



## QUALIFICATION FILE

### Assistant 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: 4

Submitted By:

Furniture and Fittings Sector Skill Council

Chief Executive Officer

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## Section 1: Basic Details

1.	<b>Qualification Name</b>	Assistant Carpenter																															
2.	<b>Sector/s</b>	Interiors, Furniture and Fixtures																															
3.	<b>Type of Qualification:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	<b>NQR Code &amp; version of existing qualification:</b> 2022/WC/FFSC/06699	<b>Qualification Name of existing version:</b> Assistant Carpenter (FFS/Q2201, V2.0)																														
4.	<b>National Qualification Register (NQR) Code &amp;Version</b>	QG-04-WC-00828-2023-V2-FFSC	<b>5. NCrf/NSQF Level:</b> 4																														
6.	<b>Award (Certificate/ Diploma/ Advance Diploma/ Any Other)</b>	Certificate																															
7.	<b>Brief Description of the Qualification</b>	The Assistant Carpenter plays the primary role of assisting in preparing the worksite, fabrication, assembly, finishing, and installation of the products on the worksite. The person is responsible for loading, unloading, moving, and storing required materials, tools, and equipment. The individual will also perform additional tasks as delegated by the senior carpenters in construction, maintenance, repairing, remodeling on the worksite. The Assistant Carpenter reports to the Carpenter.																															
8.	<b>Eligibility Criteria for Entry for Student/ Trainee/ Learner/ Employee</b>	<b>a. Entry Qualification &amp; Relevant Experience</b> <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</th> <th style="width: 30%;">Required Experience</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Grade 12 pass</td> <td>NA</td> </tr> <tr> <td>2</td> <td>Completed 2<sup>nd</sup> year of 3-year diploma (after Grade 10)</td> <td>NA</td> </tr> <tr> <td>3</td> <td>Pursuing 2<sup>nd</sup> year of 3-year regular Diploma (after Grade 10)</td> <td>NA</td> </tr> <tr> <td>4</td> <td>Grade 10 pass with 2 years of any combination of NTC/NAC/CITS or equivalent</td> <td>NA</td> </tr> <tr> <td>5</td> <td>Grade 10 pass and pursuing continuous schooling (for 2 years program)</td> <td>NA</td> </tr> <tr> <td>6</td> <td>Grade 11 Pass and pursuing continuous schooling</td> <td>NA</td> </tr> <tr> <td>7</td> <td>Grade 11 Pass</td> <td>1 year of relevant experience</td> </tr> <tr> <td>8</td> <td>Grade 10 Pass</td> <td>2 years of relevant experience</td> </tr> <tr> <td>9</td> <td>Previous relevant Qualification of NSQF Level 3.0 (Multipurpose Assistant)</td> <td>3 years of relevant experience</td> </tr> </tbody> </table> <p><b>b. Age:</b> 16 years (minimum)</p>		S. No.	Academic/Skill Qualification	Required Experience	1	Grade 12 pass	NA	2	Completed 2 <sup>nd</sup> year of 3-year diploma (after Grade 10)	NA	3	Pursuing 2 <sup>nd</sup> year of 3-year regular Diploma (after Grade 10)	NA	4	Grade 10 pass with 2 years of any combination of NTC/NAC/CITS or equivalent	NA	5	Grade 10 pass and pursuing continuous schooling (for 2 years program)	NA	6	Grade 11 Pass and pursuing continuous schooling	NA	7	Grade 11 Pass	1 year of relevant experience	8	Grade 10 Pass	2 years of relevant experience	9	Previous relevant Qualification of NSQF Level 3.0 (Multipurpose Assistant)	3 years of relevant experience
S. No.	Academic/Skill Qualification	Required Experience																															
1	Grade 12 pass	NA																															
2	Completed 2 <sup>nd</sup> year of 3-year diploma (after Grade 10)	NA																															
3	Pursuing 2 <sup>nd</sup> year of 3-year regular Diploma (after Grade 10)	NA																															
4	Grade 10 pass with 2 years of any combination of NTC/NAC/CITS or equivalent	NA																															
5	Grade 10 pass and pursuing continuous schooling (for 2 years program)	NA																															
6	Grade 11 Pass and pursuing continuous schooling	NA																															
7	Grade 11 Pass	1 year of relevant experience																															
8	Grade 10 Pass	2 years of relevant experience																															
9	Previous relevant Qualification of NSQF Level 3.0 (Multipurpose Assistant)	3 years of relevant experience																															

9.	<b>Credits Assigned to this Qualification, Subject to Assessment</b>	19	<b>10. Common Cost Norm Category (I/II/III): II</b>		
11.	<b>Any Licensing requirements for Undertaking Training on This Qualification</b>	Not Applicable			
12.	<b>Training Duration by Modes of Training Delivery</b>	<input type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended			
		<b>Training Delivery Modes</b>	<b>Theory (Hours)</b>	<b>Practical (Hours)</b>	<b>OJT Mandatory (Hours)</b>
		Classroom (offline)	73	274	120
		Online	73	30	0
					<b>OJT Recommended (Hours)</b>
					0
					<b>Total (Hours)</b>
					467
					103
13.	<b>Aligned to NCO/ISCO Code/s</b>	NCO-2015/7115.0300			
14.	<b>Progression path after attaining the qualification</b>	<p><b>Professional Progression (Vertical):</b> Carpenter (NSQF Level 4.5) The occupational map is attached as an annexure which shows the professional progression.</p> <p><b>Academic Progression (Vertical):</b> Courses on Woodworking at NSQF Level 4.5 (PG/Diploma/Ad. Diploma Courses)</p>			
15.	<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	Hindi			
16.	<b>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
		<b>URLs of similar Qualifications:</b>			
17.	<b>Is the Job Role Amenable to Persons with Disability</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>If "Yes", specify applicable type of Disability:</b> <ul style="list-style-type: none"> <li>• Acid Attack Victims</li> <li>• Speech and Language Disability</li> </ul>			
18.	<b>How Participation of Women will be Encouraged</b>	A short-term course of Assistant Carpenter can be instrumental in increasing their participation of women in the informal furniture sector. By empowering women with valuable carpentry skills, the course helps build their confidence and independence in a traditionally male-dominated field. It challenges gender stereotypes, breaking down barriers that hinder women's involvement in trades. The course provides women with access to economic opportunities, as they gain marketable skills for employment or entrepreneurship in the furniture industry. The course enhances the sector's creativity, innovation, and competitiveness by promoting diversity and inclusivity. Overall, the course empowers women, promotes gender equality, and contributes to the growth and development of the informal furniture sector.			

19.	<b>Are Greening/ Environment Sustainability Aspects Covered</b>	<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	
20.	<b>Is Qualification Suitable to be Offered in Schools/Colleges</b>	<p><b>Covered under the NOS:</b> FFS/N8201 – Follow health, safety, and greening practices at the worksite Module Name: Greening practices at the worksite</p> <p><b>Schools</b> <input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>    <b>Colleges</b> <input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b></p> <p>It can be implemented in Grades 11 and 12 as a specialized subject.</p> <p><b>Engineering colleges:</b> This course can also be offered to colleges as a precursor to previous NSQF qualifications in the case of the existing framework where these courses are not pursued in schools currently.</p>	
21.	<b>Name and Contact Details of Submitting / Awarding Body SPOC</b>	<p><b>Name:</b> Mr. Rahul Mehta <b>Email:</b> ceo@ffsc.in <b>Contact No.:</b> +91 124 4513900 <b>Website:</b> ffsc.in</p>	
22.	<b>Final Approval Date by NSQC:</b> 31/08/2023	<b>23. Validity Duration:</b> 3 years	<b>24. Next Review Date:</b> 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** **Man.-Mandatory** **Training** **Rec.-Recommended** **Proj.-Project**

S. No	NOS/ Module Name	NOS/ Module Code & Version	Core/ Non-Core	NCrF/ NSQF Level	Credit as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weig. (%)
1	Bridge Module-1	Version No. 3	Core	4	1	16	14	0	0	30	NA	NA	NA	NA	NA	NA
2	Prepare the worksite for on-site operations	NOS Code: FFS/N2206 Version No. 3	Core	4	3	24	66	0	0	90	22	59	10	9	100	25
3	Assist in the fabrication of the products at the worksite	NOS Code: FFS/N2207 Version No. 3	Core	4	3	28	62	0	0	90	26	49	25	0	100	25
4	Assist in the assembly, finishing, and installation of the products at the worksite	NOS Code: FFS/N2208 Version No. 3	Core	4	3	20	70	0	0	90	19	52	29	0	100	30
5	Follow health, safety, and greening practices at the worksite	NOS Code: FFS/N8201 Version No. 3	Non-Core	3	1	12	18	0	0	30	35	40	20	5	100	10
6	Employability Skills (60 Hours)	NOS Code: DGT/VSQ/N0102 Version No. 1	Non-Core	4	2	30	30	0	0	60	20	30	0	0	50	10
7	Bridge Module-2	Version No. 3	Core	4	2	16	44	0	0	60	NA	NA	NA	NA	NA	NA
8	On-the-Job Training	QP Code: FFS/Q2201 Version No. 3	Core	4	4	0	0	120	0	120	NA	NA	NA	NA	NA	NA
<b>Duration (in Hours) / Total Marks</b>					<b>19</b>	<b>146</b>	<b>304</b>	<b>120</b>	<b>0</b>	<b>570</b>	<b>122</b>	<b>230</b>	<b>84</b>	<b>14</b>	<b>450</b>	<b>100</b>

#### Assessment - Minimum Qualifying Percentage

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

**Minimum Pass Percentage – Aggregate at qualification level: 70 %** (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

**Minimum Pass Percentage – NOS/Module-wise: 70 %** (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.	<b>Trainer's Qualification and experience in the relevant sector (in years)</b>	<p><b>A trainer should be eligible in any of below mentioned categories:</b></p> <p><b>Scenario 1: Graduate</b></p> <ul style="list-style-type: none"> <li>○ Engineering, Architecture, Interior Design, Furniture Manufacturing, Wood Work, Product Design or Any other Discipline with 3 years' experience (Industry)</li> <li>○ Preferred: <ul style="list-style-type: none"> <li>● 1-year experience (Teaching)</li> <li>● Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills</li> </ul> </li> </ul> <p><b>Scenario 2: I.T.I</b></p> <ul style="list-style-type: none"> <li>○ Carpentry, Furniture Manufacturing with 4 years' experience (Industry)</li> <li>○ Preferred: <ul style="list-style-type: none"> <li>● 1-year experience (Teaching)</li> <li>● Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills</li> </ul> </li> </ul> <p><b>Scenario 3: Diploma</b></p> <ul style="list-style-type: none"> <li>○ Carpentry, Furniture Manufacturing with 4 years' experience (Industry)</li> <li>○ Preferred: <ul style="list-style-type: none"> <li>● 1-year experience (Teaching)</li> <li>● Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.) Communication Skills</li> </ul> </li> </ul> <p><b>Scenario 4: Certificate-NSQF</b></p> <p><b>a. NSQF Level 4- Assistant Carpenter (FFS/Q2201) with 4 years' relevant experience (Industry),</b></p> <ul style="list-style-type: none"> <li>● Required: <ul style="list-style-type: none"> <li>○ Work Experience and Recommendation letter from Employer, Certificates of Training from companies</li> </ul> </li> <li>● Preferable: <ul style="list-style-type: none"> <li>○ 1 year experience (Teaching)</li> <li>○ Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.</li> </ul> </li> </ul> <p><b>b. NSQF Level 4.5- Carpenter (FFS/Q2203) or above with 3 years' relevant experience (Industry)</b></p> <ul style="list-style-type: none"> <li>● Required: <ul style="list-style-type: none"> <li>○ Work Experience and Recommendation letter from Employer, Certificates of Training from companies</li> </ul> </li> <li>● Preferable: <ul style="list-style-type: none"> <li>○ 1 year experience (Teaching)</li> <li>○ Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills</li> </ul> </li> </ul>
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		<p><b>Scenario 5: Grade 8 Pass</b></p> <ul style="list-style-type: none"> <li>○ Grade 8 Pass with 5 years' experience (Industry)</li> <li>○ Preferred: <ul style="list-style-type: none"> <li>● 1-year experience (Teaching)</li> <li>● Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills</li> </ul> </li> </ul> <p><b>Scenario 6: CITS</b></p> <ul style="list-style-type: none"> <li>○ CITS (Relevant CITS Course) with 3 years' experience (Industry)</li> <li>○ Preferred: <ul style="list-style-type: none"> <li>● 1-year experience (Teaching)</li> <li>● Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills</li> </ul> </li> </ul>
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years)</b>	Graduate (In any field) with minimum 5 years of relevant experience
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No The detailed tools list is attached in Annexure 2
4.	<b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>	This qualification is revised based on the NCrF framework with the compulsory module of employability skills. The candidates can enroll into a 3-day workshop to upskill themselves based on the new components of the revised qualification and get the desired certifications done.

## Section 4: Assessment Related

1.	<b>Assessor's Qualification and experience in relevant sector (in years)</b>	<p><b>An assessor should be eligible in any of below mentioned categories:</b></p> <p><b>Scenario 1: Graduate</b></p> <ul style="list-style-type: none"> <li>○ Engineering, Architecture, Interior Design, Furniture Manufacturing, Wood Work, Product Design or Any other Discipline with 3 years' experience (Industry)</li> <li>○ Preferred: <ul style="list-style-type: none"> <li>● 1-year experience (Teaching)</li> <li>● Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills</li> </ul> </li> </ul>
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**Scenario 2: I.T.I**

- Carpentry, Furniture Manufacturing with 4 years' experience (Industry)
- Preferred:
  - 1-year experience (Teaching)
  - Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills

**Scenario 3: Diploma**

- Carpentry, Furniture Manufacturing with 4 years' experience (Industry)
- Preferred:
  - 1-year experience (Teaching)
  - Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills

**Scenario 4: Certificate-NSQF**

- c. NSQF Level 4- Assistant Carpenter (FFS/Q2201) with 4 years' relevant experience (Industry),
  - Required:
    - Work Experience and Recommendation letter from Employer, Certificates of Training from companies
  - Preferable:
    - 1 year experience (Teaching)
    - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
- d. NSQF Level 4.5- Carpenter (FFS/Q2203) or above with 3 years' relevant experience (Industry)
  - Required:
    - Work Experience and Recommendation letter from Employer, Certificates of Training from companies
  - Preferable:
    - 1 year experience (Teaching)
    - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills

**Scenario 5: Grade 8 Pass**

- Grade 8 Pass with 5 years' experience (Industry)
- Preferred:
  - 1-year experience (Teaching)
  - Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills

**Scenario 6: CITS**

- CITS (Relevant CITS Course) with 3 years' experience (Industry)
- Preferred:
  - 1-year experience (Teaching)

		<ul style="list-style-type: none"> <li>Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills</li> </ul>
2.	<b>Proctor's Qualification and experience in relevant sector (in years)</b>	Graduate (In any field) with minimum 3 years of relevant experience
3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)</b>	Graduate (In any field) with minimum 5 years of relevant experience
4.	<b>Assessment Mode</b>	Components might be Online, Offline, or Blended, depending on the location where the evaluation is being carried out.
5.	<b>Tools and Equipment Required for Assessment</b>	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No

## Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	<p><b>Latest Skill Gap Study (not older than 2 years) (Yes/No): No</b></p> <p>FFSC had conducted the research, analysis, and assessment of the skill gaps in the Interiors, Furniture, and Allied sectors. The report was published in year 2016 and is valid up to 2025 providing a comprehensive analysis of skill gaps and manpower requirement in specific occupations and job role categories.</p> <p>The report can be accessed through Link: <a href="#">Click here</a></p> <p>Along with this, FFSC has also developed its own indigenous LMS portal- FFSC T:AJ. FFSC T:AJ is a one-stop solution for skilled manpower for interiors, furniture, and allied industries. The job portal is customized per the industry's Occupation Map (OM) to facilitate properly aggregating job and apprenticeship opportunities. The portal offers unique features for employers and candidates to provide the ideal solution for demand aggregation and supply matching. It also facilitates the identification of skill gap and requirement in the industry and relevant sectors on periodic intervals.</p> <p>FFSC T:AJ can be assessed through: <a href="https://ffsctaj.in/">https://ffsctaj.in/</a></p>
2.	<p><b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes</b></p> <p>The following key research documents are available in the public domain:</p> <ol style="list-style-type: none"> <li>Strategic Roadmap for Furniture Sector of India by IKEA (<a href="#">Link for Report</a>)</li> <li>India – Potential as a Global Furniture Hub by BCG (<a href="#">Link for Report</a>)</li> </ol>

3.	<p><b>Government /Industry initiatives/ requirement (Yes/No):</b> Yes</p> <p>The Indian Interiors, Furniture, and Fittings industry is a rapidly growing sector of the country's economy. In 2018, the Government of India recognized the furniture industry as a 'Champion Sector', leading to an increase in its import and exports to promote the sector further. To capitalize on this, the government is creating furniture hubs within certain locations within the country to cater to the local customer base.</p> <p>Demand within the industry has increased significantly, with trends going along the lines of stylish fixtures with minimalist designs, amongst other customizations. Improvements in the quality of these goods, its universal accessibility, and upgradation in the industry standards will only further boost the demand within the sector. Organic materials like wood and new, aesthetically more diverse, and adjustable materials like cement, corrugated cardboard, and concrete have also emerged in the Indian market recently to stay in alignment with redesigned trends.</p> <p>In order to secure good growth within the sector, there is a need to train and teach traditional carpenters and designers and cater to meeting specific occupational standards to improve the quality of the product the industry provides. Also, to promote future skills within the industry, FFSC has been developing job role-specific standards to skill, upskill and re-skill the workforce in the industry.</p> <p>Apart from this, Indigenous Center for Excellence are being set up throughout India to boost entrepreneurship opportunities. This also provides more access to job seekers, especially women, to get wage employment.</p>
4.	<b>Number of Industry validation provided:</b> 34 (Details in Annexure 3)
5.	<b>Estimated nos. of persons to be trained and employed:</b> Refer to Annexure 4
6.	<p><b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b></p> <p>Yes, the Line ministry concurrence was received during approval process.</p>

## Section 6: Annexure &amp; Supporting Documents Check List

1.	<b>Annexure:</b> NCrf/NSQF level justification based on NCrf level/NSQF descriptors	Refer to Annexure 1
2.	<b>Annexure:</b> List of tools and equipment relevant for qualification	Refer to Annexure 2
3.	<b>Annexure:</b> Industry Validations Summary	Refer to Annexure 3
4.	<b>Annexure:</b> Training and Employment Details	Refer to Annexure 4
5.	<b>Annexure:</b> Blended Learning	Refer to Annexure 5
6.	<b>Annexure:</b> Detailed Assessment Criteria	Refer to Annexure 6
7.	<b>Annexure:</b> Assessment Strategy	Refer to Annexure 7
8.	<b>Annexure:</b> Multiple Entry-Exit Details	<i>Not Applicable</i>
9.	<b>Annexure:</b> Acronym and Glossary	Refer to Annexure 8
10.	<b>Supporting Document:</b> Model Curriculum	Attached as a separate document in the Qualification Approval Docket
11.	<b>Supporting Document:</b> Career Progression	Attached as a separate document in the Qualification Approval Docket
12.	<b>Supporting Document:</b> Occupational Map	Attached as a separate document in the Qualification Approval Docket
13.	<b>Supporting Document:</b> Assessment SOP	Attached as a separate document in the Qualification Approval Docket

## 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
<b>Professional Theoretical Knowledge/Process</b>	<p>Following is the few processes wise key requirements of the job role:</p> <ul style="list-style-type: none"> <li>• Interpretation of the job cards, organize and manage the workday</li> <li>• Preparation the worksite for recce and measurements</li> <li>• Involvement in the loading and unloading process</li> <li>• Assisting in the fabrication of the products at the worksite</li> <li>• Assisting in the assembly and installation of the product on site</li> </ul>	<p>As mentioned in the key requirements, the person carries out the different tasks repetitively on a routine basis. The tasks are predictable in nature.</p> <p>The job requirements match with the NSQF level 4 descriptor. Hence the level is pegged at 4.</p>	4
<b>Professional and Technical Skills/ Expertise</b>	<p>Following are the few professional knowledge requirements of the job role:</p> <ul style="list-style-type: none"> <li>• About different tools and hardware, terminology, pictorial representation, symbols etc.</li> <li>• Basics of preparing and interpreting 2D/ 3D drawings</li> <li>• Correct use of handling tools and materials</li> <li>• Packing methods for each material</li> <li>• Health, safety norms at workplace</li> <li>• Waste disposal procedures and guidelines</li> <li>• Standard process and principle of various operations of the worksite</li> </ul>	<p>According to the key requirements, the person the person should have knowledge about basic facts, process and principle applied in the job role.</p> <p>The job requirements match with the NSQF level 4 descriptor. Hence, the level is kept as 4.</p>	4
<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	<p>Following are the few professional skills required for the job role:</p> <ul style="list-style-type: none"> <li>• Preparation of the work area for recce</li> <li>• Identification and maintenance of the tools and materials</li> <li>• Measurement and marking the timber and timber-based materials</li> <li>• Making joints and assembly of the products</li> <li>• Finishing of the surface of the product</li> </ul>	<p>The person demonstrates his/ her practical skills, which are routine and repetitive in a narrow range of applications.</p> <p>The job requirements match with the NSQF level 4 descriptor. Therefore, the level is pegged at 4.</p>	4

	<ul style="list-style-type: none"> <li>• Installation of the product as per the design</li> <li>• Working at the workplace as per the guideline</li> <li>• Read and understand company policy documents; information displayed at the worksite</li> <li>• Communicate with team members and supervisor</li> <li>• Understands basics of banking</li> <li>• Identify risks that affect the health, safety, and environment for self and others while working in the vicinity</li> </ul>		
<b>Broad Learning Outcomes/Core Skill</b>	<p>The job role demands that the person should be able to understand and possess the skills such as:</p> <ul style="list-style-type: none"> <li>• Read and understand the measurements, understands instructions and standard operating procedures</li> <li>• Understand basic principles of measurement, geometry, and arithmetic and algebraic calculation</li> </ul>	<p>The person understands the basic arithmetic and algebraic principle, personal financing, and basic understanding of social and natural environments. He/she is able to communicate by writing and speaking.</p> <p>The job requirements match with the NSQF level 4 descriptor. Therefore, the level is kept as 4.</p>	4
<b>Responsibility</b>	<p>Few of the key responsibilities:</p> <ul style="list-style-type: none"> <li>• Preparation of the worksite for on-site operations</li> <li>• Assisting in the fabrication of the products at the worksite</li> <li>• Assisting in assembly and installation of the products on-site</li> </ul>	<p>The person works under instruction and close supervision. The person has some responsibility for his/her work.</p> <p>The job requirements match with the NSQF level 4 descriptor. Hence the level is kept at 4.</p>	4

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

## List of Tools and Equipment

**Batch Size:** 20 candidates

S. No.	Tool/Equipment	Specifications	Quantity for specified Batch size
1	Working Bench- Modular	Material: Wood/Metal, Configuration: Modular design for flexibility	10
2	Bench Vice	Type: Fixed Bench Vice, Jaw Opening: Adjustable	20
3	Saw Horses	Material: Wood/Metal, Design: Sturdy support for cutting materials	2
4	Dustbin	Material: Durable plastic/metal, Capacity: Appropriate for waste generated	10
5	Fire Extinguisher	Type: ABC Dry Chemical, Size: As per safety regulations	1
6	Goggles	Type: Safety goggles, Lens: Impact-resistant	20
7	Ear Plug	Material: Foam/Rubber, Noise Reduction Rating: ANSI certified	20
8	Hand Gloves	Material: Leather/Rubber, Size: Various sizes available	20
9	First Aid Kit	Contents: Bandages, antiseptic, etc., Compliance: Meets workplace safety standards	1
10	Nose Mask	Type: N95 Respirator, Fit: Adjustable nose clip	20
11	Apron	Material: Durable fabric, Design: Provides protection for clothing	20
12	Safety Shoes	Material: Steel toe, durable, Compliance: Meets safety standards	20
13	Try Square- 12" (300 mm)	Material: Steel, Size: 12 inches	20
14	Try Square- 4" (100 mm)	Material: Steel, Size: 4 inches	10
15	Sliding Bevel	Material: Wood/Metal, Angle: Adjustable	10
16	Steel Ruler- 6" (150 mm)	Material: Stainless steel	5
17	Steel Ruler- 12" (300 mm)	Material: Stainless steel	20
18	Steel Ruler- 39" (1000 mm)	Material: Stainless steel	5
19	Measurement Tape 5M	Length: 5 meters, Material: Durable, marked in metric units	20
20	Marking Knife (Ambidextrous Type)	Type: Ambidextrous marking knife, Blade: Sharp for precise marking	20
21	Awl	Type: Straight or scratch awl, Material: Steel	1
22	Marking Gauge	Material: Wood/Metal, Blade: Adjustable for precise marking	20
23	Mortise Gauge	Material: Wood/Metal, Size: Standard for mortise measurements	5
24	Wheel Gauge	Type: Rolling wheel gauge, Material: Metal	1
25	Vernier Caliper	Type: Digital or manual, Measurement: High precision	1
26	Carpentry Pencil ("H" Type)	Type: Hard lead carpentry pencil, Lead: Hard for durability	20

27	Carpentry Pencil ("HB" Type)	Type: Standard carpenter's pencil, Lead: Medium hardness	20
28	Combination Square	Material: Steel, Features: 90-degree and 45-degree angles	1
29	Notebook	Size: Standard notebook, Paper: Durable with grid lines	20
30	Spirit Level	Type: Bubble level, Length: Standard sizes	10
31	Dividers	Material: Steel, Size: Adjustable for various measurements	20
32	Compass	Type: Drafting compass, Size: Adjustable for various circles	20
33	Set Square	Material: Steel, Features: 90-degree and 45-degree angles	20
34	Calculator (Scientific)	Type: Scientific calculator	10
35	Hand Saw- 22 inch/ 560 mm (Cross Cut Sharpened with 8TPI)	Type: Hand saw, Length: 22 inches, Teeth Per Inch (TPI): 8	20
36	Hand Saw- 26 inch/ 650 mm (Rip Style Sharp with 4-5TPI)	Type: Hand saw, Length: 26 inches, Teeth Per Inch (TPI): 4-5	2
37	Back Saw- 12 x 2.5 inch/300 x 65 mm (Rip Style Sharp with 13-15 TPI)	Type: Back saw, Size: 12 x 2.5 inches, Teeth Per Inch (TPI): 13-15	5
38	Coping Saw	Type: Coping saw	1
39	Japanese Saw (Dozuki Type)	Type: Pull saw (Dozuki type)	1
40	Bevel Chisel 1/4" (6mm) with Handle	Size: 1/4", Material: High-quality steel	20
41	Bevel Chisel 3/8" (9mm) with Handle	Size: 3/8", Material: High-quality steel	20
42	Bevel Chisel 1/2" (12mm) with Handle	Size: 1/2", Material: High-quality steel	20
43	Bevel Chisel 5/8" (16mm) with Handle	Size: 5/8", Material: High-quality steel	20
44	Bevel Chisel 3/4" (20mm) with Handle	Size: 3/4", Material: High-quality steel	20
45	Bevel Chisel 1" (25mm) with Handle	Size: 1", Material: High-quality steel	20
46	Mortise Chisel 1/4" (6mm) with Handle	Size: 1/4", Material: High-quality steel	20
47	Mortise Chisel 1/2" (12mm) with Handle	Size: 1/2", Material: High-quality steel	20
48	Jack Plane- No. 5 1/2 (15" or 381mm)	Type: Jack plane, Size: No. 5 1/2, Length: 15 inches	20
49	Wooden Mallet	Material: Wood, Weight: Suitable for carpentry work	5
50	Cross Head Hammer	Type: Cross peen hammer, Weight: As per specifications	5
51	Soft Hammer	Type: Rubber mallet, Weight: Suitable for delicate work	5
52	Pincer/ Nail Puller	Type: Combination pliers, Material: Steel	1
53	Allen Key Set	Sizes: Various sizes, Material: High-quality steel	2
54	Triangular File 4" with Handle	Length: 4 inches, Cut: Various	20
55	Dry Grinding Stone Machine	Type: Electric grinding machine	1
56	Oil Stone	Type: Sharpening oil stone	1
57	Water Stone	Type: Sharpening water stone	1
58	WD40	Type: Lubricant	2
59	Slash or Bar Clamp- 36"	Type: Slash or bar clamp, Length: 36 inches	15

60	Slash or Bar Clamp- 48"	Type: Slash or bar clamp, Length: 48 inches	10
61	"G" Clamps- 10"	Type: "G" clamp, Length: 10 inches	15
62	"F" Clamps- 4"	Type: "F" clamp, Length: 4 inches	5
63	"F" Clamps- 6"	Type: "F" clamp, Length: 6 inches	15
64	"F" Clamps- 12"	Type: "F" clamp, Length: 12 inches	15
65	Toggle Clamp	Type: Toggle clamp	15
66	Masking Tape	Type: Masking tape	1
67	Aluminium Oxide Type- 120 Grit	Type: Sanding paper, Grit: 120	1
68	Aluminium Oxide Type- 180 Grit	Type: Sanding paper, Grit: 180	1
69	Aluminium Oxide Type- 400 Grit	Type: Sanding paper, Grit: 400	1
70	Polyvinyl Acetate Glue	Type: Wood glue	1
71	Polyurethane Glue	Type: Wood glue	1
72	Aliphatic Resin Glue	Type: Wood glue	1
73	Fevicol	Type: Adhesive	5
74	Screw Driver tip bit set	Type: Screwdriver bit set	5
75	Screwdriver- PZ1	Type: Phillips head screwdriver	5
76	Screwdriver- PZ2	Type: Phillips head screwdriver	5
77	Screwdriver- PZ3	Type: Phillips head screwdriver	5
78	Screw 3x50mm (PZ head CSK)	Type: Screw	400
79	Screw 3x75mm (PZ head CSK)	Type: Screw	400
80	Electric Hand Plunge Router (Bosch/ Makita/ Dewalt etc.)	Power: As per specifications	5
81	Router Bit Set (Straight bit set)	Types: Various router bits	5
82	Electric Impact Drill Machine (Bosch/ Makita/ Dewalt etc.)	Power: As per specifications	5
83	Drill Bit Set- Twist Bit	Types: Various twist drill bits	5
84	Drill Bit Set- Lip and Spur or Brad Point	Types: Lip and spur or brad point drill bits	5
85	Drill Bit- Flat Bit (Commonly Used)	Type: Flat drill bit	5
86	Drill Bit- Forster Bit (Commonly Used)	Type: Forstner drill bit	5
87	Drill Bit- Counter Sink Bit (Commonly Used)	Type: Countersink drill bit	5
88	Electric Orbital Sander (Bosch/ Makita/ Dewalt etc.)	Type: Electric orbital sander	5
89	Disk Sanding Paper (Velcro)- 120 Grit	Type: Sanding paper, Grit: 120	5
90	Disk Sanding Paper (Velcro)- 180 Grit	Type: Sanding paper, Grit: 180	5
91	Disk Sanding Paper (Velcro)- 400 Grit	Type: Sanding paper, Grit: 400	5



92	Mitre Saw/ Circular Saw	Type: Electric circular saw or miter saw	2
93	Saw Blade- 80 Teeth	Type: Saw blade, Teeth: 80	2
94	Saw Blade- 40 Teeth	Type: Saw blade, Teeth: 40	2
95	Jig Saw with blade (Bosch/ Makita/ Dewalt etc.)	Type: Electric jig saw	2
96	Domino Jointer	Type: Joinery tool	2
97	Jointer Bit Set- 4, 5, 6, 8, 10 mm	Types: Various jointer bits	2
98	Table Saw	Type: Electric table saw	1
99	Portable Dust Collector	Type: Portable dust collector	1
100	Tack Cloth	Type: Tack cloth	2
101	Sanding Block	Type: Sanding block	2
102	Two-part Filler Or Wax Filler	Types: Wood filler, wax filler	1
103	Rubber Gloves	Type: Rubber gloves	5

### Classroom Aids

The aids required to conduct sessions in the classroom are:

1. White Board
2. Board Marker
3. Duster
4. Projector/ Smart TV
5. Laptop
6. Chairs/ Stools (For theory lectures)
7. Storage Cabinet (Wardrobe)

## Annexure 3: Industry Validations Summary

No. of Validations: 34

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID
1	AICA Laminates India Pvt Ltd	J.L Ahuja	Director	New Delhi	9810082026	jagdish.ahuja2@aicaindia.in
2	ANJ Turnkey Projects Pvt Ltd	Nehal Mehta	CFO	Mumbai	9819338101	Nehal@anj.co.in
3	Greenply Industries Limited	Malancha Sengupta	Executive	West Bengal	8617256788	malancha.sengupta@greenply.com
4	Hettich India Pvt Ltd	Somesh Gupta	Manager	New Delhi	7042594425	somesh.gupta@hettich.com
5	HOMAG India Pvt Ltd	Durga S. Pai	Head-HR, Admin & EHS	Bengaluru	9986569228	durga.pai@homag.com
6	Livspace.com	Gopal Dwivedi	Assistant Vice President	Bengaluru	9971603636	Gopal.dwivedi@livspace.com
7	Narsi & Associates	Anil Mathur	Marketing Head	Mumbai	9323811674	anilmathur@narsi.in
8	Ozone Overseas Pvt Ltd	Rajesh Yadav	G.M.-Brand & Marketing	New Delhi	7503010509	corpcomm@ozone-india.com
9	RUJ Wood Craft Pvt Ltd	Suresh Chandra Jangid	Assistant Manager-Production	Rajasthan	9116101324	planning@rujwoodcraft.com
10	Wakefit	Shankey Jain	Entrepreneur in Residence	Bengaluru	9285550283	Shankey.jain@wakefit.co
11	Arin Wood Works	Harsh Chamaria	Director	New Delhi	9910211484	harcham@gmail.com
12	Blum India Pvt Ltd	Michael Dsouza	Marketing & communications (Product trainer)	Mumbai	7977908586	michael.dsouza@blum.com
13	Canadianwood	Dr. Jimmy Thomas	Business Development Manager	Mumbai	9400356060	jimmy.thomas@canadianwood.in
14	Ranbir Singh Dhiman and Sons	Mr. Sukhjith S Dhiman	CEO	Chandigarh	9876511111	sukhjithdhirman@gmail.com
15	I.EVO	Dhruv Modi	Deputy General Manager	Rajasthan	7340014156	dhruvmodi@ievoco.in

16	Kesseboehmer F&F Pvt Ltd	Manish Anand	Director	Pune	7774043300	m.anand@kesseboehmer.com
17	La. Kood LLP	Shubham Pathak	Production Manager	Goa	8279283190	shubham@lakcod.com
18	Omega Innovative Industrises	Anil Kumar M	Managing Director	Kerala	7593887606	hyfurn@gmail.com
19	Oriental Power Cables (Hermosa Design Studio)	Sumit Kumar	HOD (Engineering (Admin Engineer)	Kota	8239898616	sumitthakur011096@gmail.com
20	Sujan Carnival Modular Furniture	Narender singh	CDDO (Chief Design Development & Officer	Gujarat	7424895357	cddo@sujancf.com
21	Woodtech	Gopi	On mail	Bengaluru		gopi@woodtech.in
22	Zorin	Pathak Mahajan	Opreration Manager	New Delhi	706272727	pathak.mahajan@zorin
23	Beverly	Baby Kuriakose	Proprietor	New Delhi	9048001347	beverlyimpex@gmail.com
24	BPS Modular Solutions	Bharat Pathak	Proprietor	Pune	9011020006	bpsmodular@gmail.com
25	Bram Woodcrafting Studio Private Limited	Bram Rouws	Director	Mysuru	98741 10516	bram@woodcraftingstudio.in
26	Dryads Wood Works	Anuj Sharma	Director	J&K	9086066910	Dryadswoodworks@gmail.com
27	Ecogreen	Sujeet Kumar	Director	Bihar	9304351672	patnasujit@gmailcom
28	Indian Wood Craft	Aditya Jain	Proprietor	JAIPUR	9782600040	indianwoodcraft2018@gmail.com
29	MB Industries	D.P Srivastava	Business Development Manager	UP	6393407495	dp2010@gmail.com
30	MVS Global	Satish Kumar Chandna	Prop.	Delhi	91931226781	info@mvsglobal.co.in
31	Pullickatil Interiors	Tobu p Tom	Managing Director	Kerala	9947034888	tobupuli@gmail.com
32	Signature Laminates	Varunbhai B. Patel	BDM	Gujarat	9173018106	stonaica@gmail.com
33	Studio Daft. err	Pranav Kochatta	Founder Designer &	Indore	8989935095	pranavkochatta@gmail.com
34	Omega Exports	Basil Skaria	Manager	Perumbavor	9995868486	omegaexportspbvr@gmail.com

## Annexure 4: Training &amp; 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
23-24	10000	7000	200	200	0	0

## 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
1&2	22-23	5149	4920	4871		0	0	0	0	0	0	0	0
1&2	21-22	730	638	0	0	0	0	0	0	0	0	0	0

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

1. CSCM
2. Fee Based
3. MOHUA-NIPUN
4. NDMC
5. SANKALP
6. State Scheme

## Content availability for previous versions of qualifications:

Participant Handbook  Facilitator Guide  Digital Content  Qualification Handbook

Any Other: Apprenticeship Curriculum, ToT/ToA Guide

## Languages in which Content is available:

English and Hindi

## Annexure 5: Blended Learning

## Blended Learning Estimated Ratio &amp; Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline: Online Ratio
1	<input checked="" type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	<ul style="list-style-type: none"> <li>• eBooks/Textbooks/e-content</li> <li>• Presentations</li> <li>• Classroom Aids</li> <li>• Journals</li> <li>• Assessments &amp; Quizzing Tools Flashcards</li> <li>• Games or quizzes</li> <li>• Collaborative/Group Projects</li> <li>• Video Tutorials &amp; Webinars</li> <li>• Video Conferencing Software</li> <li>• Tracking &amp; Reporting Platforms</li> </ul>	60:40
2	<input checked="" type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Group Discussions</li> <li>• Case Studies/ Projects</li> <li>• Games or quizzes</li> <li>• Learning Paths</li> <li>• Video Tutorials &amp; Webinars</li> <li>• Video Conferencing Software</li> <li>• Tracking &amp; Reporting Platforms</li> <li>• Simulators/AR Tools</li> </ul>	50:50
3	<input checked="" type="checkbox"/> Showing Practical Demonstrations to the learners	<ul style="list-style-type: none"> <li>• Augmented Reality Applications</li> <li>• Games or quizzes</li> <li>• Interactive Whiteboards</li> <li>• Collaboration Tools</li> <li>• Online Tutorials &amp; Interactive Simulations</li> <li>• Digital Simulations</li> </ul>	60:40
4	<input checked="" type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	<ul style="list-style-type: none"> <li>• Virtual Labs</li> <li>• Gamification</li> <li>• Digital Twins</li> <li>• Collaborative Authoring Platforms</li> </ul>	80:20

		<ul style="list-style-type: none"> <li>• Simulators/AR Tools</li> <li>• Digital Simulations</li> <li>• Online Course Platforms/LMS</li> </ul>	
5	<input checked="" type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	<ul style="list-style-type: none"> <li>• Online Course Platforms/LMS</li> <li>• Simulators/AR Tools</li> <li>• Online Tutorials &amp; Interactive Simulations</li> <li>• Screen Recording &amp; Presentation Software</li> <li>• Collaboration Tools</li> <li>• Assessments &amp; Quizzing Tools</li> </ul>	70:30
6	<input checked="" type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	<ul style="list-style-type: none"> <li>• Online assessment/quizzing software</li> <li>• Biometric authentication tools</li> <li>• Remote exam locking/proctoring software</li> <li>• Hackathons</li> </ul>	30:70
7	<input checked="" type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	<ul style="list-style-type: none"> <li>• Case Studies/Projects</li> <li>• Simulators/AR Tools</li> <li>• Task Management Tools</li> <li>• Online Collaboration Tools</li> </ul>	90:10

## Annexure 6: Detailed Assessment Criteria

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

NOS/ Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>FFS/N2206: Prepare the worksite for on-site operations</b>	<b>Interpret the job cards and manage the workday</b>	<b>4</b>	<b>9</b>	<b>6</b>	<b>1</b>
	PC1. Interpret and plan out the work in accordance with the job cards received from the supervisor	1	2	3	1
	PC2. prepare a list of all the necessary materials, tools, and equipment required for the various job work	1	3	-	-
	PC3. ensure coordination with the various departments for material movement at various intervals	1	2	-	-
	PC4. ensure daily filling and timely submission of job cards to the supervisor	1	2	3	-
	<b>Prepare the worksite for recce and take measurements</b>	<b>6</b>	<b>12</b>	<b>-</b>	<b>3</b>
	PC5. update the supervisor for any shortage or requirement of the tools and equipment	1	-	-	1
	PC6. assist in interpreting the site layout in order to perform the physical survey of the worksite during recce	2	3	-	-
	PC7. examine the recce site for any possible health and safety hazards and ensure it is prepared for marking and measurement purpose	1	3	-	1
	PC8. assist in marking the worksite as per layout plan and take measurements	1	4	-	1
	PC9. prepare the measurement sheet and handover to the supervisor in-time	1	2	-	-
	<b>Perform loading and unloading operations</b>	<b>5</b>	<b>10</b>	<b>-</b>	<b>3</b>
	PC10. interpret the material loading/ unloading/ handling instruction sheet	1	-	-	-
	PC11. assist in preparing the execution plan with a supervisor as per the instruction sheet	1	-	-	-
PC12. assist in performing a visual quality check of handling equipment	1	4	-	1	
PC13. ensure proper arrangement of the handling equipment for loading and unloading of the materials at the specified location	1	3	-	1	

	PC14. assist in the Quality Checking (QC) process of the materials before loading and unloading	1	3	-	1
	<b>Segregate and store the materials, tools, and equipment</b>	<b>4</b>	<b>11</b>	<b>-</b>	<b>1</b>
	PC15. ensure the use of appropriate containers to store or carry rivets, bolts, drift pins, etc.	1	3	-	-
	PC16. ensure that all the materials and equipment are adequately stacked for easy identification and traceability	1	3	-	-
	PC17. ensure proper disposal of combustible waste products at the end of each workday	1	2	-	1
	PC18. maintain proper records of materials, tools, and equipment for each workday and update the supervisor	1	3	-	-
	<b>Prepare the worksite for fabrication, assembly, and installation purposes</b>	<b>3</b>	<b>17</b>	<b>4</b>	<b>1</b>
	PC19. organize all the necessary tools, materials, and equipment required for the specified operations	1	3	-	-
	PC20. ensure the work area is cleaned for hazard-free operations, and appropriate floor and machine guards are in place	1	4	-	-
	PC21. ensure power sockets are functional as per the required job work	-	3	-	-
	PC22. set the workbench, tools, and machines as per the required job work	-	4	4	-
	PC23. ensure the usage of proper methods for cleaning and maintenance of the tools and equipment at regular intervals	1	3	-	1
	<b>NOS Total</b>	<b>22</b>	<b>59</b>	<b>10</b>	<b>9</b>
<b>FFS/N2207: Assist in the fabrication of the products at the worksite</b>	<b>Interpret and select resources as per instructions</b>	<b>4</b>	<b>9</b>	<b>-</b>	<b>-</b>
	PC1. interpret the job card and plan out the workday in consultation with the supervisor	1	2	-	-
	PC2. interpret the CAD-based or conventionally prepared drawings and specifications	2	4	-	-
	PC3. select the correct materials to comply with drawings and specifications	1	3	-	-
	<b>Set out, measure, and mark the timber and timber-based materials</b>	<b>11</b>	<b>12</b>	<b>-</b>	<b>-</b>
	PC4. identify the timber and timber-based materials for appropriate operations	1	3	-	-
	PC5. assist in identifying different members of the products as per the given specifications	1	4	-	-



	PC6. assist in preparing the part list of products with the supervisor	3	-	-	-
	PC7. use the suitable tool for marking on the wood as per the specified dimensions	1	2	-	-
	PC8. assist in collecting information related to marking and measuring of materials using appropriate means or techniques	3	3	-	-
	PC9. use appropriate calculations and formulae to confirm the accuracy	2	-	-	-
	<b>Form joints and prepare members of the product for assembly</b>	<b>11</b>	<b>28</b>	<b>25</b>	<b>-</b>
	PC10. cut the joints safely and accurately using hand and power tools	2	5	7	-
	PC11. use the appropriate planning and shaping tools to prepare the members of the product as per specifications	2	5	4	-
	PC12. smoothen out the wooden surface using suitable sanding papers and tools	1	4	4	-
	PC13. conduct a visual check for any errors or damages in the wood or a given part	1	4	3	-
	PC14. check the overall accuracy and quality regarding measurements, fitting of assembled parts, rigidity, steadiness, leveling, etc.	1	4	-	-
	PC15. rectify if any defects are found in any members of the product	2	3	2	-
	PC16. clean the parts of the product for the assembly operation	1	3	3	-
	PC17. assist in preparing the production status update report	1	-	2	-
	<b>NOS Total</b>	<b>26</b>	<b>49</b>	<b>25</b>	<b>0</b>
<b>FFS/N2208: Assist in the assembly, finishing, and installation of the products at the worksite</b>	<b>Assist in assembling the various members of the product</b>	<b>5</b>	<b>20</b>	<b>11</b>	<b>-</b>
	PC1. interpret the assembly drawings and instructions of the product	1	3	2	-
	PC2. measure the various components and segregate them for the pre-assembly marking operation	2	4	2	-
	PC3. select and use the specified fasteners wherever required	1	5	2	-
	PC4. assist in assembling and erecting structures accurately without damage to components	-	5	3	-
	PC5. assist in knocking down the existing cabinets, fixtures, and other fittings on the worksite as per the directions from the supervisor	1	3	2	-
	<b>Assist in finishing the surface of the product</b>	<b>4</b>	<b>12</b>	<b>9</b>	<b>-</b>

	PC6. attach members neatly using appropriate fasteners or/ add adhesives as applicable	1	5	4	-
	PC7. prepare accurate joints and intersections with no gaps	2	4	3	-
	PC8. use the appropriate wood fillers and sanding papers to finish the product to a specified standard as per the supervisor's instruction	1	3	2	-
	<b>Assist in installation of the product and its handover</b>	<b>10</b>	<b>20</b>	<b>9</b>	<b>-</b>
	PC9. identify slots for placing/ installing each furniture part as per design	1	2	1	-
	PC10. undertake requisite cut-outs for electrical outlets, plumbing points, and other arrangements	2	4	2	-
	PC11. assist in installing and fastening furniture components to the surface/ wall using appropriate adhesives/ hardware, etc.	2	4	2	-
	PC12. assist in the installation of fittings (like locks, latch etc.), decorative moulding / finish accessories (crown moulding, decorative panels, etc.)	2	4	2	-
	PC13. ensure that the installed product is cleaned thoroughly before handover	1	3	2	-
	PC14. undertake checks at regular intervals during installation to avoid any defects/ error detection at a later stage	2	3	-	-
	<b>NOS Total</b>	<b>19</b>	<b>52</b>	<b>29</b>	<b>0</b>
<b>FFS/N8201: Follow health, safety, and greening practices at the worksite</b>	<b>Maintain cleanliness of the worksite</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>2</b>
	PC1. ensure adequate stock of cleaning materials and consumables	1	2	-	1
	PC2. identify and report poor organizational practices concerning hygiene, food handling, cleaning	1	-	-	1
	PC3. ensure that the trash cans or waste collection points are cleared every day	1	2	3	-
	<b>Follow health and safety procedures</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>1</b>
	PC4. Use appropriate personal protective equipment compatible with the work and compliant to relevant Occupational Health and Safety (OHS) guidelines: masks, safety glasses, head protection, ear muffs, safety footwear, gloves, aprons, etc.	3	3	4	-
	PC5. use emergency equipment following manufacturers' specifications as per requirement	2	3	-	1
	<b>Maintain personal hygiene</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>-</b>
PC6. follow the dress code of the worksite	2	2	3	-	

	PC7. Wash hands regularly using suggested materials such as soap, one-use disposable tissue, warm water, etc.	2	2	2	-
	<b>Follow precautionary measures to avoid work hazards</b>	<b>12</b>	<b>19</b>	<b>-</b>	<b>2</b>
	PC8. follow the displayed safety signs at the worksite	3	2	-	1
	PC9. Undertake the safety measures and checks while handling any electrically powered tools and equipment, etc.	3	7	-	1
	PC10. ensure the usage of harmful chemicals inside the work area as per the specified guidelines only	1	3	-	-
	PC11. ensure safe handling and disposal of waste and debris	3	3	-	-
	PC12. undertake correct ways while lifting or movement of the heavy material from one place to another	2	4	-	-
	<b>Ensure material conservation and optimization of resources</b>	<b>11</b>	<b>7</b>	<b>8</b>	<b>-</b>
	PC13. ensure optimal material utilization in the specific processes	3	2	-	-
	PC14. implement the suggested ways to conserve and re-use water	3	2	2	-
	PC15. ensure to keep the electrical appliances in OFF position when not in use	2	-	3	-
	PC16. carry out routine cleaning of tools, machines, and equipment as per instruction	3	3	3	-
	<b>NOS Total</b>	<b>35</b>	<b>40</b>	<b>20</b>	<b>5</b>
<b>DGT/VSQ/N0102: Employability Skills (60 Hours)</b>	<b>Introduction to Employability Skills</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>
	PC1. identify employability skills required for jobs in various industries	-	-	-	-
	PC2. identify and explore learning and employability portals	-	-	-	-
	<b>Constitutional values – Citizenship</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
	PC4. follow environmentally sustainable practices	-	-	-	-
	<b>Becoming a Professional in the 21st Century</b>	<b>2</b>	<b>4</b>	<b>-</b>	<b>-</b>
	PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-

PC6. practice the 21st Century Skills such as Self- Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<b>Basic English Skills</b>	<b>2</b>	<b>3</b>	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<b>Career Development &amp; Goal Setting</b>	<b>1</b>	<b>2</b>	-	-
PC10. understand the difference between job and career				
PC11. prepare a career development plan with short- and long-term goals, based on aptitude				
<b>Communication Skills</b>	<b>2</b>	<b>2</b>	-	-
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
<b>Diversity &amp; Inclusion</b>	<b>1</b>	<b>2</b>	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<b>Financial and Legal Literacy</b>	<b>2</b>	<b>3</b>	-	-
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<b>Essential Digital Skills</b>	<b>3</b>	<b>4</b>	-	-
PC20. operate digital devices and carry out basic internet operations securely and safely				
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively				

PC22. use basic features of word processor, spreadsheets, and presentations				
<b>Entrepreneurship</b>	<b>2</b>	<b>3</b>	<b>-</b>	<b>-</b>
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<b>Customer Service</b>	<b>1</b>	<b>2</b>	<b>-</b>	<b>-</b>
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
<b>Getting ready for apprenticeship &amp; Jobs</b>	<b>2</b>	<b>3</b>	<b>-</b>	<b>-</b>
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	<b>0</b>	<b>0</b>
<b>Grand Total</b>	<b>122</b>	<b>230</b>	<b>84</b>	<b>14</b>

## Annexure 7: Assessment Strategy

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

At FFSC, we believe in gauging a candidate's performance, a holistic approach for Assessment is essential. We have devised a multi-tier process to keep track of candidate's overall progress at various stages. While a few techniques are imbibed as part of the training delivery program, others are explicit testing methods. These are:

### 1. Internal (Preferred)

- a. Trainer Led Assessment
- b. Master Trainer/ Program Mentor Led Assessment

### 2. External

- a. Assessment Partners/ Freelance Assessors (Mandatory)
- b. Industry (Preferred)

## 1. Internal (Preferred)

### A. Trainer Led Assessment:

As part of the Training Delivery Program, various tests and projects are designed regularly to gauge the candidate's progress during the training program. These are a mix of Theory & practical, individual, and group activities.

Trainers will be provided specific training under the ToT programs to conduct these assessments. A report of the same will be submitted to the assigned Master Trainer/ Program Mentor.

### B. Master Trainer/ Program Mentor Led Assessment:

Every trainer/ batch should be connected with a Master Trainer/ Program Mentor, who will keep a check on the progress of the batch. The Trainer can consult the Master Trainer/ Program Mentor regarding training delivery or conducting periodic assessments.

Master Trainer/ Program Mentor may conduct their session to assess the candidates' progress, using the means deemed suitable and feasible.

## 2. External

### A. Assessment Partners/ Freelance Assessors:

Assessment Partners shall mandatorily conduct an external assessment via ToA certified Assessors or ToA certified Freelance Assessors. There are three critical stages of any assessment activity – Pre-Assessment, During Assessment, and Post Assessment. The defined system for conducting the Assessment shall be followed at each stage.

FFSC Training & Assessment Team or any other assigned authority by FFSC may conduct surprise or planned visits and checks from a quality assurance and monitoring perspective.

The requirements and details of each stage are highlighted below:

#### 1. Pre-Assessment:

- a. Assessment Partner/ Assessor/ Freelance Assessor Validation
- b. Training Centre Check for Assessment Setup/ Infra
- c. Question Papers submission by Assessment Partner/ Freelance Assessor to FFSC
- d. FFSC to validate and approve the Question papers in line with NOS and PC.
- e. FFSC Affiliation and Project Assessment Approval
- f. Centre ready for Assessment intimation by Training Partner or by the assigned Neutral Assessment Centre

**2. During Assessment (on the Assessment Day):** The Assessment can be conducted in offline, online, or hybrid format depending on the feasibility and approvals from FFSC. Under either process, the below guidelines are essential to be compiled:

- a. Check the availability of the Lab Equipment for the particular Job Role as per the mode of conducting the Assessment.
- b. Candidate Validation: Confirm the Aadhar Card details of candidates
- c. Check the duration of the training
- d. Check the Assessment Start and End time to be as specified in documents
- e. Assessor/ Freelance Assessor must follow the assessment guidelines at all times.
- f. Intimation to FFSC Training & Assessment Monitoring Team for Assessment Quality Assurance checks.
- g. Ensure evidence of conducting Assessment gathered as per FFSC protocol:

- i. Time-stamped & geotagged reporting of the Assessor from assessment location
- ii. Centre photographs with signboards and scheme-specific branding
- iii. Biometric or manual attendance sheet (stamped by T.P.) of the trainees during the training period
- iv. Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos
- h. Required documentation for submissions to the FFSC

### **3. Post Assessment:**

- a. Timely submission of the assessment documentation and feedback to FFSC
- b. Hard copies of the documents are stored
- c. Soft copies of the documents & photographs of the Assessment are uploaded/accessed from Cloud Storage
- d. Soft copies of the documents & photographs of the Assessment stored in the Hard Drives
- e. Any other compliance requirement as defined by FFSC

### **B. Industry Partner:**

FFSC may engage the Industry Partners and the Subject Matter Experts to conduct the Assessment of the candidates at various stages during the training program.



## Annexure 8: Acronym and Glossary

**Acronyms**

<b>Acronym</b>	<b>Description</b>
<b>AA</b>	Assessment Agency
<b>AB</b>	Awarding Body
<b>ISCO</b>	International Standard Classification of Occupations
<b>NCO</b>	National Classification of Occupations
<b>NCrF</b>	National Credit Framework
<b>NOS</b>	National Occupational Standard(s)
<b>NQR</b>	National Qualification Register
<b>NSQF</b>	National Skills Qualifications Framework
<b>OJT</b>	On the Job Training
<b>MEP</b>	Mechanical Electrical Plumbing
<b>CAD</b>	Computer-Aided Design
<b>PwD</b>	Person with Disability
<b>POSH</b>	Prevention Of Sexual Harassment
<b>OHS</b>	Occupational Health and Safety

## Glossary

Term	Description
<b>National Occupational Standards (NOS)</b>	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.
<b>Qualification</b>	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
<b>Qualification File</b>	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.
<b>Sector</b>	A grouping of professional activities on the basis of their main economic function, product, service or technology.
<b>Long Term Training</b>	Long-term skilling means any vocational training program undertaken for a year and above. <a href="https://ncvet.gov.in/sites/default/files/NCVET.pdf">https://ncvet.gov.in/sites/default/files/NCVET.pdf</a>
<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>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>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>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities