



# Assistant Scaffolder-Conventional

QP Code: CON/Q0313

Version: 3.0

NSQF Level: 3

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### CON/Q0313: Assistant Scaffolder-Conventional

#### Brief Job Description

An Assistant Scaffolder-Conventional is responsible for assisting in erecting, dismantling, and maintaining conventional scaffold using bamboo, ballis, pipes and coupler.

#### 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 in coordination with others and as per the given instructions. The individual should have appropriate verbal and written communication skills.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [CON/N0353: Assist in erecting conventional scaffold using bamboo and ballis, and perform dismantling](#)
2. [CON/N0354: Assist in erecting scaffold using pipe and coupler, and perform dismantling](#)
3. [CON/N8001: Work effectively in a team to deliver desired results at the workplace](#)
4. [CON/N9001: Work according to personal health, safety and environment protocols at construction site](#)
5. [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>	Scaffolding
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Credits</b>	11
<b>Aligned to NCO/ISCO/ISIC Code</b>	NC0-2015/9313.9900



## Qualification Pack



<b>Minimum Educational Qualification &amp; Experience</b>	10th grade pass 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>	5th 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>	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-03-CO-00794-2023-V2-CSDCI
<b>NQR Version</b>	1



# CON/N0353: Assist in erecting conventional scaffold using bamboo and ballis, and perform dismantling

## Description

This unit is about assisting in erecting conventional scaffold using bamboo and ballis and dismantling it as per the supervisor's instructions

## Scope

The scope covers the following :

- Prepare for erecting scaffold using bamboo and ballis
- Erect scaffold using bamboos and ballis
- Dismantle the scaffold

## Elements and Performance Criteria

### *Prepare for erecting scaffold using bamboo and ballis*

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

- PC1.** prepare the base by levelling and compacting the ground for the erection of scaffold as directed by the supervisor
- PC2.** select, shift and stack required quantity of materials and components at the work location as per the instructions
- PC3.** set up barricades in the work area and fix guard rails and safety nets to ensure safety
- PC4.** assist in marking, transferring levels from reference points using water level tube
- PC5.** check bamboo/ ballis for defects, such as splits, shakes, large cracks, etc
- PC6.** examine the bamboo/ ballis for straightness
- PC7.** check and ensure the jute ropes are in good condition for use and place them in water for the recommended duration before using them for tying bamboo/ ballis

### *Erect scaffold using bamboos and ballis*

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

- PC8.** select jute and fibre ropes based on their diameter and length, as instructed by the supervisor
- PC9.** position the sole board on the ground as per the marking
- PC10.** assist in erecting scaffold using bamboo/ballis in a sequential manner and provide necessary support as per the instructions
- PC11.** tie different types of knots rigidly using fiber/jute rope
- PC12.** assist in aligning and providing support to scaffold as per the instructions
- PC13.** assist in checking the verticality of scaffold
- PC14.** set up appropriate plank board/ walk boards, guard rail, toe board and other accessories for working on the scaffolding

### *Dismantle the scaffold*

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



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- PC15.** assist in dismantling scaffold and lowering scaffold materials in a sequential manner safely as per the given instructions
- PC16.** carry out maintenance of scaffold materials, such as cleaning and minor repairs
- PC17.** follow the applicable safety and housekeeping standards and procedures

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the safety regulations for handling and storing shuttering and scaffolding tools, materials and components
- KU2.** the importance of personal protection and the of relevant safety gear and equipment
- KU3.** safe working methods for working with scaffolds
- KU4.** the units of measurement and the use of relevant measurement and marking tools
- KU5.** the use of hand tools for carrying out scaffolding works
- KU6.** the standard size of relevant hand tools and scaffolding components
- KU7.** the use of slings, shackles, and belts for lifting and shifting scaffold materials
- KU8.** the diameter and applicability of different types of ropes
- KU9.** how to tie various types of knots and their use
- KU10.** how to check for defects in bamboos/ ballis
- KU11.** the preparatory work for erecting scaffold using bamboo and ballis
- KU12.** how to erect and maintain scaffold using bamboos/ ballis and provide necessary assistance
- KU13.** how to provide support to scaffolding
- KU14.** how to dismantle scaffold and provide necessary assistance
- KU15.** the standard procedure for erecting and dismantling conventional scaffold
- KU16.** safe handling and storage of relevant tools
- KU17.** the repair and maintenance of tools used in scaffolding work
- KU18.** the standard housekeeping procedures

### 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 tasks based on priority to ensure their timely completion
- 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



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**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>Prepare for erecting scaffold using bamboo and ballis</i>	<b>10</b>	<b>20</b>	-	<b>3</b>
<b>PC1.</b> prepare the base by levelling and compacting the ground for the erection of scaffold as directed by the supervisor	-	-	-	-
<b>PC2.</b> select, shift and stack required quantity of materials and components at the work location as per the instructions	-	-	-	-
<b>PC3.</b> set up barricades in the work area and fix guard rails and safety nets to ensure safety	-	-	-	-
<b>PC4.</b> assist in marking, transferring levels from reference points using water level tube	-	-	-	-
<b>PC5.</b> check bamboo/ ballis for defects, such as splits, shakes, large cracks, etc	-	-	-	-
<b>PC6.</b> examine the bamboo/ ballis for straightness	-	-	-	-
<b>PC7.</b> check and ensure the jute ropes are in good condition for use and place them in water for the recommended duration before using them for tying bamboo/ ballis	-	-	-	-
<i>Erect scaffold using bamboos and ballis</i>	<b>11</b>	<b>15</b>	-	<b>3</b>
<b>PC8.</b> select jute and fibre ropes based on their diameter and length, as instructed by the supervisor	-	-	-	-
<b>PC9.</b> position the sole board on the ground as per the marking	-	-	-	-
<b>PC10.</b> assist in erecting scaffold using bamboo/ballis in a sequential manner and provide necessary support as per the instructions	-	-	-	-
<b>PC11.</b> tie different types of knots rigidly using fiber/jute rope	-	-	-	-
<b>PC12.</b> assist in aligning and providing support to scaffold as per the instructions	-	-	-	-
<b>PC13.</b> assist in checking the verticality of scaffold	-	-	-	-





## Qualification Pack



Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> set up appropriate plank board/ walk boards, guard rail, toe board and other accessories for working on the scaffolding	-	-	-	-
<i>Dismantle the scaffold</i>	<b>9</b>	<b>25</b>	-	<b>4</b>
<b>PC15.</b> assist in dismantling scaffold and lowering scaffold materials in a sequential manner safely as per the given instructions	-	-	-	-
<b>PC16.</b> carry out maintenance of scaffold materials, such as cleaning and minor repairs	-	-	-	-
<b>PC17.</b> follow the applicable safety and housekeeping standards and procedures	-	-	-	-
<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/N0353
<b>NOS Name</b>	Assist in erecting conventional scaffold using bamboo and ballis, and perform dismantling
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure construction
<b>Occupation</b>	Scaffolding
<b>NSQF Level</b>	3.0
<b>Credits</b>	4
<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/N0354: Assist in erecting scaffold using pipe and coupler, and perform dismantling

### Description

This unit is about assisting in erecting scaffold using pipe and coupler and dismantling it as per the supervisor's instructions

### Scope

The scope covers the following :

- Prepare for erecting scaffold using pipe and coupler
- Erect scaffold using pipe and coupler
- Dismantle the scaffold

### Elements and Performance Criteria

#### *Prepare for erecting scaffold using pipe and coupler*

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

- PC1.** prepare the base by levelling and compacting the ground for the erection of scaffold as directed by the supervisor
- PC2.** select, shift and stack required quantity of materials, components at the work location as per the instructions
- PC3.** set up barricades in the work area and fix guard rails and safety nets to ensure safety
- PC4.** assist in marking, transferring levels from reference points using water level tube
- PC5.** check the condition of coupler, pipes and fixtures for any bend and deviation from shape and report to the supervisor

#### *Erect scaffold using pipe and coupler*

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

- PC6.** select swivel coupler, right angle coupler (fixed coupler) based on the scaffold fixing requirements and supervisor's instructions
- PC7.** select pipes based on nominal bore diameter and length and check for any bend in pipes
- PC8.** erect scaffold using pipes and coupler in a sequential manner and provide necessary support using suitable components as per the instructions
- PC9.** fix the coupler and clamps tightly as per the instructions
- PC10.** assist in aligning and providing support to scaffold as per the instructions
- PC11.** assist in checking the verticality of scaffold
- PC12.** place and fix appropriate plank or walk board, guard rail, toe board and other accessories for working on scaffolding

#### *Dismantle the scaffold*

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

- PC13.** assist in dismantling scaffold and lowering scaffold materials in a sequential manner safely as per the given instructions



- PC14.** carry out maintenance of scaffold materials, such as cleaning and minor repairs, for further use
- PC15.** follow the applicable safety and housekeeping standards and procedures

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the safety regulations for 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
- KU3.** safe working methods for working with scaffolds
- KU4.** the units of measurement and the use of relevant measurement and marking tools
- KU5.** the use of hand tools for carrying out scaffolding works
- KU6.** the standard size of relevant hand tools and scaffolding components
- KU7.** the use of slings, shackles, and belts for lifting and shifting scaffold materials
- KU8.** the diameter and applicability of different types of ropes
- KU9.** how to tie various types of knots and their use
- KU10.** how to check for defects in bamboos/ ballis
- KU11.** the preparatory work for erection of scaffold using pipe and coupler
- KU12.** how to erect and maintain scaffold using pipes, couplers and provide necessary assistance
- KU13.** how to dismantle scaffold and provide necessary assistance
- KU14.** the standard procedure for erecting and dismantling conventional scaffold
- KU15.** safe handling and storage of relevant tools
- KU16.** the repair and maintenance of tools used in scaffolding work
- KU17.** the standard housekeeping procedures

### 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>Prepare for erecting scaffold using pipe and coupler</i>	<b>9</b>	<b>25</b>	-	<b>4</b>
<b>PC1.</b> prepare the base by levelling and compacting the ground for the erection of scaffold as directed by the supervisor	-	-	-	-
<b>PC2.</b> select, shift and stack required quantity of materials, components at the work location as per the instructions	-	-	-	-
<b>PC3.</b> set up barricades in the work area and fix guard rails and safety nets to ensure safety	-	-	-	-
<b>PC4.</b> assist in marking, transferring levels from reference points using water level tube	-	-	-	-
<b>PC5.</b> check the condition of coupler, pipes and fixtures for any bend and deviation from shape and report to the supervisor	-	-	-	-
<i>Erect scaffold using pipe and coupler</i>	<b>11</b>	<b>15</b>	-	<b>3</b>
<b>PC6.</b> select swivel coupler, right angle coupler (fixed coupler) based on the scaffold fixing requirements and supervisor's instructions	-	-	-	-
<b>PC7.</b> select pipes based on nominal bore diameter and length and check for any bend in pipes	-	-	-	-
<b>PC8.</b> erect scaffold using pipes and coupler in a sequential manner and provide necessary support using suitable components as per the instructions	-	-	-	-
<b>PC9.</b> fix the coupler and clamps tightly as per the instructions	-	-	-	-
<b>PC10.</b> assist in aligning and providing support to scaffold as per the instructions	-	-	-	-
<b>PC11.</b> assist in checking the verticality of scaffold	-	-	-	-
<b>PC12.</b> place and fix appropriate plank or walk board, guard rail, toe board and other accessories for working on scaffolding	-	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Dismantle the scaffold</i>	<b>10</b>	<b>20</b>	-	<b>3</b>
<b>PC13.</b> assist in dismantling scaffold and lowering scaffold materials in a sequential manner safely as per the given instructions	-	-	-	-
<b>PC14.</b> carry out maintenance of scaffold materials, such as cleaning and minor repairs, for further use	-	-	-	-
<b>PC15.</b> follow the applicable safety and housekeeping standards and procedures	-	-	-	-
<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/N0354
<b>NOS Name</b>	Assist in erecting scaffold using pipe and coupler, and perform dismantling
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure construction
<b>Occupation</b>	Scaffolding
<b>NSQF Level</b>	3.0
<b>Credits</b>	4
<b>Version</b>	4.0
<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*





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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



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- 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.	-	-	-	-



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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>	-	-



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### 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/N0353.Assist in erecting conventional scaffold using bamboo and ballis, and perform dismantling	30	60	0	10	100	35
CON/N0354.Assist in erecting scaffold using pipe and coupler, and perform dismantling	30	60	0	10	100	50
CON/N8001.Work effectively in a team to deliver desired results at the workplace	30	70	0	0	100	5
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>290</b>	<b>0</b>	<b>20</b>	<b>450</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
<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.