# APPRENTICESHIP CURRICULUM (OPTIONAL TRADE)

## Furniture and Fittings

## Multipurpose Draughtsperson (Design and Build):

## Interior Designing

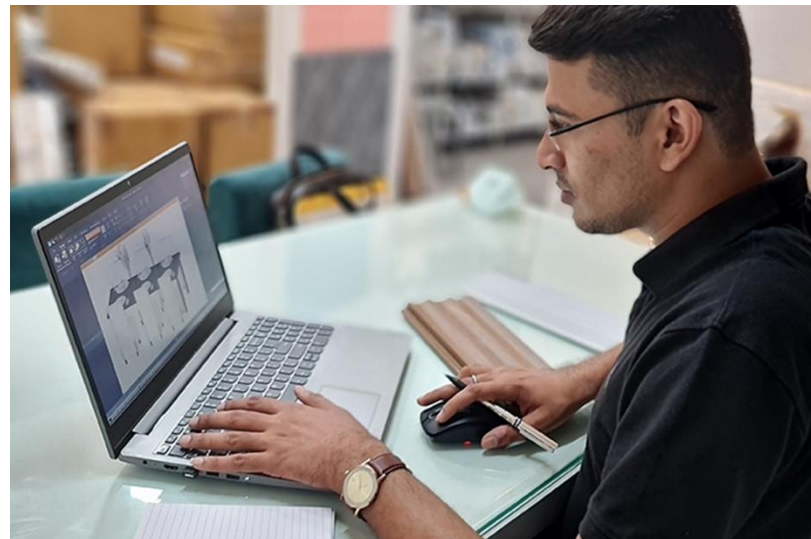## Course Code: CO062400059

## ☒NAPS ☐Non-NAPS

## NSQF Level: 3

# Table of Contents

# Course Details

| 1. | **Course Name** | Multipurpose Draughtsperson (Design and Build): Interior Designing |
|---|---|---|
| 2. | **Course Code** | *CO062400059* |
| 3. | **Apprenticeship Training Duration:** *(2 to 4 weeks of BT is embedded in this duration as per the requirement of the establishment)* | **Months:** 6 Months |
| | **Remarks** | |
| 4. | **Credit** | 20 |
| 5. | **NSQF Level** (*Mandatory for NAPS*) | 3             **NSQC Approval Date:** 31st August 2023 |
| 6. | **Related NSQF aligned qualification details** | *(see table below)* |
| 7. | **Brief Job Role Description** | Multipurpose Draughtsperson is responsible for assisting in converting designs received by the supervisors into 2D/ 3D drawings. They also assist in performing site surveys and measurements and maintaining the documentation work. They work under the instructions of supervisors. This individual may choose a specialization from a range of options, such as interior design, furniture design, and product design. |
| 8. | **NCO-2015 Code & Occupation** (*Access the NCO 2015 volumes from: https://labour.gov.in/organizationsofmole/directorate-general-employment-training-dget* ) | NCO-2015/3432.0100 |
| 9. | **Minimum Eligibility Criteria** *(Educational and/ or Technical Qualification)* | 10th grade pass with NA of experience OR 8th grade pass with 1 year of (NTC/ NAC) after 8th with NA of experience OR 8th grade pass and pursuing continuous schooling (in case of 2-year prog) with NA of experience OR |

Related NSQF aligned qualification details (Item 6):

| S. No. | QP/ Qualification/ NOS Name (As applicable) | QP/ NOS Code & Version | NQR Code |
|---|---|---|---|
| 1 | Multipurpose Draughtsperson (Design and Build): Interior Designing | FFS/Q0206- SI001 | QG-03-WC-00818-2023-V1-FFSC |

| | | |
|---|---|---|
| | | 9th grade pass (and pursuing continuous schooling in regular school) with NA of experience<br>OR<br>9th grade pass with 1 Year of experience<br>OR<br>8th grade pass with 2 Years of experience<br>OR<br>5th grade pass with 5 Years of experience<br>OR<br>Previous relevant Qualification of NSQF Level (Foundation course on Design-Build-Install at Level-2) with 1-2 Years of experience |
| 10. | **Entry Age for Apprenticeship** | *14 years* |
| 11. | **Any Licensing Requirements** (*wherever applicable*) | N.A. |
| 12. | **Is the Job Role amenable to Persons with Disability** | ☒ **Yes**      ☐ **No**<br><br>**If yes, check the applicable type of Disability**<br><br><table><tr><td>☐<br>**Locomotor Disability**</td><td>☐<br>**Leprosy Cured Person**</td><td>☐<br>**Cerebral Palsy**</td><td>☒<br>**Dwarfism**</td><td>☐<br>**Muscular Dystrophy**</td></tr><tr><td>☒<br>**Acid Attack Victims**</td><td>☐<br>**Blindness**</td><td>☐<br>**Low Vision**</td><td>☐<br>**Deaf**</td><td>☐<br>**Hard of Hearing**</td></tr><tr><td>☐<br>**Speech and Language Disability**</td><td>☐<br>**Intellectual Disability**</td><td>☐<br>**Specific Learning Disabilities**</td><td>☐<br>**Autism Spectrum Disorder**</td><td>☐<br>**Mental Illness**</td></tr></table> |

| | | |
|---|---|---|
| | | ☐ **Multiple Sclerosis**  ☐ **Parkinson's Disease**  ☐ **Haemophilia**  ☐ **Thalassemia**  ☐ **Sickle Cell Disease**  ☐ **Multiple Disabilities** |
| | | **Remarks:** |
| 13. | **Submitting Body Details** | **Name:** Furniture and Fittings Skill Council  **E-mail ID:** info@ffsc.in  **Contact Number:** +91 124 4513900 |
| 14. | **Certifying Body** | Furniture and Fittings Skill Council |
| 15. | **Employment Avenues/Opportunities** | After completing this program, participants may have any of the following opportunities:  • Employed as a Multipurpose Draughtsperson (Design and Build): Interior Designing in a Factory/ Workshop/Worksite/On-site |
| 16. | **Career Progression** | **Vertical Progression**  Draughtsperson (Interior Design) (Level-4)  (With specializations) |
| 17. | **Trainer's Qualification & Experience** | Graduate (Engineering, Architecture, Interior Design, Furniture Design/ Manufacturing) with 2 years' experience (Industry), 1 year experience (Teaching)  Or  I.T.I (Interior Designing/ Architectural Drafting) with 3 years' experience (Industry), 1 year experience (Teaching)  Or  Diploma (Interior Designing/ Architectural Drafting) with 3 years' experience (Industry), 1 year experience (Teaching)  Or |

| | | |
|---|---|---|
| | | Certificate-NSQF (NSQF Level 3 Multipurpose Draughtsperson (Design and Build): Interior Designing (FFS/Q0206- SI001)) with 4 years' experience (Industry), 1 year experience (Teaching) Or Certificate (NSQF Level 4 Draughtsperson (Interior Design) or above) with 3 years' experience (Industry), 1 year experience (Teaching) |
| 18. | **Curriculum Creation Date** | 13-05-2024 |
| 19. | **Curriculum Valid up to Date** | 31-08-2026 |

# Module Details

| S. No | Module/NOS Name, Code, Version | Outcomes | Assessment Marks | | Passing Percentage | |
|---|---|---|---|---|---|---|
| | | | Th. | Pr. | Th. | Pr. |
| 1 | **Site survey and recce**<br><br>**Mapped to FFS/N0235, v1.0** | • Describe the interpretation process for daily job work instructions and emphasize the importance of strategic task sequencing.<br>• Outline the selection criteria for materials and equipment in site surveys and recce, and illustrate steps for interpreting recce files.<br>• Describe site survey and recce processes along with pre-requisites, and discuss factors influencing site conditions.<br>• List tools and techniques for site evaluation, emphasizing their functioning requirements.<br>• Identify and describe common risks and hazards in the industry, emphasizing pre-requisites for record-keeping during physical site surveys.<br>• Execute precise interpretation of work instructions to grasp essential steps and requirements thoroughly.<br>• Execute critical tasks outlined in work instructions to ensure meticulous execution.<br>• Organize work activities effectively according to the prescribed sequence provided in the instructions.<br>• Implement the recce checklist to select suitable materials and equipment for the tasks of site survey and recce.<br>• Perform site surveys and recce endeavors in strict adherence to safety regulations and established standards.<br>• Recognize diverse terrain types and execute assessments of accessibility factors during site evaluations. | 10 | 47 | 70% | 70% |

| S. No | Module/NOS Name, Code, Version | Outcomes | Assessment Marks | | Passing Percentage | |
|---|---|---|---|---|---|---|
| | | | Th. | Pr. | Th. | Pr. |
| | | • Execute the identification of existing structures onsite to facilitate accurate evaluation and planning. <br> • Use suitable techniques and tools to execute precise measurements during site assessments. <br> • Demonstrate acute observational skills to execute accurate evaluations of site conditions. <br> • Identify potential hazards or risks at the site by executing safety protocols and guidelines. <br> • Execute the compilation of necessary documentation and forms essential for recording findings during site surveys and recce. <br> • Organize and execute the maintenance of records and documents systematically to ensure comprehensive documentation of site evaluation outcomes. <br> • Execute the recognition of various elements and components of the site layout, including access points and boundaries. <br> • Apply appropriate measurement techniques or software tools to execute the analysis of site layout and dimensions accurately. | | | | |
| 2 | **Measurement and marking at worksite** <br><br> **Mapped to FFS/N0235, v1.0** | • Discuss various marking techniques and tools employed during on-site operations, including symbols, codes, and standards. <br> • Explain record-keeping techniques for capturing comprehensive site details, measurements, and observations during the site survey or recce. <br> • Highlight the operation and utilization of various digital tools or software for site recce records. | 10 | 33 | 70% | 70% |

| S. No | Module/NOS Name, Code, Version | Outcomes | Assessment Marks | | Passing Percentage | |
|---|---|---|---|---|---|---|
| | | | Th. | Pr. | Th. | Pr. |
| | | • State the common errors, inconsistencies, and ambiguities that may occur in documentation. | | | | |
| | | • Execute appropriate marking techniques to designate areas accurately on the worksite. | | | | |
| | | • Apply relevant symbols or codes effectively during the marking process. | | | | |
| | | • Perform precise measurements and observations using appropriate methods and tools. | | | | |
| | | • Document collected information meticulously to ensure comprehensive records of site conditions. | | | | |
| | | • Demonstrate proficiency in photography or videography techniques to capture clear site documentation. | | | | |
| | | • Use equipment effectively for high-quality visual documentation. | | | | |
| | | • Arrange site recce records systematically by using the required tools for efficient retrieval and reference. | | | | |
| | | • Review and periodically update site recce records to maintain accuracy and relevance. | | | | |
| | | • Review documentation thoroughly to identify and rectify errors, inconsistencies, and ambiguities. | | | | |
| | | • Perform analysis and interpretation of collected data to produce reports that are clear and concise. | | | | |
| 3 | **Perform designing and drafting work**<br><br>**Mapped to FFS/N0236, v1.0** | • Discuss layout ideas and instructions, integrating essential design terminology and jargon.<br>• Describe the process of comprehending design principles, using practical examples for illustration. | 10 | 32 | 70% | 70% |

| S. No | Module/NOS Name, Code, Version | Outcomes | Assessment Marks | | Passing Percentage | |
|---|---|---|---|---|---|---|
| | | | Th. | Pr. | Th. | Pr. |
| | | • Discuss the scale, proportion, and dimensioning principles in drafting layouts and drawings. | | | | |
| | | • Explain the critical parameters influencing quality assurance in drawings. | | | | |
| | | • Describe reporting procedures and communication protocols within the organization or project team. | | | | |
| | | • Describe elements present in architectural and furniture drawings. | | | | |
| | | • Perform accurate interpretation of design concepts and instructions to ensure thorough comprehension. | | | | |
| | | • Apply effective methods and techniques to extract key information from provided design materials accurately. | | | | |
| | | • Execute drafting techniques to create accurate layouts and drawings in accordance with site survey and recce reports. | | | | |
| | | • Utilize relevant drafting tools and software proficiently to ensure the precision and alignment of layouts and drawings with site survey and recce reports. | | | | |
| | | • Implement principles of scale, proportion, and dimension to accurately portray layouts and drawings. | | | | |
| | | • Utilize suitable symbols and annotations to enhance the clarity and effectiveness of visual representations. | | | | |
| | | • Employ layout design tools, software, and techniques to construct mood boards and models. | | | | |
| | | • Incorporate visual hierarchy, typography, colour theory, and image selection to enhance the effectiveness of mood boards and models. | | | | |
| | | • Enforce quality control processes to review and verify the accuracy and completeness of drawings. | | | | |

| S. No | Module/NOS Name, Code, Version | Outcomes | Assessment Marks | | Passing Percentage | |
|---|---|---|---|---|---|---|
| | | | Th. | Pr. | Th. | Pr. |
| | | • Adhere to quality assurance standards to uphold the quality of drafted materials.<br>• Create a sample measurement sheet following specified guidelines and standards.<br>• Develop a job card sample following prescribed formats and requirements for submission.<br>• Accomplish tasks within designated timeframes to meet project deadlines and requirements.<br>• Demonstrate appropriate reporting procedures to provide updates on drafting task progress.<br>• Communicate effectively with relevant stakeholders to convey progress updates and address any concerns or issues promptly. | | | | |
| 4 | **Documentation of job work**<br><br>**Mapped to FFS/N0236, v1.0** | • Discuss organizational policies and standards pertaining to the maintenance of a documentation library and record-keeping.<br>• Identify quality control procedures, including review processes, error checking and verification.<br>• Describe various library management principles, encompassing classification systems, indexing, and cataloguing techniques.<br>• Explain the purpose and usage of digital document management systems and software employed in the documenting process.<br>• Perform organization of project files and drawings according to prescribed folder structures, naming conventions, and formats using effective file management practices.<br>• Execute documentation and tracking of design changes, revisions, and version control utilizing appropriate documentation methods.<br>• Implement design consistency principles to guarantee uniformity across drawings and design documentation. | 6 | 22 | 70% | 70% |

| S. No | Module/NOS Name, Code, Version | Outcomes | Assessment Marks | | Passing Percentage | |
|---|---|---|---|---|---|---|
| | | | Th. | Pr. | Th. | Pr. |
| | | • Demonstrate implementation of quality control checkpoints to maintain the consistency and accuracy of drawings and design documentation.<br>• Display preparation and maintenance of a comprehensive drawing and documentation library for easy access, organization, and management of relevant project documents.<br>• Use digital document management systems and software proficiently to accurately store, organize, and classify drawings and documentation.<br>• Demonstrate proactive communication with supervisors and project stakeholders to address concerns and provide updates promptly.<br>• Implement strategies to streamline communication processes and optimize information flow between project team members and stakeholders.<br>• Apply appropriate communication to foster a collaborative work environment by promoting open communication channels and encouraging feedback and suggestions from team members and stakeholders. | | | | |
| 5 | **Learning and professional development**<br><br>**Mapped to FFS/N0236, v1.0** | • Discuss the diverse processes involved in draughting, design, and related technologies.<br>• List prevalent software tools and techniques commonly utilized in draughting and design.<br>• Execute the utilization of the latest software tools and techniques effectively in draughting and design tasks, ensuring optimal outcomes.<br>• Execute proactive learning by actively seeking additional resources to enhance knowledge and skills in draughting, design, and related technologies. | 4 | 26 | 70% | 70% |

| S. No | Module/NOS Name, Code, Version | Outcomes | Assessment Marks | | Passing Percentage | |
|---|---|---|---|---|---|---|
| | | | Th. | Pr. | Th. | Pr. |
| | | • Display proactive engagement by asking relevant questions and seeking clarification during training programs, workshops, or professional development activities to ensure comprehensive understanding. | | | | |
| 6 | **Health and safety practices at the worksite** <br><br> **Mapped to FFS/N8205, v3.0** | • Discuss the organizational hygiene and sanitation guidelines. <br> • List various personal protective equipment required for specific job roles. <br> • Discuss the types and uses of cleaning consumables necessary for personal hygiene maintenance. <br> • Illustrate the usage of different pictorial representations of safety signs and hand signals commonly used in the workplace for effective communication. <br> • Explains operational guidelines for the safe and effective use of tools and equipment. <br> • Describe the storage and handling procedures for hazardous substances, including proper labeling, storage conditions, and safety measures. <br> • Demonstrate effective methods for analyzing worksites to identify any breaches in organizational protocols and safety regulations. <br> • Showcase techniques for addressing identified breaches to uphold safety standards and ensure organizational compliance. <br> • Illustrate proper procedures for disposing of waste according to its classification, promoting sustainability and minimizing environmental impact. <br> • Apply appropriate health and safety legislations consistently during work operations, prioritizing the well-being of oneself and colleagues. | 25 | 54 | 70% | 70% |

| S. No | Module/NOS Name, Code, Version | Outcomes | Assessment Marks | | Passing Percentage | |
|---|---|---|---|---|---|---|
| | | | Th. | Pr. | Th. | Pr. |
| | | • Showcase the correct usage of personal protective equipment (PPE) such as goggles, gloves, and earplugs to minimize occupational hazards.<br>• Display correct techniques for donning and doffing various types of PPE, including face masks, hand gloves, and protective suits.<br>• Demonstrate proper procedures for sanitizing and washing hands to maintain hygiene standards and prevent the spread of pathogens.<br>• Utilize warning labels, symbols, and signage effectively to communicate hazards and safety instructions in the workplace.<br>• Ensure adherence to warning signs and symbols to prevent accidents and promote a culture of safety awareness among workers.<br>• Employ various methods to assess the functionality of equipment and machinery,<br>• Ensure that all the equipment and machinery meet operational requirements and safety standards.<br>• Separate waste materials based on their recyclability status,<br>• Demonstrate responsible waste management practices and environmental sustainability.<br>• Provide guidance on sorting waste into designated bins or containers according to their recyclability, minimizing environmental impact and supporting recycling initiatives. | | | | |
| 7 | **Greening practices at worksite**<br><br>**Mapped to FFS/N8205, v3.0** | • Explain different methods to conserve energy.<br>• Discusses the environmental and economic benefits of energy conservation.<br>• Emphasizes the role of proper maintenance practices in minimizing downtime and avoiding costly repairs or replacements.<br>• Illustrates the positive impact of periodic cleaning on productivity, efficiency, and overall work quality. | 7 | 14 | 70% | 70% |

| S. No | Module/NOS Name, Code, Version | Outcomes | Assessment Marks | | Passing Percentage | |
|---|---|---|---|---|---|---|
| | | | Th. | Pr. | Th. | Pr. |
| | | • Showcase methods for optimizing the use of materials and water resources. <br> • Provide practical examples and strategies for minimizing waste and maximizing efficiency in material and water usage. <br> • Employ diverse techniques to inspect tools and equipment for proper functionality, ensuring optimal performance and safety. <br> • Demonstrate procedures for conducting routine checks, identifying anomalies, and promptly reporting any malfunctions or irregularities detected. | | | | |
| 8 | **Employability Skills** <br><br> **Mapped to DGT/VSQ/N0101, v1.0** | • Show how to practice different environmentally sustainable practices. <br> • Display a positive attitude, self-motivation, problem-solving, time management skills, and a continuous learning mindset in different situations. <br> • Use appropriate basic English sentences/phrases while speaking. <br> • Demonstrate how to communicate in a well-mannered way with others. <br> • Demonstrate working with others in a team. <br> • Show how to conduct oneself appropriately with all genders and PwD. <br> • Show how to operate digital devices and safely and securely use the associated applications and features. <br> • Differentiate between types of customers. <br> • Create a biodata. <br> • Use various sources to search and apply for jobs. <br> • Explain the criticality of efficient sales coordination in meeting customer demands and ensuring punctual delivery. <br> • Discuss different sales management tools and software to monitor orders and facilitate seamless fulfilment procedures. | 20 | 30 | 70% | 70% |

| S. No | Module/NOS Name, Code, Version | Outcomes | Assessment Marks | | Passing Percentage | |
|---|---|---|---|---|---|---|
| | | | Th. | Pr. | Th. | Pr. |
| | | • Discuss the function and attributes of customer relationship management (CRM) systems in efficiently managing customer databases.<br>• State the sequential stages of order fulfilment, encompassing order processing, picking, packing, and shipping.<br>• Streamline sales activities, oversee order processing, monitor progress, and ensure prompt order fulfilment to meet customer demands.<br>• Implement efficient workflow processes to optimize order management and delivery, enhancing overall customer satisfaction.<br>• Employ cutting-edge sales management tools and software to track orders and manage fulfilment operations efficiently.<br>• Harness technology to streamline order management processes and boost productivity within the sales department.<br>• Demonstrate proficiency in handling customer inquiries, promptly resolving issues, and maintaining a high level of customer satisfaction throughout the sales cycle.<br>• Utilize advanced Customer Relationship Management (CRM) systems to monitor customer interactions, update customer records, and ensure the integrity of customer data.<br>• Leverage CRM platforms to deepen customer engagement, personalize interactions, and fortify client relationships.<br>• Provide support in coordinating order fulfilment activities, ensuring accurate order processing, meticulous product packaging, and timely shipment dispatch to meet customer expectations.<br>• Collaborate across departments to streamline order processing workflows and minimize fulfilment discrepancies.<br>• Ensure seamless coordination between sales, operations, and logistics teams to facilitate timely deliveries and enhance overall customer satisfaction. | | | | |

| S. No | Module/NOS Name, Code, Version | Outcomes | Assessment Marks | | Passing Percentage | |
|---|---|---|---|---|---|---|
| | | | Th. | Pr. | Th. | Pr. |
| 9 | **Performing site assessment and recce for Interior designing**<br><br>**Mapped to FFS/N0237, v1.0** | • Discuss the intricacies of interpreting and analyzing project specifications within interior design projects.<br>• Describe the overarching purpose and objectives behind the comprehensive site assessment and recce in interior design projects.<br>• Describe the distinctive roles and responsibilities of various team members engaged in interior design projects.<br>• Discuss the process integral to resolving uncertainties and clarifying project objectives.<br>• Execute a thorough analysis of interior design project briefs to discern essential requirements and constraints, ensuring clarity on project objectives.<br>• Perform a comprehensive site assessment and recce for interior design projects, employing appropriate methods and tools to capture relevant information accurately.<br>• Demonstrate proficient communication skills with team members, actively understanding their roles and responsibilities, and proactively seeking clarification when necessary to ensure effective collaboration.<br>• Execute clear and concise steps to address doubts and concerns raised by supervisors or relevant teams, ensuring that issues are resolved promptly to maintain project momentum and efficiency. | 6 | 16 | 70% | 70% |
| 10 | **Perform designing and drafting for interior designing**<br><br>**Mapped to FFS/N0237, v1.0** | • Discuss the rationale and goals behind drafting layouts and drawings in interior design projects, utilizing insights from site surveys and recce reports.<br>• List the various types of technical drawings used in interior designing, specifying the essential tools and softwares required for their creation. | 10 | 43 | 70% | 70% |

| S. No | Module/NOS Name, Code, Version | Outcomes | Assessment Marks | | Passing Percentage | |
|---|---|---|---|---|---|---|
| | | | Th. | Pr. | Th. | Pr. |
| | | • State the design principles, techniques, and industry standards applied to create and modify drawings and drafts in interior designing. | | | | |
| | | • Discuss the criticality of precision and comprehensiveness in various drawings for interior design projects. | | | | |
| | | • Discuss the applicable building codes and regulations pertinent to interior design, elucidating their distinct purposes. | | | | |
| | | • Implement interior design principles, spatial organization, and construction techniques to develop layouts and drawings as per project specifications. | | | | |
| | | • Execute detailed technical drawing creation using suitable methods and tools, such as producing 2D floor plans, elevations, perspectives, and drafts within Interior Design. | | | | |
| | | • Utilize various software tools and applications like AutoCAD, SketchUp, or equivalent software proficiently for Interior Design tasks. | | | | |
| | | • Contribute actively in design research activities by providing basic visual references like images and samples for Interior Design projects. | | | | |
| | | • Utilize diverse online platforms, libraries, material catalogs, and industry publications to access suitable visual references for design research. | | | | |
| | | • Implement adjustments, revisions, edits, and modifications to drawings and drafts using appropriate design principles, methods, and tools following supervisor instructions. | | | | |
| | | • Ensure the accuracy and completeness of drawings, including assembly and construction details, to meet specified standards and specifications in Interior Design projects. | | | | |

| S. No | Module/NOS Name, Code, Version | Outcomes | Assessment Marks | | Passing Percentage | |
|---|---|---|---|---|---|---|
| | | | Th. | Pr. | Th. | Pr. |
| | | • Interpret and adhere to relevant building codes and regulations to ensure compliance in interior design projects, aligning with established standards and guidelines. | | | | |
| 11 | **Perform record-keeping for interior designing**<br><br>**Mapped to FFS/N0237, v1.0** | • Explain the relationship between drawing specifications and material lists, highlighting their role in ensuring project coherence.<br>• State the common materials, finishes, accessories, furniture, and hardware in interior design, emphasizing their diverse applications.<br>• Illustrate the roles of drawing files and material libraries in design cohesion and effective client communication.<br>• Discuss the various drawing file types and formats used in interior design projects, discussing their relevance in design documentation management.<br>• Execute the utilization of project management software, document management systems, and version control systems to oversee and manage interior design project files and drawings effectively.<br>• Perform an analysis of drawing specifications to ascertain the necessary materials, finishes, accessories, furniture, and hardware required for the interior design project.<br>• Choose suitable materials, finishes, accessories, furniture, and hardware based on the specifications outlined in the drawings.<br>• Establish and manage a comprehensive documentation library encompassing various types of drawing files and formats utilized in interior design projects.<br>• Execute the maintenance of the design documentation repository in accordance with the organizational policies and procedures governing interior designing. | 6 | 19 | 70% | 70% |
| | **Total Marks** | | 114 | 336 | 70% | |

# Glossary

| Term | Description |
|---|---|
| **Sector** | Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests. |
| **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 organization. |
| **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. |
| **National Occupational Standards (NOS)** | NOS are occupational standards which apply uniquely in the Indian context. |
| **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

| Acronym | 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 |
| PPE | Personal Protective Equipment |

# Annexure 1: Tools and Equipment

## List of Tools and Equipment

For a Batch size of 20 Candidates

The tools and equipment required are:

| S. No. | Tool / Equipment Name | Specification | Quantity for specified Batch size (In Nos) |
|---|---|---|---|
| 1 | White Board | | 1 |
| 2 | Board Marker | 2 Different color board markers with respective refill ink containers | 2 |
| 3 | Duster | | 1 |
| 4 | Projector/ Smart TV | | 1 |
| 5 | Trainees Chairs/ Stools | For theory lectures and to be used alongside drafting tables | 20 |
| 6 | Trainer's Podium (Drafting Table) | | 1 |
| 7 | Trainer's Chair | | 1 |
| 8 | Storage Cabinet (Wardrobe) | | 1 |
| 9 | Drafting Table | Type: Adjustable drafting table, Material: Wood/Steel | 20 |
| 10 | Pencil Colors | Type: Colored pencils, Set: 24 colors | 4 |
| 11 | Water/Poster Colors | Type: Watercolor/Poster colors, Set: 12 colors | 4 |
| 12 | Pastel/Wax Colors | Type: Pastel/Wax colors, Set: 16 colors | 4 |
| 13 | Drawing Pencil | Type: Drawing pencil, Hardness: HB | 20 |
| 14 | Geometry Box | Type: Geometry box, Contents: Compass, Protractor, etc. | 20 |
| 15 | Measuring Ruler (30 cm) | Type: Measuring ruler, Length: 30 cm | 20 |
| 16 | Drafter Kit | Type: Drafter kit, Includes: T-square, Triangles, etc. | 20 |
| 17 | Software- 2D Designing | Type: 2D Designing Software, e.g., AutoCAD | 20 |
| 18 | Software- MS Office | Type: MS Office Software | 20 |
| 19 | Measurement Tape (5m) | Type: Measurement tape, Length: 5 meters | 20 |
| 20 | Laser Tape | Type: Laser measuring tape | 4 |
| 21 | Masking Tape | Type: Masking tape, Width: 1 inch | 2 |

| 22 | Notebook | Type: Spiral-bound notebook, Size: A4 | 20 |
|----|----------|----------------------------------------|-----|
| 23 | Sketch Book | Type: Sketchbook, Paper: Acid-free, Size: A4 | 20 |
| 24 | Plain Papers (A4) | Type: Plain papers, Size: A4 | 1 |
| 25 | Sheets (A1/A2) | Type: Drawing sheets, Size: A1/A2 | 100 |
| 26 | Type of Wood- Samples | Examples: Oak, Maple, Pine | 4 |
| 27 | Types of Veneers- Samples | Examples: Walnut veneer, Oak veneer | 4 |
| 28 | Types of Laminates- Samples | Examples: High-pressure laminate, Low-pressure laminate | 4 |
| 29 | Types of Metal- Samples | Examples: Aluminum, Steel | 4 |
| 30 | Types of Ply- Samples | Examples: Marine Plywood, Birch Plywood | 4 |
| 31 | Types of Wood Derivatives- Samples | Examples: MDF (Medium Density Fiberboard), Block boards, Particle boards | 4 |
| 32 | Laptop/PC | Compatible to the 2D and 3D softwares to be selected for the training program | 20 |

# Classroom Aids

The aids required to conduct sessions in the classroom are:

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

# Annexure 2: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the apprentice 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 be 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 geo-tagged 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 programs.