

#### Introduction

The International Programme on the Elimination of Child Labour (IPEC) of the International Labour Organisation (ILO) has promoted a variety of measures to progressively eliminate child labour, giving priority to the eradication of the worst forms of child labour in Nepal. IPEC's interventions are implemented in partnership with the government, trade unions, employer's associations and non-governmental organizations. One of the innovative programmes promoted by IPEC include the Time Bound Programme (TPB), which aims to prevent and eliminate selected worst forms of child labour, as defined in ILO Convention No. 182, within a defined period of time.

The objective of the Time-Bound Programme (TBP) is to contribute to the Master Plan of His Majesty's Government of Nepal for the Elimination of Child Labour. The Time-Bound Programme is going to take various steps in eliminating the identified seven worst forms of child labour in Nepal: child porters, child domestics, children in trafficking, child ragpickers, children in carpet factories, children in mine/stone quarries and child bonded labour.

The educational interventions of the TBP in Nepal have been among the most effective instruments for the prevention of child labour and the rehabilitation of former child workers. The TBP & Brighter Future Programme (BFP) of World Education (WEI) measures promote access to free education and appropriate vocational training and apprenticeship opportunities for all children and youth removed from the identified worst forms of child labour. In this context, ILO and World Education (WEI) have taken the initiative to design apprenticeship-training programs in various trade areas for the older children working in the worst forms of child labour.

#### **Rational of the programme**

The vocational trainings in Nepal have resulted mixed outcomes. Although, there is a rapid proliferation of the technical and vocational training providers and the youth enrolment has been in increasing trend, there are some fundamental problems. Basically, the training programmes are much structured and the training delivery is made in institution-based environment. Similarly, there are minimum standard that needs to be maintained for enrolment. Considering the low literacy background of children engaged in the identified worst forms of child labour, the standard for admission to vocational training institutes is too high. Furthermore, many vocational training institutes have a very high cost. Therefore, ILO and WEI have taken the initiative to look more carefully into apprenticeship models as an alternative to vocational training for older working children.

According to IPEC Nepal and WEI, the term apprenticeship for TBP refers to supervised on-the-job training that provides practical skills and theoretical knowledge and also the experience of a work environment. It is a learning method that prepares a young person at least 14 years of age for a real job by giving him/her a set of welldefined occupational abilities through close supervision and guidance from a potential employer, or from a mentor. Apprenticeship can build confidence in young people, and remind them that they have a positive role to play in their community, and in their country.

#### **Overall objectives**

The overall objective of the programme is to eliminate exploitative and hazardous child labour by providing them with skills and knowledge to attain better employment and economic opportunities and linking them to national development efforts including economic, educational and labour market policies of Nepal.

#### **Terminal objectives**

After the completion of this course an apprentice will be able:

- to draw simple sketches and plans of woodworks,
- to perform fundamental works related to woodworks,
- to make various types of woodworks joints,
- to make door and window frame and shutter,
- to perform finishing works on various completed wood products, and
- to assist in managing wood workshop/ industry.

#### **Course description**

This course is designed to help the apprentices to provide basic knowledge and skills on woodworks. The apprentices will develop their competencies working in the woodworks workshop or site in an unstructured way. This course especially provides skills focusing on the wood products for domestic purposes. This course also provides skills about finishing works of wood products including various types of paintings as well as management of the workshop or working site.

#### **Target group**

This programme is targeted to the older children engaged in the worst forms of child labour who are above 14 years old. In Nepal, the worst form of child labour include;

- 1. Domestic child labourers,
- 2. Child porters,
- 3. Child bonded labourers,
- 4. Children involved in trafficking,
- 5. Rag picking children,
- 6. Child labourers in carpet industry, and
- 7. Child labourers in stone quarries and mines.

#### **Group size**

The number of apprentice can vary depending upon the facilities available with the apprenticeship-training providers. **Ideally, this should not exceed five in numbers**.

#### Entry criteria

An apprentice must be or have

- 1. Engaged in the worst form of child labour.
- 2. Between 14 to 18 years old.
- 3. Interest and commitment in apprenticeship training.
- 4. Current employer's/guardian's consent.
- 5. Basic literacy.

#### Duration

Three to five months (2 to 3 hours per day and 5 to 6 days a week) OR as per the agreement between apprenticeship provider and TBP implementing organisation. However, the theory and practical time should be arranged in the ratio of 20:80.

#### Medium of instruction Nepali.

#### **Pattern of attendance**

The apprentice should secure 90% attendance during the training period.

#### **Certificate requirements**

National Skill Testing Board (The Skill Testing Division of the Council for Technical Education and Vocational Training, CTEVT) according to its requirement administers skill tests and provides certificate to apprentice.

#### Apprenticeship provider's qualification

An apprenticeship provider must have:

- 1. Enthusiasm and motivation to train the older children in the worst form of child labour
- 2. Qualification and experience in training.
- 3. Proper tools, equipment and space for training.
- 4. Safe working environment.
- 5. Possibility of employment opportunity.

#### **Trainees evaluation**

The apprenticeship-training providers will continuously evaluate the apprentice based on their performance.

#### **Equipment, tools and materials**

Depending upon the frequency of uses and the number of apprentice the number/quantity of tools/equipment/material varies.

S.No.	Name of the tools/equipment	Units
	Marking gauge	
	Measuring tape	
	Folding tape	
	Mallet	
	Claw hammer	
	Frame saw "Ara"	
	Cross cut saw	
	Zig zag saw	
	Rip saw	
	Back saw	
	Mitre saw	
	Dovetail saw	
	Coping saw	
	Key hole saw	
	T- bevel	
	Combination square	
	Scratch awl	
	Plum bob	
	Butt guage	
	Hand drill	
	Power drill	
	Basia	
	Chisel (Different size)	
	Pencil	
	L square	
	Line level	
	Compass	
	Carpenter's level	

S.No.	Name of the tools/equipment	Units
	C clamp	
	Bar clamp	
	Spring clamp	
	Mitre clamp	
	Pincer	
	Nail puller	
	Nail punch	
	Pliers	
	Jointer plane	
	Fore plane	
	Jack plane	
	Smooth plane	
	Power saw	
	Power plane	
	Circular saw	

S. No	Duties and Competencies/Tasks/Skills		Time (in hours)		
<b>5.</b> No		Duties and Competencies/Tasks/Skills	Th.	Prac.	Total
<b>A.</b>	Identify 7	Γools / Equipment / Material.			
	A.1.	Identify measuring tools.	1	1	2
	A.2.	Identify cutting tools.	1	1	2
	A.3.	Identify sawing tools.	1	1	2
	A.4.	Identify marking tools.	1	1	2
	A.5.	Identify checking tools	1	1	2
	A.6.	Identify holding tools.	1	1	2
	A.7.	Identify drilling tools.	1	1	2
	A.8.	Identify smoothing tools.	1	1	2
	A.9.	Identify boring tools.	1	1	2
	A.10.		1/2	1	11/2
	A.11.	Identify hardware.	1/2	1	11/2
	A.12.	•	1/2	1	11/2
	A.13.		1/2	1	11/2
	A.14.	<b>y</b> 1	1/2		11/2
	A.15.		1/2		11/2
		Identify varnish.	1/2		11/2
		Identify chapra polish.	1/2		11/2
	A.18.		1/2		11/2
		Identify manufactured timber (stick ply, ply	1/2		11/2
		wood, lamination board, block board).	/ -	-	- / -
В.	Draw ske	tches/ plans.			
	B.1.	Draw door/window frame.	1	1	2
	B.2.	Draw tables (office, dining, officer, computer,	1	1	2
		class).			
	B.3.	Draw simple chair (Officer classroom).	1	1	2
	B.4.	Draw bed (simple / rack bed).	1		2
	B.5.	Draw door/window shutters.	1		2
	B.6.	Draw cup board (carnesh, drawer, show case).	1		2
C.		anage Workshop/ Industry			
	C.1.	Assist to manage materials	1/2	1         1	11/2
	C.2.	Assist to manage tools/ equipments	1/2		11/2
	C.3.	Assist to manage worker.	1		
	C.4.	Assist to calculate the cost of material.	1		
	C.5.	Assist to receive order.	1/2		11/2
	C.6.	Assist to receive order. Assist to calculate timber quantity.	1/2		11/2
	C.7.	Prepare bill (invoice).	1/2		11/2
	C.8.	Assist to deliver product	1/2		11/2
D.		fundamental works	/2	1	1/2
<i>.</i> .	D.1.	Select timber.	1/2	1	11/2
	D.1.	Detect timber defect.	1		2
	D.2. D.3.	Perform measuring work.	1/2		1 <sup>1</sup> /2
	D.3.	Perform marking work.	1/2		172
	D.4.		1		2
		Perform sawing work.			
	D.6.	Perform planning work.	1	1	2

# **Summary of Duties and Competencies**

S No	Duties and Competencies/Tasks/Skills		Time (in hours)		
S. No		Duties and Competencies/Tasks/Skills	Th.	Prac.	Total
	D.7.	Perform boring/drilling work.	1	1	2
	D.8.	Perform clamping work.	1/2	1	11/2
	D.9.	Perform (Khanch) groove cutting.	1	1	2
Е.	Make joi	nts			
	E.1.	Make butt joint.	1⁄2	1	11/2
	E.2.	Make lap joint.	1⁄2	1	11/2
	E.3.	Make dove tail joint.	1⁄2	1	11/2
	E.4.	Make rebate joint.	1⁄2	1	11/2
	E.5.	Make mitre joint.	1⁄2	1	11/2
	E.6.	Make slope joint.	1⁄2	1	11/2
	E.7.	Make dado joint.	1⁄2	1	11/2
	E.8.	Make tenon and mortizre joint.	1⁄2	1	11/2
<b>F.</b>	Make shu	itters/ frames			
	F.1.	Make door / window shutter frame.	1⁄2	3	31/2
	F.2.	Fix glasses on door/window.	1⁄2	1	11/2
	F.3.	Perform partition work.	1⁄2	3	31/2
	F.4.	Assist to make door/window shutter body.	1⁄2	3	31/2
	F.5.	Assist to parquating work.	1⁄2	2	21/2
	F.6.	Fix simple ceiling work.	1⁄2	2	21/2
G.	Make fur				
	G.1.	Make pirka.	1/2	1	11/2
	G.2.	Make stool.	1⁄2	2	21/2
	G.3.	Make simple bench.	1/2	2	21/2
	G.4.	Make simple bed.	1/2	5	51/2
	G.5.	Make simple table.	1⁄2	4	41/2
	G.6.	Make simple (book) rack.	1/2	4	41⁄2
	G.7.	Make churi stand.	1/2	4	41⁄2
	G.8.	Assist to make tea table	1/2	4	41/2
	G.9.	Assist to make dining table.	1⁄2	4	41/2
	G.10.	Assist to make computers table.	1/2	4	41/2
	G.11.	Assist to make office table.	1/2	4	41/2
	G.12.	Assist to make office cupboard.	1/2	4	41⁄2
	G.13.	Assist to make cupboard.	1/2	4	41⁄2
	G.14.	Assist to make TV rack	1/2	4	41⁄2
	G.15.	Assist to make officer table.	1/2	4	41⁄2
H.	Perform	finishing works			
	H.1.	Apply putty over holes.	1/2	1	11/2
	Н.2.	Apply sand/emery paper.	1⁄2	1	11/2
	Н.З.	Apply primer.	1⁄2	1	11/2
	H.4.	Apply enamel paint.	1⁄2	1	11/2
	Н.5.	Apply Shellac polish.	1⁄2	1	11/2
	H.6.	Apply varnish.	1⁄2	1	11/2
I.	Maintain	/ repair tools / equipment.			
	I.1.	Sharpen chisel / planer / basila	1⁄2	1	11/2
	I.2.	Maintain hand saw teeth	1⁄2	1	11/2
	I.3.	Repair/Replace handle	1⁄2	1	11/2
	I.4.	Replace bit	1/2	1	11/2

C N-		Desting and Commentary size/Tracks/Shells	Time (in hours)		
S. No		Duties and Competencies/Tasks/Skills	Th.	<b>. Prac.</b> 1	Total
	I.5.	Oil hand tools/equipment.	1⁄2	1	11/2
	I.6.	Check carbon for armature.	1⁄2	1	11/2
J.	Commun	icate with other.			
	J.1.	Communicate with supervisor.	1	2	3
	J.2.	Communicate with client.	1	2	3
	J.3.	Communicate with employer.	1	2	3
	J.4.	Communicate with colleagues.	1	2	3
	J.5.	Communicate with supplier.	1	2	3
	J.6.	Communicate with hardware shop.	1	2	3
	J.7.	Communicate with visitor.	1	2	3
	J.8.	Communicate with carpenter.	1	2	3
	J.9.	Communicate with junior.	1	2	3
	J.10.	Receive telephone call.	1	2	3
<b>K.</b>	Grow pr	ofessionally.			
	K.1.	Consult carpenter.	1	2	3
	K.2.	Visit equipped working places/sights.	1	3	4
	K.3.	Read related materials (Documents, manuals,	1	3	4
		brochures etc.).			
	K.4.	Seek trainings places /programs.	1	4	5
	K.5.	Attend training/ seminar/workshops.	1	2	3
	K.6.	Watch Audio-Visual.	1	2	3
	K.7.	Browse World Wide Web.	1	2	3
		Total	70	161	231

S. No	Competencies	<b>Related Technical</b>		ne (in h	-	
5.110	Competencies	Knowledge	Th.	Prac.	Total	
1.	Identify measuring tools	<ul> <li>Introduction of measuring tools</li> <li>Uses of measuring tools</li> <li>Types of measuring tools (Measuring tape, folding</li> </ul>	1	1	2	
2.	Identify shaping tools	rule)         □ Introduction of shaping tools         □ Uses of shaping tools         □ Types of shaping tools         (Chisel, Basila, Axe)	1	1	2	
3.	Identify sawing tools	<ul> <li>Introduction of sawing tools</li> <li>Uses of sawing tools</li> <li>Types of sawing tools</li> </ul>	1	1	2	
4.	Identify marking tools	<ul> <li>Introduction of marking tools.</li> <li>Uses of marking tools</li> <li>Types of marking tools (Pencil, Scratch tools, Marking gauge, Chalk line)</li> </ul>	1	1	2	
5.	Identify checking tools	<ul> <li>Introduction of checking tools</li> <li>Uses of checking tools</li> <li>Types of checking tools (Try square, Combination square, Plumb bob)</li> </ul>	1	1	2	
6.	Identify clamping tools	<ul> <li>Introduction of clamping tools</li> <li>Uses of clamping tools</li> <li>Types of clamping tools (Bar clamp, C clamp, Hand clamp, Spring clamp, Band clamp, Miter clamp)</li> </ul>	1	1	2	
7.	Identify drilling/ boring tools	<ul> <li>Introduction of drilling/boring tools</li> <li>Uses of drilling/boring tools</li> <li>Types of drilling/boring tools (Hand Drill, Automatic Drill, Ratchet Brace)</li> </ul>	1	1	2	
8.	Identify shaving tools	<ul> <li>Introduction of shaving tools</li> <li>Uses of shaving tools</li> <li>Types of shaving tools (Bench plane, Special</li> </ul>	1	1	2	

Duty 1: Identify tools / Equipment / Materials

S. No	Competencies	Related Technical	Time (in hours)		
5.110	Competencies	Knowledge	Th.	Prac.	Total
		plane)			
9.	Identify striking/driving	□ Introduction of striking and	1	1	2
	tools	driving tools.			
		$\square$ Uses of striking and driving			
		tools			
		$\square$ Types of striking and			
		driving tools (Mallet,			
		Hammer, Claw hammer)			
10.	Identify timber	$\square$ Hard wood and soft wood	1⁄2	1	11/2
		Characteristics of good			
		timber			
11.	Identify hardware	Identification of various	1⁄2	1	11/2
		hardware			
		Uses of various hardware			
12.	Identify sand paper	$\square$ Uses of sand paper	1⁄2	1	11/2
		☐ Types of sand paper			
		(Coarse, Medium and Fine)			
13.	Identify wood primer	□ Uses of primer	1⁄2	1	11/2
		$\square$ Name of commonly			
		available primer			
14.	Identify putty/ adhesive	$\square$ Uses of adhesive	1⁄2	1	11/2
	(Fevicol, Mobicol)	$\square$ Name of commonly			
		available adhesive			
15.	Identify enamel	□ Uses of enamel	1⁄2	1	11/2
		$\square$ Name of commonly			
		available enamel			
16.	Identify varnish	$\square$ Uses of varnish	1⁄2	1	11/2
		Characteristics of varnish			
17.	Identify shellac	□ Uses of shellac	1⁄2	1	11/2
		Types of shellac			
18.	Identify sunmica /	$\square$ Uses of sunmica and	1⁄2	1	11/2
	formica	formica			
		Commonly available			
		sunmica and formica			
19.	Identify manufactured	$\square$ Uses of manufactured	1⁄2	1	11⁄2
	timber (stick ply, ply	timber			
	wood, lamination board,	Commonly available			
	block board)	manufactured timber			

## Duty 2: Draw plans/sketches.

C No	Competencies	Related Technical	Tin	ne (in h	ours)
S. No		Knowledge	Th.	Prac.	Total
1.	Draw door/window frame	☐ Types of sketches (free	1	1	2
		hand, scaled)			
		$\square$ Free hand sketch of			
		different types of door and			

S. No	Competencies	Related Technical	Time (in hours)		
<b>5.</b> NU	Competencies	Knowledge	Th.	Prac.	Total
		window frame			
2.	Draw tables (office,	$\square$ Free hand sketch of	1	1	2
	dining, officer, computer,	different types of tables			
	class)	(Office, Dining, Officer,			
		Computer, Class)			
3.	Draw simple chair	$\square$ Free hand sketch of	1	1	2
	(Officer, classroom)	different types of Chair			
		(Officer, Classroom)			
4.	Draw bed (simple / rack	$\square$ Free hand sketch of	1	1	2
	bed)	different types of bed			
		(Simple / Rack Bed)			
5.	Draw door/window	$\square$ Free hand sketch of	1	1	2
	shutters	different types of door and			
		window frame (Single			
		Panel, Double Panel, Half			
		and Fully Glazed)			
6.	Draw cup board (carnesh,	□ Free hand sketch of cup-	1	1	2
	drawer, show case)	board (Carnesh, Drawer,			
		Show case)			

## Duty 3: Assists/Manage Industry/Workshop.

S No	Competencies	Related Technical	Time (in hours)		
S. No	Competencies	Knowledge	Th.	Prac.	Total
1.	Assist to manage	□ List of required materials	1⁄2	1	11/2
	materials	Inventory keeping			
2.	Assist to manage tools/	$\square$ List of tools	1⁄2	1	11/2
	equipments	$\square$ Cleaning and oiling of tools			
3.	Assist to manage worker	□ Types of worker	1	1	
		□ Job description/			
		responsibility of worker.			
		☑ Working hours			
		□ Types of leave			
		List of holiday			
4.	Assist to calculate the	$\square$ Market price of timber, and	1	1	
	cost of material	hardware1.			
5.	Assist to receive order	$\square$ Listing out the required	1⁄2	1	11/2
		wood product from the			
		client.			
6.	Assist to calculate timber	☑ Volume calculation (length)	1⁄2	1	11/2
	quantity	X breadth X thickness)			
		□ Unit (cft)			
7.	Prepare bill (invoice)		1⁄2	1	11/2
		□ Specific rate and quantity			
8.	Assist to deliver product	☑ Note down proper address	1⁄2	1	11/2
		of delivery.			

S. No	Commetersies	Related Technical		Time (in hours)		
	Competencies	Knowledge	Th.	Prac.	Total	
		Precautions for product				
		delivery.				

### **Duty 4: Perform fundamental works.**

S. No	Compotonoiog	Related Technical	Tir	ne (in h	ours)
5. 110	Competencies	Knowledge	Th.	Prac.	Total
1.	Select timber.	<ul> <li>Timber types (hard and soft)</li> <li>Suitability of timber for a particular job.</li> </ul>	1/2	1	11/2
2.	Detect timber defect.	<ul> <li>Natural defect (Cup Shake, Heart Shake, Star Shake, Knots)</li> <li>Artificial defect (Bow, Cup, Twist)</li> </ul>	1	1	2
3.	Perform measuring work.	<ul> <li>Length, Breadth and Thickness of a wood piece.</li> <li>Measuring procedure</li> </ul>	1⁄2	1	11/2
4.	Perform marking work	<ul> <li>Marking points and procedure.</li> <li>Safety precautions.</li> </ul>	1⁄2	1	11/2
5.	Perform sawing work.	<ul> <li>Hand sawing and cutting procedure.</li> <li>Disposal of wastes (including recycling/reusing).</li> <li>Safety precautions.</li> </ul>	1	1	2
6.	Perform shaving (planning or smoothing) work	<ul> <li>Shaving procedure.</li> <li>Disposal of wastes (including recycling/reusing).</li> <li>Safety precautions.</li> </ul>	1	1	2
7.	Perform boring/drilling work	<ul> <li>Boring/drilling procedure.</li> <li>Disposal of wastes (including recycling/reusing).</li> <li>Safety precautions.</li> </ul>	1	1	2
8.	Perform clamping work	<ul> <li>Clamping procedure.</li> <li>Safety precautions.</li> </ul>	1⁄2	1	11/2
9.	Perform ( <i>Khanch</i> ) groove cutting.	<ul> <li>Groove cutting procedure.</li> <li>Disposal of wastes (including recycling/reusing).</li> <li>Safety precautions.</li> </ul>	1	1	2

Duty 5: Make joints.

S. No	Competencies	Related Technical	Time (in hours)		
<b>5.</b> NU	Competencies	Knowledge	Th.	Prac.	Total
1.	Make Butt joint.	□ Importance and	1⁄2	1	11/2
		identification of butt joint			
		Butt joint making			
		procedure.			
		□ Safety precautions.			
2.	Make Lap joint.	$\square$ Importance and	1⁄2	1	11/2
		identification of lap joint.			
		$\square$ Lap joint making procedure.			
		□ Safety precautions.			
3.	Make Dove Tail joint.	$\square$ Importance and	1⁄2	1	11/2
		identification of dovetail			
		joint.			
		Dovetail joint making			
		procedure.			
		□ Safety precautions.			
4.	Make Rebate joint.	$\square$ Importance and	1⁄2	1	11/2
		identification of rebate			
		joint.			
		Rebate joint making			
		procedure.			
		☐ Safety precautions.			
5.	Make Mitre joint.	$\square$ Importance and	1⁄2	1	11/2
		identification of mitre joint			
		Mitre joint making			
		procedure.			
		☐ Safety precautions.			
6.	Make Slope joint.	$\square$ Importance and	1⁄2	1	11/2
		identification of slope joint			
		Slope joint making			
		procedure.			
		☐ Safety precautions.			
7.	Make Dado joint.	☑ Importance and	1⁄2	1	11/2
		identification of dado joint			
		🖾 Dado joint making			
		procedure.			
~		☐ Safety precautions.			
8.	Make Tenon and Mortise	□ Importance and	1⁄2	1	11⁄2
	joint.	identification of tennon and			
		mortise joint			
		☐ Tenon and Mortise joint			
		making procedure.			
		□ Safety precautions.			

C No	Competencies	Related Technical	Time (in hours)		
S. No	Competencies	Knowledge	Th.	Prac.	Total
1.	Make door / window	$\square$ Types of shutters.	1⁄2	3	31/2
	shutter frame.	☐ Thickness of shutter frame			
		$\square$ Safety precaution.			
2.	Fix glasses on door/	□ Types of door window	1⁄2	1	11/2
	windows.	glasses (thickness, frosted,			
		plain, designed etc.)			
		□ Safety precaution.			
3.	Perform partition work.	□ Components of partition	1⁄2	3	31/2
		works.			
		☑ Procedure			
		□ Safety precautions.			
4.	Assist to make door/	□ Commonly used	1⁄2	3	31/2
	windows shutter body.	door/window shutter body.			
		□ Safety precautions.			
5.	Assist to perquating	□ Commonly used parquating	1⁄2	2	21/2
	work.	woods.			
		□ Safety precautions.			
6.	Fix simple ceiling work.	☑ Various types of ceiling	1⁄2	2	21/2
		materials.			
		□ Parts of ceiling.			
		☑ Procedure			
		□ Safety precautions.			

### Duty 6: Make shutters/ frames/partitioning/ceiling

### Duty 7: Make furniture.

S. No	Competencies	Related Technical	Time (in hours)		
S. No Competencies		Knowledge	Th.	Prac.	Total
1.	Make <i>pirka</i> .	☐ Size and design of <i>Pirka</i>	1⁄2	1	11/2
		□ Safety precautions			
2.	Make stool.	□ Size and design of stool	1⁄2	2	21/2
		□ Safety precautions			
3.	Make simple bench.	□ Size and design of simple	1⁄2	2	21/2
		bench			
		□ Safety precautions			
4.	Make simple bed.		1⁄2	5	51/2
		commonly used beds.			
		Procedure for making			
		simple beds.			
		□ Safety precautions.			
5.	Make simple table.	$\square$ Types of simple and	1⁄2	4	41/2
		commonly used tables.			
		□ Procedure for making			

S. No	Competencies	Related Technical	Time (in hours)		
<b>5.</b> NO	Competencies	Knowledge	Th.	Prac.	Total
		simple table.			
		□ Safety precautions.			
6.	Make simple (book) rack.	$\square$ Types of bookracks.	1⁄2	4	41⁄2
		Procedure for making			
		bookracks.			
		☐ Safety precautions.			
7.	Make <i>churi</i> stand.	▷ Procedure for making Churi	1⁄2	4	41⁄2
		stand.			
		☐ Safety precautions.			
8.	Assist to make tea table	$\square$ Types of commonly used	1⁄2	4	41⁄2
		tea table.			
		☐ Safety precautions.			
9.	Assist to make dining	$\square$ Types of commonly used	1⁄2	4	41⁄2
	table.	dining table.			
		□ Safety precautions.			
10.	Assist to make computers	$\square$ Types of commonly used	1⁄2	4	41⁄2
	table.	computer table.			
		☐ Safety precautions.			
11.	Assist to make office	$\square$ Types of commonly used	1⁄2	4	41⁄2
	table.	office table.			
		☐ Safety precautions.			
12.	Assist to make office	$\square$ Types of commonly used	1⁄2	4	41⁄2
	cupboard.	office cupboard.			
		☐ Safety precautions.			
13.	Assist to make cupboard.	$\square$ Types of commonly used	1⁄2	4	41⁄2
		cupboard.			
		☐ Safety precautions.			
14.	Assist to make TV rack	$\square$ Types of commonly used	1⁄2	4	41⁄2
		TV racks.			
		☐ Safety precautions.			
15.	Assist to make officer	$\square$ Types of commonly used	1⁄2	4	41⁄2
	table.	Officer table.			
		□ Safety precautions.			

### **Duty 8: Perform finishing works.**

S. No	Compotencies	Related Technical	Tir	Time (in hours)		
<b>5.</b> NO	Competencies	Knowledge	Th.	Prac.	Total	
1.	Apply putty over holes.	☑ Application procedure.	1⁄2	1	11/2	
		□ Safety precaution				
2.	Apply sand/emery paper.	☑ Application procedure.	1⁄2	1	11/2	
		□ Safety precaution.				
3.	Apply primer.	☑ Application procedure.	1⁄2	1	11/2	
		□ Safety precaution.				
4.	Apply enamel paint.	☑ Application procedure.	1⁄2	1	11/2	
		□ Safety precaution.				
5.	Apply Shellac polish.	☑ Application procedure.	1⁄2	1	11/2	

S. No	Compotencies	Related Technical	Time (in hours)		
5. INO	Competencies	Knowledge	Th.	Prac.	Total
		□ Safety precaution.			
6.	Apply varnish.	<ul><li>Application procedure.</li><li>Safety precaution.</li></ul>	1⁄2	1	11/2

## Duty 9: Maintain / repair tools / equipment.

S. No	Competencies	Related Technical	Time (in hours)		
<b>5.</b> NO	Competencies	Knowledge	Th.	Prac.	Total
1.	Sharpen chisel / planer /	Benefit of maintaining and	1⁄2	1	11/2
	basila	repair of tools and			
		equipment.			
		☐ Sharpening procedure.			
		□ Safety precautions.			
2.	Maintain hand saw teeth	□ Filing procedure.	1⁄2	1	11/2
		$\square$ Adjusting procedure of saw			
		teeth.			
		□ Safety precautions.			
3.	Repair/Replace handle	□ Repairing and Replacing of	1⁄2	1	11⁄2
		Saw, Chisel, Baisla handle			
4.	Replace bit	$\square$ Bit size and type	1⁄2	1	11/2
		Replacing procedure			
5.	Oil hand tools/equipment.	Identification of	1⁄2	1	11/2
		tools/equipment parts for			
		oiling.			
		□ Procedure for applying oil.			
6.	Check carbon for	Reasons for carbon	1⁄2	1	11/2
	armature	checking.			
		☐ Checking procedure.			

## **Duty 10: Communicate with others**

S. No	Competencies		<b>Related Technical</b>	Time ( in hrs.)		
<b>5.</b> NU	to Competencies		Knowledge	Th.	Prac.	Total
1.	Communicate with supervisor.		Meaning and importance of communication. Type of communication (oral, sign/gesture and written). Oral communication techniques. Communication for cooperative/collaborative tasks. Learning and information sharing.	1	2	3
		$\square$	Prior consultation on			

S. No	Competencies		<b>Related Technical</b>		Time ( in hrs.)		
5.110			Knowledge	Th.	Prac.	Total	
			assigned work with the seniors. Uses of appropriate communication language (with higher and lower				
2.	Communicate with client		position staffs.) Importance of listening and viewing the client's opinions (offering opinions, supporting statement and questions and clarification of the proposed job).	1	2	3	
3.	Communicate with employer		Refer to task 2	1	2	3	
4.	Communicate with colleagues		Importance of interpretation and explanation of the proposed job with friends.	1	2	3	
5.	Communicate with supplier		Refer to task 1	1	2	3	
6.	Communicate with hardware shop		Refer to task 2	1	2	3	
7.	Communicate with visitor		Refer to task 2	1	2	3	
8.	Communicate with carpenter.		Refer to task 4	1	2	3	
9.	Communicate with junior.		Demand and supply order. Bill / invoice. Material supply and delivery.	1	2	3	
10.	Receive telephone call.		Meaning, importance and purpose of telephone Telephone receiving technique Etiquette of receiving telephone call. Massage writing technique	1	2	3	

## Duty 11: Grow professionalism.

S. No	Competencies	Related Technical	Time (in hrs.)		
		Knowledge	Th.	Prac.	Total
1.	Consult carpenter.	Importance of participating in career	1	2	3
1.	Consult carpenter.	1	1	2	

S. No	Competencies		Related Technical		Time (in hrs.)		
	_		Knowledge	Th.	Prac.	Total	
			the carpenter.				
2.	Visit equipped working places/sights		Importance of learning from different workplaces and site visits.	1	3	4	
3.	Read related materials (Documents, manuals, brochures etc.)		Importance of learning from trade relevant documents, manuals and other job related sheets.	1	3	4	
4.	Seek trainings places /programs	6	Need of growing professionalism. Importance of career development opportunities inside and outside the organization.	1	4	5	
5.	Attend training/ seminar/workshops		Importance of trainings in career development. Possible training providers/institutes for refresher trainings.	1	2	3	
6.	Watch Audio-Visual		Familiarization of TVs channel/A/V aids. Importance of leaning from A/V.	1	2	3	
7.	Browse World Wide Web.		Familiarization with computer. WWW browsing techniques.	1	2	3	