



**FURNITURE
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SKILL COUNCIL**
कुशल • सक्षम • आत्मनिर्भर



Skill India
कौशल भारत - कुशल भारत



Model Curriculum

QP Name: Draughtsperson (Interior Design)

QP Code: FFS/Q0202

QP Version: 3.0

NSQF Level: 4

Model Curriculum Version: 3.0

Furniture and Fittings Skill Council || Furniture and Fittings Skill Council (FFSC), 407-408, DLF City Court,
MG Road, Sikanderpur, Gurgaon - 122002

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Training Parameters

Sector	Interiors, Furniture and Fixtures
Sub-Sector	Interior Design and Installation
Occupation	Interior Designing
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3432.0100
Minimum Educational Qualification and Experience	<p>Grade 12 pass Or Completed 2nd year of 3-year diploma (after Grade 10) Or Pursuing 2nd year of 3-year regular Diploma (after Grade 10) Or Grade 10 pass with 2 years of any combination of NTC/NAC/CITS or equivalent Or Grade 10 pass and pursuing continuous schooling (for 2 years program) Or Grade 11 Pass and pursuing continuous schooling Or Grade 11 Pass with 1 year of relevant experience Or Grade 10 Pass with 2 years of relevant experience Or Previous relevant Qualification of NSQF Level 3.0 (Multipurpose Draughtsperson) with 1.5 years of relevant experience</p>
Pre-Requisite License or Training	NA
Minimum Job Entry Age	16 Years
Last Reviewed on	31-08-2023
Next Review Date	31-08-2026
NSQC Approval Date	31-08-2023
Q.P. Version	3.0
Model Curriculum Creation Date	03-06-2023
Model Curriculum Valid Up to Date	31-08-2026

Model Curriculum Version	3.0
Minimum Duration of the Course	420 (Min. of 1 Elective to be selected)
Maximum Duration of the Course	540 (Max. of 2 Electives to be selected)

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills:

- Describe the scope of Interiors and Allied Industries.
- Describe the Organizational Map of Interiors and the role of the Draughtsperson (Interior Design).
- Follow standards of etiquette and hospitable conduct.
- List the different types of interior projects, products, materials, and hardware.
- Describe the process and conduct the site survey and recce.
- Conduct measurements of the worksite and maintain records.
- Draft and modify drawings and designs for interior projects.
- Create layouts and 3D renders for interior design mood boards.
- Describe the process of preparing interior project dockets and record-keeping.
- Communicate effectively with superiors, colleagues, and customers to achieve a smooth workflow.
- Maintain health, hygiene, and safety at the worksite.
- Discuss various aspects of employability skills and employ such practices towards personal and organizational growth.
- Describe the process and conduct the site survey and recce for residential and kitchen Projects.
- Draft and modify drawings and designs for residential and kitchen projects.
- Create layouts and 3D renders for mood boards of residential and kitchen projects.
- Explain the processes involved in interior drafting for residential and kitchen projects and execute the same.
- Describe the process and conduct the site survey and recce for hospitality projects.
- Draft and modify drawings and designs for hospitality projects.
- Create layouts and 3D renders for mood boards of hospitality projects.
- Explain the processes involved in interior drafting for hospitality projects and execute the same.
- Describe the process and conduct the site survey and recce for commercial projects.
- Draft and modify drawings and designs for commercial projects.
- Create layouts and 3D renders for mood boards of commercial projects.
- Explain the processes involved in interior drafting for commercial projects and execute the same.
- Describe the process and conduct the site survey and recce for academic institution projects.
- Draft and modify drawings and designs for academic institution projects.
- Create layouts and 3D renders for mood boards of academic institution projects.
- Explain the processes involved in interior drafting for academic institution projects and execute the same.
- Describe the process and conduct the site survey and recce for retail fitout and exhibition projects.
- Draft and modify drawings and designs for retail fitout and exhibition projects.

- Create layouts and 3D renders for mood boards of retail fitout and exhibition projects.
- Explain the processes involved in interior drafting for retail fitout and exhibition projects and execute the same.

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module(s)	16:00	14:00	00:00	00:00	30:00
Module 1: Introduction to the Interiors and Allied Industry	04:00	02:00	00:00	00:00	06:00
Module 2: Organizational context of Interiors Industry	04:00	04:00	00:00	00:00	08:00
Module 3: Role of a Draughtsperson (Interior Design)	04:00	00:00	00:00	00:00	04:00
Module 4: Interior Projects, Products, Materials, and Hardware	04:00	08:00	00:00	00:00	12:00
FFS/N0203: Conduct site survey and recce for interior design drafting purpose NOS Version No. 3 NSQF Level- 4	20:00	40:00	00:00	00:00	60:00
Module 5: Site Survey and Recce	10:00	20:00	00:00	00:00	30:00
Module 6: Site Measurements and supervision	10:00	20:00	00:00	00:00	30:00
FFS/N0204: Preparation of the drawings for interior design project and team supervision NOS Version No. 3 NSQF Level-4	30:00	90:00	00:00	00:00	120:00
Module 7: Drafting for Interior Projects	06:00	30:00	00:00	00:00	36:00
Module 8: Mood Boards and 3D modelling	16:00	48:00	00:00	00:00	64:00
Module 9: Documentation and Reporting	08:00	12:00	00:00	00:00	20:00

FFS/N8205: Follow workplace health, safety, and environmental procedures NOS Version No. 3 NSQF Level- 3	12:00	18:00	00:00	00:00	30:00
Module 10: Health and Safety practices at the worksite	08:00	12:00	00:00	00:00	20:00
Module 11: Greening Practices at the worksite	04:00	06:00	00:00	00:00	10:00
DGT/VSQ/N0102: Employability Skills (60 Hours) NOS Version No. 1 NSQF Level- 4	30:00	30:00	00:00	00:00	60:00
Module 12: Employability Skills	30:00	30:00	00:00	00:00	60:00
Total Duration	108:00	192:00	00:00	00:00	300:00

Elective Modules

The table lists the modules and their duration corresponding to the Elective NOS of the QP.

Elective 1: Residential and Kitchen

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
FFS/N0205: Prepare the interior design drawings and renders for Residential and Kitchen projects NOS Version No. 3 NSQF Level- 4	16:00	44:00	60:00	00:00	120:00
Module 13: Site survey and recce of Residential and Kitchen Projects	04:00	16:00	00:00	00:00	20:00
Module 14: 2D and 3D Drawings for the Residential and Kitchen Projects	08:00	20:00	00:00	00:00	28:00
Module 15: Mood Boards for Residential and Kitchen Projects	04:00	08:00	00:00	00:00	12:00
Module 16: On-the-Job Training for Residential and Kitchen Projects	00:00	00:00	60:00	00:00	60:00
Total Duration	16:00	44:00	60:00	00:00	120:00

Elective 2: Hospitality

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
FFS/N0206: Prepare the interior design drawings and renders for Hospitality projects NOS Version No. 3 NSQF Level- 4	16:00	44:00	60:00	00:00	120:00
Module 17: Site survey and recce of Hospitality Projects	04:00	16:00	00:00	00:00	20:00
Module 18: 2D and 3D Drawings for the Hospitality Projects	08:00	20:00	00:00	00:00	28:00
Module 19: Mood Boards for Hospitality Projects	04:00	08:00	00:00	00:00	12:00
Module 20: On-the-Job Training for Hospitality projects	00:00	00:00	60:00	00:00	60:00
Total Duration	16:00	44:00	60:00	00:00	120:00

Elective 3: Commercial

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
FFS/N0207: Prepare the interior design drawings and renders for Commercial projects NOS Version No. 3 NSQF Level- 4	16:00	44:00	60:00	00:00	120:00
Module 21: Site survey and recce of Commercial Projects	04:00	16:00	00:00	00:00	20:00
Module 22: 2D and 3D Drawings for the Commercial Projects	08:00	20:00	00:00	00:00	28:00
Module 23: Mood Boards for Commercial Projects	04:00	08:00	00:00	00:00	12:00

Module 24: On-the-Job Training for Commercial Projects	00:00	00:00	60:00	00:00	60:00
Total Duration	16:00	44:00	60:00	00:00	120:00

Elective 4: Academic Institutions

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
FFS/N0208: Prepare the interior design drawings and renders for Academic Institution projects NOS Version No. 3 NSQF Level- 4	16:00	44:00	60:00	00:00	120:00
Module 25: Site survey and recce of Academic Institution Projects	04:00	16:00	00:00	00:00	20:00
Module 26: 2D and 3D Drawings for the Academic Institution Projects	08:00	20:00	00:00	00:00	28:00
Module 27: Mood Boards for Academic Institution Projects	04:00	08:00	00:00	00:00	12:00
Module 28: On-the-Job Training for Academic Institution Projects	00:00	00:00	60:00	00:00	60:00
Total Duration	16:00	44:00	60:00	00:00	120:00

Elective 5: Retail Fitout and Exhibitions

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
FFS/N0209: Prepare the interior design drawings and renders for Retail Fitout and Exhibitions projects NOS Version No. 3 NSQF Level- 4	16:00	44:00	60:00	00:00	120:00
Module 29: Site survey and recce of Retail Fitout and Exhibitions Projects	04:00	16:00	00:00	00:00	20:00
Module 30: 2D and 3D Drawings for the Retail	08:00	20:00	00:00	00:00	28:00

Fitout and Exhibitions Projects					
Module 31: Mood Boards for Retail Fitout and Exhibitions Projects	04:00	08:00	00:00	00:00	12:00
Module 32: On-the-Job Training for Retail Fitout and Exhibitions Projects	00:00	00:00	60:00	00:00	60:00
Total Duration	16:00	44:00	60:00	00:00	120:00

Module Details

Module 1: Introduction to the Interiors and Allied Industry

Bridge Module

Terminal Outcomes:

- Explain the scope and functioning of the interiors industry.
- Describe the segments of the interior industry.
- Explain different categories of interior projects.

Duration: 04:00	Duration: 02:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the scope and significance of the interior industry. • Illustrate the process flow of an interior designing project. • Distinguish between interior drafting, interior designing, and interior project management. • Summarize the types of industries enabling the Interiors industry. • Explain the relationship between interiors and the furniture industry. 	<ul style="list-style-type: none"> • Analyse different interior projects for the purpose of categorization.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Project/Theme Based Props as required	

Module 2: Organizational context of Interiors Industry

Bridge Module

Terminal Outcomes:

- Explain the various departments in an organisation's structure.
- Discuss the importance of communication skills required for a Draughtsperson (Interior Design).
- Communicate and perform basic financial transactions digitally.
- Demonstrate appropriate behaviour and work ethics.

Duration: 04:00	Duration: 04:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Illustrate the organizational structure and highlight the importance of the interior designing division. • Elaborate about various organizational processes, code of conduct, reporting matrix, and escalation hierarchy. • List all the documents required to carry out the job, such as the job card and checklist for oneself. • Explain the importance of working towards team objectives and goals. • Explain the importance of effective communication and interpersonal skills. • Identify the common reasons for interpersonal conflicts and ways of managing them effectively. • Explain the importance of maintaining good habits related to health and hygiene. • Explain the basic parts of a computer, smartphones, and their functioning. • Distinguish between various social media platforms: YouTube, WhatsApp, Facebook, Twitter, etc. • Summarize the Bank Account opening procedure and associated terminologies. • State the significance of payment methods and gateways for financial transactions. 	<ul style="list-style-type: none"> • Demonstrate the use of appropriate behaviour and language while communicating with colleagues. • Demonstrate how to report problems that need escalation. • Demonstrate how to fill a sample job card for submission. • Demonstrate active listening skills while communicating. • Demonstrate how to sign up for an email account. • Demonstrate how to search for a video on the internet. • Demonstrate how to operate various social media platforms: YouTube, WhatsApp, Facebook, Twitter, etc. • Demonstrate the steps involved in a financial transaction using a suitable medium.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sample of Job Cards, Sample of escalation matrix, organization structure, Project/Theme based props for simulation as required.	

Module 3: Role of a Draughtsperson (Interior Design)

Bridge Module

Terminal Outcomes:

- Explain the role and responsibilities of a Draughtsperson (Interior Design).
- Discuss the scope of work for a Draughtsperson (Interior Design).

Duration: 04:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the occupational map of the interiors industry. • Describe the interior designing occupation and related job roles. • Describe the attributes and basic skill sets required for a Draughtsperson (Interior Design). • Explain the role, responsibilities, and key result areas of a Draughtsperson (Interior Design). • Describe the career progression path for a Draughtsperson (Interior Design) job role. • Discuss the regulatory authorities, laws, and regulations related to an individual while working. • Explain the importance of job cards and timely reporting to supervisors in employee performance evaluation. 	
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
N.A.	

Module 4: Interior Projects, Products, Materials, and Hardware

Bridge Module

Terminal Outcomes:

- Explain the difference between various types of interior design projects and themes.
- Explain the various Interior design products and their usage.
- Summarize the raw materials and accessories required for interior design projects.

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Classify different types of interior design projects in terms of space. • Describe various types of different interior design themes. • List the various elements of an interior design project and their significance. • List the various types and categories of interior products and their usage. • Define the various types of raw materials and accessories used in an interior design project. 	<ul style="list-style-type: none"> • Analyse different interior projects and list out the interior products used as per their category. • Examine the interior projects and define the theme and elements.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Project/Theme based props for simulation as required.	

Module 5: Site survey and recce

Mapped to FFS/N0203, v 3.0

Terminal Outcomes:

- Explain the process and prepare for site survey and recce.
- Deploy appropriate methods and resources for conducting the site survey.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the parameters to be considered while interpreting the layout during the site survey. • State the significance of recce operation and pre-requisites for same. • Illustrate the operating guidelines for using different raw materials, tools, and equipment. • List all the possible health and safety hazards at the worksite. • Discuss various elements of a masonry structure and their representation in the site layouts. • Explain the process of site photography and videography based on different worksite specifications. 	<ul style="list-style-type: none"> • Plan the site survey in line with project layouts. • Examine the worksite and prepare a list of tools and equipment required for the recce. • Employ appropriate techniques to highlight the safety conditions at the worksite. • Employ suitable methods to document the existing site conditions at the worksite.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 6: Site measurements and supervision

Mapped to FFS/N0203, v 3.0

Terminal Outcomes:

- Explain the process of the Site measurement and its significance.
- Apply appropriate techniques for site measurement.
- Review and prepare recce reports and maintain records.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of mathematics and geometry skills in performing measurement and marking activities. • Explain various techniques and tools associated with measurement activities. • Discuss the various elements of a measurement sheet. • Explain the various techniques associated with designing a layout. • Discuss the need for documentation and detailing in the site survey. 	<ul style="list-style-type: none"> • Apply the basic measurement techniques to measure the worksite. • Demonstrate the process of marking the worksite as per the layout and plan. • Prepare the measurement sheet in line with the recce conducted. • Apply different approaches to prepare the site layouts and drawings. • Demonstrate the process of record-keeping during the site survey.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 7: Drafting for Interior Projects

Mapped to FFS/N0204, v 3.0

Terminal Outcomes:

- Explain the working of 2D/3D software's.
- Prepare, modify, and review the drawings for Interior Design projects.
- Prepare and modify the layouts for Mood boards.

Duration: 06:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the roles of various Mechanical, Electrical, and Plumbing (MEP) at the site affecting the product detailing. • State the significance of rough sketches in the designing process. • Discuss various techniques associated with the layout preparation. • List various types of raw materials used in Interior Design projects. • Discuss various technical considerations and detailing during product/ layout designing. • State the role of aesthetics and ergonomics in product design. • Discuss various types of materials, tools, and equipment required in a product design and fabrication. • Discuss the usage of different types of hardware accessories and fixtures related to sanitary, lighting, etc. 	<ul style="list-style-type: none"> • Demonstrate how to interpret MEP details based on drawing specifications. • Employ suitable 2D/3D software and techniques to prepare design drafts/drawings/layouts. • Create layouts and drawings as per the site survey/recce for various Interior Design projects. • Modify architectural drawings for interior design purposes.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 8: Mood Boards and 3D modelling

Mapped to FFS/N0204, v 3.0

Terminal Outcomes:

- Explain the process of making Mood Boards and assist in the same.
- Create, modify and review 2D and 3D layouts and renders.

Duration: 16:00	Duration: 48:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the various elements of a mood board. • Discuss various types of materials used in the product finishing. • Discuss the various types of design themes and concepts. • State the significance of various design specifications in the designing process. • Describe the operational procedures for different types of 3D software and their significance in the process. 	<ul style="list-style-type: none"> • Analyze the design specifications to identify the mood board layout. • Demonstrate the steps involved in preparing the mood boards. • Draft and review layouts for Mood Boards of different types of Projects. • Apply different materials in preparation for Mood Boards. • Demonstrate the use of suitable designing software to create 3D renders/ models.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 9: Documentation and Reporting

Mapped to FFS/N0204, v 3.0

Terminal Outcomes:

- Prepare, maintain and review various project files.
- Review and reporting of the assigned tasks.

Duration: 08:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the various elements of a Furniture, Fixtures, and Equipment (FF&E) file. • Discuss the importance of creating a documentation library for the designing process. • Illustrate the process to review drafts prepared by teams. 	<ul style="list-style-type: none"> • Demonstrate how to prepare Furniture, Fixtures, and Equipment (FF&E) File for a project. • Demonstrate the process of creating and managing the document library. • Build a documentation library. • Demonstrate the process of timely completion of documents and reporting.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Table, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 10: Health and safety practices at the worksite

Mapped to FFS/N8205, v 3.0

Terminal Outcomes:

- Describe how to maintain a healthy, safe, and secure environment at the worksite.
- Implement safety practices and optimize the use of resources.
- Demonstrate health and safety procedures.
- Employ personal hygiene practices at the worksite.
- Develop the ability to follow hygiene practices.

Duration: 08:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss organizational hygiene and sanitation guidelines and ways of reporting breaches/gaps, if any. • State the importance of using appropriate colour dustbins for different types of waste. • Discuss the significance of conforming to health and safety legislation, regulations, and other relevant guidelines. • Label appropriate personal protective equipment needed for a job role and their application. • Explain the importance of work ethics, dress code, and personal hygiene. • Discuss the various types of cleaning consumables required for maintaining personal hygiene. • Identify the given pictorial representations of safety signs and hand signals. • Explain the operational guidelines for the usage of tools and equipment. • Describe the storage and handling procedure for hazardous substances. 	<ul style="list-style-type: none"> • Demonstrate how to analyze the worksite for any organizational and safety breaches. • Demonstrate different disposal techniques depending on different types of waste. • Employ suitable health and safety legislation while working at all times • Demonstrate the use of personal protective equipment such as goggles, gloves, earplugs, shoes, etc. • Display the correct way of wearing and removing PPE such as face masks, hand gloves, face shields, PPE suits, etc. • Demonstrate the correct way of sanitizing and washing hands. • Demonstrate the working of warning labels, symbols, and other related signages. • Employ different ways to check if equipment/machines are functioning as per requirements and report malfunctioning if observed. • Demarcate the waste on the basis of recyclable and non-recyclable material.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Personal Protective Equipment, Housekeeping- Materials, Tools and Equipment, Theme based props	

Module 11: Greening practices at the worksite

Mapped to FFS/N8205, v 3.0

Terminal Outcomes:

- Use the resources at the worksite efficiently.
- Apply conservation practices at the worksite.

Duration: 04:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the various ways of saving energy. • Explain the benefits of periodic cleaning of tools and equipment. 	<ul style="list-style-type: none"> • Demonstrate ways for efficient utilization of material and water. • Employ different ways to check if tools and equipment are functioning correctly and report anomalies, if any.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Housekeeping- Materials, Tools and Equipment, Theme based props	

Module 12: Employability Skills

Mapped to DGT/VSQ/N0102, v 1.0

Terminal Outcomes:

- Understand basics of 21st-century learning concepts like Blended Learning, Facilitation & Self Learning.
- Discuss the concept of Employability skills and their importance towards organizational growth.
- Explain the role of Employability skills in the future of work during changing markets and scenarios.
- Demonstrate steps involved in preparing a career plan using a specified tool kit.
- Employ suitable employability skills while working in an organization or at a workplace.
- Demonstrate the process of preparing sample session plans and related templates using the specified toolkit.

Duration: 30:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the Employability Skills required for jobs in various industries. • Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society, and personal values and ethics such as honesty, integrity, caring, and respecting others that are required to become a responsible citizen. • Discuss importance of relevant 21st century skills. • Describe the benefits of continuous learning • Explain the importance of active listening for effective communication. • Discuss the significance of working collaboratively with others in a team. • Discuss the significance of escalating sexual harassment issues as per the POSH act. • Outline the importance of selecting the right financial institution, product, and service. • Discuss the legal rights, laws, and aids. • Describe the role of digital technology in today's life. • Discuss the significance of displaying responsible online behaviour while browsing, using various social media platforms, e-mails, etc., safely and securely. • Explain the types of entrepreneurship and enterprises. • Discuss how to identify opportunities for potential business, sources of funding and 	<ul style="list-style-type: none"> • List different learning and employability related GOI and private portals and their usage. • Show how to practice different environmentally sustainable practices. • Exhibit 21st century skills like Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life. • Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone. • Read and interpret text written in basic English. • Write a short note/paragraph / letter/e - mail using basic English. • Create a career development plan with well-defined short- and long-term goals. • Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette. • Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD. • Demonstrate how to carry out offline and online financial transactions, safely and securely.

<p>associated financial and legal risks with its mitigation plan.</p> <ul style="list-style-type: none"> • Describe the 4Ps of Marketing-Product, Price, Place, and Promotion and apply them as per requirement. • Describe the significance of analyzing different types and needs of the customers. • Explain the significance of identifying customer needs and responding to them in a professional manner. • Discuss the significance of maintaining hygiene and dressing appropriately. • Discuss the significance of maintaining hygiene and confidence during an interview. 	<ul style="list-style-type: none"> • List the common components of salary and compute income, expenditure, taxes, investments, etc. • Demonstrate how to operate digital devices and use the associated applications and features, safely and securely. • Create sample word documents, excel sheets, and presentations using basic features. • utilize virtual collaboration tools to work effectively. • Create a sample business plan, for the selected business opportunity. • Create a professional Curriculum Vitae (CV). • Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively. • Perform a mock interview. • List the steps for searching and registering for apprenticeship opportunities.
<p>Classroom Aids</p>	
<p>White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).</p>	
<p>Tools, Equipment, and Other Requirements</p>	
<p>Sample CV and Biodata, Payment Gateway Devices, Sample Business Plan, Sample formats for English communication.</p>	

Module 13: Site survey and recce of residential and kitchen projects

Mapped to FFS/N0205, v 3.0

Terminal Outcomes:

- Explain the process and prepare for site survey and recce of residential and kitchen projects.
- Deploy appropriate methods and resources for conducting the site survey and recce of the Residential and Kitchen project.
- Review and prepare recce reports and maintain records.

Duration: 04.00	Duration: 16:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain different types of layouts for residential and kitchen projects. • List different types of design themes for residential and kitchen spaces. • Discuss key prerequisites for conducting site survey and recce of residential and kitchen projects. • Discuss the various elements of a masonry structure affecting the residential and kitchen project. • Discuss various technical considerations during site photography and videography. • Explain the operational procedures of various tools and equipment in measurement and marking activities. • Discuss the various techniques associated with layout designing in a residential and kitchen project. 	<ul style="list-style-type: none"> • Interpret and identify the appropriate kitchen and residential layout based on physical survey and recce. • Arrange the appropriate handling equipment for the transportation of materials required as per the sample instruction sheet. • Analyse the worksite and employ suitable methods to document the existing site conditions. • Demonstrate the process of performing measurement activities using specified tools and equipment in a residential and kitchen project. • Employ suitable tools and equipment to document the worksite in the form of photos and videos in a residential and kitchen project. • Demonstrate how to prepare the measurement sheet in a residential and kitchen project. • Demonstrate how to design a residential and kitchen layout based on design specifications.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 14: 2D and 3D Drawings for the residential and kitchen projects

Mapped to FFS/N0205, v 3.0

Terminal Outcomes:

- Prepare, modify, and review the drafts/drawings for the residential and kitchen projects.

Duration: 08:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the key MEP requirements to be considered while drafting a residential and kitchen project. • Discuss the key elements to consider for preparing rough sketches of a residential and kitchen space. • Explain various practical, technical, functional, and legal factors associated with residential and kitchen projects. • Discuss the effects of sunlight and other environmental factors affecting residential and kitchen space planning. 	<ul style="list-style-type: none"> • Demonstrate the pros of interpreting the MEP details from the architectural drawings. • Employ suitable techniques to prepare design drafts for various types of Residential projects. • Employ suitable techniques to prepare design drafts for various types of Kitchen projects. • Demonstrate the use of suitable designing software to create 3D renders/ models for a residential and kitchen project.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 15: Mood Boards for residential and kitchen projects

Mapped to FFS/N0205, v 3.0

Terminal Outcomes:

- Explain the process of making mood boards and assist in the same.
- Create, modify and review 2D and 3D layouts and renders for mood boards preparation.

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the various elements in the process of designing a mood board for a residential and kitchen project. • Discuss various types of styles and themes applicable in residential and kitchen space planning. • List various types of furniture and interior products/accessories used in the residential and kitchen space. • Discuss the need for a record-keeping and documentation library in the effective execution of residential and kitchen projects. 	<ul style="list-style-type: none"> • Demonstrate the process of designing a mood board for a residential and kitchen project requirement. • Employ suitable themes and styles suitable to residential and kitchen spaces during the visualization process. • Identify and select suitable Furniture, Fixtures, and Equipment (FF&E) based on client requirements in residential and kitchen space. • Demonstrate the process of maintaining a document library related to residential and kitchen space.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 16: On-the-Job Training for residential and kitchen projects

Mapped to FFS/N0205, v 3.0

Mandatory Duration: 60:00	Recommended Duration: 00.00
Module Name: On-the-Job Training	
Location: On-Site and Office	
Terminal Outcomes	
<ul style="list-style-type: none"> • Perform site survey and recce for residential and kitchen projects. • Prepare interior design drafts for residential and kitchen projects. • Prepare 3D renders and assist in the development of mood boards for residential and kitchen projects. • Maintain documentation and team supervision. 	

Module 17: Site survey and recce of hospitality projects

Mapped to FFS/N0206, v 3.0

Terminal Outcomes:

- Explain the process and prepare for site survey and recce of hospitality projects.
- Deploy appropriate methods and resources for conducting the site survey and recce of the hospitality project.
- Review and prepare recce reports and maintain records.

Duration: 04.00	Duration: 16:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain different types of hospitality projects and illustrate their layout. • Explain various design considerations and worksite requirements of hospitality projects. • Discuss the various prerequisites involved in the site survey and recce based on hospitality project. • Discuss the operational and maintenance procedures for different types of tools and equipment required during site survey operations. • Discuss the various elements of a masonry structure affecting the hospitality project. • Discuss various technical considerations during site photography and videography. • Explain the operational procedures of various tools and equipment in measurement and marking activities. • Discuss the various techniques associated with layout designing in a hospitality project. 	<ul style="list-style-type: none"> • Interpret and identify the appropriate hospitality layout based on physical survey and recce. • Arrange the appropriate handling equipment for the transportation of materials required as per the sample instruction sheet. • Analyze the worksite and employ suitable methods to document the existing site conditions. • Demonstrate the process of performing measurement activities using specified tools and equipment in a hospitality project. • Employ suitable tools and equipment to document the worksite in the form of photos and videos in a hospitality project. • Demonstrate how to prepare the measurement sheet in a hospitality project. • Demonstrate how to design a hospitality layout based on design specifications.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 18: 2D and 3D Drawings for the hospitality projects

Mapped to FFS/N0206, v 3.0

Terminal Outcomes:

- Prepare, modify and review the drafts/drawings for the hospitality projects.

Duration: 08:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss various MEP requirements for a hospitality project. • Discuss the key features while creating rough sketches in a hospitality space. • Explain various practicality, technicality, functionality, and legality factors associated with hospitality projects. • Explain the effect of multiplications of the same units and considerations associated (LHS/RHS of rooms). • Discuss the effects of sunlight and other environmental factors affecting hospitality space planning. 	<ul style="list-style-type: none"> • Demonstrate the process of interpreting the MEP details from the architectural drawings. • Employ suitable techniques to prepare design drafts. • Demonstrate factors to consider while making multiple or repeated units (LHS/RHS of rooms). • Demonstrate the use of suitable designing software to create 3D renders/ models for a hospitality project.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 19: Mood Boards for hospitality projects

Mapped to FFS/N0206, v 3.0

Terminal Outcomes:

- Explain the process of making mood boards and assist in the same.
- Create, modify and review 2D and 3D layouts and renders for mood boards preparation.

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the various elements in the process of designing a mood board for a hospitality project. • Discuss various types of styles and themes applicable in hospitality space planning. • Discuss various types of furniture used in the hospitality space. • Discuss the need for record-keeping and documentation libraries in the effective execution of hospitality projects. 	<ul style="list-style-type: none"> • Demonstrate the process of designing a mood board for a hospitality project requirement. • Employ suitable themes and styles suitable to the hospitality space during visualization process. • Identify and select suitable Furniture, Fixtures, and Equipment (FF&E) based on client requirements in the hospitality space. • Demonstrate the process of maintaining a document library related to hospitality space.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 20: On-the-Job Training for hospitality projects

Mapped to FFS/N0206, v 3.0

Mandatory Duration: 60:00	Recommended Duration: 00.00
Module Name: On-the-Job Training	
Location: On-Site and Office	
Terminal Outcomes	
<ul style="list-style-type: none"> • Perform site survey and recce for hospitality projects. • Prepare interior design drafts for hospitality projects. • Prepare 3D renders and assist in the development of mood boards for hospitality projects. • Maintain documentation and team supervision. 	

Module 21: Site survey and recce of commercial projects

Mapped to FFS/N0207, v 3.0

Terminal Outcomes:

- Explain the process and prepare for site survey and recce of commercial projects.
- Deploy appropriate methods and resources for conducting the site survey and recce of a commercial project.
- Review and prepare recce reports and maintain records.

Duration: 04.00	Duration: 16:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain different types of commercial Projects and illustrate their layout. • Explain various design considerations and worksite requirements of commercial projects. • Discuss the various prerequisites involved in site survey and recce based on commercial projects. • Discuss the operational and maintenance procedures for different types of tools and equipment required during site survey operations. • Discuss the various elements of a masonry structure affecting the commercial project. • Discuss various technical considerations during site photography and videography. • Explain the operational procedures of various tools and equipment in measurement and marking activities. • Discuss the various techniques associated with layout designing in a commercial project. 	<ul style="list-style-type: none"> • Interpret and identify the appropriate commercial layout based on physical survey and recce. • Arrange the appropriate handling equipment for the transportation of materials required as per the sample instruction sheet. • Analyze the worksite and employ suitable methods to document the existing site conditions. • Demonstrate the process of performing measurement activities using specified tools and equipment in a commercial project. • Employ suitable tools and equipment to document the worksite in the form of photos and videos in a commercial project. • Demonstrate how to prepare the measurement sheet in a commercial project. • Demonstrate how to design a commercial layout based on design specifications.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 22: 2D and 3D Drawings for the commercial projects

Mapped to FFS/N0207, v 3.0

Terminal Outcomes:

- Prepare, modify and review the drafts/drawings for commercial projects.

Duration: 08:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss various MEP requirements for a commercial project. • Discuss the key features while creating rough sketches in a commercial space. • Explain various practicality, technicality, functionality, and legality factors associated with commercial projects. • Explain the techniques and ergonomics associated with seating and storage units along with automation points. • Discuss the effects of sunlight and other environmental factors affecting commercial space planning. 	<ul style="list-style-type: none"> • Demonstrate the process of interpreting the MEP details from the architectural drawings. • Employ suitable techniques to prepare design drafts. • Demonstrate the techniques and ergonomics associated with seating and storage units along with automation points. • Demonstrate the use of suitable designing software's to create 3D renders/ models for commercial projects.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 23: Mood Boards for commercial projects

Mapped to FFS/N0207, v 3.0

Terminal Outcomes:

- Explain the process of making mood boards and assist in the same.
- Create, modify and review 2D and 3D layouts and renders for mood boards preparation.

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the various elements in the process of designing a mood board for a commercial project. • Discuss various types of styles and themes applicable in commercial space planning. • Discuss various types of furniture used in the commercial space. • Discuss the need for record-keeping and documentation libraries in the effective execution of commercial projects. 	<ul style="list-style-type: none"> • Demonstrate the process of designing a mood board for a commercial project requirement. • Employ suitable themes and styles suitable to commercial space during the visualization process. • Identify and select suitable Furniture, Fixtures, and Equipment (FF&E) based on client requirements in commercial space. • Demonstrate the process of maintaining a document library related to commercial space.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 24: On-the-Job Training for commercial projects

Mapped to FFS/N0207, v 3.0

Mandatory Duration: 60:00	Recommended Duration: 00.00
Module Name: On-the-Job Training	
Location: On-Site and Office	
Terminal Outcomes	
<ul style="list-style-type: none"> • Perform site survey and recce for commercial projects. • Prepare interior design drafts for commercial projects. • Prepare 3D renders and assist in the development of mood boards for commercial projects. • Maintain documentation and team supervision. 	

Module 25: Site survey and recce of academic institution projects

Mapped to FFS/N0208, v 3.0

Terminal Outcomes:

- Explain the process and prepare for Site survey and recce of academic institutions projects.
- Deploy appropriate methods and resources for conducting the site survey and recce of academic institutions project.
- Review and prepare recce reports and maintain records.

Duration: 04.00	Duration: 16.00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain different types of academic institution projects and illustrate their layout. • Explain various design considerations and worksite requirements of academic institution space. • Discuss the various prerequisites involved in site survey and recce based on academic institution projects. • Discuss the operational and maintenance procedures for different types of tools and equipment required during site survey operations. • Discuss the various elements of a masonry structure affecting the academic institution project. • Discuss various technical considerations during site photography and videography. • Explain the operational procedures of various tools and equipment in measurement and marking activities. • Discuss the various techniques associated with layout designing in an academic institution project. 	<ul style="list-style-type: none"> • Interpret and identify the appropriate academic institution layout based on physical survey and recce. • Arrange the appropriate handling equipment for the transportation of materials required as per the sample instruction sheet. • Analyze the worksite and employ suitable methods to document the existing site conditions. • Demonstrate the process of performing measurement activities using specified tools and equipment in an academic institution project. • Employ suitable tools and equipment to document the worksite in the form of photos and videos in an academic institution project. • Demonstrate how to prepare the measurement sheet in an academic institution project. • Demonstrate how to design an academic institution layout based on design specifications.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 26: 2D and 3D Drawings for the academic institution projects

Mapped to FFS/N0208, v 3.0

Terminal Outcomes:

- Prepare, modify and review the drafts/drawings for the academic institution's projects.

Duration: 08:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss various MEP requirements for an academic institution project. • Discuss the key features while creating rough sketches in an academic institution space. • Explain various practicality, technicality, functionality, and legality factors associated with academic institution projects. • Explain the techniques and ergonomics associated with seating and storage units along with automation points. • Discuss the effects of sunlight and other environmental factors affecting the academic institution space planning. 	<ul style="list-style-type: none"> • Demonstrate the process of interpreting the MEP details from the architectural drawings. • Employ suitable techniques to prepare design drafts. • Demonstrate the techniques and ergonomics associated with seating and storage units along with automation points. • Demonstrate the use of suitable designing software to create 3D renders/ models for an academic institution project.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 27: Mood Boards for academic institution projects

Mapped to FFS/N0208, v 3.0

Terminal Outcomes:

- Explain the process of making mood boards and assist in the same.
- Create, modify and review 2D and 3D layouts and renders for mood boards preparation.

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the various elements in the process of designing a mood board for an academic institution project. • Discuss various types of styles and themes applicable in the academic institution space planning. • Discuss various types of furniture used in the academic institution space. • Discuss the need for record-keeping and documentation library in the effective execution of academic institutions project. 	<ul style="list-style-type: none"> • Demonstrate the process of designing a mood board for an academic institution project requirement. • Employ suitable themes and styles for academic institution space during the visualization process. • Identify and select suitable Furniture, Fixtures, and Equipment (FF&E) based on requirements in academic institutions space. • Demonstrate the process of maintaining a document library related to academic institution space.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 28: On-the-Job Training for academic institution projects

Mapped to FFS/N0209, v 3.0

Mandatory Duration: 60:00	Recommended Duration: 00.00
Module Name: On-the-Job Training	
Location: On-Site and Office	
Terminal Outcomes	
<ul style="list-style-type: none">• Perform site surveys and recce for academic institution projects.• Prepare interior design drafts for academic institution projects.• Prepare 3D renders and assist in the development of mood boards for academic institutions projects.• Maintain documentation and team supervision.	

Module 29: Site survey and recce of retail fitout and exhibitions projects

Mapped to FFS/N0209, v 3.0

Terminal Outcomes:

- Explain the process and prepare for site survey and recce of retail fitout and exhibition projects.
- Deploy appropriate methods and resources for conducting the site survey and recce of retail fitout and exhibition project.
- Review and prepare recce reports and maintain records.

Duration: 04.00	Duration: 16:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain different types of Retail Fitout and Exhibition Projects and illustrate their layout. • Explain various design considerations and worksite requirements of retail fitout and exhibitions space. • Discuss the various prerequisites involved in site survey and recce based on retail fitout and exhibitions project. • Discuss the operational and maintenance procedures for different types of tools and equipment required during site survey operations. • Discuss the various elements of a masonry structure affecting the retail fitout and exhibitions project. • Discuss various technical considerations during site photography and videography. • Explain the operational procedures of various tools and equipment in measurement and marking activities. • Discuss the various techniques associated with layout designing in a retail fitout and exhibitions project. 	<ul style="list-style-type: none"> • Interpret and identify the appropriate retail fitout and exhibition layout based on physical survey and recce. • Arrange the appropriate handling equipment for the transportation of materials required as per the sample instruction sheet. • Analyze the worksite and employ suitable methods to document the existing site conditions. • Demonstrate the process of performing measurement activities using specified tools and equipment in a retail fitout and exhibitions project. • Employ suitable tools and equipment to document the worksite in the form of photos and videos in a retail fitout and exhibitions project. • Demonstrate how to prepare the measurement sheet in a retail fitout and exhibitions project. • Demonstrate how to design a retail fitout and exhibition layout based on design specifications.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 30: 2D and 3D Drawings for the retail fitout and exhibitions projects

Mapped to FFS/N0209, v 3.0

Terminal Outcomes:

- Prepare, modify and review the drafts/drawings for the retail fitout and exhibition projects.

Duration: 08:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss various MEP requirements for a retail fitout and exhibitions project. • Discuss the key features while creating rough sketches in a retail fitout and exhibitions space. • Explain various practicality, technicality, functionality, and legality factors associated with retail fitout and exhibitions projects. • Discuss the effects of sunlight and other environmental factors affecting the retail fitout and exhibition space planning. 	<ul style="list-style-type: none"> • Demonstrate the process of interpreting the MEP details from the architectural drawings. • Employ suitable techniques to prepare design drafts. • Demonstrate the use of suitable designing software to create 3D renders/ models for a retail fitout and exhibitions project.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 31: Mood Boards for retail fitout and exhibitions projects

Mapped to FFS/N0209, v 3.0

Terminal Outcomes:

- Explain the process of making mood boards and assist in the same.
- Create, modify and review 2D and 3D layouts and renders for mood boards preparation.

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the various elements in the process of designing a mood board for a retail fitout and exhibitions project. • Discuss various types of styles and themes applicable in the retail fitout and exhibition space planning. • Discuss various types of furniture used in the retail fitout and exhibitions space. • Discuss the need for a record-keeping and documentation library in the effective execution of retail fitout and exhibitions projects. 	<ul style="list-style-type: none"> • Demonstrate the process of designing mood boards for retail fitout and exhibitions project requirements. • Employ suitable themes and styles suitable to retail fitout and exhibition space during the visualization process. • Identify and select suitable Furniture, Fixtures, and Equipment (FF&E) based on client requirements in retail fitout and exhibitions space. • Demonstrate the process of maintaining a document library related to retail fitout and exhibitions space.
Classroom Aids	
White Board, Board Marker, Duster, Projector, Tablet, Chairs, Tables, Smart Board (Optional).	
Tools, Equipment, and Other Requirements	
Sketching/Drafting Books, Drafting instruments and Tables, Measurement and Marking Tools, Sample of measurement sheet, Appropriate Design Software as required, Project/Theme based props for simulation as required.	

Module 32: On-the-Job Training for retail fitout and exhibitions projects

Mapped to FFS/N0209, v 3.0

Mandatory Duration: 60:00	Recommended Duration: 00.00
Module Name: On-the-Job Training	
Location: On-Site and Office	
Terminal Outcomes	
<ul style="list-style-type: none"> • Perform site survey and recce for retail fitout and exhibitions projects. • Prepare interior design drafts for retail fitout and exhibitions projects. • Prepare 3D renders and assist in the development of mood boards for retail fitout and exhibitions projects. • Maintain documentation and team supervision. 	

Annexure

Trainer Requirements

Trainer Prerequisites – either one of the 5 options						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	Engineering (Civil, Mechanical), Architecture, Interior Design, Furniture Designing/Manufacturing or Any other Discipline	3	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
ITI	Interior Designing/Architectural Drafting	4	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
Diploma	Interior Designing/Architectural Drafting	4	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
Certificate-NSQF	NSQF Level 4 Draughtsperson (Interior Design) (FFS/Q0202)	3	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Required- Work Experience and Recommendation letter from Employer, Certificates of Training from companies. Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.

Certificate-NSQF	NSQF Level 4.5 Assistant Interior Designer (FFS/Q0203) Or Above	2	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Required- Work Experience and Recommendation letter from Employer, Certificates of Training from companies. Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
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Trainer Certification

Domain Certification	Platform Certification
<p>Certified for Job Role: “Draughtsperson (Interior Design)” mapped to QP: “FFS/Q0202, v3.0” Level 4.</p> <p>The minimum accepted score will be 80% aggregate.</p>	<p>Recommended that the Trainer is certified for the Job Role: “Trainer (VET and Skills)”, mapped to the Qualification Pack: “MEP/Q2601, v2.0”.</p> <p>The minimum accepted score will be 80% aggregate.</p>

Assessor Requirements

Assessor Prerequisites - either one of the 5 options						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	Engineering (Civil, Mechanical), Architecture, Interior Design, Furniture Designing/Manufacturing or Any other Discipline	3	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
ITI	Interior Designing/Architectural Drafting	4	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
Diploma	Interior Designing/Architectural Drafting	4	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
Certificate-NSQF	NSQF Level 4 Draughtsperson (Interior Design) (FFS/Q0202)	3	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Required- Work Experience and Recommendation letter from Employer, Certificates of Training from companies. Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.

Certificate- NSQF	NSQF Level 4.5 Assistant Interior Designer (FFS/Q0203) Or Above	2	Interior Design and Build/ Architecture	1	Preferable - Vocational or Academic Training	Required- Work Experience and Recommendation letter from Employer, Certificates of Training from companies. Preferable - Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
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Assessor Certification

Domain Certification	Platform Certification
<p>Certified for Job Role: “Draughtsperson (Interior Design)” mapped to QP: “FFS/Q0202, v3.0” Level 4.</p> <p>The minimum accepted score will be 80% aggregate.</p>	<p>Recommended that the Assessor is certified for the Job Role: “Assessor (VET and Skills)”, mapped to the Qualification Pack: “MEP/Q2701, v2.0”.</p> <p>The minimum accepted score will be 80% aggregate.</p>

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 to gauge the performance of a candidate a holistic approach for assessment is essential. As such we have devised a multi-tier process to keep track of candidate overall progress at various stages. While a few techniques are imbibed as part of the training delivery program, others are explicit ways of testing. 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 at regular intervals to gauge the progress of the candidate during the training program. These are mix of Theory and 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. Trainer can consult the Master Trainer/ Program Mentor with regards to training delivery or conducting periodic assessments.

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

2. External

a. Assessment Partners/ Freelance Assessors:

An external assessment shall mandatorily be conducted by Assessment Partners via ToA certified Assessors or ToA certified Freelance Assessors. There are 3 key 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 and Assessment Team or any other assigned authority by FFSC, may conduct surprise or planned visits and checks from quality assurance and monitoring perspective.

The requirements and details of each stage are as 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 important to be compiled:

- a. Check the availability of the Lab Equipment for the particular Job Role as per the mode of conducting 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 and Assessment Monitoring Team for Assessment Quality Assurance checks.
- g. Ensure evidence of conducting assessment is gathered as per FFSC protocol:
 - i. Time-stamped and 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 and geotagged assessment (Theory + Viva + Practical) photographs and 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 and photographs of the Assessment are uploaded/accessed from Cloud Storage
- d. Soft copies of the documents and 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.

References

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts, and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on-site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on-site
Procedural Knowledge	Procedural knowledge addresses how to do something or how to perform a task. It is the ability to work or produce a tangible work output by applying cognitive, affective, or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	The terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
QC	Quality Checking
PwD	Person with Disability
ToT	Training of Trainers
ToA	Training of Assessors
FFSC	Furniture and Fittings Skill Council
TP	Training Partner
PC	Performance Criteria
NA	Not Applicable
MS	Microsoft
PPE	Personal Protective Equipment
2D	2-Dimensional
3D	3-Dimensional
FF&E	Furniture, Fixtures and Equipment
MEP	Mechanical, Electrical, Plumbing