



QUALIFICATION FILE

Assistant Wooden Boat Maker

- 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.	Qualification Name	Assistant Wooden Boat Maker																															
2.	Sector/s	Interiors, Furniture and Fixtures																															
3.	Type of Qualification: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing qualification: NA	Qualification Name of existing version: NA																														
4.	National Qualification Register (NQR) Code &Version	QG-04-WC-00823-2023-V1-FFSC	5. NCrF/NSQF Level: 4																														
6.	Award (Certificate/ Diploma/ Advance Diploma/ Any Other)	Certificate																															
7.	Brief Description of the Qualification	The Assistant Wooden Boat Maker is responsible for interpreting boat designs and preparing the work area for wooden boat construction. They support the senior boat makers by assisting in performing assembly, shaping, and installation of boat components to desired specifications, ensuring the smooth execution of tasks and maintaining an organized work environment.																															
8.	Eligibility Criteria for Entry for Student/ Trainee/ Learner/ Employee	<p>a. Entry Qualification & Relevant Experience:</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification</th> <th>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 2nd year of 3-year diploma (after Grade 10)</td> <td>NA</td> </tr> <tr> <td>3</td> <td>Pursuing 2nd 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. Age: 16 years (minimum)</p>		S. No.	Academic/Skill Qualification	Required Experience	1	Grade 12 pass	NA	2	Completed 2 nd year of 3-year diploma (after Grade 10)	NA	3	Pursuing 2 nd 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 nd year of 3-year diploma (after Grade 10)	NA																															
3	Pursuing 2 nd 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																															
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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.	Credits Assigned to this Qualification, Subject to Assessment	13	10. Common Cost Norm Category (I/II/III): II																														

11.	Any Licensing requirements for Undertaking Training on This Qualification	Not Applicable																		
12.	Training Duration by Modes of Training Delivery	<input type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" 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>37</td> <td>138</td> <td>120</td> <td>0</td> <td>295</td> </tr> <tr> <td>Online</td> <td>37</td> <td>58</td> <td>0</td> <td>0</td> <td>95</td> </tr> </tbody> </table>	Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	37	138	120	0	295	Online	37	58	0	0	95
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)															
Classroom (offline)	37	138	120	0	295															
Online	37	58	0	0	95															
13.	Aligned to NCO/ISCO Code/s	NCO-2015/7115.1100																		
14.	Progression path after attaining the qualification	Professional Progression (Vertical): Wooden Boat Maker (NSQF Level 4.5) The occupational map is attached as an annexure which shows the professional progression. Academic Progression (Vertical): Courses on Wooden boat making/ Woodworking at NSQF Level 4.5 (PG/Diploma/Ad. Diploma Courses)																		
15.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi																		
16.	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:																		
17.	Is the Job Role Amenable to Persons with Disability	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If “Yes”, specify applicable type of Disability: <ul style="list-style-type: none"> • Acid Attack Victims • Speech and Language Disability 																		
18.	How Participation of Women will be Encouraged	The introduction of a short-term course on assistant wooden boat making in India holds the promise of catalyzing women's participation in a historically male-dominated domain. By focusing on practical skills, carpentry techniques, and safety protocols, this course not only equips women with valuable expertise but also challenges societal norms. The flexible timing and supportive environment fostered by the course create a conducive atmosphere for women to pursue their passion while balancing familial and professional responsibilities. The ripple effects of this initiative are transformative: women who complete the training find themselves economically empowered, with diversified career opportunities that transcend traditional boundaries. Their newfound confidence radiates into various aspects of their lives, challenging stereotypes, improving self-esteem, and redefining their roles in families and communities. As their income and influence grow, these women contribute to improved quality of life for their families, shaping a more inclusive and equal society. Through their leadership and advocacy, they inspire others and contribute to a broader social transformation, underscoring the profound impact of this short-term course on women's livelihoods and lifestyles in India.																		

19.	Are Greening/ Environment Sustainability Aspects Covered	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
20.	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 It can be implemented in Grades 11 and 12 as a specialized subject.	
21.	Name and Contact Details of Submitting / Awarding Body SPOC	Name: Mr. Rahul Mehta Email: ceo@ffsc.in Contact No.: +91 124 4513900 Website: ffsc.in	
22.	Final Approval Date by NSQC: 31/08/2023	23. Validity Duration: 3 years	24. 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 **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. 1	Core	4	1	14	16	0	0	30	NA	NA	NA	NA	NA	NA
2	Interpret boat designs and prepare the workarea for the wooden boat construction	NOS Code: FFS/N2226 Version No. 1	Core	4	2	08	52	0	0	60	16	44	40	0	100	35
3	Perform assembly, shaping and installation of boat components into desired specifications	NOS Code: FFS/N2227 Version No. 1	Core	4	2	10	50	0	0	60	14	48	38	0	100	35
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	15
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	15
7	Bridge Module-2	Version No. 1	Core	4	1	0	30	0	0	30	NA	NA	NA	NA	NA	NA
8	On-the-Job Training	QP Code: FFS/Q2205 Version No. 1	Core	4	4	0	0	120	0	120	NA	NA	NA	NA	NA	NA
Duration (in Hours) / Total Marks					13	74	196	120	0	390	85	162	98	5	350	100

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.	Trainer's Qualification and experience in the relevant sector (in years)	<p>A trainer should be eligible in any of below mentioned categories:</p> <p>Scenario 1: Graduate</p> <ul style="list-style-type: none"> ○ Engineering, Architecture, Interior Design, Furniture Manufacturing, Wood Work, Product Design or Any other Discipline with 3 years' experience (Industry) ○ Preferred: <ul style="list-style-type: none"> • 1-year experience (Teaching) • Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills <p>Scenario 2: I.T.I</p> <ul style="list-style-type: none"> ○ Carpentry, Furniture Manufacturing with 4 years' experience (Industry) ○ Preferred: <ul style="list-style-type: none"> • 1-year experience (Teaching) • Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills <p>Scenario 3: Diploma</p> <ul style="list-style-type: none"> ○ Carpentry, Furniture Manufacturing with 4 years' experience (Industry) ○ Preferred: <ul style="list-style-type: none"> • 1-year experience (Teaching) • Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills <p>Scenario 4: Certificate-NSQF</p> <p>a. NSQF Level 4- Assistant Wooden Boat Maker (FFS/Q2205) with 4 years' relevant experience (Industry),</p> <ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Work Experience and Recommendation letter from Employer, Certificates of Training from companies • Preferable:
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		<ul style="list-style-type: none"> ○ 1 year experience (Teaching) ○ Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills. <p>b. NSQF Level 4.5- Wooden Boat Maker (FFS/Q2206) or above with 3 years' relevant experience (Industry)</p> <ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Work Experience and Recommendation letter from Employer, Certificates of Training from companies • Preferable: <ul style="list-style-type: none"> ○ 1 year experience (Teaching) ○ Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills <p>Scenario 5: Grade 8 Pass</p> <ul style="list-style-type: none"> ○ Grade 8 Pass with 5 years' experience (Industry) ○ Preferred: <ul style="list-style-type: none"> • 1-year experience (Teaching) • Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills
2.	Master Trainer's Qualification and experience in the relevant sector (in years)	Graduate (In any field) with minimum 5 years of relevant experience
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No The detailed tools list is attached in Annexure 2
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	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.	Assessor's Qualification and experience in relevant sector (in years)	<p>An assessor should be eligible in any of below mentioned categories:</p> <p>Scenario 1: Graduate</p> <ul style="list-style-type: none"> ○ Engineering, Architecture, Interior Design, Furniture Manufacturing, Wood Work, Product Design or Any other Discipline with 3 years' experience (Industry) ○ Preferred: <ul style="list-style-type: none"> ● 1-year experience (Teaching) ● Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills <p>Scenario 2: I.T.I</p> <ul style="list-style-type: none"> ○ Carpentry, Furniture Manufacturing with 4 years' experience (Industry) ○ Preferred: <ul style="list-style-type: none"> ● 1-year experience (Teaching) ● Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills <p>Scenario 3: Diploma</p> <ul style="list-style-type: none"> ○ Carpentry, Furniture Manufacturing with 4 years' experience (Industry) ○ Preferred: <ul style="list-style-type: none"> ● 1-year experience (Teaching) ● Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills <p>Scenario 4: Certificate-NSQF</p> <p>c. NSQF Level 4- Assistant Wooden Boat Maker (FFS/Q2205) with 4 years' relevant experience (Industry),</p> <ul style="list-style-type: none"> ● Required: <ul style="list-style-type: none"> ○ Work Experience and Recommendation letter from Employer, Certificates of Training from companies ● Preferable: <ul style="list-style-type: none"> ○ 1 year experience (Teaching) ○ Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills. <p>d. NSQF Level 4.5- Wooden Boat Maker (FFS/Q2206) or above with 3 years' relevant experience (Industry)</p> <ul style="list-style-type: none"> ● Required: <ul style="list-style-type: none"> ○ Work Experience and Recommendation letter from Employer, Certificates of Training from companies ● Preferable: <ul style="list-style-type: none"> ○ 1 year experience (Teaching) ○ Additional Certification related to specialization in architecture or interior design sector (Software
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		like AutoCAD, etc.), Communication Skills Scenario 5: Grade 8 Pass <ul style="list-style-type: none"> ○ Grade 8 Pass with 5 years' experience (Industry) ○ Preferred: <ul style="list-style-type: none"> • 1-year experience (Teaching) • Additional Certification related to specialization in furniture or interior design sector (Software like AutoCAD, etc.), Communication Skills
2.	Proctor's Qualification and experience in relevant sector (in years)	Graduate (In any field) with minimum 3 years of relevant experience
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)	Graduate (In any field) with minimum 5 years of relevant experience
4.	Assessment Mode	Components might be Online, Offline, or Blended, depending on the location where the evaluation is being carried out.
5.	Tools and Equipment Required for Assessment	<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>Latest Skill Gap Study (not older than 2 years) (Yes/No): No</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. The report can be accessed through Link: Click here</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. FFSC T:AJ can be assessed through: https://ffsctaj.in/</p>
2.	<p>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes</p> <p>The following key research documents are available in the public domain:</p> <ol style="list-style-type: none"> 1. Strategic Roadmap for Furniture Sector of India by IKEA (Link for Report) 2. India – Potential as a Global Furniture Hub by BCG (Link for Report)

3.	<p>Government /Industry initiatives/ requirement (Yes/No): 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.	Number of Industry validation provided: In-process (Details in Annexure 3)
5.	Estimated nos. of persons to be trained and employed: Refer to Annexure 4
6.	<p>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</p> <p>Line ministry concurrence requested, response awaited.</p>

Section 6: Annexure & Supporting Documents Check List

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors	Refer to Annexure 1
2.	Annexure: List of tools and equipment relevant for qualification	Refer to Annexure 2
3.	Annexure: Industry Validations Summary	Refer to Annexure 3
4.	Annexure: Training and Employment Details	Refer to Annexure 4
5.	Annexure: Blended Learning	Refer to Annexure 5
6.	Annexure: Detailed Assessment Criteria	Refer to Annexure 6
7.	Annexure: Assessment Strategy	Refer to Annexure 7
8.	Annexure: Multiple Entry-Exit Details	<i>Not Applicable</i>
9.	Annexure: Acronym and Glossary	Refer to Annexure 8
10.	Supporting Document: Model Curriculum	Attached as a separate document in the Qualification Approval Docket
11.	Supporting Document: Career Progression	Attached as a separate document in the Qualification Approval Docket
12.	Supporting Document: Occupational Map	Attached as a separate document in the Qualification Approval Docket
13.	Supporting Document: 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
Professional Theoretical Knowledge/Process	<p>Following is the few processes wise key requirements of the job role:</p> <ul style="list-style-type: none"> • Interpretation of the job cards, organize and manage the workday • Preparation the worksite for boat making operation • Involvement in the arranging and organizing pre-requisites materials • Assisting in the fabrication of the products at the worksite • Assisting in the assembly and installation of the product on site 	<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
Professional and Technical Skills/ Expertise	<p>Following are the few professional knowledge requirements of the job role:</p> <ul style="list-style-type: none"> • About different tools and hardware, terminology, pictorial representation, symbols etc. • Basics of preparing and interpreting 2D/ 3D drawings • Correct use of handling tools and materials • The selection process of using right kind of materials. • Boat making process and usage of various tools associated with it. • Health, safety norms at workplace • Waste disposal procedures and guidelines • Standard process and principle of various operations of the worksite 	<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
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	<p>Following are the few professional skills required for the job role:</p> <ul style="list-style-type: none"> • Preparation of the work area • Identification and maintenance of the tools and materials • Measurement and marking the timber and timber- 	<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

	<p>based materials</p> <ul style="list-style-type: none"> • Making joints and assembly of the wooden boat • Finishing of the surface of the product • Installation of the product as per the design • Working at the workplace as per the guideline • Read and understand company policy documents; information displayed at the worksite • Communicate with team members and supervisor • Understands basics of banking • Identify risks that affect the health, safety, and environment for self and others while working in the vicinity 		
Broad Learning Outcomes/Core Skill	<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"> • Interpret boat designs and prepare the workarea for the wooden boat construction • Perform assembly, shaping and installation of boat components into desired specifications • Follow health, safety, and greening practices at the worksite • Employability Skills (60 Hours) 	<p>The person can perform the job work based on the specified outcomes.</p> <p>The job requirements match with the NSQF level 4 descriptor. Therefore, the level is kept as 4.</p>	4
Responsibility	<p>Few of the key responsibilities:</p> <ul style="list-style-type: none"> • Preparation of the worksite for on-site operations • Assisting in the fabrication of the wooden boats at the worksite • Assisting in assembly and installation of the wooden boat at worksite 	<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	Pencil	Type: Carpenter's pencil	10
2	Eraser	Type: Eraser	20
3	Tape Measure	Type: Tape measure	2
4	Wooden Folding Ruler	Type: Wooden folding ruler	10
5	Bevel Gauge	Type: Bevel gauge	1
6	Combination Square	Type: Combination square	20
7	Compass	Type: Drawing compass	20
8	Plumb Bob	Type: Plumb bob	20
9	Leveler	Type: Leveler	1
10	Marking Gauge	Type: Marking gauge	20
11	Back Saws	Type: Back saws	20
12	Chisels Set	Type: Set of chisels	20
13	Block Plane	Type: Block plane	20
14	Spoke Shave	Type: Spoke shave	10
15	Sharpening Stone	Type: Sharpening stone	10
16	Electric Drill	Type: Electric drill	5
17	Bits for Electric Drill	Types: Various drill bits for electric drill	20
18	Screwdriver Set	Type: Set of screwdrivers	5
19	Hammer	Type: Hammer	20
20	Rove Punch	Type: Rove punch	20
21	Cutting Nippers	Type: Cutting nippers	1
22	Small One Hand Clamps	Type: Small one-hand clamps	20
23	F Clamps	Type: F clamps	5
24	Utility Knife	Type: Utility knife	1
25	Pliers	Type: Pliers	1
26	Files	Type: Files	20
27	Rasp	Type: Rasp	20
28	Brushes for Varnishing and Painting	Types: Various brushes for varnishing and painting	1

29	Band Saw	Type: Band saw	20
30	Thickness Planer	Type: Thickness planer	10
31	Hand Circular Saw	Type: Hand circular saw	20
32	Jig Saw	Type: Jig saw	20
33	Electric Planer	Type: Electric planer	20

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: 9 Validations

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID
1	Haji P Ahamed koya	Mr. Alikoya M	Manager	Beypore	9961363276	alikoyam@yahoo.co.in
2	Sayoos wood works	Mr. Sathyan E	Chief Architect	Naduvattom	9605450018	edathodisathyan1965@gmail.com
3	TR Boat Yard	Mr. T R Sathyan	Owner	Kottayam	9447353836	trboatyard@gmail.com
4	Celebrity Kerala Cruise	Mr. Mukesh Kumar VM	owner	Vayalvaram	9947337474	celebritykerala@gmail.com
5	Aluparambil House Boat Dry dock	Mr. Soji	Dock owner	Kottayam	9846184654	
6	Kaitharayil Saw mill	Mr. Jayan D	Owner	Kottayam	9447391690	jayand@gmail.com
7	House Boat owners welfare society	Ms. Savitha Rahul	Office Secretary	Cheepunkal	9846184654	houseboatownerswelfaresociety@gmail.com
8	Rajadhani Holidays	Mr. Roy PV	owner	Kumarakom	9645537777	info@rajadhaniholidays.com
9	Fathima Matha Fibre works	Mr. Jinson	owner	Kozhikode	9400257057	

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
23-24	2000	1000	100	100		
24-25	7000	4000	100	100		
25-26	7000	4000	100	100		

*The exact data would be based on e-shram portal details and skill gap analysis by FFSC.

Languages in which Content is available:

English and Hindi

Annexure 5: Blended Learning

Blended Learning Estimated Ratio & 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"> eBooks/Textbooks/e-content Presentations Classroom Aids Journals Assessments & Quizzing Tools Flashcards Games or quizzes Collaborative/Group Projects Video Tutorials & Webinars Video Conferencing Software Tracking & Reporting Platforms 	60:40
2	<input checked="" type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	<ul style="list-style-type: none"> Presentations Group Discussions Case Studies/ Projects Games or quizzes Learning Paths Video Tutorials & Webinars Video Conferencing Software Tracking & Reporting Platforms Simulators/AR Tools 	50:50
3	<input checked="" type="checkbox"/> Showing Practical Demonstrations to the learners	<ul style="list-style-type: none"> Augmented Reality Applications Games or quizzes Interactive Whiteboards Collaboration Tools Online Tutorials & Interactive Simulations Digital Simulations 	60:40
4	<input checked="" type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	<ul style="list-style-type: none"> Virtual Labs Gamification Digital Twins Collaborative Authoring Platforms Simulators/AR Tools Digital Simulations 	80:20

		<ul style="list-style-type: none"> • Online Course Platforms/LMS 	
5	<input checked="" type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	<ul style="list-style-type: none"> • Online Course Platforms/LMS • Simulators/AR Tools • Online Tutorials & Interactive Simulations • Screen Recording & Presentation Software • Collaboration Tools • Assessments & Quizzing Tools 	70:30
6	<input checked="" type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	<ul style="list-style-type: none"> • Online assessment/quizzing software • Biometric authentication tools • Remote exam locking/proctoring software • Hackathons 	30:70
7	<input checked="" type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	<ul style="list-style-type: none"> • Case Studies/Projects • Simulators/AR Tools • Task Management Tools • Online Collaboration Tools 	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
FFS/N2226: Interpret boat designs and prepare the workarea for the wooden boat construction	Interpreting Boat Design Plans	8	12	16	0
	PC1. interpret boat design plans and drawings to understand the specifications and requirements for the wooden boat.	2	6	4	0
	PC2. analyze design elements and visualize the boat's final form based on the provided plans.	2	0	4	0
	PC3. perform calculations relating to drawings and specifications in wooden boat	2	6	4	0
	PC4. incorporate feedback from senior boat makers or clients into the boat design.	2	0	4	0
	Materials List and Cost Estimation	4	16	8	0
	PC5. prepare a comprehensive materials list, including types and quantities of wood and other components required for boat construction.	2	8	4	0
	PC6. estimate the cost and time required for boat construction based on the finalized design.	2	8	4	0
	Preparing Work Area	4	16	16	0
	PC7. prepare the work area, ensuring it is safe and equipped with the necessary tools and materials for boat construction.	2	8	4	0
	PC8. organize and set up the workspace efficiently for smooth boat-building operations.	2	8	4	0
	PC9. set up a supporting constructing structure with all necessary elements based on boat type.	0	0	4	0
	PC10. apply the necessary planking to a hull in accordance with the boat's blueprints.	0	0	4	0
NOS Total	16	44	40	0	
FFS/N2227: Perform assembly, shaping and installation of boat components into desired specifications	Measuring and Cutting Wooden Materials	4	16	8	0
	PC1. prepare and use jigs and templates as required for desired shape and size	1	4	2	0
	PC2. accurately measure and cut wooden materials according to the approved boat design.	1	4	2	0
	PC3. use appropriate tools and techniques for precise wood cutting.	1	4	2	0
	PC4. execute surface preparation processes for fiberglass and metal to ensure proper adhesion	1	4	2	0
	Assembly of Wooden Boat Components	2	4	6	0
	PC5. assemble wooden boat components using appropriate fastening techniques, such as nailing, screwing, or gluing.	1	4	2	0
	PC6. ensure secure connections and alignments during the assembly process.	1	0	4	0
	Shaping and Finishing of Wooden Surfaces	4	16	10	0
	PC7. shape and form wooden surfaces to the desired specifications, ensuring smooth and precise finishes.	1	4	2	0
	PC8. apply appropriate coatings and heating to the wooden planks to bent them into the needed shapes.	1	4	2	0
	PC9. apply appropriate bonding techniques for joining metal sheets/fiber sheets in boat construction	1	4	4	0
PC10. apply appropriate treatments and sealants to protect the wood from rot, pests, and other environmental factors.	1	4	2	0	

	Installation of Additional Boat Features	3	8	8	0
	PC11. install additional boat features, such as seating, storage compartments, and deck hardware, according to the design plans.	1	4	2	0
	PC12. ensure proper placement and attachment of additional features to the wooden boat structure.	1	0	4	0
	PC13. verify that installed components, such as mast, rigging, engine, and electrical systems, are functioning correctly.	1	4	2	0
	Quality Checking and Documentation	1	4	6	0
	PC14. conduct regular quality checks to identify and address any defects or deviations from the boat design.	1	0	4	0
	PC15. maintain accurate and organized documentation for future reference and quality control.	0	4	2	0
	NOS Total	14	48	38	0
FFS/N8201: Follow health, safety, and greening practices at the worksite	Maintain cleanliness of the worksite	3	4	3	2
	PC1. ensure adequate stock of cleaning materials and consumables	1	2	0	1
	PC2. identify and report poor organizational practices concerning hygiene, food handling, cleaning	1	0	0	1
	PC3. ensure that the trash cans or waste collection points are cleared every day	1	2	3	0
	Follow health and safety procedures	5	6	4	1
	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	0
	PC5. use emergency equipment following manufacturers' specifications as per requirement	2	3	0	1
	Maintain personal hygiene	4	4	5	0
	PC6. follow the dress code of the worksite	2	2	3	0
	PC7. Wash hands regularly using suggested materials such as soap, one-use disposable tissue, warm water, etc.	2	2	2	0
	Follow precautionary measures to avoid work hazards	12	19	0	2
	PC8. follow the displayed safety signs at the worksite	3	2	0	1
	PC9. Undertake the safety measures and checks while handling any electrically powered tools and equipment, etc.	3	7	0	1
	PC10. ensure the usage of harmful chemicals inside the work area as per the specified guidelines only	1	3	0	0
	PC11. ensure safe handling and disposal of waste and debris	3	3	0	0
	PC12. undertake correct ways while lifting or movement of the heavy material from one place to another	2	4	0	0
	Ensure material conservation and optimization of resources	11	7	8	0
PC13. ensure optimal material utilization in the specific processes	3	2	0	0	
PC14. implement the suggested ways to conserve and re-use water	3	2	2	0	
PC15. ensure to keep the electrical appliances in OFF position when not in use	2	0	3	0	
PC16. carry out routine cleaning of tools, machines, and equipment as per instruction	3	3	3	0	
	NOS Total	35	40	20	5
DGT/VSQ/N0102: Employability Skills (60 Hours)	Introduction to Employability Skills	1	1	0	0
	PC1. identify employability skills required for jobs in various industries	0	0	0	0
	PC2. identify and explore learning and employability portals	0	0	0	0
	Constitutional values – Citizenship	1	1	0	0

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.	0	0	0	0
PC4. follow environmentally sustainable practices	0	0	0	0
Becoming a Professional in the 21st Century	2	4	0	0
PC5. recognize the significance of 21st Century Skills for employment	0	0	0	0
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	0	0	0	0
Basic English Skills	2	3	0	0
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	0	0	0	0
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	0	0	0	0
PC9. write short messages, notes, letters, e-mails etc. in English	0	0	0	0
Career Development & Goal Setting	1	2	0	0
PC10. understand the difference between job and career	0	0	0	0
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	0	0	0	0
Communication Skills	2	2	0	0
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	0	0	0	0
PC13. work collaboratively with others in a team	0	0	0	0
Diversity & Inclusion	1	2	0	0
PC14. communicate and behave appropriately with all genders and PwD	0	0	0	0
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	0	0	0	0
Financial and Legal Literacy	2	3	0	0
PC16. select financial institutions, products and services as per requirement	0	0	0	0
PC17. carry out offline and online financial transactions, safely and securely	0	0	0	0
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	0	0	0	0
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	0	0	0	0
Essential Digital Skills	3	4	0	0
PC20. operate digital devices and carry out basic internet operations securely and safely	0	0	0	0
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	0	0	0	0
PC22. use basic features of word processor, spreadsheets, and presentations	0	0	0	0
Entrepreneurship	2	3	0	0
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	0	0	0	0
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	0	0	0	0
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	0	0	0	0
Customer Service	1	2	0	0
PC26. identify different types of customers	0	0	0	0

PC27. identify and respond to customer requests and needs in a professional manner.	0	0	0	0
PC28. follow appropriate hygiene and grooming standards	0	0	0	0
Getting ready for apprenticeship & Jobs	2	3	0	0
PC29. create a professional Curriculum vitae (Résumé)	0	0	0	0
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	0	0	0	0
PC31. apply to identified job openings using offline /online methods as per requirement	0	0	0	0
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	0	0	0	0
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	0	0	0	0
NOS Total	20	30	0	0
Grand Total	85	162	98	5

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

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
MEP	Mechanical Electrical Plumbing
CAD	Computer-Aided Design
PwD	Person with Disability
POSH	Prevention Of Sexual Harassment
OHS	Occupational Health and Safety

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
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation
Occupational Standards (OS)	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.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
Electives	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.
Core Skills/ Generic Skills (GS)	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.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities