QUALIFICATION FILE

Draughtsperson (Interior Design)

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

☐ Upskilling ☐ Dual/Flexi Qualification ☐ For ToT   ☐ For ToA

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

NCrF/NSQF Level: 4

Submitted By:

Furniture and Fittings Sector Skill Council

Chief Executive Officer

407-408, 4th Floor, DLF City Court, MG Road

Sikenderpur, Gurgaon (Haryana)- 122 002

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Table of Contents

Section 1: Basic Details

1.	**Qualification Name**	Draughtsperson (Interior Design)		
2.	**Sector/s**	Interiors, Furniture and Fixtures		
3.	**Type of Qualification:** ☐ New ☒ **Revised** ☒ **Has Electives** ☐ **OEM**	**NQR Code & version of existing qualification:** 2022/WC/FFSC/06702		**Qualification Name of existing version:** Draughtsperson (Interior Design) (FFS/Q0202, V2.0)
4.	**National Qualification Register (NQR) Code &Version**	QG-04-WC-00824-2023-V2-FFSC	**5. NCrF/NSQF Level:** 4	
6.	**Award (Certificate/ Diploma/ Advance Diploma/ Any Other)**	Certificate		
7.	**Brief Description of the Qualification**	Draughtsperson in Interior Design are responsible for drafting designs & concepts into 2D/ 3D drawings and specifications. They also perform site surveys and measurements and maintain the documentation work. They are required to assist in the development of mood boards and conduct team supervision.		
8.	**Eligibility Criteria for Entry for Student/ Trainee/ Learner/ Employee**	a. **Entry Qualification & Relevant Experience:**		

S. No.	Academic/Skill Qualification	Required Experience
1	Grade 12 pass	NA
2	Completed 2nd year of 3-year diploma (after Grade 10)	NA
3	Pursuing 2nd year of 3-year regular Diploma (after Grade 10)	NA
4	Grade 10 pass with 2 years of any combination of NTC/NAC/CITS or equivalent	NA
5	Grade 10 pass and pursuing continuous schooling (for 2 years program)	NA
6	Grade 11 Pass and pursuing continuous schooling	NA
7	Grade 11 Pass	1 year of relevant experience
8	Grade 10 Pass	2 years of relevant experience
9	Previous relevant Qualification of NSQF Level 3.0 (Multipurpose Draughtsperson)	1.5 years of relevant experience

b. **Age:** 16 years (minimum)

9.	**Credits Assigned to this Qualification, Subject to Assessment**	30	**10. Common Cost Norm Category (I/II/III):** II

11.	**Any Licensing requirements for Undertaking Training on This Qualification**	Not Applicable				
12.	**Training Duration by Modes of Training Delivery**	☐**Offline** ☐**Online** ☒**Blended**				

Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)
Classroom (offline)	94	371	300	0	765
Online	94	41	0	0	135

13.	**Aligned to NCO/ISCO Code/s**	NCO-2015/3432.0100
14.	**Progression path after attaining the qualification**	**Professional Progression (Vertical):** Assistant Interior Designer (NSQF Level 4.5) The occupational map is attached as an annexure which shows the professional progression. **Academic Progression (Vertical):** Courses on Interior Design at NSQF Level 4.5 (PG/Diploma/Ad. Diploma Courses)
15.	**Other Indian languages in which the Qualification & Model Curriculum are being submitted**	Hindi
16.	**Is similar Qualification(s) available on NQR-if yes, justification for this qualification**	☐ **Yes** ☒ **No** **URLs of similar Qualifications:**
17.	**Is the Job Role Amenable to Persons with Disability**	☒ **Yes** ☐ **No** **If "Yes", specify applicable type of Disability:** • Acid Attack Victims • Speech and Language Disability • Locomotor disability
18.	**How Participation of Women will be Encouraged**	Offering specialized training programs and workshops specifically designed to enhance the technical skills required in the field can attract and empower women to pursue a career in interior design. These programs should provide comprehensive education on drafting techniques, software proficiency, spatial planning, and other essential skills. Additionally, creating mentorship opportunities where experienced women draughtspersons can guide and support aspiring female professionals can help bridge the gender gap in the industry. By emphasizing skill development and providing mentorship, women can be empowered to excel in the field of interior design as capable and confident draughtspersons.

19.	**Are Greening/ Environment Sustainability Aspects Covered**	☒ **Yes** ☐ **No** **Covered under the NOS:** FFS/N8205 – Follow workplace health, safety, and environmental procedures Module Name: Greening practices at the worksite
20.	**Is Qualification Suitable to be Offered in Schools/Colleges**	**Schools** ☒ **Yes** ☐ **No** **Colleges** ☒ **Yes** ☐ **No** It can be implemented in Grades 11 and 12 as a specialized subject. **Engineering colleges:** This course can also be offered to colleges as a precursor to previous NSQF qualifications in the case of the existing framework where these courses are not pursued in schools currently.
21.	**Name and Contact Details of Submitting / Awarding Body SPOC**	**Name:** Mr. Rahul Mehta **Email:** ceo@ffsc.in **Contact No.:** +91 124 4513900 **Website:** ffsc.in
22.	**Final Approval Date by NSQC:** 31/08/2023	**23. Validity Duration:** 3 years **24. Next Review Date:** 31/08/2026

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

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

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

Draughtsperson (Interior Design)

S. No	NOS/ Module Name	NOS/ Module Code & Version	Core/ Non-Core	NCrF/ NSQF Level	Credit as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weig. (%)
1.	Bridge Module 1	Version No. 3	Core	4	1	16	14	0	0	30	NA	NA	NA	NA	NA	NA
2.	Conduct site survey and recce for interior design drafting purpose	NOS Code: FFS/N0203 Version No. 3	Core	4	2	20	40	0	0	60	20	55	25	0	100	20
3.	Preparation of the drawings for interior design project and team supervision	NOS Code: FFS/N0204 Version No. 3	Core	4	4	30	90	0	0	120	20	60	20	0	100	30
4	Follow workplace health, safety, and environmental procedures	NOS Code: FFS/N8205 Version No. 3	Non-Core	3	1	12	18	0	0	30	32	38	22	8	100	15
5	Employability Skills (60 Hours)	NOS Code: DGT/VSQ/N0102 Version No. 1	Non-Core	4	2	30	30	0	0	60	20	30	0	0	50	10
Duration (in Hours) / Total Marks					**10**	**108**	**192**	**0**	**0**	**300**	**92**	**183**	**67**	**8**	**350**	**75**

Draughtsperson (Interior Design)

Electives:

S. No	NOS/Module Name	NOS/Module Code & Version	Core/ Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%)
1	Prepare the interior design drawings and renders for Residential and Kitchen projects	NOS Code: FFS/N0205 Version No. 3	Core	4	4	16	44	60	0	120	15	50	35	0	100	25
2	Prepare the interior design drawings and renders for Hospitality projects	NOS Code: FFS/N0206 Version No. 3	Core	4	4	16	44	60	0	120	15	50	35	0	100	25
3	Prepare the interior design drawings and renders for Commercial projects	NOS Code: FFS/N0207 Version No. 3	Core	4	4	16	44	60	0	120	15	50	35	0	100	25
4	Prepare the interior design drawings and renders for Academic Institution projects	NOS Code: FFS/N0208 Version No. 3	Core	4	4	16	44	60	0	120	15	50	35	0	100	25
5	Prepare the interior design drawings and renders for Retail Fitout and Exhibitions projects	NOS Code: FFS/N0209 Version No. 3	Core	4	4	16	44	60	0	120	15	50	35	0	100	25
Duration (in Hours) / Total Marks					**20**	**80**	**220**	**300**	**0**	**600**	**75**	**250**	**175**	**0**	**500**	**25**

Draughtsperson (Interior Design)

Assessment - Minimum Qualifying Percentage

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

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

Minimum Pass Percentage – NOS/Module-wise: 70 % *(Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)*

Draughtsperson (Interior Design)

Section 3: Training Related

1.	**Trainer's Qualification and experience in the relevant sector (in years)**	**A trainer should be eligible in any of below mentioned categories:**
		
		Scenario 1: Graduate
		○ Engineering (Civil, Mechanical), Architecture, Interior Design, Furniture Designing/Manufacturing or Any other Discipline with 3 years' relevant experience (Industry)
		○ Preferred:
		   • 1-year experience (Teaching)
		   • Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
		
		Scenario 2: I.T.I
		○ Interior Designing/Architectural Drafting with 4 years' relevant experience (Industry)
		○ Preferable:
		   • 1 year experience (Teaching).
		   • Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills
		
		Scenario 3: Diploma
		○ Interior Designing/Architectural Drafting with 4 years' relevant experience (Industry)
		○ Preferable:
		   • 1 year experience (Teaching)
		   • Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
		
		Scenario 4: Certificate-NSQF
		a. NSQF Level 4-Draughtsperson (Interior Design) (FFS/Q0202) with 3 years' relevant experience (Industry),
		   • Required:
		     ○ Work Experience and Recommendation letter from Employer, Certificates of Training from companies
		   • Preferable:
		     ○ 1 year experience (Teaching)
		     ○ Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
		
		b. NSQF Level 4.5- Assistant Interior Designer (FFS/Q0203) or above with 2 years' relevant experience (Industry)
		   • Required:
		     ○ Work Experience and Recommendation letter from Employer, Certificates of Training from companies
		   • Preferable:
		     ○ 1 year experience (Teaching)
		     ○ Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.

2.	**Master Trainer's Qualification and experience in the relevant sector (in years)**	Graduate (In any field) with minimum 5 years of relevant experience
3.	**Tools and Equipment Required for Training**	☒Yes ☐No The detailed tools list is attached in Annexure 2
4.	**In Case of Revised Qualification, Details of Any Upskilling Required for Trainer**	This qualification is revised based on the NCrF framework with the compulsory module of employability skills. The candidates can enroll into a 3-day workshop to upskill themselves based on the new components of the revised qualification and get the desired certifications done.

Section 4: Assessment Related

1.	**Assessor's Qualification and experience in relevant sector (in years)**	**An assessor should be eligible in any of below mentioned categories:** **Scenario 1**: **Graduate** o Engineering (Civil, Mechanical), Architecture, Interior Design, Furniture Designing/Manufacturing or Any other Discipline with 4 years' relevant experience (Industry) o Preferred: • 1-year experience (Teaching) • Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills. **Scenario 2: I.T.I** o Interior Designing/Architectural Drafting with 4 years' relevant experience (Industry) o Preferable: • 1 year experience (Teaching). • Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills **Scenario 3: Diploma** o Interior Designing/Architectural Drafting with 4 years' relevant experience (Industry) o Preferable: • 1 year experience (Teaching) • Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills. **Scenario 4: Certificate-NSQF** c. NSQF Level 4-Draughtsperson (Interior Design) (FFS/Q0202) with 4 years' relevant experience (Industry), • Required:

Draughtsperson (Interior Design)

		- o Work Experience and Recommendation letter from Employer, Certificates of Training from companies - Preferable: - o 1 year experience (Teaching) - o Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills. **d.** NSQF Level 4.5- Assistant Interior Designer (FFS/Q0203) or above with 3 years' relevant experience (Industry) - Required: - o Work Experience and Recommendation letter from Employer, Certificates of Training from companies - Preferable: - o 1 year experience (Teaching**)** Additional Certification related to specialization in architecture or interior design sector (Software like AutoCAD, etc.), Communication Skills.
2.	**Proctor's Qualification and experience in relevant sector (in years)**	Graduate (In any field) with minimum 3 years of relevant experience
3.	**Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)**	Graduate (In any field) with minimum 5 years of relevant experience
4.	**Assessment Mode**	Components might be Online, Offline, or Blended, depending on the location where the evaluation is being carried out.
5.	**Tools and Equipment Required for Assessment**	☒ Same as for training ☐ Yes ☐ No

Section 5: Evidence of the need for the Qualification

1.	**Latest Skill Gap Study (not older than 2 years) (Yes/No):** No
	FFSC had conducted the research, analysis, and assessment of the skill gaps in the Interiors, Furniture, and Allied sectors. The report was published in year 2016 and is valid up to 2025 providing a comprehensive analysis of skill gaps and manpower requirement in specific occupations and job role categories.
	The report can be accessed through Link: Click here
	Along with this, FFSC has also developed its own indigenous LMS portal- FFSC T:AJ. FFSC T:AJ is a one-stop solution for skilled manpower for interiors, furniture, and allied industries. The job portal is customized per the industry's Occupation Map (OM) to facilitate properly aggregating job and apprenticeship opportunities. The portal offers unique features for employers and candidates to provide the ideal solution for demand aggregation and supply matching. It also facilitates the identification of skill gap and requirement in the industry and relevant sectors on periodic intervals.
	FFSC T:AJ can be assessed through: https://ffsctaj.in/

2.	**Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):** Yes
	The following key research documents are available in the public domain:
	1. Strategic Roadmap for Furniture Sector of India by IKEA (Link for Report) 2. India – Potential as a Global Furniture Hub by BCG (Link for Report)
3.	**Government /Industry initiatives/ requirement (Yes/No):** Yes
	The Indian Interiors, Furniture, and Fittings industry is a rapidly growing sector of the country's economy. In 2018, the Government of India recognized the furniture industry as a 'Champion Sector', leading to an increase in its import and exports to promote the sector further. To capitalize on this, the government is creating furniture hubs within certain locations within the country to cater to the local customer base.
	Demand within the industry has increased significantly, with trends going along the lines of stylish fixtures with minimalist designs, amongst other customizations. Improvements in the quality of these goods, its universal accessibility, and upgradation in the industry standards will only further boost the demand within the sector. Organic materials like wood and new, aesthetically more diverse, and adjustable materials like cement, corrugated cardboard, and concrete have also emerged in the Indian market recently to stay in alignment with redesigned trends.
	In order to secure good growth within the sector, there is a need to train and teach traditional carpenters and designers and cater to meeting specific occupational standards to improve the quality of the product the industry provides. Also, to promote future skills within the industry, FFSC has been developing job role-specific standards to skill, upskill and re-skill the workforce in the industry.
	Apart from this, Indigenous Center for Excellence are being set up throughout India to boost entrepreneurship opportunities. This also provides more access to job seekers, especially women, to get wage employment
4.	**Number of Industry validation provided:** 31 (Details in Annexure 3)
5.	**Estimated nos. of persons to be trained and employed:** Refer to Annexure 4
6.	**Evidence of Concurrence/Consultation with Line Ministry/State Departments:** Yes, the Line ministry concurrence was received during approval process.

<div align="center">Section 6: Annexure & Supporting Documents Check List</div>

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

Draughtsperson (Interior Design)

Annexure 1: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	Following are the few processes wise key requirements of the job role: • Interpretation of the job cards, organize and manage the workday • Preparation the worksite for recce and measurements • Involvement in the loading and unloading process • Assisting in the fabrication of the products at the worksite • Assisting in the assembly and installation of the product on site	As mentioned in the key requirements, the person carries out the different tasks repetitively on a routine basis. The tasks are predictable in nature. The job requirements match with the NSQF level 4 descriptor. Hence the level is pegged at 4.	4
Professional and Technical Skills/ Expertise	Following are the few professional knowledge requirements which the person carries out: • Knowledge on the relevant basics of different concepts and design themes like bohemian, classic, traditional, standard, etc. • Usage of the basics of various design specifications like colour themes, ventilation, natural lighting, light effect, etc. • Usage of the basic operational guide for different 3D software's like Autodesk Revit & 3D Max, Vector works, Live home 3D, AutoCAD, Sketchup, etc.	According to the key requirements, the person the person should have knowledge about basic facts, process and principle applied in the job role. The job requirements match with the NSQF level 4 descriptor. Hence, the level is kept as 4.	4
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	Following are the few professional skills required for the job role: • Basics of sketching, 2D/3D perspectives, computer-aided design (CAD), design specifications, aesthetics, ergonomics, styling etc. associated with the project • Basics on the concept of mood board and its importance in the project detailing work • The process of creating mood boards and specifications	The person demonstrates his/ her practical skills, which are routine and repetitive in a narrow range of applications. The job requirements match with the NSQF level 4 descriptor. Therefore, the level is pegged at 4.	4

Draughtsperson (Interior Design)

	The Knowledge of the basics of different types of finishing materials based on products requirements		
Broad Learning Outcomes/Core Skill	The job role demands that the person should be able to understand and possess the skills such as: • Read and understand the measurements, understands instructions and standard operating procedures • Communicate with people in the proper manner Understand and respect various social, political, and religious diversity • Follow health and safety information • Maintain cleanliness of the environment	The person understands the basic arithmetic and algebraic principle, personal financing, and basic understanding of social and natural environments. He/she is able to communicate by writing and speaking. The job requirements match with the NSQF level 4 descriptor. Therefore, the level is kept as 4.	4
Responsibility	The person performs his job by following health and safety norms. Following are the few key responsibilities: • Assisting in conducting the recce of the worksite • Assisting in material management, fabrication, and installation • Assisting in maintaining health, safety, cleanliness, and hygiene at the worksite	The person works under instruction and close supervision. The person has some responsibility for his/ her work. The job requirements match with the NSQF level 4 descriptor. Hence the level is kept at 4.	4

Draughtsperson (Interior Design)

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

List of Tools and Equipment
Batch Size: 20 candidates

S. No.	Tool/Equipment	Specifications	Quantity for specified Batch size
1	Drafting Table	Type: Adjustable drafting table, Material: Wood/Steel	20
2	Pencil Colors	Type: Colored pencils, Set: 24 colors	4
3	Water/Poster Colors	Type: Watercolor/Poster colors, Set: 12 colors	4
4	Paint Brushes	Type: Paint brushes, Set: Various sizes and bristle types	4
5	Pastel/Wax Colors	Type: Pastel/Wax colors, Set: 16 colors	4
6	Drawing Pencil	Type: Drawing pencil, Hardness: HB	20
7	Geometry Box	Type: Geometry box, Contents: Compass, Protractor, etc.	20
8	Measuring Ruler (30 cm)	Type: Measuring ruler, Length: 30 cm	20
9	Drafter Kit	Type: Drafter kit, Includes: T-square, Triangles, etc.	20
10	Software- 2D Designing	Type: 2D Designing Software, e.g., AutoCAD	20
11	Software- 3D Designing	Type: 3D Designing Software, e.g., SketchUp	20
12	Software- MS Office	Type: MS Office Software	20
13	Measurement Tape (5m)	Type: Measurement tape, Length: 5 meters	20
14	Laser Tape	Type: Laser measuring tape	4
15	Masking Tape	Type: Masking tape, Width: 1 inch	4
16	Notebook	Type: Spiral-bound notebook, Size: A4	20
17	Sketch Book	Type: Sketchbook, Paper: Acid-free, Size: A4	20
18	Folders (A4)	Type: Folders, Size: A4	4
19	Plain Papers (A4)	Type: Plain papers, Size: A4	1
20	Sheets (A1/A2)	Type: Drawing sheets, Size: A1/A2	100
21	Type of Wood	Examples: Oak, Maple, Pine	4
22	Types of Veneers	Examples: Walnut veneer, Oak veneer	4
23	Types of Laminates	Examples: High-pressure laminate, Low-pressure laminate	4
24	Types of Metal	Examples: Aluminum, Steel	4
25	Types of Ply	Examples: Marine Plywood, Birch Plywood	4
26	Types of Wood Derivatives	Examples: MDF (Medium Density Fiberboard), Block boards, Particle boards	4
27	Types of Glass	Examples: Clear glass, Frosted glass	4
28	Types of Marble	Examples: Carrara marble, Travertine marble	4

Draughtsperson (Interior Design)

29	Types of Tiles	Examples: Ceramic tiles, Porcelain tiles	4
30	Types of Fabric	Examples: Cotton, Linen, Polyester	4
31	Types of Paint	Examples: Acrylic paint, Oil paint	4
32	Types of Lights	Examples: LED lights, Fluorescent lights	4
33	WPC Boards	Type: Wood-Plastic Composite boards	4

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. White Board
2. Board Marker
3. Duster
4. Projector/ Smart TV
5. Laptop
6. Trainees Chairs/ Stools (For theory lectures)
7. Trainer's Podium
8. Trainer's Chair
9. Storage Cabinet (Wardrobe)

Annexure 3: Industry Validations Summary

No. of Validations: 31

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID
1	AIPL ZORRO Pvt Limited	Mr. Chanan Rohiwal	COO	Delhi	9555222772	coo@aiplabro.com
2	ANJ Turnkey Pvt. Ltd.	Mr. Pawan Mandawat	Lead Interior Design	Mumbai	8588083182	pawan.mandawat@anj.co.in
3	Godrej & Boyce Mfg. Co. Ltd.	Cdr Manohar Kapale	Dy National Service Head, Godrej Interior	Mumbai	9920440754	mkapale@godrej.com
4	Hettich India Pvt. Ltd.	Mr. Somesh Gupta	Manager	Mumbai	7042594425	somesh.gupta@hettich.com
5	Home Interior Designs E Commerce Pvt. Ltd. (Livspace)	Mr. Gopal Dwivedi	Assistant Vice President	NA	9971603636	Gopal.dwivedi@livspace.com
6	Iraj Evolution Design Company Pvt Ltd (IEVO)	Mr. Ravi Meghwal	Assistant Manager HR	Udaipur, Rajasthan	8290072144	ravi.meghwal@ievo.co.in
7	Narsi Interior Infrastructures Pvt. Ltd.	Mr. Anil Mathur	Marketing Head	Mumbai	9323811674	anilmathur@narsi.in
8	Vallabh Metals	Mr. Viresh Kumar Goswami	Manager of Furniture Unit	Moradabad, Uttar Pradesh	9719968008	vkgoswamivallabhmetalmbd@gmail.com
9	Hyfrun_Omega Innovative Industries	Mr. Anil Kumar M	Managing Director	Kerala	7593887606	hyfurn@gmail.com
10	Sujan Carnival Furniture	Mr. Narender Singh	CDDO (Chief Design & Development Officer)	Kutch, Gujarat	7424895357	cddo@sujancf.com
11	Omega Exports	Mr. Basil Skaria	Manager	Perumbavor	9995868486	omegaexportspbvr@gmail.com
12	Ergoflex (I) Pvt. Ltd.	Mr. Bharat Jagmohan Parekh	Managing Director	Hooghly	9830018818	bharat.parekh@ergoflex.in
13	Kubik India Pvt. Ltd.	Mr. Yogendra Kumar Pandey	Product Head	Mumbai	6362057195	yogendra.p@kubik.in
14	Standard Furniture Mart	Mr. Sahil Malhotra	Head of Business	Dehradun	9599223097	sahil@standardfurnituremart.com

Draughtsperson (Interior Design)

15	Jangid Brothers Pvt. Ltd.	Mr. Anand Sharma	Director	Udaipur, Rajasthan	9785640408	jbpludr@gmail.com
16	Forestry Innovation Consulting India Pvt Ltd	Mr Jimmy Thomas	Business Development Manager	Mumbai	9400356060	jimmy.thomas@canadianwood.in
17	MVS Global	Mr. Satish Kumar Chandna	Prop.	Delhi	919312267811/ +918468851102	info@mvsglobal.co.in
18	M.B. Industries	Mr. DP Srivastava	Business Development Manager	Ayodhya, UP	6393407495	dp2010@gmail.com
19	Studio Dafterr	Mr. Pranav Kochatta	Founder & Designer	Indore	8989935095	pranavkochatta@gmail.com
20	Bram Woodcrafting Studio Private Limited	Bram Rouws	Director	Mysuru	98741 10516	bram@wooodcraftingstudio.in
21	Shikalgar Furniture	Mr. Nihal N Shikalgar	Manager	Kolhapur	8317273226	shikalgafurniturehouse@gmail.com
22	Shree Ganesh Plywood	Mr. Pulkit Banthia	Director	Udaipur, Rajasthan	9829040942	sgetimber@gmail.com
23	STS Realtors & Decors Pvt. Ltd.	Mr. Joy Mondal	Senior Manager	West Bengal	7980562288	stsrealtor2017@gmail.com
24	Minda Furniture Suppliers	Mr. Devendra Jain	Director	Udaipur, Rajasthan	9414167284	devendraminda@yahoo.com
25	Mirkan Furniture Fitting & Interior Works	Mr. Dharmender Jangra	Manager	Mirkan, Hisar	8708065300	jangradharmender07@gmail.com
26	Priyanka Arjun & Associates	Ms. Priyanka Arjun	Founder	Udaipur, Rajasthan	9928820266	pa@priyankaarjun.com
27	Rohtak Timber Private Limited	Mr. Nitesh Bansal	Director	NA	9811128756	Rohtaktimber@gmail.com
28	SUN Interiors	Ms. Sakshi Bokadia	Proprietor	Udaipur, Rajasthan	7733061199	sunlyfstyl@gmail.com
29	Vinayak Furniture	Mr. Mahendra Pokharna	Proprietor	Udaipur, Rajasthan	9414168701	vinayakfurnitureofficial@gmail.com
30	Akbar Ali & Sons	Mr. Aazam Abbas Sanwari	Partner	Udaipur, Rajasthan	9828378700	sanwariaazam@gmail.com
31	ISID Structures	Mr. Siddharth Sharma	Founder & Partner	Udaipur, Rajasthan	9636043246	siddharth@avseng.in

Draughtsperson (Interior Design)

Annexure 4: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
23-24	5000	2500	1000	1000	0	0
24-25	15000	8000	3000	3000	0	0

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

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
1&2	23-24	0	0	0	0	0	0	0	0	0	0	0	0
1&2	22-23	0	0	0	0	0	0	0	0	0	0	0	0

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

1. UGC
2. AICTE

Content availability for previous versions of qualifications:

☐ Participant Handbook   ☐ Facilitator Guide ☒ Digital Content   ☒ Qualification Handbook

☐ Any Other: Apprenticeship Curriculum, ToT/ToA Guide

Languages in which Content is available:

English and Hindi

Draughtsperson (Interior Design)

Annexure 5: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET "Guidelines for Blended Learning for Vocational Education, Training & Skilling" available on:
https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline: Online Ratio
1	☒Theory/ Lectures - Imparting theoretical and conceptual knowledge	• eBooks/Textbooks/e-content • Presentations • Classroom Aids • Journals • Assessments & Quizzing Tools Flashcards • Games or quizzes • Collaborative/Group Projects • Video Tutorials & Webinars • Video Conferencing Software • Tracking & Reporting Platforms	60:40
2	☒Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	• Presentations • Group Discussions • Case Studies/ Projects • Games or quizzes • Learning Paths • Video Tutorials & Webinars • Video Conferencing Software • Tracking & Reporting Platforms • Simulators/AR Tools	50:50
3	☒Showing Practical Demonstrations to the learners	• Augmented Reality Applications • Games or quizzes • Interactive Whiteboards • Collaboration Tools • Online Tutorials & Interactive Simulations • Digital Simulations	60:40
4	☒Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	• Virtual Labs • Gamification • Digital Twins • Collaborative Authoring Platforms • Simulators/AR Tools • Digital Simulations	80:20

Draughtsperson (Interior Design)

		• Online Course Platforms/LMS	
5	☒Tutorials/ Assignments/ Drill/ Practice	• Online Course Platforms/LMS • Simulators/AR Tools • Online Tutorials & Interactive Simulations • Screen Recording & Presentation Software • Collaboration Tools • Assessments & Quizzing Tools	70:30
6	☒Proctored Monitoring/ Assessment/ Evaluation/ Examinations	• Online assessment/quizzing software • Biometric authentication tools • Remote exam locking/proctoring software • Hackathons	30:70
7	☒On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	• Case Studies/Projects • Simulators/AR Tools • Task Management Tools • Online Collaboration Tools	90:10

Draughtsperson (Interior Design)

Annexure 6: Detailed Assessment Criteria

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

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
FFS/N0203: Conduct site survey and recce for interior design drafting purpose	***Prepare for site survey and recce***	**10**	**15**	**8**	**-**
	PC1. interpret the site layouts in order to perform the physical survey and recce	3	5	2	-
	PC2. identify and prepare the list of all the necessary tools, materials and equipment required during site survey	2	-	1	-
	PC3. analyse and document existing site conditions based on design specifications	3	5	3	-
	PC4. capture & review the site photographs and videos as required	2	5	2	-
	Conduct the site measurement activities and prepare related documents	**10**	**40**	**17**	**-**
	PC5. perform measurement and marking activities during site survey	2	20	8	-
	PC6. prepare and review the measurement sheet before handover	3	10	4	-
	PC7. assist in preparing recce reports	3	5	3	-
	PC8. maintain all the required documentation for site survey and recce	2	5	2	-
	NOS Total	**20**	**55**	**25**	**0**
FFS/N0204: Preparation of the drawings for interior design project & team supervision	***Prepare and edit the drawings/ layouts as per the space plan***	**6**	**25**	**8**	**-**
	PC1. assist in interpreting MEP requirements based on the architectural drawings	2	5	1	-
	PC2. prepare the interior design drafts based on project requirements	1	5	2	-
	PC3. prepare the detailed interior design drawings based on supervisor instructions	2	10	4	-
	PC4. edit/modify the drawings/layouts in line with the project requirement	1	5	1	-

Draughtsperson (Interior Design)

	Assist in developing mood boards and 3D models/ renders	**7**	**24**	**8**	**-**
	PC6. assist in preparation of mood board	2	5	1	-
	PC7. assist in concept visualization based on work area themes and requirements	2	4	1	-
	PC8. prepare 3D models/ renders as per the design specifications	-	10	4	-
	Assist in defining scope of work and team supervision	**7**	**11**	**4**	**-**
	PC9. assist in preparing Furniture, Fixtures and Equipment (FF&E) details based on project requirements	2	3	1	-
	PC10. maintain all the required documentation library	1	3	1	-
	PC11. review the tasks assigned to the the teams and ensure due reporting	2	3	1	-
	PC12. assist in timely filling and submission of required documents to supervisor	2	2	1	-
	NOS Total	**20**	**60**	**20**	**0**
FFS/N8205: Follow workplace health, safety, and environmental procedures	*Maintain cleanliness of the worksite*	**4**	**4**	**3**	**4**
	PC1. identify and report poor organizational practices with respect to hygiene, food handling, cleaning	2	2	-	2
	PC2. ensure that the trash cans or waste collection points are cleared every day	2	2	3	2
	Follow health and safety procedures	**5**	**6**	**8**	**2**
	PC3. comply with the health and safety legislation, regulations, and other relevant guidelines while working at all times	3	3	4	1
	PC4. use appropriate personal protective equipment compatible with the work and compliant to relevant Occupational Health and Safety (OHS) guidelines: masks, safety glasses, head protection, ear muffs, safety footwear, gloves, aprons, etc	2	3	4	1
	Maintain personal hygiene	**4**	**4**	**5**	**-**
	PC5. wear clean clothes as per the dress code of the worksite	2	2	3	-

Draughtsperson (Interior Design)

	PC6. wash hands regularly using suggested material such as soap, one-use disposable tissue, warm water, etc.	2	2	2	-
	Precautionary measures to avoid work hazards	**12**	**16**	**-**	**2**
	PC7. follow the displayed safety signs at the worksite	3	3	-	1
	PC8. undertake the safety measures and checks while handling any electrically powered tools & equipment, etc	3	7	-	1
	PC9. ensure the usage of harmful chemicals inside work area as per the specified guidelines only	3	3	-	-
	PC10. ensure safe handling and disposal of waste	3	3	-	-
	Ensure material conservation and optimization of resources	**7**	**8**	**6**	**-**
	PC11. implement the suggested ways to conserve and re-use water	1	3	1	-
	PC12. ensure to keep the electrical appliances in OFF position when not in use	3	2	2	-
	PC13. carry out routine cleaning of tools, machines, and equipment as per instruction	3	3	3	-
	NOS Total	**32**	**38**	**22**	**8**
DGT/VSQ/N0102: Employability Skills (60 Hours)	**Introduction to Employability Skills**	**1**	**1**	**-**	**-**
	PC1. identify employability skills required for jobs in various industries	-	-	-	-
	PC2. identify and explore learning and employability portals	-	-	-	-
	Constitutional values – Citizenship	**1**	**1**	**-**	**-**
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
	PC4. follow environmentally sustainable practices	-	-	-	-
	Becoming a Professional in the 21st Century	**2**	**4**	**-**	**-**
	PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-

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

Draughtsperson (Interior Design)

PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
Essential Digital Skills	**3**	**4**	**-**	**-**
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
Entrepreneurship	**2**	**3**	**-**	**-**
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
Customer Service	**1**	**2**	**-**	**-**
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
Getting ready for apprenticeship & Jobs	**2**	**3**	**-**	**-**
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-

Draughtsperson (Interior Design)

	NOS Total	**20**	**30**	**0**	**0**
FFS/N0205: Prepare the interior design drawings and renders for Residential and Kitchen projects	*Conduct site survey and recce for different types of Residential & Kitchen projects*	**5**	**11**	**9**	**-**
	PC1. interpret the type of Residential/Kitchen project in order to perform the physical survey and recce	2	5	3	-
	PC2. identify and prepare the list of all the necessary tools, materials and equipment required during site survey	1	1	1	-
	PC3. analyse and document existing site conditions based on the project specifications	1	2	2	-
	PC4. conduct the site measurement activities and prepare related documents as per the type of Residential/Kitchen project	1	3	3	-
	Prepare and review the 2D drawings and 3D models/renders for Residential & Kitchen projects	**4**	**20**	**15**	**-**
	PC5. assist in interpreting MEP requirements based on the architectural drawings	4	5	4	-
	PC6. prepare the detailed interior design drawings based on the supervisor instructions	-	5	4	-
	PC7. prepare and modify 3D models/renders as per the design specifications	-	10	7	-
	Assist in preparation of Mood Boards & documentation for Residential & Kitchen projects	**6**	**19**	**11**	**-**
	PC8. assist in developing layouts required for mood boards of Residential/Kitchen project	1	5	4	-
	PC9. assist in preparation of the mood boards	1	2	1	-
	PC10. assist in concept visualization based on the project theme and requirements	1	2	1	-
	PC11. assist in preparing Furniture, Fixtures and Equipment (FF&E) details based on project requirements	2	5	3	-
	PC12. maintain all the required documentation library	1	5	2	-
	NOS Total	**15**	**50**	**35**	**0**

Draughtsperson (Interior Design)

FFS/N0206: Prepare the interior design drawings and renders for Hospitality projects	*Conduct site survey and recce for different types of Hospitality projects*	**5**	**11**	**9**	**-**
	PC1. interpret the type of Project in order to perform the physical survey and recce	2	5	3	-
	PC2. identify and prepare the list of all the necessary tools, materials and equipment required during site survey	1	1	1	-
	PC3. analyse and document existing site conditions based on the project specifications	1	2	2	-
	PC4. conduct the site measurement activities and prepare related documents as per the type of Hospitality project	1	3	3	-
	Prepare and review the 2D drawings and 3D models/renders for Hospitality projects	**4**	**20**	**15**	**-**
	PC5. assist in interpreting MEP requirements based on the architectural drawings	4	5	4	-
	PC6. prepare the detailed interior design drawings based on supervisor instructions	-	5	4	-
	PC7. prepare and modify 3D models/ renders as per the design specifications	-	10	7	-
	Assist in preparation of Mood Boards & documentation for Hospitality projects	**6**	**19**	**11**	**-**
	PC8. assist in developing layouts required for mood boards of Hospitality project	1	5	4	-
	PC9. assist in preparation of the mood boards	1	2	1	-
	PC10. assist in concept visualization based on the project theme and requirements	1	2	1	-
	PC11. assist in preparing Furniture, Fixtures and Equipment (FF&E) details based on project requirements	2	5	3	-
	PC12. maintain all the required documentation library	1	5	2	-
	NOS Total	**15**	**50**	**35**	**0**
FFS/N0207: Prepare the interior design drawings and renders for Commercial projects	*Conduct site survey and recce for different types of Commercial projects*	**5**	**11**	**9**	**-**
	PC1. interpret the type of project in order to perform the physical survey and recce	2	5	3	-
	PC2. identify and prepare the list of all the necessary tools, materials and equipment required during site survey	1	1	1	-

Draughtsperson (Interior Design)

	PC3. analyse and document existing site conditions based on the project specifications	1	2	2	-
	PC4. conduct the site measurement activities and prepare related documents as per the type of commercial project	1	3	3	-
	Prepare and review the 2D drawings and 3D models/renders for Commercial projects	**4**	**20**	**15**	**-**
	PC5. assist in interpreting MEP requirements based on the architectural drawings	4	5	4	-
	PC6. prepare the detailed interior design drawings based on supervisor instructions	-	5	4	-
	PC7. prepare and modify 3D models/ renders as per the design specifications	-	10	7	-
	Assist in preparation of mood boards & documentation for Commercial projects	**6**	**19**	**11**	**-**
	PC8. assist in developing layouts required for mood boards of Commercial project	1	5	4	-
	PC9. assist in preparation of the mood boards	1	2	1	-
	PC10. assist in concept visualization based on the project theme and requirements	1	2	1	-
	PC11. assist in preparing Furniture, Fixtures and Equipment (FF&E) details based on project requirements	2	5	3	-
	PC12. maintain all the required documentation library	1	5	2	-
	NOS Total	**15**	**50**	**35**	**0**
FFS/N0208: Prepare the interior design drawings and renders for Academic Institutions projects	*Conduct site survey and recce for different types of Academic Institutions projects*	**5**	**11**	**9**	**-**
	PC1. interpret the type of project in order to perform the physical survey and recce	2	5	3	-
	PC2. identify and prepare the list of all the necessary tools, materials and equipment required during site survey	1	1	1	-
	PC3. analyse and document existing site conditions based on the project specifications	1	2	2	-
	PC4. conduct the site measurement activities and prepare related documents as per the type of Academic Institutions project	1	3	3	-

Draughtsperson (Interior Design)

	Prepare and review the 2D drawings and 3D models/renders for Academic Institutions projects	**4**	**20**	**15**	**-**
	PC5. assist in interpreting MEP requirements based on the architectural drawings	4	5	4	-
	PC6. prepare the detailed interior design drawings based on supervisor instructions	-	5	4	-
	PC7. prepare and modify 3D models/ renders as per the design specifications	-	10	7	-
	Assist in preparation of mood boards & documentation for Academic Institutions projects	**6**	**19**	**11**	**-**
	PC8. assist in developing layouts required for mood boards of the Academic Institutions projects	1	5	4	-
	PC9. assist in preparation of the mood boards	1	2	1	-
	PC10. assist in concept visualization based on the project theme and requirements	1	2	1	-
	PC11. assist in preparing Furniture, Fixtures and Equipment (FF&E) details based on project requirements	2	5	3	-
	PC12. maintain all the required documentation library	1	5	2	-
	NOS Total	**15**	**50**	**35**	**0**
FFS/N0209: Prepare the interior design drawings and renders for Retail Fitout and Exhibitions projects	*Conduct site survey and recce for different types of Retail Fitout and Exhibitions projects*	**5**	**11**	**9**	**-**
	PC1. interpret the type of Project in order to perform the physical survey and recce	2	5	3	-
	PC2. identify and prepare the list of all the necessary tools, materials and equipment required during site survey	1	1	1	-
	PC3. analyse and document existing site conditions based on the project specifications	1	2	2	-
	PC4. conduct the site measurement activities and prepare related documents as per the type of retail fitout and exhibitions project	1	3	3	-
	Prepare and review the 2D drawings and 3D models/renders for Retail Fitout and Exhibitions projects	**4**	**20**	**15**	**-**

Draughtsperson (Interior Design)

	PC5. assist in interpreting MEP requirements based on the architectural drawings	4	5	4	-
	PC6. prepare the detailed interior design drawings based on supervisor instructions	-	5	4	-
	PC7. prepare and modify 3D models/ renders as per the design specifications	-	10	7	-
	Assist in preparation of mood boards & documentation for Retail Fitout and Exhibitions projects	**6**	**19**	**11**	**-**
	PC8. assist in developing layouts required for mood boards of retail fitout and exhibitions project	1	5	4	-
	PC9. assist in preparation of the mood boards	1	2	1	-
	PC10. assist in concept visualization based on the project theme and requirements	1	2	1	-
	PC11. assist in preparing Furniture, Fixtures and Equipment (FF&E) details based on project requirements	2	5	3	-
	PC12. maintain all the required documentation library	1	5	2	-
	NOS Total	**15**	**50**	**35**	**0**
	Grand Total	**167**	**433**	**242**	**8**

Draughtsperson (Interior Design)

<div align="center">Annexure 7: Assessment Strategy</div>

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

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

1. Internal (Preferred)

     a. Trainer Led Assessment

     b. Master Trainer/ Program Mentor Led Assessment

2. External

     a. Assessment Partners/ Freelance Assessors (Mandatory)

     b. Industry (Preferred)

1. Internal (Preferred)

A. Trainer Led Assessment:

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

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

B. Master Trainer/ Program Mentor Led Assessment:

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

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

2. External

A. Assessment Partners/ Freelance Assessors:

Draughtsperson (Interior Design)

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

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

The requirements and details of each stage are highlighted below:

1. Pre-Assessment:

a. Assessment Partner/ Assessor/ Freelance Assessor Validation

b. Training Centre Check for Assessment Setup/ Infra

c. Question Papers submission by Assessment Partner/ Freelance Assessor to FFSC

d. FFSC to validate and approve the Question papers in line with NOS and PC.

e. FFSC Affiliation and Project Assessment Approval

f. Centre ready for Assessment intimation by Training Partner or by the assigned Neutral Assessment Centre

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

a. Check the availability of the Lab Equipment for the particular Job Role as per the mode of conducting the Assessment.

b. Candidate Validation: Confirm the Aadhar Card details of candidates

c. Check the duration of the training

d. Check the Assessment Start and End time to be as specified in documents

e. Assessor/ Freelance Assessor must follow the assessment guidelines at all times.

f. Intimation to FFSC Training & Assessment Monitoring Team for Assessment Quality Assurance checks.

g. Ensure evidence of conducting Assessment gathered as per FFSC protocol:

    i. Time-stamped & geotagged reporting of the Assessor from assessment location

    ii. Centre photographs with signboards and scheme-specific branding

    iii. Biometric or manual attendance sheet (stamped by T.P.) of the trainees during the training period

Draughtsperson (Interior Design)

iv. Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

h. Required documentation for submissions to the FFSC

3. Post Assessment:

a. Timely submission of the assessment documentation and feedback to FFSC

b. Hard copies of the documents are stored

c. Soft copies of the documents & photographs of the Assessment are uploaded/accessed from Cloud Storage

d. Soft copies of the documents & photographs of the Assessment stored in the Hard Drives

e. Any other compliance requirement as defined by FFSC

B. Industry Partner:

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

Draughtsperson (Interior Design)

Annexure 8: Acronym and Glossary

Acronym

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

Draughtsperson (Interior Design)

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities

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