



QUALIFICATION FILE

Assistant Shuttering Carpenter

Short Term Training (STT) Long Term Training (LTT) Apprenticeship

Upskilling Dual/Flexi Qualification For ToT For ToA

General Multi-skill (MS) Cross Sectoral (CS) Future Skills OEM

NCrF/NSQF Level: 3

Submitted By:

Construction Skill Development Council of India

Address: Tower 4B, DLF Corporate Park, 201&, 202 4B, Mehrauli-Gurgaon Rd, DLF Phase 3, Gurugram, Haryana 122002

Submitting Body Contact Details:

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Address: Same as above

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E-mail address: neha@csdcindia.org

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Section 1: Basic Details

1.	Qualification Name	Assistant Shuttering Carpenter													
2.	Sector/s	Construction													
3.	Type of Qualification: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: (2019/CON/CSDCI/3287, v2.0)	Qualification Name of existing/previous version: Assistant Shuttering Carpenter												
4.	a. OEM Name b. Qualification Name (Wherever applicable)	NA													
5.	National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval)	QG-03-CO-00796-2023-V2-CSDCI	6. NCrf/NSQF Level: 3												
7.	Award (Certificate/Diploma/Advanced Diploma/ Any Other (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Certificate													
8.	Brief Description of the Qualification	An Assistant Shuttering Carpenter is responsible for using relevant tools, equipment and materials for shuttering work. The responsibilities include cutting and sizing timber and plywood and assisting in assembling and dismantling conventional and system formwork for Reinforced Cement Concrete (RCC) structures. The individual works under supervision.													
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">S. No.</th> <th style="width: 60%;">Academic/Skill Qualification (with Specialization - if applicable)</th> <th style="width: 30%;">Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Grade 10</td> <td></td> </tr> <tr> <td>2.</td> <td>Grade 8 pass with 2-year of (NTC/ NAC) after 8th</td> <td></td> </tr> <tr> <td>3.</td> <td>9th grade pass</td> <td>1-year relevant experience</td> </tr> </tbody> </table>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	Grade 10		2.	Grade 8 pass with 2-year of (NTC/ NAC) after 8th		3.	9th grade pass	1-year relevant experience
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	<table border="1"> <tr> <td>4.</td> <td>8th grade pass</td> <td>2-year relevant experience</td> </tr> <tr> <td>5.</td> <td>5th grade pass</td> <td>5-year relevant experience</td> </tr> <tr> <td>6.</td> <td>Previous relevant Qualification of NSQF Level 2</td> <td>3-year relevant experience</td> </tr> <tr> <td>7.</td> <td>Previous relevant qualification of NSQF Level 2.5</td> <td>1.5-year relevant experience</td> </tr> </table> <p>b. Age: 18 years</p>	4.	8th grade pass	2-year relevant experience	5.	5th grade pass	5-year relevant experience	6.	Previous relevant Qualification of NSQF Level 2	3-year relevant experience	7.	Previous relevant qualification of NSQF Level 2.5	1.5-year relevant experience										
4.	8th grade pass	2-year relevant experience																					
5.	5th grade pass	5-year relevant experience																					
6.	Previous relevant Qualification of NSQF Level 2	3-year relevant experience																					
7.	Previous relevant qualification of NSQF Level 2.5	1.5-year relevant experience																					
10. Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	12	11. Common Cost Norm Category (I/II/III) (wherever applicable): I																					
12. Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	NA																						
13. Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended																						
	<table border="1"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>OJT Recommended (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>150</td> <td>180</td> <td>30</td> <td></td> <td>360</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	150	180	30		360	Online									
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																		
Classroom (offline)	150	180	30		360																		
Online																							
	<i>(Refer Blended Learning Annexure for details)</i>																						
14. Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/7115.0201																						

15. Progression path after attaining the qualification (Please show Professional and Academic progression)	Vertical Progression- Shuttering Carpenter- Conventional/ System - Level - 3.5	
16. Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi	
17. Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:	
18. Is the Job Role Amenable to Persons with Disability	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:	
19. How Participation of Women will be Encouraged	To encourage women to participate in Shuttering Carpentry job roles, it is important to provide education, mentorship, and networking opportunities, as well as training and development programs. Flexible work arrangements and promoting successful women in Shuttering Carpentry can also inspire and encourage women to pursue careers in this field. Creating a culture of inclusion and diversity can help women feel welcome and valued in Shuttering Carpentry job roles, through policies and practices that support work-life balance, equal pay and promotion opportunities, and a safe and respectful workplace.	
20. Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No CON/N9001	
21. Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
22. Name and Contact Details of Submitting / Awarding Body SPOC (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	Name: Neha Sharma Dave Email: neha@csdcindia.org Contact No.: 0124-4513915-18 Ext-22 Website: www.csdcindia.org	
23. Final Approval Date by NSQC: 31/08/2023	24. Validity Duration: 3 Years	25. Next Review Date: 31/08/2026

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

Th.-Theory Pr.-Practical OJT-On the Job Training Man.-Mandatory Rec.-Recommended Proj.-Project

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Use the relevant tools and equipment for shuttering carpentry	CON/N0312 & V4.0	Core	3.0	2	15	15	30	-	60	30	60	-	10	100	20
2.	Assist in making wooden shutters boards and joints	CON/N0313 & V4.0	Core	3.0	2	35	25	-	-	60	30	60	-	10	100	20
3.	Assist in assembling and dismantling conventional and system formwork for RCC structures	CON/N0314 & V4.0	Core	3.0	3	45	45	-	-	90	30	60	-	10	100	30
4.	Erect and dismantle temporary scaffold	CON/N0101 & V7.0	Core	3.0	2	15	45	-	-	60	30	60	-	10	100	15

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
	up to 3.6 - meter height															
5.	Work effectively in a team to deliver desired results at the workplace	CON/N8001 & V12.0	Non-Core	4.0	1	05	25	-	-	30	30	70	-	-	100	5
6.	Work according to personal health, safety and environment protocols at construction site	CON/N9001 & V10.0	Non-Core	4.0	1	05	25	-	-	30	30	70	-	-	100	5
7.	Employability Skills	DGT/VSQ/N0101 & V1.0	Non-Core	2.0	1	30	-	-	-	30	20	30	-	-	50	5
Duration (in Hours) / Total Marks					12	150	180	30	-	360	200	410	40	650		

Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

Minimum Pass Percentage – Aggregate at qualification level: 50 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: 50 % (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Section 3: Training Related

1.	Trainer’s Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	B. Tech in Civil/Mechanical/Electrical (1 Year) Diploma in Civil/Mechanical/Electrical (2 Years) ITI in Civil/Mechanical/Electrical (4 Years) General BA/BSc. / EX-Army/ 12 th in Civil/Mechanical/Electrical (4 Years)
2.	Master Trainer’s Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Graduate (Civil or Mechanical Engineering (8 years) Diploma in (Civil Engineering/ Mechanical Engineering/ Manufacturing/ Mathematics/ Physics degree (10 years) ITI in Civil/ Mechanical/Electrical (13 Years)
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If “Yes”, details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	NA

Section 4: Assessment Related

1.	Assessor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	B. Tech in Civil/Mechanical/Electrical (2 Years) Diploma in Civil/Mechanical/Electrical (4 Years) ITI in Civil/Mechanical/Electrical (5 Years)
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2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	B. Tech in Civil/Mechanical/Electrical (2 Years) Diploma in Civil/Mechanical/Electrical (4 Years) ITI in Civil/Mechanical/Electrical (5 Years)
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Diploma in (Civil Engineering/ Mechanical Engineering/ Manufacturing/ Mathematics/ Physics degree) (10 years) Graduate (Civil Engineering/ Mechanical Engineering (8 years) ITI in Civil/ Mechanical/Electrical (13 Years) General BA/B.Sc/Ex-Army/12 th (13 Years)
4.	Assessment Mode (Specify the assessment mode)	Online and Offline
5.	Tools and Equipment Required for Assessment	<input checked="" type="checkbox"/> Same as for training <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): No
3.	Government /Industry initiatives/ requirement (Yes/No): No
4.	Number of Industry validation provided: 18
5.	Estimated nos. of persons to be trained and employed: Approx. 5000 to 5500 employees over a period of 5 years
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: <i>Approved</i> If "No", why:

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrF/NSQF level justification based on NCrF level/NSQF descriptors <i>(Mandatory)</i>	Yes
2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	Yes
3.	Annexure: Detailed Assessment Criteria <i>(Mandatory)</i>	Yes
4.	Annexure: Assessment Strategy <i>(Mandatory)</i>	Yes
5.	Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is “Blended Learning”)</i>	No
6.	Annexure: Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	Yes
7.	Annexure: Acronym and Glossary <i>(Optional)</i>	Yes
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	Yes
9.	Supporting Document: Career Progression <i>(Mandatory - Public view)</i>	Yes
10.	Supporting Document: Occupational Map <i>(Mandatory)</i>	Yes
11.	Supporting Document: Assessment SOP <i>(Mandatory)</i>	Yes
12.	Any other document you wish to submit:	No

Annexure 1: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	<ul style="list-style-type: none"> ● Process of using the relevant tools and equipment for shuttering carpentry. ● Process of assisting in making wooden shutters boards and joints. ● Process of assisting in assembling and dismantling conventional and system formwork for RCC structures. ● Process of erecting and dismantling temporary scaffold up to 3.6-meter height. ● Process of working effectively in a team to deliver desired results at the workplace. ● Process of work according to personal health, safety and environment protocols at the construction site. 	<p>As detailed, the entire process followed by Assistant Shuttering Carpenter is to use the relevant tools and equipment for shuttering carpentry, assist in making wooden shutters boards and joints, assist in assembling and dismantling conventional and system formwork for RCC structures, erecting and dismantling temporary scaffold up to 3.6-meter height, work effectively in a team to deliver desired results at the workplace, work according to personal health, safety and environment protocols at the construction site.</p> <p>As the work is routine and is repeated multiple times, the work becomes predictable.</p> <p>As the Assistant Shuttering Carpenter is required to perform the task as per the required codes and standards following the method statement available for the task, they have a clear work situation.</p>	3.0
Professional and Technical Skills/ Expertise/ Professional Knowledge	<ul style="list-style-type: none"> ● Understand the use of relevant manual and power tools and equipment. ● Know safe working methods and movements while performing relevant tasks. ● Know the types and use of slings, shackles and lifting belts. ● Understand the process of stacking various shuttering carpentry and scaffolding materials. 	<p>The knowledge required for Assistant Shuttering Carpenter is factual as it is specific and limited to the Knowledge of the use of relevant manual and power tools and equipment, safe working methods and movements while performing relevant tasks, types and use of slings, shackles and lifting belts, stacking of various shuttering carpentry and scaffolding materials, safety regulations concerning handling and storing shuttering and scaffolding tools, materials and components, use circular saw blade for cutting wood, safety regulations concerning handling and storing shuttering and scaffolding tools, materials and</p>	3.0

	<ul style="list-style-type: none"> ● Know safe procedures for manual and mechanical material handling. ● Understand the safety regulations concerning handling and storing shuttering and scaffolding tools, materials and components. ● Know how to use a circular saw blade for cutting wood. ● Know how to identify the signs of wear and tear in the tools and equipment. ● Know how to check the auger drill bits, wood planer’s blade, and cutting machine’s blade for sharpness. ● Know how to use the wood planer to plane timber and finish the rough surface. ● Know the safety regulations concerning handling and storing shuttering and scaffolding tools, materials and components. ● Know the importance of personal protection and the use of relevant safety gear and equipment. 	<p>components, and importance of personal protection and the use of relevant safety gear and equipment.</p> <p>Therefore, their knowledge is applicable to their field of work only</p>	
<p>Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill</p>	<ul style="list-style-type: none"> ● Select the appropriate hand and power tools. ● Types of wood and plywood for shuttering. ● Using appropriate measurement and marking tools. ● Select bamboos and <i>ballis</i> based on their height, diameter and thickness. 	<p>As indicated the skill set is required to select the appropriate hand and power tools, use appropriate measurement and marking tools, select bamboo and ballis based on their height, diameter and thickness, and select, cut and size timber/ plywood of required size for making shutter boards for conventional formwork, different types of scaffolds, identification and use of different scaffolding components.</p>	<p>3.0</p>

	<ul style="list-style-type: none"> ● Select, cut and size timber/ plywood of the required size for making shutter boards for conventional formwork. ● Use of different types of scaffolds. ● Identification and use of different scaffolding components. 		
<p>Broad Learning Outcomes/Core Skill</p>	<ul style="list-style-type: none"> ● Using the tools, equipment, components, and materials. ● Cut, plane and drill timber and plywood equipment and make timber joints. ● Assemble and dismantle conventional formwork and system formwork. ● Erecting and dismantling temporary scaffold. ● Work effectively within a team to achieve the desired results ● Work according to personal health, safety and environmental protocols at the construction site 	<p>The job holder is expected to use the tools, equipment, components, and materials, cut, plane and drill timber and plywood equipment and make timber joints, assemble and dismantle conventional formwork and system formwork, erect and dismantle temporary scaffold, work effectively within a team to achieve the desired results, and work according to personal health, safety and environmental protocols at the construction site.</p>	<p>3.0</p>
<p>Responsibility</p>	<p>The individual in this job role will be responsible for the below-mentioned activities:</p> <ul style="list-style-type: none"> ● Use the tools, equipment, components, and materials ● Cut, plane and drill timber and plywood equipment and make timber joints ● Perform the preparatory activities ● Assemble and dismantle conventional formwork 	<p>An Assistant Shuttering Carpenter is responsible for using relevant tools, equipment and materials for shuttering work. The responsibilities include cutting and sizing timber and plywood and assisting in assembling and dismantling conventional and system formwork for Reinforced Cement Concrete (RCC) structures. The individual works under supervision.</p>	<p>3.0</p>

	<ul style="list-style-type: none">● Assemble and dismantle system formwork● Erect and dismantle temporary scaffold● Interact and communicate in an effective manner Support co-workers to execute the project requirements Practice inclusion● 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		
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NSQC Approved

Annexure 2: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30 Candidates

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1.	Claw Hammer	Number	10
2.	Ball Pin Hammer	Number	10
3.	Handsaw	Number	10
4.	Tenon Saw	Number	10
5.	Wooden Jack Planner	Number	8
6.	Iron Jack Planner	Number	8
7.	Wooden Marking Gauge	Number	8
8.	Wooden Mortise Gauge	Number	8
9.	Auger	Number	6
10.	Farmer Chisel	Number	10
11.	Mortise Chisel	Number	10
12.	Cutting Player	Number	8
13.	Screw Driver	set	6
14.	Star Screw Driver	set	6
15.	Marking Knife / Scribe	Number	10
16.	Wooden Mallet	Number	10
17.	Oil Stone (Rough / Smooth)	number	6
18.	Cutting Chisel	Number	30
19.	Center Punch	Number	10
20.	Bench Vice	Number	5
21.	Hacksaw Frame With Blade	Number	10
22.	Triangle File	Number	6
23.	Drill Bit	Number	30
24.	Ring Spanner	set	6
25.	Double End Spanner	set	5

26.	Flat File	Number	5
27.	Half Round File	Number	6
28.	Hand Held Circular Saw	Number	6
29.	Hand Held Zig Saw	Number	6
30.	Hand Drill Machine	Number	6
31.	Table Mounted Saw	Number	2
32.	Planing Machine	Number	1
33.	Power Drilling Machine	Number	1
34.	Masking Tape	Number	6
35.	Nylon Line Thread	Number	10
36.	Nails	kg	2
37.	Spirit Level	Number	6
38.	Steel Measuring Tape	Number	15
39.	Plumb Bob	Number	6
40.	Water Level Tube	Number	6
41.	Hammer	Number	15
42.	Spanner (Set)	set	6
43.	Wrench	Number	8
44.	Pulley	Number	2
45.	Rope	Bundle	4
46.	Nuts and Bolts	Number	50
47.	Mason's Line	Number	6
48.	Tri-Square	Number	10
49.	Safety Shoes	Number	30
50.	Safety Goggles	Number	30
51.	Safety Helmet	Number	30
52.	Cotton Hand – Gloves	Number	30
53.	Tools Bag	Box	1
54.	Safety Belt	Number	6
55.	Face Mask	Number	10

56.	Operator – Leather Apron	Number	2
57.	Ear Muff	Number	10
58.	Reflective Jackets	Number	30
59.	Safety Message Boards	Number	5
60.	Fire Extinguishers	Number	3
61.	Sand Buckets	Number	4

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Training Kit (Trainer Guide, Presentations)
2. Whiteboard/ Blackboard
3. Marker
4. Projector
5. Working Model

Annexure 3: Industry Validations Summary

Provide the summary information of all the industry validations in the table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Samerka Consultants Pvt. Ltd.	Laxmikant B. Umarji	Director	Moreshwar Krupa Society, Babi Dhuri Marg, NCH Colony, Kanjurmarg East, Mumbai	9820087948	samerkacpl@gmail.com	https://www.linkedin.com/company/samerka-consultants-private-limited/about/
2	Project Management Consultant	Balkrishna R. Kulkarni	Associate Vice President	2nd Floor, Mufaddal Shopping Arcade, Ramchandra Bhatt Marg, Noorbaug, Mumbai	9819657656	Brkulkarni1@gmail.com	https://www.linkedin.com/in/balkrishna-kulkarni-a62721173/?original_referer=https%3A%2F%2Fwww%2Egoogle%2Ecom%2F&originalSubdomain=in

3	Know How Schools LLP	Dipesh Bafna	Partner	haramraj Chowk, DY Patil College Rd, Sector 29, Nigdi, Pimpri-Chinchwad	9405266123	lern@knowhowschools.com	https://www.linkedin.com/in/dipesh-bafna/
4	Shrikant Gajanan Mhatre - Consulting Engineer & Valuer	Shrikant Gajanan Mhatre	Consulting Engineer & Valuer	Raigad - Maharashtra. 402 107	9689728209	sshri1000@gmail.com	
5	AK Consulting	Nirman Jain	Technical Lead	Bangalore, Karnataka	7042447336	nirmanjain777@gmail.com	
6	Feedback Advisory	Mohit Sharma	Manager	Jasola District Center Delhi	8800091932	mohit@advisoryfeedback.com	https://www.linkedin.com/in/mohit-sharma-95223875/
7	Pipal Tree Ventures Pvt. Ltd.	S. Suresh Reddy P. Rajesh	Project Head – State Sr. Manager - Training	Goregaon East, Mumbai, Maharashtra	8247477793 9985282550	sraddey@pipaltreeventures.com prajesh@pipaltreeventures.com	
8	L&T Construction	DK Sharma	Principal - CSTI	TSIIC Green Industrial Park, Jadcherla, Mahabubnagag Telangana	7660986699	deepaks@Intecc.com	

9	Jawaharlal Nehru Architecture & Fine Arts	K. Chandrakanth	Asst. Professor	Masab Tank, Hyderabad, Telangana	9293163582	Kchandrakanth.fsp@jn afau.ac.in	
10	Senryaku Consulting	Shiv Shankar Singh	Co-Founder	DLF Ultima, UTC031, Sector 81, Gurugram, Haryana, 122004	9560338881	shivs@senryakuconsul ting.com	https://www.linkedin.com/in/shiv-shanker-s-393bb78/
11	Sattva Consulting	Vijay Yvcs	Principal- Corporate Advisory/Sus tainability/ES G	8/581, Solitaire Park, Guru Hargovindji Rd, Chakala, Andheri East, Mumbai, Maharashtra	8886415165	Vijay.yvcs@sattva.co.i n	https://www.linkedin.com/in/vijay-yvcs-838347b/?originalSubdomain=in
12	Feast	Ghanashyam Warke	VP-Business Developmen t	510, Neelkanth Corporate Park, Vidyavihar West, Mumbai, Maharashtra	9664440843	sales@enggonline.co m	https://www.linkedin.com/in/ghanashyam-warke-a44aa417/?originalSubdomain=in
13	My Home Group	MVT Satish Kumar	General Manager – Planning &	1-123, 8th Floor, 3rd Block, My Home Hub	9154292348	Satishkumar.mvt@my homeconstructions.co m	https://www.linkedin.com/in/sathi

			Developmen t	Madhapur, Hi-tech City Hyderabad			sh-kumar- mvt/?origin alSubdomai n=in
14	Xpert Decors Pvt. Ltd.	V. Nageswara Rao	MD & CEO	Store No. 8,9,10, Prime Lotus, Hyderabad	9121214079	Nageshwar.xpert@gm ail.com	https://ww w.linkedin.c om/in/v- nageswara- rao- 3590425/?o riginalSubd omain=in
15	Freelance Architect (Individual Consultant)	Garvit Sharma	Architect	A-101 Radha Krishna Lane, Kaushambi, Ghz, U.P.	9971967901	grsharma97@gmail.co m	
16	L.K. Engicons	Sameer	Owner	Meerut, Uttar Pradesh	9808170639	sales@lkengicons.com	
17	Institute of Management Technology {IMT}	Sandeep Sharma	Chief Project Engineer & Senior Counsellor	Raj Nagar, Ghaziabad, Uttar Pradesh 201001	9810566031	sharma.sandyk@gmail .com	
18	Asirbadh Projects and Infrastructure Limited	Kunwar Jee	GM (Projects)	Ranchi, Jharkhand	7858801901	ahplmd@yahoo.com	

Annexure 4: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2024	1000	750	150	90		
2025	1000	750	200	140		
2026	1000	750	300	220		

Data to be provided year-wise for next 3 years

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
v2.0	2022-23	6,133	3,096	1,514	1303								
v2.0	2021-22	2,044	529	519	519								
v2.0	2020-21	5,468	2,926	2,632	2378								

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

List Schemes in which the previous version of Qualification was implemented:

1. AICTE
2. BoCW
3. CPWD
4. Fee Based
5. Industry Funded
6. MoHUA- NIPUN
7. NULM
8. PMKVY 2.0
9. PMKVY 3.0
10. Sankalp SP

<Approved in 31st NSQC Meeting & Dated- 31st Aug 2023>

<QUALIFICATION FILE-<STT/APPRENTICESHIP>

<NCVET- QG-03-CO-00796-2023-V2-CSDCI>

Content availability for previous versions of qualifications:

Participant Handbook Facilitator Guide Digital Content Qualification Handbook Any Other:

Languages in which Content is available: English and Hindi

NSQC Approved

Annexure 5: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

Assessment Criteria

NOS Name	CON/N0312: Use the relevant tools and equipment for shuttering carpentry			
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Use and maintain the tools, equipment, components, and materials</i>	30	60	-	10
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 <i>ballis</i> , 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	-	-	-	-
NOS Total	30	60	-	10

NOS Name	CON/N0313: Assist in making wooden shutters boards and joints			
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>	30	60	-	10
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	-	-	-	-
NOS Total	30	60	-	10

NOS Name	CON/N0314: Assist in assembling and dismantling conventional and system formwork for RCC structures			
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Perform the preparatory activities</i>	10	20	-	3
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	-	-	-	-
<i>Assemble and dismantle conventional formwork</i>	11	15	-	3
PC5.select bamboos and <i>ballis</i> 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 <i>ballis</i>	-	-	-	-
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	-	-	-	-
<i>Assemble and dismantle system formwork</i>	9	25	-	4
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	-	-	-	-
NOS Total	30	60	-	10

NOS Name		CON/N0101: Erect and dismantle temporary scaffold up to 3.6 meter height			
Assessment Criteria for Outcomes		Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Erect and dismantle temporary scaffold</i>		30	60	-	10
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	-	-	-	-
NOS Total	30	60	-	10

NOS Name	CON/N8001: Work effectively in a team to deliver desired results at the workplace			
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interact and communicate in an effective manner</i>	18	42	-	-
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	-	-	-	-

<i>Support co-workers to execute the project requirements</i>	6	14	-	-
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	-	-	-	-
<i>Practice inclusion</i>	6	14	-	-
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	-	-	-	-
NOS Total	30	70	-	-

NOS Name	CON/N9001: Work according to personal health, safety and environment protocols at construction site			
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Follow safety norms as defined by the organization</i>	6	14	-	-
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	-	-	-	-
<i>Adopt healthy & safe work practices</i>	15	35	-	-
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	-	-	-	-
<i>Implement good housekeeping practices</i>	6	14	-	-
PC13. collect, segregate and deposit construction waste into appropriate containers based on their toxicity or hazardous nature	-	-	-	-
PC14. apply ergonomic principles wherever required	-	-	-	-

<i>Follow infection control guidelines as per applicability</i>	3	7	-	-
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	-	-	-	-
NOS Total	30	70	-	-

NOS Name	DGT/VSQ/N0101: Employability Skills (30 Hours)			
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
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.	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-

PC4. speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	1	1	-	-
PC5. follow good manners while communicating with others	-	-	-	-
PC6. work with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	1	-	-
PC7. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC8. report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	3	4	-	-
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	-	-	-	-
<i>Essential Digital Skills</i>	4	6	-	-
PC12. operate digital devices and use its features and applications securely and safely	-	-	-	-
PC13. use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	3	5	-	-
PC14. identify and assess opportunities for potential business	-	-	-	-
PC15. identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	2	2	-	-
PC16. identify different types of customers	-	-	-	-

PC17. identify customer needs and address them appropriately	-	-	-	-
PC18. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	1	3	-	-
PC19. create a basic biodata	-	-	-	-
PC20. search for suitable jobs and apply	-	-	-	-
PC21. identify and register apprenticeship opportunities as per requirement	-	-	-	-
NOS Total	20	30	-	-

Annexure 6: Assessment Strategy

Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP
- The batch allocation Matrix prepared for each month based on previous months' performance of AAs, which determines the quantum of Assessment which can be allocated to each AA for a month
- Post allocation of assessment, Assessment agencies send the assessment confirmation to SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process.

2. Testing Environment:

- A combination of Theory and practical/demonstration test is deployed to assess knowledge and Skill respectively of Learners.
- Assessment is conducted at Training center in in-person/offline mode
- For Skill assessment, environment is simulated to create a realistic Working Environment that should replicate the key features of the workplace. In job roles, where it is difficult to replicate the same, the OJT assessment is implemented.
- During the practical task, trainees are assessed on their workmanship, quality of finished product, time management, etc., based on the performance criteria (PC), knowledge and understanding and their professional and soft skills as specified in the qualification pack.
- Knowledge assessment is done through closed ended questions up to level 4 and from level 5 onwards, it is mixture of open ended and closed ended questions

3. Assessment Quality Assurance levels/Framework

- Assessment criteria is developed for each QP which acts as a guide for developing question set /banks
- Sample questions aligned with Assessment criteria for each QP are developed by SSC and validated by industry
- Taking reference of Assessment criteria and Sample Questions, AAs create the question bank which is further validated by SSC
- Questions are mapped to the specified assessment criteria
- It is mandatory that Assessor and Trainer must be ToA certified & ToT Certified respectively
- Continuous Monitoring through virtual and In-person mode are conducted to ensure the assessment is conducted as per stipulated process

- Process and Technical audit of assessment batches by quality team are conducted to avoid the errors in assessment process
- A well -defined comprehensive framework of NON-COMPLIANCE MATRIX is defined and implemented to identify the non-compliance made by assessor and AA and punitive actions are taken correspondingly.
- The capacity building sessions are conducted regularly for assessors and assessment agencies to update them about best practices in assessment

4. Types of evidence or evidence-gathering protocol:

- Post Assessment, the evidences are uploaded by Assessor to assessment agency and further assessment agency to SSC as per stipulated TAT
- Evidences are broadly the photographic and video graphic in nature
- Assessment agencies upload the evidence on SIP and detailed evidence on SSC digital platform (ZoHO)
- Evidences are; NOS wise-Geotagged photographs and videos of Theory Test & Practical Tasks, Attendance sheet, result summary sheet, group photographs.

5. Method of verification or validation:

- The process and technical audit of assessment batches are done by SSC
- Attendance of each candidate is verified and it is ensured that only those candidates are assessed by assessors who are meeting the stipulated minimum percentage of attendance
- The result of each candidate is verified, it is verified that that result on SIP are matching with respect to summary sheet submitted by AAs
- Under detailed technical audit for sample of batches, the knowledge and skill assessment results for each candidate is checked in technical aspect.
- All the evidences of batches are preserved on server of SSC digital platform

On the Job:

- On job training (OJT), candidates undergo training and leaning at actual workplace for a fixed period of time and a certain weightage of assessment is allocated out of total skill weightage of Qualification Pack for undergoing OJT as stipulated by CSDCI. This OJT score and assessors' end point score are combined to arrive at final Marking/grading of trainees' skill test. The OJT score is determined by Supervisor of company under which candidates undergo on job training.

Annexure 7: Acronym and Glossary

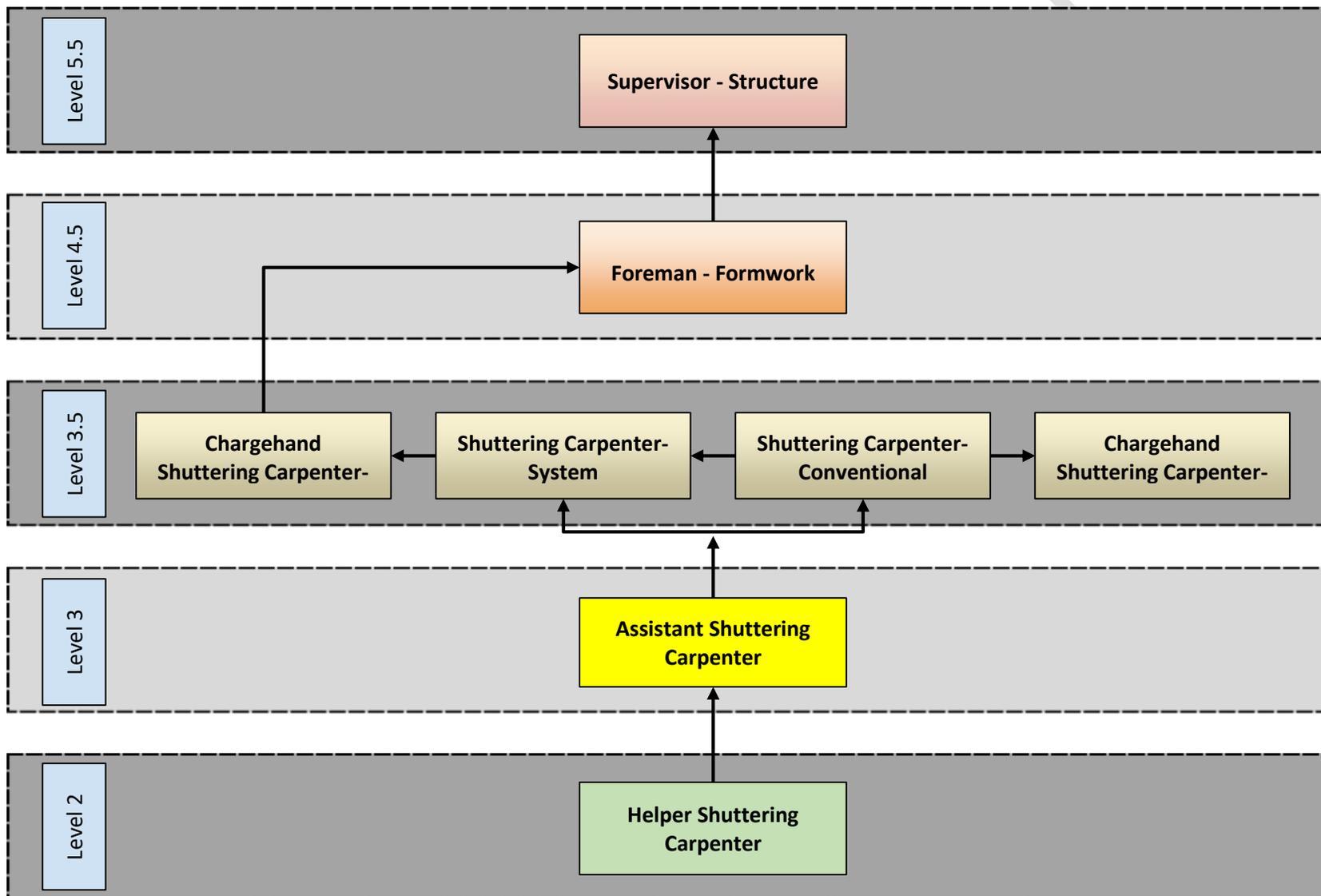
Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf

Annexure 8: Occupational Map



Annexure 9: Career Progression

NSQF LEVEL 3.5

Shuttering Carpenter- System

Shuttering Carpenter-
Conventional

NSQF LEVEL 3

Assistant Shuttering Carpenter