

**Competency Based Curricula
for**

**Short Term Courses based on
Modular Employable Skills (MES)**

**in
Leather and Sports Goods**



**DIRECTORATE GENERAL OF EMPLOYMENT AND TRAINING
MINISTRY OF LABOUR AND EMPLOYMENT
GOVERNMENT OF INDIA**

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Skill Development based on Modular Employable Skills (MES)

Background

The need for giving emphasis on the Skill Development, especially for the less educated, poor and out of school youth has been highlighted in various forums. The skill level and educational attainment of the work force determines the productivity, income levels as well as the adaptability of the working class in changing environment. Large percentage of population in India is living below poverty line. One of the important causes is lower percentage of skilled persons in the workforce

The skill development at present is taking place mostly in the informal way, i.e. persons acquire skill at the work-place when they help their parents, relatives and employers etc. Such persons do not have a formal certificate and thus earn lower wages and are exploited by employers. They have come through informal system due to socio-economic circumstances of the family and the compulsions of earning a livelihood rather than attending a formal course. While their productivity is low, their contribution to the national GDP cannot be ignored. If the country can create a system of certification which not only recognizes their skills but also provides education and training in a mode that suits their economic compulsions, it will not only benefit the workforce to earn a decent living but also contribute to the national economy by better productivity of this workforce.

Another related problem to be tackled is large number of students drop outs (About 63% of the school students drop out at different stages before reaching Class-X).

Frame work for Skill Development based on 'Modular Employable Skills (MES)'

Very few opportunities for skill development are available for the above referred groups (out of school youth & existing workers especially in the informal sector). Most of the existing Skill Development programmes are long term in nature. Poor and less educated persons can not afford long term training programmes due to higher entry qualifications, opportunity cost etc. Therefore, a new frame work for Skill Development for the Informal Sector has been evolved by the DGET to address to the above mentioned problems. The **key features of the new frame work for skill development** are:

- ◇ Demand driven Short term training courses based on modular employable skills decided in consultation with Industry
- ◇ Flexible delivery mechanism (part time, weekends, full time)
- ◇ Different levels of programmes (Foundation level as well as skill upgradation) to meet demands of various target groups
- ◇ Central Government will facilitate and promote training while Vocational Training (VT) Providers under the Govt. and Private Sector will provide training
- ◇ Optimum utilisation of existing infrastructure to make training cost effective.
- ◇ Testing of skills of trainees by independent assessing bodies who would not be involved in conduct of the training programme, to ensure that it is done impartially.
- ◇ Testing & certification of prior learning (skills of persons acquired informally)

The Short Term courses would be based on 'Modular Employable Skills (MES)'.

The **concept for the MES** is :

- Identification of 'minimum skills set' which is sufficient to get an employment in the labour market.
- It allows skills up-gradation, multi-skilling, multi entry and exit, vertical mobility and life long learning opportunities in a flexible manner.

- It also allows recognition of prior learning (certification of skills acquired informally) effectively.
- The modules in a sector when grouped together could lead to a qualification equivalent to National Trade Certificate or higher.
- Courses could be available from level 1 to level 3 in different vocations depending upon the need of the employer organisations.
- MES would benefit different target groups like :
 - *Workers seeking certification of their skills acquired informally*
 - *workers seeking skill upgradation*
 - *early school drop-outs and unemployed*
 - *previously child labour and their family*

Age of participants

The minimum age limit for persons to take part in the scheme is 14 years but there is no upper age limit.

Curriculum Development Process

Following procedure is used for developing course curricula

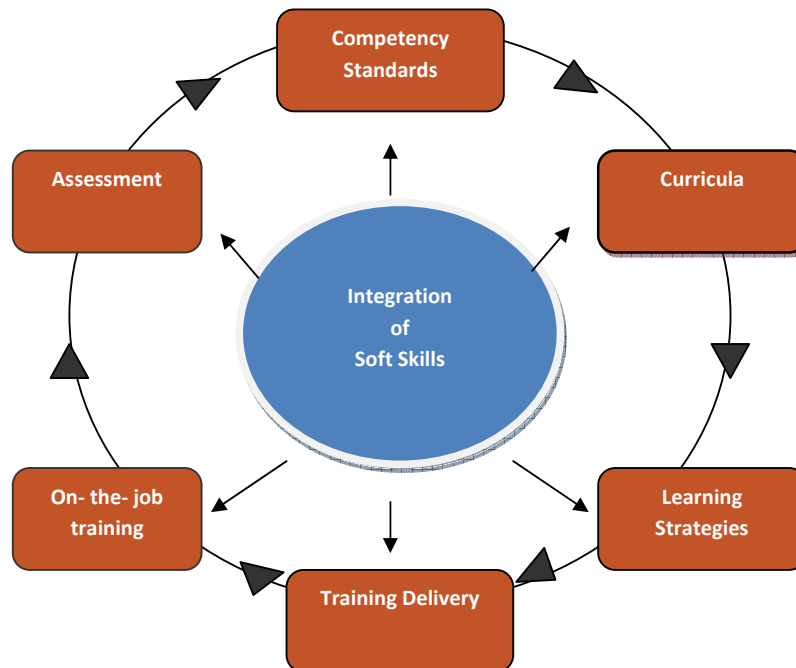
- Identification of Employable Skills set in a sector based on division of work in the labour market.
- Development of training modules corresponding to skills set identified so as to provide training for specific & fit for purpose
- Organization of modules in to a Course Matrix indicating vertical and horizontal mobility. The course matrix depicts pictorially relation among various modules, pre requisites for higher level modules and how one can progress from one level to another.
- Development of detailed curriculum and vetting by a trade committee and by the NCVT

(Close involvement of Employers Organizations, State Governments, experts, vocational training providers and other stake holders is ensured at each stage).

Development of Soft Skills/ Core Competencies

Soft skills refer to a cluster of personality traits, social graces, facility with language, and personal habits that make someone a good employee and a compatible co-worker. Soft skills are also sometimes referred to as employability skills, generic skills, key or core competencies. Soft skills complement hard skills, which are the technical requirements of a job.

Soft Skills are integral to workplace competency and, as such, must be considered in the design, customisation, delivery and assessment of vocational training programmes in an integrated and holistic way, as represented diagrammatically below.



Soft skills are very important in business. Soft skills are now recognised as key for making businesses more profitable and better places to work. Increasingly, companies aren't just assessing their current staff and future recruits on their technical skills but also on a whole host of soft skills. Especially, Service economy and the ascendance of work teams in large organizations put a new premium on people skills and relationship-building. It is essential to be technically sound, but one should also have the ability to convey the idea to the masses in the simplest possible manner.

Hence, systematic efforts should be made to develop soft skills during the training programme. Positive attitudes have to be developed in the trainees by properly guiding them and setting up examples of good attitudes by demonstrated behaviors and by the environment provided during training.

Some important **soft skills / core competencies** to be developed are:

1. Punctuality, discipline and honesty
2. Cordial relationship and Cooperation with co-workers and team Work
3. Positive attitude and behavior
4. Work ethics and dependability
5. Self esteem and confidence
6. Self-motivation and initiative
7. Flexibility/ adaptability
8. Communication Skills
9. Respect for rules and regulations
10. Concern for quality
11. Concern for health and hygiene
12. Responsibility and accountability
13. Care of equipment and tools
14. Safety consciousness and safe working practices
15. Learn continuously
16. Concern for environment and waste disposal
17. Ability to bear stress and work under pressure

Following competencies should also be developed during level-II and higher courses:

1. Ability for planning, organizing and coordinating
2. Creative thinking, problem solving and decision making
3. Leadership, delegating, appraising, motivating
4. Negotiation
5. Time management ability

In addition to above, **livelihood skills** like how to apply for a job, facing an interview, opening/ operating an bank account may also be covered.

Duration of the Programmes

Time taken to gain the qualification will vary according to the pathway taken and will be kept very flexible for persons with different backgrounds and experience. Duration has been prescribed in hours in the curriculum of individual module, which are based on the content and requirements of a MES Module. However, some persons may take more time than the prescribed time. They should be provided reasonable time to complete the course.

Pathways to acquire Qualification:

Access to the qualification could be through:

- An approved training programme; **Or**
- A combination of an approved training programme plus recognition of prior learning including credit transfer; **Or**
- The recognition of prior learning that provides evidence of the achievement of the competencies for the qualification.

Methodology

The training methods to be used should be appropriate to the development of competencies. The focus of the programme is on “performing” and not on “Knowing”.

Lecturing will be restricted to the minimum necessary and emphasis to be given for 'hands on training'.

The training methods will be individual centered to make each person a competent one. Opportunities for individual work will be provided. The learning process will be continuously monitored and feedback will be provided on individual basis.

Demonstrations using different models, audio visual aids and equipment will be used intensively.

Instructional Media Packages

In order to maintain quality of training uniformly all over the country, instructional media packages (IMPs) will be developed by the National Instructional Media Institute (NIMI), Chennai.

Assessment

DGE&T will appoint assessing bodies to assess the competencies of the trained persons. The assessing body will be an independent agency, which will not be involved in conducting the training programmes. This, in turn, will ensure quality of training and credibility of the scheme. Keeping in view the target of providing training/testing of one million persons through out the country and to avoid monopoly, more than one assessing bodies will be appointed for a sector or an area.

Certificate

Successful persons will be awarded certificates issued by National Council for Vocational Training (NCVT).

COURSE MATRIX : LEATHER GOODS AND FOOTWEAR

LEVEL 1 :

Leather &
rexineGoods
s maker

Under
Developm
ent

Leather and Rexine Goods Maker

Name	:	Leather and Rexine Goods Maker
Sector	:	Leather and Sports Goods
Code	:	LEA101
Entry Qualification & Age	:	Vth standard, 14 years & above
Duration	:	240 hours
Terminal Competency	:	

- Identify, select, use and store tools, equipments and materials used in Leather and Rexine Goods making in a safe manner.
- Fabricate wallet, purse, hand bag and belts

CONTENTS:

Practical Competencies	Underpinning Knowledge(Theory)
<ul style="list-style-type: none"> • Use of protective clothing and boots • Maintain personal cleanliness & Hygiene • Carry out basic first aid treatment/notifying accident. • Practice fire safety measures • Simple Disaster Management & preventive measures in the event of Earthquakes, Tsunami, etc. • Identify tools, equipments and 	<ul style="list-style-type: none"> • Safety precautions, use of protective clothing and elementary first aid. • Importance of personal cleanliness & Hygiene • Reasons for carrying out good housekeeping practices • Functions and uses of various tools, equipment and materials. • Care and use of tools, equipment

Practical Competencies	Underpinning Knowledge(Theory)
<p>materials used in Leather and Rexine Goods making</p> <ul style="list-style-type: none"> • Apply good house keeping practices, proper handling of materials and disposal of waste, follow statutory regulations. • Store/lay and use materials at work in safe manner • Use and store tools and equipments in a safe manner • Select proper tools, equipment and material for a particular task • Carry out cleaning, oiling and maintenance of the sewing machine <p>(Sewing machine: Treadle operated (manual), power operated Flat bed sewing M/C)</p> <ul style="list-style-type: none"> • Set the sewing machine for operation (Set: Needle fixing, winding the bobbin thread, adjusting the stitch length, tension and pressure) • Draft and mark straight line, curved line and circle • Perform stitching operation as per drafting • Carry out clicking & cutting (Clicking: Straight cutting, curved 	<p>and materials used in bakery</p> <ul style="list-style-type: none"> • Selection and correct use of tools and equipment • Proper handling and correct use of hand tools • Structure and quality of leather. Criteria for selection of suitable leather for a product. • Different types of synthetic materials and their uses • Types of adhesives and their application. • Different types of sewing machines. Parts of machines and their functions. Cleaning, oiling and Maintenance of sewing M/C • Proper body position, ventilation and lighting while stitching • Selection of proper tools & machineries for different operations. • Principles involved in pattern preparation. • Drafting and marking procedures • Types of stitch formation, chain

Practical Competencies	Underpinning Knowledge(Theory)
<p>cutting, Kit cutting, angle cutting, round cutting)</p> <ul style="list-style-type: none"> • Carryout skiving by hand and machine • Fabricate a wallet <ul style="list-style-type: none"> • Prepare pattern for wallet • Mark and cut the components (Components: leather, lining & reinforcements) • Skive the components • Fold and assemble (attaching lining, pasting, edge folding) • Stitch the wallet sequentially • Finish the wallet (Finish: Thread cutting, trimming, colouring, cleaning, polishing) • Fix the accessories, check quality and pack for delivery • Fabricate bag <ul style="list-style-type: none"> • Prepare pattern for bag (Bag: ladies bag, ladies purse, shoulder bags, executive bag, travel bag) • Mark and cut the components (Components: leather, lining & reinforcements) • Skive the components • Fold and assemble (attaching lining & reinforcement, pasting, edge folding) • Stitch the purse sequentially • Finish the bag (Finish: Thread cutting, 	<p>stitch, lock stitch. Procedure for Stitch formation. Safety measures to be followed while stitching</p> <ul style="list-style-type: none"> • Principles and rules of upper components clicking, preparation before clicking. Instructions for economical clicking, leather cutting control • Importance of skiving and splitting, types of skiving. • Types of seams and their application • Quality checks to be carried out. • Importance and methods of packaging

Practical Competencies	Underpinning Knowledge(Theory)
<p>trimming, colouring, cleaning, polishing)</p> <ul style="list-style-type: none"> • Fix the accessories, check quality and pack for delivery <ul style="list-style-type: none"> • Fabricate belt <ul style="list-style-type: none"> • Prepare pattern for belt (Gents belt, ladies belt and dog belt) • Mark and cut the components (Components: leather, lining & reinforcements) • Skive the components • Fold and assemble (attaching lining & reinforcement, pasting, edge folding) • Stitch the belt sequentially • Finish the bag (Finish: Thread cutting, trimming, colouring, cleaning, polishing) • Fix the accessories, check quality and pack for delivery • Rectify minor faults in the sewing machine (Faults: Needle break, skip stitching, irregular stitch , tuckering , thread cuts) • List out the materials required to produce a given product • Estimate cost of materials required • Estimate man power and time 	

Practical Competencies	Underpinning Knowledge(Theory)
<p>required for completing the work</p> <ul style="list-style-type: none">• Estimate labour cost, overheads and cost of utilities (Power, water)• Estimate the total cost involved in production of a product.• Identify the possible agencies and other customers, who can purchase. Make a comparative study of the rates of other suppliers. Prepare a label according to requirement.	

LIST OF TOOLS AND EQUIPMENTS FOR LEATHER / REXINE GOODS MAKER

Quantity prepared for a batch of 20 Trainees

Sl.No.	Name of the Hand Tools	Quantity
1.	Marble stone (40 x 40 x 10 cm)	20 nos
2.	Wooden block (30 x 10 x 10cm)	20 nos
3.	Steel rule 300mm	5 nos
4.	Steel rule 600 mm	5 nos
5.	'L' square	5 nos
6.	Compass	20 nos
7.	Divider	20 nos
8.	Scissors 150 mm blade	20 nos
9.	Hammer	20 nos
10.	Clicking knife	20 nos
11.	Stitching awl	20 nos
12.	Punch set No 1 To 10 mm	1 set
13.	Cutting plier 150 mm	5 nos
14.	Set of screw drivers	1 set
15.	Eyelet setter	1 set
16.	Measuring tape 2 metres long cotton / plastic	5 nos
17.	French curve set	5 set
18.	Folding hammer	5 nos
19.	Press button die set	1 set
20.	Fibre board	5 nos
21.	Oil stone 6'x 2' x 1'	5 nos

22.	Nylon head hammer	5 nos`
23.	Leather thickness measuring gauge	1 nos
24.	Work Table Top fixing with cuddappa stone	20 nos
25.	Wooden stools	20 nos
26.	Skiving knife	20 nos
27.	Clicking Table Top fixing with G. I. sheet	20 nos

LIST OF MACHINES / EQUIPMENTS REQUIRED

Sl no.	Name of the machinery	Specification	Quantity proposed for a batch of 20 trainees.
1.	Flat bed sewing machine (manually operated)	Single needle capacity leather stitching	5 nos
2.	Flat bed sewing machine (power operated)	Single needle capacity Leather stitching	10 nos
3.	Cylinder bed sewing machine	Single needle capacity Leather stitching	1no
4.	Skiving machine	Leather skiving	1no
5.	Edge folding machine (power operated)		1no
6.	Bench Grinder		1no
7.	Clicking Machine		1no
8	Stamping Machine with Die set		1no

RAW MATERIAL SUGGESTED FOR LEATHER / REXINE GOODS MAKER

Quantity prepared for a batch of 20 Trainees

SL.NO	NAME OF THE MATERIALS	QUANTITY
1.	Sheep leather 0.6 to 0.8 mm thick	2500 sq.dcm
2.	Goat leather 0.6 to 1.0 mm thick	1500 sq. dcm
3.	Cow sotty leather 0.7 to 1 mm	3000 sq. dcm
4.	Foam rexine	20 metres
5.	Banian rexine	40 metres
6.	Lining cloth for cotton	60 metres
7.	Synthetic linings (satin cloth)	20 metres
8.	Colour board	200 numbers
9.	Grey board	40 numbers
10.	Sewing machine needle No : 100, 110, 120 LR	10 packets
11.	Sewing machine oil	10 litres
12.	Sewing machine thread (nylon) 30, 40, 60.	10 cones
13.	Corners	10 dozens (suitable size)
14.	Zip 3mm	40 metres
15.	Zip 5mm	60 metres
16.	Runner 3mm	1 Gross
17.	Runner 5mm	1 Gross
18.	Press button	10 dozens (suitable size)
19.	Eyelet button	10 dozens (suitable size)
20.	'D' Rings	10 dozens (suitable size)
21.	Adjustable buckle	5 dozens (suitable size)

22.	Magnetic lock	5 dozens (suitable size)
23.	Pipe beading	20 Rolls
24.	Rivet button	1 Gross (suitable size)
25.	Dendrite adhesive	30 litres
26.	Rubber latex	20 litres
27.	Pigment (season) 100ml.	1 dozen
28.	Polishing brush	10 numbers Black and brown colour
29.	Belt buckles	2 dozens (suitable size)
30.	Marking pencils	50 numbers
31.	Dog hooks	2 dozens (suitable size)

LIST OF MEMBERS OF TRADE COMMITTEE

1.	S.Subbiah	Joint Director	C E T, Guindy	Chairman
2.	K.Kadirvelu	Deputy Director	C E T, Guindy	Member
3.	M.Prakash,	Principal	G I T I, Arakonam	Member
4.	V. V. Hindumathy	Principal	G I T I, (W) Guindy	Member
5.	Shankar	Junior Training Officer	G I T I, Vellore	Member
1.	K. Udayashankar	Asst. Training Officer	G I T I, Arakonam	Member
6.	S. Arun Kumar	Junior Training Officer	G I T I, Vellore	Member
7.	Siva Natarajan,	Junior Training Officer	G I T I, Vellore	Member
8.	A.K.Murugan	Proprietor	Mega leathers, SIPCOT, Ranipet	Member
9.	K.R.Munikannan	Proprietor	Good leather Company, Chennai	Member
10.	G. Vijayamala	Technical Assistant	CD Cell C E T, Guindy	Member
11.	M.Jawaharlal	Secretary	Employers Federation of Southern India	Member