



## Qualification Pack



# Assistant Shuttering Carpenter

QP Code: CON/Q0302

Version: 3.0

NSQF Level: 3

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## Qualification Pack

### CON/Q0302: Assistant Shuttering Carpenter

#### Brief Job Description

An Assistant Shuttering Carpenter is responsible for using relevant tools, equipment and materials for shuttering work. The responsibilities include cutting and sizing of timber and plywood, assisting in assembling and dismantling conventional and system formwork for Reinforced Cement Concrete (RCC) structures. The individual works under supervision.

#### Personal Attributes

The individual should be physically fit with the ability to work in varying locations and environmental conditions. The person should be able to work within a team and as per the given instructions. The individual should possess basic verbal and written communication skills

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

- [1. CON/N0312: Use the relevant tools and equipment for shuttering carpentry](#)
- [2. CON/N0313: Assist in making wooden shutters boards and joints](#)
- [3. CON/N0314: Assist in assembling and dismantling conventional and system formwork for RCC structures](#)
- [4. CON/N0101: Erect and dismantle temporary scaffold up to 3.6 meter height](#)
- [5. CON/N8001: Work effectively in a team to deliver desired results at the workplace](#)
- [6. CON/N9001: Work according to personal health, safety and environment protocols at construction site](#)
- [7. DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure construction
<b>Occupation</b>	Shuttering Carpentry
<b>Country</b>	India



## Qualification Pack

<b>NSQF Level</b>	3
<b>Credits</b>	12
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7115.0201
<b>Minimum Educational Qualification &amp; Experience</b>	10th Class OR 8th grade pass (with 2-year of (NTC/ NAC) after 8th) OR 9th grade pass with 1 Year of experience in the relevant field OR 8th grade pass with 2 Years of experience in the relevant field OR 5th grade pass with 5 Years of experience in the relevant field OR Previous relevant Qualification of NSQF Level (2) with 3 Years of experience in the relevant field OR Previous relevant Qualification of NSQF Level (2.5) with 1.5 Years of experience in the relevant field
<b>Minimum Level of Education for Training in School</b>	10th Class
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	31/08/2026
<b>NSQC Approval Date</b>	31/08/2023
<b>Version</b>	3.0
<b>Reference code on NQR</b>	QG-03-CO-00796-2023-V2-CSDCI
<b>NQR Version</b>	1



## Qualification Pack

# CON/N0312: Use the relevant tools and equipment for shuttering carpentry

## Description

This unit is about using the tools, equipment, components, and materials relevant to shuttering carpentry under supervision

## Scope

The scope covers the following :

- Use the tools, equipment, components, and materials

## Elements and Performance Criteria

### *Use and maintain the tools, equipment, components, and materials*

To be competent, the user/individual on the job must be able to:

- PC1.** use the appropriate hand and power tools, such as claw hammer, hand saw, hack saw, wooden planners, measuring tape, nailing hammer, try square, plumb bob, drilling machine, power saw, etc
- PC2.** use materials such as timbers, plywood, runner pieces of different size, wooden battens for shuttering work
- PC3.** use consumables, such as nails of different size, masking tape, cotton and nylon line thread relevant to shuttering works
- PC4.** set up and use bamboos and ballis, props, acrow span, H-beam, shuttering sheets, foot plates, U head and other relevant components for shuttering works
- PC5.** store, stack and shift shuttering components as per standard procedure
- PC6.** use different types of slings, shackles and lifting belts for lifting operation
- PC7.** carry out regular maintenance of tools and equipment, e.g. cleaning, oiling, minor repairs
- PC8.** identify the maintenance needs requiring expert assistance and report to the supervisor
- PC9.** use personal protective gears, such as safety shoes, gloves, helmets, ear plugs, safety goggles, and half body safety harness
- PC10.** follow the appropriate health and safety measures at the site, e.g. removal of waste and debris and barricading of work area to prevent safety hazards to the personnel

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the use of relevant manual and power tools and equipment, such as claw hammer, hand saw, hack saw, wooden planners, measuring tape, nailing hammer, try square, plumb bob and other relevant tools
- KU2.** the safe working methods and movements while performing relevant tasks
- KU3.** the types and use of slings, shackles and lifting belts



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- KU4.** the process of stacking of various shuttering carpentry and scaffolding materials
- KU5.** the safe height for stacking shuttering carpentry and scaffolding materials
- KU6.** different types of hand and power tools used for cutting and planing of timber
- KU7.** the relevant components and their standard sizes
- KU8.** the safe procedures for manual and mechanical material handling
- KU9.** the standard housekeeping procedure
- KU10.** how to work safely at heights

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** maintain the appropriate data and records
- GS2.** read the appropriate reports and literature concerning the field of work
- GS3.** communicate professionally with all the stakeholders
- GS4.** listen attentively to understand the information/ instructions being shared and take appropriate action
- GS5.** coordinate with the co-workers to achieve the work objectives
- GS6.** plan and execute tasks based on their priority
- GS7.** identify possible disruptions to work and take appropriate mitigation measures
- GS8.** take prompt action to deal with workplace emergencies and accidents
- GS9.** evaluate all possible solutions to work-related problems and select the best one
- GS10.** follow the recommended practices for the timely completion of work and achievement of organizational objectives



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Use and maintain the tools, equipment, components, and materials</i>	<b>30</b>	<b>60</b>	-	<b>10</b>
<b>PC1.</b> use the appropriate hand and power tools, such as claw hammer, hand saw, hack saw wooden planners, measuring tape, nailing hammer, try square, plumb bob, drilling machine, power saw, etc	-	-	-	-
<b>PC2.</b> use materials such as timbers, plywood, runner pieces of different size, wooden battens for shuttering work	-	-	-	-
<b>PC3.</b> use consumables, such as nails of different size, masking tape, cotton and nylon line thread relevant to shuttering works	-	-	-	-
<b>PC4.</b> set up and use bamboos and ballis, props, acrow span, H-beam, shuttering sheets, foot plates, U head and other relevant components for shuttering works	-	-	-	-
<b>PC5.</b> store, stack and shift shuttering components as per standard procedure	-	-	-	-
<b>PC6.</b> use different types of slings, shackles and lifting belts for lifting operation	-	-	-	-
<b>PC7.</b> carry out regular maintenance of tools and equipment, e.g. cleaning, oiling, minor repairs	-	-	-	-
<b>PC8.</b> identify the maintenance needs requiring expert assistance and report to the supervisor	-	-	-	-
<b>PC9.</b> use personal protective gears, such as safety shoes, gloves, helmets, ear plugs, safety goggles, and half body safety harness	-	-	-	-
<b>PC10.</b> follow the appropriate health and safety measures at the site, e.g. removal of waste and debris and barricading of work area to prevent safety hazards to the personnel	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>60</b>	-	<b>10</b>



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	CON/N0312
<b>NOS Name</b>	Use the relevant tools and equipment for shuttering carpentry
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure construction
<b>Occupation</b>	Shuttering Carpentry
<b>NSQF Level</b>	3
<b>Credits</b>	2
<b>Version</b>	4.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	31/08/2023





## Qualification Pack

# CON/N0313: Assist in making wooden shutters boards and joints

## Description

This unit is about assisting in making wooden shutters by cutting, sizing, planing and drilling timber and plywood using the appropriate power tools and equipment and making timber joints.

## Scope

The scope covers the following :

- Cut, plane and drill timber and plywood equipment and make timber joints

## Elements and Performance Criteria

### *Cut, plane and drill timber and plywood equipment and make timber joints*

To be competent, the user/individual on the job must be able to:

- PC1.** select the appropriate power tools, such as hand held circular saw, hand held zig saw, hand drill machine, table mounted saw, wood planer and power drilling machine for use, as per the supervisor's instructions
- PC2.** use different types of wood and plywood for shuttering, as instructed
- PC3.** use circular saw blade for cutting wood based on the thickness and type of wood
- PC4.** check the auger drill bits, wood planer's blade, and cutting machine's blade for sharpness
- PC5.** identify the signs of wear and tear in the tools and equipment, and coordinate with the supervisor to resolve them
- PC6.** measure and mark timber/ plywood using appropriate measurement and marking tools
- PC7.** use handheld power saw for cutting and sizing timber and plywood
- PC8.** cut timber and plywood of different types and thickness using table mounted saw, safely feeding timber/ plywood to the machine
- PC9.** use wood planer to plane timber and finish the rough surface
- PC10.** drill holes of different diameter in timber and plywood using power drilling machine, as instructed by the supervisor
- PC11.** create timber joint such as lap joint, mortis and tenon joints, dovetail joints and housing joints using appropriate hand tools
- PC12.** assist in making shutter boards as per instructions
- PC13.** follow the appropriate standard safety measure while operating power tools

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the safety regulations concerning handling and storing shuttering and scaffolding tools, materials and components
- KU2.** the importance of personal protection and the use of relevant safety gear and equipment for cutting and sizing operations



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- KU3.** safe working methods for working with scaffolds
- KU4.** the use of power tools, such as hand held circular saw, hand held zig saw, hand drill machine, table mounted saw, wood planer, power drilling machine, etc
- KU5.** the visual checks to be performed to determine the quality of timber and plywood
- KU6.** the types of wood, such as hard wood and soft wood and their common defects
- KU7.** the types and thickness of plywood such as commercial, waterproof, marine plywood, etc
- KU8.** the use of different hand and power tools for cutting and planing timber
- KU9.** the handling, repair and maintenance of relevant tools
- KU10.** the use of measurement and marking tools
- KU11.** the seasoning and storage of timber to prevent decay distortion, bending, splitting, and the appropriate timber treatments
- KU12.** different types of timber joints
- KU13.** the use of different types of file
- KU14.** different types of cutting blade, size and cutting depth
- KU15.** the appropriate electrical safety measures for the use of power tools
- KU16.** how to make line, sketch and label

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** maintain the appropriate data and records
- GS2.** read the appropriate reports and literature concerning the field of work
- GS3.** communicate professionally with all the stakeholders
- GS4.** listen attentively to understand the information/ instructions being shared and take appropriate action
- GS5.** coordinate with the co-workers to achieve the work objectives
- GS6.** plan and execute tasks based on their priority
- GS7.** identify possible disruptions to work and take appropriate mitigation measures
- GS8.** take prompt action to deal with workplace emergencies and accidents
- GS9.** evaluate all possible solutions to work-related problems and select the best one
- GS10.** follow the recommended practices for the timely completion of work and achievement of organizational objectives



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Cut, plane and drill timber and plywood equipment and make timber joints</i>	<b>30</b>	<b>60</b>	-	<b>10</b>
<b>PC1.</b> select the appropriate power tools, such as hand held circular saw, hand held zig saw, hand drill machine, table mounted saw, wood planer and power drilling machine for use, as per the supervisor's instructions	-	-	-	-
<b>PC2.</b> use different types of wood and plywood for shuttering, as instructed	-	-	-	-
<b>PC3.</b> use circular saw blade for cutting wood based on the thickness and type of wood	-	-	-	-
<b>PC4.</b> check the auger drill bits, wood planer's blade, and cutting machine's blade for sharpness	-	-	-	-
<b>PC5.</b> identify the signs of wear and tear in the tools and equipment, and coordinate with the supervisor to resolve them	-	-	-	-
<b>PC6.</b> measure and mark timber/ plywood using appropriate measurement and marking tools	-	-	-	-
<b>PC7.</b> use handheld power saw for cutting and sizing timber and plywood	-	-	-	-
<b>PC8.</b> cut timber and plywood of different types and thickness using table mounted saw, safely feeding timber/ plywood to the machine	-	-	-	-
<b>PC9.</b> use wood planer to plane timber and finish the rough surface	-	-	-	-
<b>PC10.</b> drill holes of different diameter in timber and plywood using power drilling machine, as instructed by the supervisor	-	-	-	-
<b>PC11.</b> create timber joint such as lap joint, mortis and tenon joints, dovetail joints and housing joints using appropriate hand tools	-	-	-	-
<b>PC12.</b> assist in making shutter boards as per instructions	-	-	-	-



## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. follow the appropriate standard safety measure while operating power tools	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>60</b>	<b>-</b>	<b>10</b>



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	CON/N0313
<b>NOS Name</b>	Assist in making wooden shutters boards and joints
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure construction
<b>Occupation</b>	Shuttering Carpentry
<b>NSQF Level</b>	3
<b>Credits</b>	2
<b>Version</b>	4.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	31/08/2023



## Qualification Pack

# CON/N0314: Assist in assembling and dismantling conventional and system formwork for RCC structures

## Description

This unit is about assisting in assembling and dismantling conventional and system formwork for RCC structures under supervision

## Scope

The scope covers the following :

- Perform the preparatory activities
- Assemble and dismantle conventional formwork
- Assemble and dismantle system formwork

## Elements and Performance Criteria

### *Perform the preparatory activities*

To be competent, the user/individual on the job must be able to:

- PC1.** select appropriate tools, equipment, materials, and components for conventional/system formwork as per the instructions
- PC2.** shift and stack the required quantity of materials and components at the work site as per the instructions
- PC3.** assist in marking, cutting and sizing timber for making shutter boards
- PC4.** transfer level from reference points using water level tube

### *Assemble and dismantle conventional formwork*

To be competent, the user/individual on the job must be able to:

- PC5.** select bamboos and ballis based on their height, diameter and thickness, with the supervisor's guidance
- PC6.** ensure jute ropes are kept in water for the recommended duration before using them for tying of bamboo and balls
- PC7.** select, cut and size timber/ plywood of required size for making shutter boards for conventional formwork, as per the given instructions
- PC8.** carry out nailing to make shutter boards as per instructions
- PC9.** assist in erecting staging for shuttering using conventional formwork
- PC10.** assist in placing props and shutter boards at the marked location as per instructions
- PC11.** assist in aligning and providing support to shutter boards using ballis, wooden battens, pipes and props, as per the supervisor's instructions
- PC12.** assist in checking line, level and alignment and making corrective action as required
- PC13.** tie different types of knots for shuttering as instructed and work requirements
- PC14.** follow the method statement for sequence of task
- PC15.** assist in removing shutter boards and dismantling conventional formwork safely as per the given instructions



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### *Assemble and dismantle system formwork*

To be competent, the user/individual on the job must be able to:

- PC16.** assist in assembling and fixing aluminum and steel formwork as per instructions
- PC17.** assist in erecting staging for shuttering using system formwork
- PC18.** assist in placing props and shutter boards at the marked location for system formwork, as per the given instructions
- PC19.** assist in aligning and providing support to shutter board using standard components, as per the given instructions
- PC20.** assist in checking line, level and alignment and making corrective action, as required
- PC21.** assist in removing shutter boards and dismantling system formwork safely under supervision
- PC22.** follow the standard safety procedures and housekeeping practices

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** the units of measurements
- KU2.** the use of relevant measurements and marking tools
- KU3.** the use of relevant hand tools for shuttering work
- KU4.** the standard size of relevant hand tools and components
- KU5.** the use of slings, shackles, and belts for lifting
- KU6.** the use of water level tube, spirit level, plumb bob, tri-square
- KU7.** how to provide support in shuttering works
- KU8.** different types of tying ropes
- KU9.** how to tie various types of knots and their uses
- KU10.** the use of materials, components and equipment for conventional and system formwork
- KU11.** the use of different types of hand and power tools for cutting and planing timber
- KU12.** the standard procedure for assembling and dismantling conventional and system formwork
- KU13.** the standard health and safety procedure

### **Generic Skills (GS)**

User/individual on the job needs to know how to:

- GS1.** maintain the appropriate data and records
- GS2.** read the appropriate reports and literature concerning the field of work
- GS3.** communicate professionally with all the stakeholders
- GS4.** listen attentively to understand the information/ instructions being shared and take appropriate action
- GS5.** coordinate with the co-workers to achieve the work objectives
- GS6.** plan and execute tasks based on their priority
- GS7.** identify possible disruptions to work and take appropriate mitigation measures



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- GS8.** take prompt action to deal with workplace emergencies and accidents
- GS9.** evaluate all possible solutions to work-related problems and select the best one
- GS10.** follow the recommended practices for the timely completion of work and achievement of organizational objectives





## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Perform the preparatory activities</i>	<b>10</b>	<b>20</b>	-	<b>3</b>
<b>PC1.</b> select appropriate tools, equipment, materials, and components for conventional/system formwork as per the instructions	-	-	-	-
<b>PC2.</b> shift and stack the required quantity of materials and components at the work site as per the instructions	-	-	-	-
<b>PC3.</b> assist in marking, cutting and sizing timber for making shutter boards	-	-	-	-
<b>PC4.</b> transfer level from reference points using water level tube	-	-	-	-
<i>Assemble and dismantle conventional formwork</i>	<b>11</b>	<b>15</b>	-	<b>3</b>
<b>PC5.</b> select bamboos and ballis based on their height, diameter and thickness, with the supervisor's guidance	-	-	-	-
<b>PC6.</b> ensure jute ropes are kept in water for the recommended duration before using them for tying of bamboo and balls	-	-	-	-
<b>PC7.</b> select, cut and size timber/ plywood of required size for making shutter boards for conventional formwork, as per the given instructions	-	-	-	-
<b>PC8.</b> carry out nailing to make shutter boards as per instructions	-	-	-	-
<b>PC9.</b> assist in erecting staging for shuttering using conventional formwork	-	-	-	-
<b>PC10.</b> assist in placing props and shutter boards at the marked location as per instructions	-	-	-	-
<b>PC11.</b> assist in aligning and providing support to shutter boards using ballis, wooden battens, pipes and props, as per the supervisor's instructions	-	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> assist in checking line, level and alignment and making corrective action as required	-	-	-	-
<b>PC13.</b> tie different types of knots for shuttering as instructed and work requirements	-	-	-	-
<b>PC14.</b> follow the method statement for sequence of task	-	-	-	-
<b>PC15.</b> assist in removing shutter boards and dismantling conventional formwork safely as per the given instructions	-	-	-	-
<i>Assemble and dismantle system formwork</i>	<b>9</b>	<b>25</b>	-	<b>4</b>
<b>PC16.</b> assist in assembling and fixing aluminum and steel formwork as per instructions	-	-	-	-
<b>PC17.</b> assist in erecting staging for shuttering using system formwork	-	-	-	-
<b>PC18.</b> assist in placing props and shutter boards at the marked location for system formwork, as per the given instructions	-	-	-	-
<b>PC19.</b> assist in aligning and providing support to shutter board using standard components, as per the given instructions	-	-	-	-
<b>PC20.</b> assist in checking line, level and alignment and making corrective action, as required	-	-	-	-
<b>PC21.</b> assist in removing shutter boards and dismantling system formwork safely under supervision	-	-	-	-
<b>PC22.</b> follow the standard safety procedures and housekeeping practices	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>60</b>	-	<b>10</b>



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	CON/N0314
<b>NOS Name</b>	Assist in assembling and dismantling conventional and system formwork for RCC structures
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure construction
<b>Occupation</b>	Shuttering Carpentry
<b>NSQF Level</b>	3
<b>Credits</b>	3
<b>Version</b>	4.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	31/08/2023



## Qualification Pack

# CON/N0101: Erect and dismantle temporary scaffold up to 3.6 meter height

## Description

This unit describes the skills and knowledge required to erect and dismantle 3.6 meter temporary scaffold

## Scope

The scope covers the following :

- Erect and dismantle temporary scaffold

## Elements and Performance Criteria

### *Erect and dismantle temporary scaffold*

To be competent, the user/individual on the job must be able to:

- PC1.** carry out levelling in the area where scaffold needs to be erected and check for ground compactness
- PC2.** shift and stack the materials, components, tools and tackles required for erecting scaffolding, at the identified location
- PC3.** place base plates and sole boards on the ground as per the markings and given instructions
- PC4.** use appropriate components and follow the standard procedure for erecting temporary scaffold up to 3.6 m in height
- PC5.** assist in checking the verticality of scaffold at the first level of erection and take appropriate corrective measures, as required, before moving to the next level
- PC6.** assist in checking the rigidity, stability and support of erected scaffold
- PC7.** set up walk-boards, guard rails, toe-boards and other components on the scaffold's working platform
- PC8.** follow the standard procedure for dismantling the temporary scaffold, i.e. removing guard rails, toe boards, walk boards and other components sequentially
- PC9.** clean and stack all components properly after dismantling
- PC10.** follow the recommended safety measures, including the use of appropriate PPE and being careful while working on heights

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the use of different types of scaffolds (e.g. cup-lock, frame scaffold)
- KU2.** the use of tools and tackles in scaffolding, including tools for erecting and dismantling 3.6 meter temporary scaffold
- KU3.** the identification and use of different scaffolding components
- KU4.** the standard size of scaffolding components
- KU5.** the standard procedure for erecting and dismantling 3.6 m temporary scaffold



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### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** maintain the appropriate data and records
- GS2.** read the appropriate reports and literature concerning the field of work
- GS3.** communicate professionally with all the stakeholders
- GS4.** listen attentively to understand the information/ instructions being shared and take appropriate action
- GS5.** coordinate with the co-workers to achieve the work objectives
- GS6.** identify possible disruptions to work and take appropriate mitigation measures
- GS7.** take prompt action to deal with workplace emergencies and accidents
- GS8.** evaluate all possible solutions to work-related problems and select the best one
- GS9.** follow the recommended practices for the timely completion of work and achievement of organizational objectives



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Erect and dismantle temporary scaffold</i>	<b>30</b>	<b>60</b>	-	<b>10</b>
<b>PC1.</b> carry out levelling in the area where scaffold needs to be erected and check for ground compactness	-	-	-	-
<b>PC2.</b> shift and stack the materials, components, tools and tackles required for erecting scaffolding, at the identified location	-	-	-	-
<b>PC3.</b> place base plates and sole boards on the ground as per the markings and given instructions	-	-	-	-
<b>PC4.</b> use appropriate components and follow the standard procedure for erecting temporary scaffold up to 3.6 m in height	-	-	-	-
<b>PC5.</b> assist in checking the verticality of scaffold at the first level of erection and take appropriate corrective measures, as required, before moving to the next level	-	-	-	-
<b>PC6.</b> assist in checking the rigidity, stability and support of erected scaffold	-	-	-	-
<b>PC7.</b> set up walk-boards, guard rails, toe-boards and other components on the scaffold's working platform	-	-	-	-
<b>PC8.</b> follow the standard procedure for dismantling the temporary scaffold, i.e. removing guard rails, toe boards, walk boards and other components sequentially	-	-	-	-
<b>PC9.</b> clean and stack all components properly after dismantling	-	-	-	-
<b>PC10.</b> follow the recommended safety measures, including the use of appropriate PPE and being careful while working on heights	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>60</b>	-	<b>10</b>



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	CON/N0101
<b>NOS Name</b>	Erect and dismantle temporary scaffold up to 3.6 meter height
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Masonry
<b>NSQF Level</b>	3.0
<b>Credits</b>	2
<b>Version</b>	7.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	29/02/2024
<b>NSQF Clearance Date</b>	31/08/2023



## Qualification Pack

# CON/N8001: Work effectively in a team to deliver desired results at the workplace

## Description

This unit describes the skills and knowledge required to work effectively within a team to achieve the desired results

## Scope

The scope covers the following :

- Interact and communicate in an effective manner
- Support co-workers to execute the project requirements
- Practice inclusion

## Elements and Performance Criteria

### *Interact and communicate in an effective manner*

To be competent, the user/individual on the job must be able to:

- PC1.** pass on work related information/ requirement clearly to the team members
- PC2.** inform co-workers and superiors about any kind of deviations from work
- PC3.** report any unresolved problem to the supervisor immediately
- PC4.** obtain instructions from superiors and respond on the same
- PC5.** communicate to team members/subordinates for appropriate work technique and method
- PC6.** seek clarification and advice as per the requirement

### *Support co-workers to execute the project requirements*

To be competent, the user/individual on the job must be able to:

- PC7.** hand over the required material, tools, tackles, equipment and work fronts timely to interfacing teams
- PC8.** work together with co-workers in a synchronized manner

### *Practice inclusion*

To be competent, the user/individual on the job must be able to:

- PC9.** maintain cultural inclusivity at work place
- PC10.** maintain disability friendly work practices
- PC11.** follow gender neutral practices at workplace
- PC12.** address discriminatory and offensive behaviour in a professional manner as per organizational policy

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** own roles and responsibilities





## Qualification Pack

- KU2.** importance of effective communication
- KU3.** the consequence of poor teamwork on project outcomes, timelines, safety at the construction site, etc.
- KU4.** different modes of communication used at workplace
- KU5.** importance of creating healthy and cooperative work environment among the gangs of workers
- KU6.** different activities within the work area where interaction with other workers is required
- KU7.** applicable techniques of work, properties of materials used, tools and tackles used, safety standards that co-workers might need as per the requirement
- KU8.** importance of proper and effective communication and the expected adverse effects in case of failure relating to quality, timeliness, safety, risks at the construction project site
- KU9.** importance and need of supporting co-workers facing problems for the smooth functioning of work
- KU10.** the fundamental concept of gender equality
- KU11.** how to recognise and be sensitive to issues of disability, culture and gender
- KU12.** legislation, policies, and procedures relating to gender sensitivity and cultural diversity including their impact on the area of operation

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** write in at least one language, preferably in the local language of the site
- GS2.** read the communication regarding work completion, materials used, tools and tackles used, the resource required, etc,
- GS3.** speak in one or more languages, preferably in one of the local language of the site
- GS4.** listen and follow instructions / communication shared by superiors/ co-workers regarding team requirements or interfaces during work processes
- GS5.** communicate orally and effectively with co-workers considering their educational and social background
- GS6.** decide on what information is to be shared with co-workers within the team or to the interfacing gang of workers
- GS7.** plan work and organize the required resources in coordination with team members
- GS8.** complete all assigned task in coordination with team members
- GS9.** take initiative in resolving issues among co-workers or report the same to superiors
- GS10.** ensure best ways of coordination among team members
- GS11.** evaluate the complexity of task and determine if any guidance is required from superiors



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interact and communicate in an effective manner</i>	<b>18</b>	<b>42</b>	-	-
<b>PC1.</b> pass on work related information/ requirement clearly to the team members	-	-	-	-
<b>PC2.</b> inform co-workers and superiors about any kind of deviations from work	-	-	-	-
<b>PC3.</b> report any unresolved problem to the supervisor immediately	-	-	-	-
<b>PC4.</b> obtain instructions from superiors and respond on the same	-	-	-	-
<b>PC5.</b> communicate to team members/subordinates for appropriate work technique and method	-	-	-	-
<b>PC6.</b> seek clarification and advice as per the requirement	-	-	-	-
<i>Support co-workers to execute the project requirements</i>	<b>6</b>	<b>14</b>	-	-
<b>PC7.</b> hand over the required material, tools, tackles, equipment and work fronts timely to interfacing teams	-	-	-	-
<b>PC8.</b> work together with co-workers in a synchronized manner	-	-	-	-
<i>Practice inclusion</i>	<b>6</b>	<b>14</b>	-	-
<b>PC9.</b> maintain cultural inclusivity at work place	-	-	-	-
<b>PC10.</b> maintain disability friendly work practices	-	-	-	-
<b>PC11.</b> follow gender neutral practices at workplace	-	-	-	-
<b>PC12.</b> address discriminatory and offensive behaviour in a professional manner as per organizational policy	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	CON/N8001
<b>NOS Name</b>	Work effectively in a team to deliver desired results at the workplace
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure construction
<b>Occupation</b>	Generic 2
<b>NSQF Level</b>	4
<b>Credits</b>	1
<b>Version</b>	12.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	31/08/2023



## Qualification Pack

# CON/N9001: Work according to personal health, safety and environment protocols at construction site

## Description

This NOS covers the skill and knowledge required for an individual to work according to personal health, safety and environmental protocols at construction site

## Scope

The scope covers the following :

- Follow safety norms as defined by organization
- Adopt healthy & safe work practices
- Implement good housekeeping and environment protection process and activities
- Follow infection control guidelines as per applicability

## Elements and Performance Criteria

### *Follow safety norms as defined by the organization*

To be competent, the user/individual on the job must be able to:

- PC1.** identify and report any hazards, risks or breaches in site safety to the appropriate authority
- PC2.** follow emergency and evacuation procedures in case of accidents, fires, natural calamities
- PC3.** follow recommended safe practices in handling construction materials, including chemical and hazardous material whenever applicable
- PC4.** follow all the protocols and safety techniques conveyed during safety awareness programs like Tool Box Talks, safety demonstrations and mock drills conducted at the site
- PC5.** select and operate different types of fire extinguishers corresponding to various types of fires as per EHS guideline
- PC6.** identify near miss, unsafe condition and unsafe act

### *Adopt healthy & safe work practices*

To be competent, the user/individual on the job must be able to:

- PC7.** use appropriate Personal Protective Equipment (PPE) as per work requirements for : Head Protection, Ear protection, Fall Protection ,Foot Protection, Face and Eye Protection, Hand and Body Protection , and Respiratory Protection (if required)
- PC8.** handle all required tools, tackles, materials and equipment safely
- PC9.** follow safe disposal of waste, harmful and hazardous materials as per EHS guidelines
- PC10.** check and install all safety equipment as per standard guidelines
- PC11.** follow safety protocols and practices as laid down by site EHS department
- PC12.** obtain "height pass" clearance for working at heights

### *Implement good housekeeping practices*

To be competent, the user/individual on the job must be able to:

- PC13.** collect, segregate and deposit construction waste into appropriate containers based on their toxicity or hazardous nature



## Qualification Pack

**PC14.** apply ergonomic principles wherever required

*Follow infection control guidelines as per applicability*

To be competent, the user/individual on the job must be able to:

**PC15.** follow recommended personal hygiene, workplace hygiene and sanitization practices

**PC16.** clean and disinfect all materials, tools and supplies before and after use

**PC17.** report immediately to concerned authorities regarding signs and symptoms of illness of self and others

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** reporting procedures in cases of breaches or hazards for site safety, accidents, and emergency situations as per guidelines
- KU2.** types of safety hazards at construction sites
- KU3.** basic ergonomic principles as per applicability
- KU4.** the procedure for responding to accidents and other emergencies at site
- KU5.** use of appropriate personal protective equipment based on various working conditions
- KU6.** importance of handling tools, equipment, and materials as per applicable norms
- KU7.** effect of construction material on health and environments as per applicability
- KU8.** various environmental protection methods as per applicability
- KU9.** storage of waste including non-combustible scrap material and debris, combustible scrap material and debris, general construction waste and trash (non-toxic, non-hazardous), any other hazardous wastes and any other flammable wastes at the appropriate location
- KU10.** how to keep the workplace neat and tidy so as to be safe
- KU11.** how to use hazardous material in a safe and appropriate manner as per applicability
- KU12.** types of fire
- KU13.** procedure of operating different types of fire extinguishers
- KU14.** safety relevant to tools, tackles, and equipment as per applicability
- KU15.** housekeeping activities relevant to task
- KU16.** ways of transmission of infection
- KU17.** ways to manage infectious risks at the workplace
- KU18.** different methods of cleaning, disinfection, sterilization, and sanitization
- KU19.** symptoms of infection like fever, cough, redness, swelling, and inflammation

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** write in at least one language, preferably in the local language of the site
- GS2.** fill safety formats for near miss, unsafe conditions and safety suggestions
- GS3.** read in one or more language, preferably in the local language of the site



## Qualification Pack

- GS4.** speak in one or more language, preferably in one of the local language of the site
- GS5.** listen to instructions/communication shared by site EHS and superiors regarding site safety, and conducting the toolbox talk
- GS6.** identify potential safety risks and report to the appropriate authority
- GS7.** assess and analyze areas which may affect health, safety and environment protocol on the site



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Follow safety norms as defined by the organization</i>	<b>6</b>	<b>14</b>	-	-
<b>PC1.</b> identify and report any hazards, risks or breaches in site safety to the appropriate authority	-	-	-	-
<b>PC2.</b> follow emergency and evacuation procedures in case of accidents, fires, natural calamities	-	-	-	-
<b>PC3.</b> follow recommended safe practices in handling construction materials, including chemical and hazardous material whenever applicable	-	-	-	-
<b>PC4.</b> follow all the protocols and safety techniques conveyed during safety awareness programs like Tool Box Talks, safety demonstrations and mock drills conducted at the site	-	-	-	-
<b>PC5.</b> select and operate different types of fire extinguishers corresponding to various types of fires as per EHS guideline	-	-	-	-
<b>PC6.</b> identify near miss, unsafe condition and unsafe act	-	-	-	-
<i>Adopt healthy &amp; safe work practices</i>	<b>15</b>	<b>35</b>	-	-
<b>PC7.</b> use appropriate Personal Protective Equipment (PPE) as per work requirements for : Head Protection, Ear protection, Fall Protection ,Foot Protection, Face and Eye Protection, Hand and Body Protection , and Respiratory Protection (if required)	-	-	-	-
<b>PC8.</b> handle all required tools, tackles, materials and equipment safely	-	-	-	-
<b>PC9.</b> follow safe disposal of waste, harmful and hazardous materials as per EHS guidelines	-	-	-	-
<b>PC10.</b> check and install all safety equipment as per standard guidelines	-	-	-	-



## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> follow safety protocols and practices as laid down by site EHS department	-	-	-	-
<b>PC12.</b> obtain "height pass" clearance for working at heights	-	-	-	-
<i>Implement good housekeeping practices</i>	<b>6</b>	<b>14</b>	-	-
<b>PC13.</b> collect, segregate and deposit construction waste into appropriate containers based on their toxicity or hazardous nature	-	-	-	-
<b>PC14.</b> apply ergonomic principles wherever required	-	-	-	-
<i>Follow infection control guidelines as per applicability</i>	<b>3</b>	<b>7</b>	-	-
<b>PC15.</b> follow recommended personal hygiene, workplace hygiene and sanitization practices	-	-	-	-
<b>PC16.</b> clean and disinfect all materials, tools and supplies before and after use	-	-	-	-
<b>PC17.</b> report immediately to concerned authorities regarding signs and symptoms of illness of self and others	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-





## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	CON/N9001
<b>NOS Name</b>	Work according to personal health, safety and environment protocols at construction site
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure construction
<b>Occupation</b>	Generic Safety
<b>NSQF Level</b>	4
<b>Credits</b>	1
<b>Version</b>	10.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	31/08/2023



## Qualification Pack

### DGT/VSQ/N0101: Employability Skills (30 Hours)

#### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

#### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

To be competent, the user/individual on the job must be able to:

**PC1.** understand the significance of employability skills in meeting the job requirements

##### *Constitutional values - Citizenship*

To be competent, the user/individual on the job must be able to:

**PC2.** identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices

##### *Becoming a Professional in the 21st Century*

To be competent, the user/individual on the job must be able to:

**PC3.** explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.

##### *Basic English Skills*

To be competent, the user/individual on the job must be able to:

**PC4.** speak with others using some basic English phrases or sentences

##### *Communication Skills*

To be competent, the user/individual on the job must be able to:

**PC5.** follow good manners while communicating with others

**PC6.** work with others in a team



## Qualification Pack

### *Diversity & Inclusion*

To be competent, the user/individual on the job must be able to:

**PC7.** communicate and behave appropriately with all genders and PwD

**PC8.** report any issues related to sexual harassment

### *Financial and Legal Literacy*

To be competent, the user/individual on the job must be able to:

**PC9.** use various financial products and services safely and securely

**PC10.** calculate income, expenses, savings etc.

**PC11.** approach the concerned authorities for any exploitation as per legal rights and laws

### *Essential Digital Skills*

To be competent, the user/individual on the job must be able to:

**PC12.** operate digital devices and use its features and applications securely and safely

**PC13.** use internet and social media platforms securely and safely

### *Entrepreneurship*

To be competent, the user/individual on the job must be able to:

**PC14.** identify and assess opportunities for potential business

**PC15.** identify sources for arranging money and associated financial and legal challenges

### *Customer Service*

To be competent, the user/individual on the job must be able to:

**PC16.** identify different types of customers

**PC17.** identify customer needs and address them appropriately

**PC18.** follow appropriate hygiene and grooming standards

### *Getting ready for apprenticeship & Jobs*

To be competent, the user/individual on the job must be able to:

**PC19.** create a basic biodata

**PC20.** search for suitable jobs and apply

**PC21.** identify and register apprenticeship opportunities as per requirement

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** need for employability skills

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

**KU4.** Twenty first (21st) century skills and their importance

**KU5.** how to use basic spoken English language

**KU6.** Do and dont of effective communication

**KU7.** inclusivity and its importance

**KU8.** different types of disabilities and appropriate communication and behaviour towards PwD

**KU9.** different types of financial products and services



## Qualification Pack

- KU10.** how to compute income and expenses
- KU11.** importance of maintaining safety and security in financial transactions
- KU12.** different legal rights and laws
- KU13.** how to operate digital devices and applications safely and securely
- KU14.** ways to identify business opportunities
- KU15.** types of customers and their needs
- KU16.** how to apply for a job and prepare for an interview
- KU17.** apprenticeship scheme and the process of registering on apprenticeship portal

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** communicate effectively using appropriate language
- GS2.** behave politely and appropriately with all
- GS3.** perform basic calculations
- GS4.** solve problems effectively
- GS5.** be careful and attentive at work
- GS6.** use time effectively
- GS7.** maintain hygiene and sanitisation to avoid infection



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC2.</b> identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>1</b>	<b>3</b>	-	-
<b>PC3.</b> explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC4.</b> speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC5.</b> follow good manners while communicating with others	-	-	-	-
<b>PC6.</b> work with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>1</b>	-	-
<b>PC7.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC8.</b> report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>3</b>	<b>4</b>	-	-
<b>PC9.</b> use various financial products and services safely and securely	-	-	-	-



## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> calculate income, expenses, savings etc.	-	-	-	-
<b>PC11.</b> approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	<b>4</b>	<b>6</b>	-	-
<b>PC12.</b> operate digital devices and use its features and applications securely and safely	-	-	-	-
<b>PC13.</b> use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	<b>3</b>	<b>5</b>	-	-
<b>PC14.</b> identify and assess opportunities for potential business	-	-	-	-
<b>PC15.</b> identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	<b>2</b>	<b>2</b>	-	-
<b>PC16.</b> identify different types of customers	-	-	-	-
<b>PC17.</b> identify customer needs and address them appropriately	-	-	-	-
<b>PC18.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>1</b>	<b>3</b>	-	-
<b>PC19.</b> create a basic biodata	-	-	-	-
<b>PC20.</b> search for suitable jobs and apply	-	-	-	-
<b>PC21.</b> identify and register apprenticeship opportunities as per requirement	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0101
<b>NOS Name</b>	Employability Skills (30 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	2
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	27/01/2022
<b>Next Review Date</b>	26/01/2025
<b>NSQC Clearance Date</b>	27/01/2022

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the knowledge part will be based on knowledge bank of questions created by Assessment Bodies subject to approval by SSC.
3. Individual assessment agencies will create unique question papers for knowledge/theory part for assessment of candidates as per assessment criteria given below.
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on assessment criteria.
5. The passing percentage for each QP will be 50%. To pass the Qualification Pack, every trainee should score a minimum of 50% individually in each NOS.
6. The Assessor shall check the final outcome of the practices while evaluating the steps performed to achieve the final outcome.



## Qualification Pack

- The trainee shall be provided with a chance to repeat the test to correct his procedures in case of improper performance, with a deduction of marks for each iteration.
- After the certain number of iteration as decided by SSC the trainee is marked as fail, scoring zero marks for the procedure for the practical activity.
- In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack within the specified timeframe set by SSC.
- Minimum duration of Assessment of each QP shall be of 4hrs/trainee.

### Minimum Aggregate Passing % at QP Level : 50

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

## Assessment Weightage

### Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
CON/N0312. Use the relevant tools and equipment for shuttering carpentry	30	60	0	10	100	20
CON/N0313. Assist in making wooden shutters boards and joints	30	60	0	10	100	20
CON/N0314. Assist in assembling and dismantling conventional and system formwork for RCC structures	30	60	0	10	100	30
CON/N0101. Erect and dismantle temporary scaffold up to 3.6 meter height	30	60	0	10	100	15
CON/N8001. Work effectively in a team to deliver desired results at the workplace	30	70	0	0	100	5





### Qualification Pack

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
CON/N9001.Work according to personal health, safety and environment protocols at construction site	30	70	0	0	100	5
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	-	-	50	5
<b>Total</b>	<b>200</b>	<b>410</b>	<b>0</b>	<b>40</b>	<b>650</b>	<b>100</b>



## Qualification Pack

### Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training



## Qualification Pack

### Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.



## Qualification Pack

<b>Knowledge and Understanding (KU)</b>	<p>Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.</p>
<b>Organisational Context</b>	<p>Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.</p>
<b>Technical Knowledge</b>	<p>Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.</p>
<b>Core Skills/ Generic Skills (GS)</b>	<p>Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.</p>
<b>Electives</b>	<p>Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.</p>
<b>Options</b>	<p>Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.</p>