teacher is needed as one person is unable to provide the necessary service to a large numbers of students.

The testing machines were not used during this year nor did they see any in operation at the CLRI. They had no experience in operating the sole stitcher, the sole sewing machine, or the adhesive side laster, or the heel attaching machine. They also made the point that a toe band is needed for the ladies styles and for the square toe style.

They requested that the management arrange campus interviews to help them obtain jobs.

### 10. GENERAL COMMENT BY MODERATOR

This has been a difficult year for CFTI in Chennai but overall the quality of work has been very good. Footwear has been of a good commercial standard and the staff have been conscientious in setting examinations and projects for assessment. Many improvements are in hand. The hostel will be opened quite soon, making accommodation much easier for the students. Many of the points of criticism are already being dealt with and when the planning issue is completed, it should mean a good year for CFTI. There were some valuable discussions during my time there and a summary of some of the conclusions is set out under Section 11.

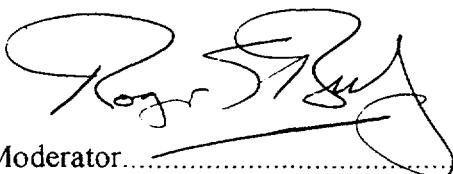
### 11. ACTIONS TO BE TAKEN BY THE CENTRE

These are detailed in the text. It is strongly recommended that the report is circulated to the staff and a meeting of the team is held to discuss some of the issues raised. Regular staff meetings inside reasonable working hours will be a valuable means of team building.

### 12. ACTION TO BE TAKEN BY THE MODERATOR and/or TI

Finalisation of the new syllabus is needed as soon as possible. Much of the content has already been included in the programme.

Signed

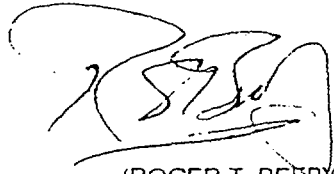
  
Moderator.....

Date.....10/11/99.....

Rno	Name	U30	Weig	U31	Weig	U32	Weig	Total	OG
1	ABHISHEK GUHA ROY	70	6.650	78	6.630	70	23.940	69	M
2	AJAY KUMAR CHAUDHARY	69	6.555	59	5.015	64	21.888	63	M
3	S. ANNADURAI	40	3.800	46	3.910	46	15.732	-	R
4	K. BAGAVATH KUMAR	52	4.940	66	5.610	58	19.836	61	M
5	D. DEVANAND	64	6.080	60	5.100	61	20.862	63	M
6	R. DHANDAPANI	61	5.795	59	5.015	58	19.836	61	M
7	M.N. FELIX	74	7.030	74	6.290	75	25.650	74	M
8	GOURAV KUMAR GUPTA	66	6.270	85	7.225	74	25.308	73	M
9	HRISHIKESH SENGAR	85	8.075	82	6.970	76	25.992	76	M+
10	Md. K.B. IMRAN	54	5.130	65	5.525	52	17.784	58	P
11	R. JAGAN	70	6.650	61	5.185	59	20.178	63	M
12	P.T. JANAKIRAMAN	84	7.980	79	6.715	75	25.650	75	M+
13	E. JAYAKUMAR RAJA	81	7.695	77	6.545	72	24.624	75	M+
14	D. JESSY	54	5.130	64	5.440	57	19.494	62	M
15	M. KARTHIKEYAN	73	6.935	78	6.630	69	23.598	69	M
16	V. KATHIRVEL	64	6.080	65	5.525	63	21.546	66	M
17	Md. KHALEEL-UR-RAHMAN	60	5.700	62	5.270	60	20.520	62	M
18	K. BHANU PRAKASH	51	4.845	52	4.420	50	17.100	56	P
19	S.G. MAHALAKSHMI	54	5.130	60	5.100	63	21.546	61	M
20	R. MOHAN KUMAR	51	4.845	65	5.525	55	18.810	57	P
21	K.A. MUSTAQ AHMED	75	7.125	63	5.355	56	19.152	61	M
22	K.V.R. NANTHA KUMAR	70	6.650	71	6.035	66	22.572	69	M
23	P. PARTHIBAN	66	6.270	69	5.865	73	24.966	67	M
24	M. PREMA	52	4.940	71	6.035	56	19.152	62	M
25	Md. G. RAHIMULLAH	66	6.270	60	5.100	55	18.810	64	M
26	SAMIR BELAS KUJUR	69	6.555	65	5.525	66	22.572	66	M
27	SAPAN SRIVASTAVA	81	7.695	81	6.885	76	25.992	77	M+
28	S.V.K. SARAVANA KUMAR	80	7.600	82	6.970	75	25.650	76	M+
29	T. SARAVANA KUMAR	72	6.840	75	6.375	60	20.520	66	M
30	P. SENTHILNATHAN	78	7.410	74	6.290	61	20.862	67	M
31	S. THANGAMANI	65	6.175	54	4.590	59	20.178	64	M
32	K. THIRUKUMARAN	60	5.700	60	5.100	54	18.468	62	M

P  
To be prepared  
ready if  
he completes

*J. K. Parkin*  
for Textile Institute

  
(ROGER T. BEEBY)  
CHIEF MODERATOR, T.I., 'K.

## INTRODUCTION

1. The purpose of the Contract with The Textile Institute (TI) was to establish courses at the Central Footwear Training Centres (CFTC's) AGRA and MADRAS equivalent to the two-year British Technical Education Council (BTEC) course held at South Fields College, Leicester, United Kingdom, and recognised by TI.

2. The Contract provided for eight short field missions; preparation in UK and presentation in India of a detailed syllabus apportioned as to time and comprising modules for different subjects, units for separate topics and detailed lesson notes; supply of continuous assessment tests, multiple choice questions, exercises, projects and examination papers; delivery of a library of books to each CFTC; mailing of up-to-date magazines, sample components, videos and other illustrative items; moderation of student work during field visits to establish marking and assessment standards; and the award of first year CERTIFICATE and second year DIPLOMAS.

3. The moderators worked as a team to align the valuable input of foreign experts, appointed to the CFTC's for two or three month tours, to the stipulated syllabus. They also inter-related with the training given to the faculty staff of the CFTC's at South Fields College. Three manuals were prepared to fulfill the need for better footwear industry related information on particular topics:

Quality Systems (BS 9002)  
Teaching Methods  
Ecological Management

4. Since the students graduating from the courses were intended to meet the need of footwear companies, already to some extent mechanised, with supervisors, efforts were made to install teaching techniques which would require students to work in small teams or independently thus developing their initiative and confidence. In addition, formal classroom education in management subjects was specified in the syllabus and provided by competent institutions external to the CFTC's.

5. The overall aim was to produce Diplomates with :

- broad knowledge and skills of a well developed footwear industry with machines and computers similar to those provided to the CFTC's by UNDP.
- managerial style assurance to think through and overcome practical problems.

## FORMAT OF REPORT

6. The information for this Report is based on the activities and feed-back from moderators received throughout the Contract and, particularly, during visits by the Team Leader to CFTC AGRA, CFTC MADRAS and the Office of the Commissioner for Development of Small Industries, Delhi, during the period 2 - 17 December, 1995. The papers are therefore presented in two parts :

Final Report on Contract - which follows.

Detailed Reports concerning current ongoing matters at the CFTC's, Annexes B, C and D.

## IMPLEMENTATION OF THE CONTRACT

7. By the concluding date in early 1996 there will have been eight field missions. However, it was found desirable to make some missions to India shorter in duration than originally planned and to balance such shortfalls by preparing technical manuals on subjects relevant to the courses and to the footwear industry, where information and knowledge was required in India. Details of these Contract adaptations are given in Annex A, together with copies of the exchange of letters with UNIDO. Apart from such alterations all Contract commitments regarding syllabuses, teaching material, visual aids, books, magazines and membership of The Textile Institute have been fulfilled.

## EVOLUTION OF COURSES

8. In late 1993 there were serious impediments to introducing up-to-date courses at CFTC's. Although students had been enrolled, some machinery and equipment remained unpacked, some was not operable and little provision had been made for maintenance. Progressive training for faculty staff at overseas centres had barely commenced and, in Madras, certain staff lacked the specific knowledge and skills required by their appointments. Both CFTC's were without arrangements for supplying students regularly with materials for shoe construction, without library facilities and without plans for outside lecturers to present management topics. The foreign experts supporting the CFTC's were making efforts to arrange teaching programmes and continuous assessment but were somewhat confused about the extent of the changes required.

9. Against this background the first batch of students made a poor start. Vigorous intervention by senior SISI and UNDP staff brought the situation under control in about six months. Steady progress has been made ever since.

10. The standards achieved by the first batch of students in their second year, 1994/95, reflected well on the efforts of faculty staffs, advisers, and administrators. Similarly, the Certificate results of the second batch of students were notably higher than the first, i.e. more MERIT gradings and fewer failures. At CFTC MADRAS the FINAL PROJECT EXHIBITION was excellent and a credit to all.

11. At the date of this Report, the facilities provided for teaching footwear technology are as good as the best in the world, notwithstanding rather poor accommodation in Agra. Assistant Directors and SIPO's have mastered the new approaches to teaching and have worked hard to produce individual portfolios of teaching notes, lesson plans, tests, exercises and project briefs. These have been based on a variety of sources, though centred on the extended syllabus sent by The Textile Institute. It was particularly pleasing that faculty staffs coped with the extra workload when the second batch of students joined in October 1994.

12. There are, of course, deficiencies in administration which impinge on student development. The building in Agra does not lend itself to being easily cleaned. Access to libraries is too limited and there is no simple cash deposit system enabling students to take books away overnight or at weekends. The library of books and magazines in Madras has been well used but the collection is now in a dirty and disorganised state. There are too few materials to enable students to practice volume production and the new machines have not been shown or demonstrated to manufacturers.

13. Despite encouragement from the moderators, who have themselves given seminars and visited factories, too little staff time has been given to fostering relationships with local industry. The course requirement to spend time in factories and write reports on chosen topics had to be waived for Agra's first batch of students due to insufficient forward planning of placings.

20. Where possible students should be actively encouraged to visit markets, component suppliers, shoe fairs, machinery shows, retail outlets, tanneries, and any other activity relevant to the shoe trade. Too little use of freely available sources of interest has been made so far. In the same way, faculty staff need to be encouraged to keep themselves up-to-date, attend Trade Fairs, etc. Individual Staff Development Training Records are now in the course of preparation.

21. The Deputy and Assistant directors at the CFTC's have had to absorb a vast load of new ideas and have had to respond to many unfamiliar instructions from moderators. Also the valuable presence of foreign experts who come and go, each with different priorities, is bound to have created extra pressures. Nevertheless, past and present directors have reacted with remarkable good humour to the strains created by change and have steadily achieved a great deal, often in the face of shortages and difficulties.

22. The Certificate and Diploma Courses are running satisfactorily. The Institutes are well equipped, have properly trained faculty staffs and are developing sound procedures. They now need to consolidate in every area of their course activities. In due time, also, they will be ready and well able to tackle new commitments. At both Institutes the tempo of work, staff attitudes and student enthusiasm are markedly changed for the better. If the difficulties over administrative matters can be overcome the sound foundations provided under the Contract to date will assure the supply of vigorous well-trained supervisors and junior managers for many years to come.

#### EMPLOYMENT OF FIRST BATCH STUDENTS

23. The acid test of the effectiveness of the new course is the reception given to them by the Indian footwear industry. Within two months of the end of the course all except a few of the Agra students had obtained jobs as supervisors or junior managers. The greater difficulty of Agra students is because industry there is less mechanised with probably fewer than thirty suitable employing companies: thus students have to find work in Delhi.

24. Whereas earlier leavers from the CFTC's had earned about 800 rupees a month, the new batch have been offered jobs at twice to over six times that salary. The latter, admittedly, is for working in Noida, a four hour journey from home.

25. Apart from the salary aspect, the jobs obtained are precisely those which one might have hoped, providing good opportunities for personal development and later progression. Included in the list were product development assistants (seeing designs through to production), quality managers, export warehouse inspectors, customer liaison executives, line supervisors and assistant designers. Discussions with factory managers revealed that they were pleased with their new employees and could not fault their knowledge. Indeed, one complained that their expectations were too high: further evidence of this is the fact that some young men have already gone to jobs with better prospects. None of the students had found any difficulty at all with the questions asked of them at interview.

26. Two issues were raised by manufacturers that should lead to minor modification of the syllabus. The first was that the students lacked organising skills related to factory production, reflecting the fact that shortages of various kinds have prevented exercises in volume production at the CFTC's. The second was to regret that no instruction had been given in hand-sewing, probably one of India's great assets in terms of work-force skills. Some knowledge would assist the development of more elaborate shoe constructions involving "hand-sewing", a much sought after feature in markets for more expensive shoes.

35. Both CLRI and FDDI are well-equipped with test equipment and are ahead of the CFTC's as centres of excellence. There should be more collaboration for developing CFTC staffs and providing facilities for students, since all are working for the same cause of assisting and developing industry.

### PROVISION OF TEACHING AIDS

36. All the packages of books, magazines and other material forwarded from the UK under the Contract arrived safely and have been put to use. The opportunity was taken to discuss future requirements in detail with individual members of all faculties. In the main, the need continues to be for fashion and design material and up-to-date components. Cross-sections of various shoe constructions were also required for demonstration purposes.

### MEMBERSHIP OF THE TEXTILE INSTITUTE

37. At present a total of 280 students and staff of the CFTC's and FDDI have become Institute members. All receive regular copies of Textile Horizons, the journal of the Institute, and World Footwear. Sixteen of the staff at the CFTC's have applied for Licentiate ship.

38. All members were advised of scholarship opportunities advertised from time to time in "Textile Horizons". It was also suggested that contributions be made for publication.

### MODERATION 1996-1997 and THEREAFTER

39. A contract has already been agreed for moderation, certification and CFTC membership of students and staff for the years 1996-1997. Negotiations are in hand with The Commissioner for Development of Small Scale Industries, Government of India, for a continuance of moderation in 1998 and for a few years beyond. This maintains the twinning concept for the foreseeable future. The Textile Institute has been asked to quote for one visit by a moderator yearly after 1997.

### MAIN FINDINGS

Relatively less important findings and actions relevant to each of the CFTC's are at Annexes B and D. The main findings are as follows :

- (a) Students who have just left are in great demand: all are finding jobs with salaries on average three to four times those of predecessors. (Para 23-25).
- (b) The syllabus needs adjustment to include a short unit to familiarise students with hand-sewing skills and at least one exercise in volume cement-lasted production. (Para 14, 26, Annex A Para 14 and Annex D Para 4)..
- (c) Running carefully chosen courses for industry would increase income and make better use of existing infrastructure. (Para 30, 31 and 33).
- (d) Centre administration needs improving to reflect a standard to which students should aspire on leaving. (Para 12, 14, 17, 18).
- (e) More effort should be made to liaise with local industry. (Para 13, 15, 20).
- (f) The Societies will require substantial financial support at the outset. (Para 28, 29 and Annex D Para 9 and 10).
- (g) Standards of recruitment must be kept high and outstanding students encouraged to proceed to higher education. (Para 16, 34).