



# Helper Shuttering Carpenter

Options: Manual earthwork

QP Code: CON/Q0301

Version: 3.0

NSQF Level: 2

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# CON/Q0301: Helper Shuttering Carpenter

## Brief Job Description

A Helper Shuttering Carpenter is responsible for handling and shifting shuttering carpentry tools, equipment and materials under supervision. The responsibilities also include using appropriate hand tools for cutting, sizing, planing and drilling timber/ plywood, and erecting and dismantling temporary scaffold. The individual may also carry out manual earthwork.

## Personal Attributes

The individual should be physically fit to work for long durations in varying weather conditions. The person should be able to work coordinately within a team and as per the given instructions. The individual should have basic verbal and written communication skills.

## Applicable National Occupational Standards (NOS)

### Compulsory NOS:

1. [CON/N0305: Shift and stack shuttering carpentry and scaffolding tools, equipment, and materials](#)
2. [CON/N0306: Use hand tools for cutting, planing and drilling timber/ plywood](#)
3. [CON/N0101: Erect and dismantle temporary scaffold up to 3.6 meter height](#)
4. [CON/N9001: Work according to personal health, safety and environment protocols at construction site](#)
5. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

### Options(Not mandatory):

Option : Manual earthwork

This unit is about carrying out manual earthwork at construction sites.

1. [CON/N0104: Carry out manual earthwork at construction sites](#)

## Qualification Pack (QP) Parameters

Sector	Construction
Sub-Sector	Real Estate and Infrastructure construction



## Qualification Pack



<b>Occupation</b>	Shuttering Carpentry
<b>Country</b>	India
<b>NSQF Level</b>	2
<b>Credits</b>	9
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/9313.0401
<b>Minimum Educational Qualification &amp; Experience</b>	No formal education prescribed OR Ability to read and write
<b>Minimum Level of Education for Training in School</b>	Ability to read and write
<b>Pre-Requisite License or Training</b>	NIL
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	29/02/2024
<b>Deactivation Date</b>	29/02/2024
<b>NSQC Approval Date</b>	31/08/2023
<b>Version</b>	3.0
<b>Reference code on NQR</b>	QG-02-CO-00809-2023-V2-CSDCI
<b>NQR Version</b>	1



# CON/N0305: Shift and stack shuttering carpentry and scaffolding tools, equipment, and materials

## Description

This unit is about shifting and stacking shuttering carpentry and scaffolding tools, equipment, and materials, as per the supervisor's instructions

## Scope

The scope covers the following :

- Shift and stack shuttering carpentry and scaffolding tools, equipment and materials

## Elements and Performance Criteria

### *Shift and stack shuttering carpentry and scaffolding tools, equipment and materials*

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

- PC1.** select the appropriate tools, such as claw hammer, hand saw, hack saw, wood planer, measuring tape, nailing hammer, try square, plumb bob, etc., with the supervisor's guidance
- PC2.** select the appropriate carpentry materials such as timber, plywood, runner pieces of different sizes, wooden battens, etc
- PC3.** select the appropriate consumables, such as nails of different sizes, masking tape, cotton and nylon line thread, etc., as instructed
- PC4.** check the availability of relevant Personal Protective Equipment (PPE), such as safety shoes, gloves, hard hat, safety goggles, etc., and coordinate with the supervisor to resolve any issues concerning the PPE
- PC5.** select the appropriate components for shuttering and scaffolding, such as bamboos and ballis, props, acrow span, H-beam, shuttering sheets, foot plates, U head, etc., as per the supervisor's instructions
- PC6.** shift stack and store the shuttering and scaffolding materials appropriately as per the supervisor's instructions
- PC7.** select different types of slings, shackles and lifting belts for lifting and shifting different types of materials
- PC8.** follow the appropriate measures as per the given instruction to protect the shuttering and scaffolding components from the adverse effects of weather
- PC9.** install barricades and appropriate signage around the potentially materials, tools and equipment
- PC10.** follow the appropriate housekeeping practices to maintain safety and hygiene in the work area

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the appropriate safety precautions to be taken while handling and storing shuttering and scaffolding tools, materials and components



## Qualification Pack



- KU2.** the importance of personal protection and the use of relevant safety gear and equipment
- KU3.** the safe working methods and movements for shuttering carpentry
- KU4.** the use of hand tools, such as claw hammer, hand saw, hack saw wooden planners, measuring tape, nailing hammer, try square, plumb bob, etc
- KU5.** different types of shuttering carpentry consumable materials and their optimum use
- KU6.** how to check the quality of timber and plywood
- KU7.** different types of wood, such as hard wood and soft wood and the common defects found in them
- KU8.** different types of plywood, such as commercial, water proof and marine plywood, and the difference in their and thickness
- KU9.** the use of different types of slings, shackles and lifting belts
- KU10.** the appropriate height for stacking different shuttering carpentry and scaffolding materials
- KU11.** different types of hand and power tools used for cutting and planing timber
- KU12.** different types of shuttering systems and their components
- KU13.** the appropriate procedures for mechanical handling of materials
- KU14.** the safe handling, storage and maintenance of relevant tools and equipment
- KU15.** the applicable housekeeping practices

### 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 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



## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Shift and stack shuttering carpentry and scaffolding tools, equipment and materials</i>	30	60	-	10
<b>PC1.</b> select the appropriate tools, such as claw hammer, hand saw, hack saw, wood planer, measuring tape, nailing hammer, try square, plumb bob, etc., with the supervisor's guidance	-	-	-	-
<b>PC2.</b> select the appropriate carpentry materials such as timber, plywood, runner pieces of different sizes, wooden battens, etc	-	-	-	-
<b>PC3.</b> select the appropriate consumables, such as nails of different sizes, masking tape, cotton and nylon line thread, etc., as instructed	-	-	-	-
<b>PC4.</b> check the availability of relevant Personal Protective Equipment (PPE), such as safety shoes, gloves, hard hat, safety goggles, etc., and coordinate with the supervisor to resolve any issues concerning the PPE	-	-	-	-
<b>PC5.</b> select the appropriate components for shuttering and scaffolding, such as bamboos and ballis, props, acrow span, H-beam, shuttering sheets, foot plates, U head, etc., as per the supervisor's instructions	-	-	-	-
<b>PC6.</b> shift stack and store the shuttering and scaffolding materials appropriately as per the supervisor's instructions	-	-	-	-
<b>PC7.</b> select different types of slings, shackles and lifting belts for lifting and shifting different types of materials	-	-	-	-
<b>PC8.</b> follow the appropriate measures as per the given instruction to protect the shuttering and scaffolding components from the adverse effects of weather	-	-	-	-
<b>PC9.</b> install barricades and appropriate signage around the potentially materials, tools and equipment	-	-	-	-



## Qualification Pack



Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> follow the appropriate housekeeping practices to maintain safety and hygiene in the work area	-	-	-	-
<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/N0305
<b>NOS Name</b>	Shift and stack shuttering carpentry and scaffolding tools, equipment, and materials
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure construction
<b>Occupation</b>	Shuttering Carpentry
<b>NSQF Level</b>	2
<b>Credits</b>	2
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	29/02/2024
<b>NSQC Clearance Date</b>	31/08/2023



# CON/N0306: Use hand tools for cutting, planing and drilling timber/plywood

## Description

This unit is about using hand tools for cutting, sizing, planing and drilling timber/ plywood and making of timber joints under supervision.

## Scope

The scope covers the following :

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

## Elements and Performance Criteria

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

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

- PC1.** use the appropriate tools, such as claw hammer, hand saw, wood planer, chisel, hand file, measuring tape, try square, hand auger, etc., based on the type of shuttering carpentry task
- PC2.** select and use different types of wood and plywood for shuttering carpentry
- PC3.** cut and size timber/ plywood using the hand saw safely
- PC4.** carry out planing of timber to achieving an appropriate finish on rough surfaces by using the wood planer
- PC5.** drill timber and plywood using hand auger of different types of diameter
- PC6.** size timber/plywood using the appropriate measurement and marking tools
- PC7.** create timber joints, such as lap joint, mortise and tenon joints, dovetail joints and housing joints using appropriate hand tools
- PC8.** collect and dispose of the waste appropriately after the completion of shuttering carpentry tasks

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the hand tools required for cutting, planing and drilling timber/ plywood, such as claw hammer, hand saw, hack saw wood planer, measuring tape, nailing hammer, try square, wood marking tool, plumb bob, hand drill, etc
- KU2.** the appropriate visual checks to be performed to determine the quality of timber and plywood
- KU3.** the characteristics of hard wood and soft wood
- KU4.** the classification of plywood based on its thickness
- KU5.** different types of hand and power tools used for cutting and planing timber
- KU6.** standard procedure for housekeeping
- KU7.** the use and maintenance of relevant hand tools



## Qualification Pack



- KU8.** use of measurement and marking tools
- KU9.** the process timber seasoning and its storage requirements to prevent decay distortion, bending, splitting
- KU10.** the appropriate timber treatments
- KU11.** different types of timber joints

### 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



## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Cut, plane and drill timber/plywood and make timber joints</i>	<b>30</b>	<b>60</b>	-	<b>10</b>
<b>PC1.</b> use the appropriate tools, such as claw hammer, hand saw, wood planer, chisel, hand file, measuring tape, try square, hand auger, etc., based on the type of shuttering carpentry task	-	-	-	-
<b>PC2.</b> select and use different types of wood and plywood for shuttering carpentry	-	-	-	-
<b>PC3.</b> cut and size timber/ plywood using the hand saw safely	-	-	-	-
<b>PC4.</b> carry out planing of timber to achieving an appropriate finish on rough surfaces by using the wood planer	-	-	-	-
<b>PC5.</b> drill timber and plywood using hand auger of different types of diameter	-	-	-	-
<b>PC6.</b> size timber/plywood using the appropriate measurement and marking tools	-	-	-	-
<b>PC7.</b> create timber joints, such as lap joint, mortise and tenon joints, dovetail joints and housing joints using appropriate hand tools	-	-	-	-
<b>PC8.</b> collect and dispose of the waste appropriately after the completion of shuttering carpentry tasks	-	-	-	-
<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/N0306
<b>NOS Name</b>	Use hand tools for cutting, planing and drilling timber/ plywood
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure construction
<b>Occupation</b>	Shuttering Carpentry
<b>NSQF Level</b>	2
<b>Credits</b>	2
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	29/02/2024
<b>NSQC Clearance Date</b>	31/08/2023



## 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



## Qualification Pack



### 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



## 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>NSQC Clearance Date</b>	31/08/2023



### 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

##### *Diversity & Inclusion*



## Qualification Pack



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

**KU10.** how to compute income and expenses

**KU11.** importance of maintaining safety and security in financial transactions



## Qualification Pack



- 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



## 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	-	-	-	-
<b>PC10.</b> calculate income, expenses, savings etc.	-	-	-	-



## Qualification Pack



Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<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>	-	-



### 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>	08/05/2025
<b>Next Review Date</b>	08/05/2028
<b>NSQC Clearance Date</b>	08/05/2025

### 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.
7. The trainee shall be provided with a chance to repeat the test to correct his procedures in case of



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improper performance, with a deduction of marks for each iteration.

8. 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.

9. 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.

10. 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/N0305.Shift and stack shuttering carpentry and scaffolding tools, equipment, and materials	30	60	0	10	100	30
CON/N0306.Use hand tools for cutting, planing and drilling timber/ plywood	30	60	0	10	100	30
CON/N0101.Erect and dismantle temporary scaffold up to 3.6 meter height	30	60	0	10	100	30
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>140</b>	<b>280</b>	<b>0</b>	<b>30</b>	<b>450</b>	<b>100</b>

Optional: 1 Manual earthwork





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National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
CON/N0104.Carry out manual earthwork at construction sites	30	60	0	10	100	10
<b>Total</b>	<b>30</b>	<b>60</b>	<b>0</b>	<b>10</b>	<b>100</b>	<b>10</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
<b>EHS</b>	Environment Health and Safety
<b>MCQ</b>	Multiple Choice Question
<b>PPE</b>	Personal Protective Equipment



## 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.
<b>Knowledge and Understanding (KU)</b>	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.



## Qualification Pack



<b>Organisational Context</b>	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.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	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.
<b>Electives</b>	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.
<b>Options</b>	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.