

## Qualification Pack



# Assistant Draughtsperson (Interior Design)

QP Code: FFS/Q0201

Version: 2.0

NSQF Level: 2

Furniture and Fittings Skill Council || 407-408, DLF City Court, M G Road, Sikanderpur  
Gurgaon - 122002



## Qualification Pack

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## Qualification Pack

### FFS/Q0201: Assistant Draughtsperson (Interior Design)

#### Brief Job Description

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.

#### Personal Attributes

This job requires an individual to have time management skills. He/she must be detail-oriented and must be good at documentation and record-keeping. The individual should be skilled in working with software and work with coordination.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

- [1. FFS/N0201: Assist in preparation of the drawings as per space plan and design specifications](#)
- [2. FFS/N0202: Assist in conducting survey and recce for interior design drafting purpose](#)
- [3. FFS/N8202: Work effectively with the co-workers, supervisor, and others](#)
- [4. FFS/N8205: Follow workplace health, safety, and environmental procedures](#)
- [5. DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Furniture & Fittings
<b>Sub-Sector</b>	Interior Design & Installation
<b>Occupation</b>	Furniture Installation
<b>Country</b>	India
<b>NSQF Level</b>	2
<b>Credits</b>	9
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/3432.0100

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<b>Minimum Educational Qualification &amp; Experience</b>	8th grade pass OR 8th grade pass and pursuing continuous schooling
<b>Minimum Level of Education for Training in School</b>	8th Class
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	14 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	17/11/2025
<b>NSQC Approval Date</b>	17/11/2022
<b>Version</b>	2.0
<b>Reference code on NQR</b>	2022/WC/FFSC/06701
<b>NQR Version</b>	2

## Qualification Pack

# FFS/N0201: Assist in preparation of the drawings as per space plan and design specifications

## Description

This unit describes the performance outcomes required to assist in drafting design specifications.

## Scope

The scope covers the following :

- Assist in drafting design specifications

## Elements and Performance Criteria

### *Assist in drafting design specifications*

To be competent, the user/individual on the job must be able to:

- PC1.** assist in drafting layouts and drawings as per site survey and recce reports
- PC2.** assist in layout designing for mood boards and models development
- PC3.** assist in mapping and placement of products based on project requirements
- PC4.** accurately operate and maintain the drawing and documentation library
- PC5.** comply with the organizational policies for reporting of assigned tasks to the concerned authority

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the organization structure, its purpose, and objective, various departments, hierarchy, reporting matrix, code of conduct, etc
- KU2.** the products and services provided by the company to clients and its quality standards
- KU3.** the Key Result Areas (KRA) and its importance in the employee performance and growth
- KU4.** different types of personal protective equipment such as gloves, goggles, masks, etc. and their uses
- KU5.** common hazards in the worksite and relevant safety and security procedures/manuals to be followed
- KU6.** the procedures for conducting visual checks required during the various stages of operations and their importance
- KU7.** the importance of reporting relevant information to the appropriate authority
- KU8.** the basics of preparing and interpreting 2D / 3D drawings i.e. terminology, pictorial representation, symbols, etc. related to architectural drawings and specifications
- KU9.** the concept of mood board and its importance in the project detailing work
- KU10.** the process of creating mood boards and specifications
- KU11.** the concept of engineering drawings and various elements associated with it

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**KU12.** the importance of planning and organizing for effective performance

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read company policy documents, information displayed at the worksite, job cards, etc.
- GS2.** effectively communicate with team members and supervisors respectfully as per the protocol of the organization
- GS3.** work constructively and collaboratively with others
- GS4.** fill up documents about one's role at the worksite (involves attendance, daily work update, etc.)
- GS5.** apply domain information/ knowledge and assess day to day tasks through experience and observation
- GS6.** evaluate the complexity of the tasks to determine if any guidance is required from the supervisor
- GS7.** read, write and interpret effectively while performing assigned tasks
- GS8.** use reasoning skills to make appropriate decisions and troubleshoot concerns related to own responsibilities
- GS9.** plan and prioritize the tasks efficiently and accurately within the specified time frame
- GS10.** build and maintain positive and effective relationships with clients
- GS11.** work efficiently with various softwares such as Word, Excel, etc.

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Assist in drafting design specifications</i>	<b>14</b>	<b>40</b>	<b>40</b>	<b>6</b>
<b>PC1.</b> assist in drafting layouts and drawings as per site survey and recce reports	3	15	15	2
<b>PC2.</b> assist in layout designing for mood boards and models development	3	10	10	2
<b>PC3.</b> assist in mapping and placement of products based on project requirements	3	10	10	2
<b>PC4.</b> accurately operate and maintain the drawing and documentation library	3	5	5	-
<b>PC5.</b> comply with the organizational policies for reporting of assigned tasks to the concerned authority	2	-	-	-
<b>NOS Total</b>	<b>14</b>	<b>40</b>	<b>40</b>	<b>6</b>

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	FFS/N0201
<b>NOS Name</b>	Assist in preparation of the drawings as per space plan and design specifications
<b>Sector</b>	Furniture & Fittings
<b>Sub-Sector</b>	Interior Design & Installation
<b>Occupation</b>	Interior Designing
<b>NSQF Level</b>	2
<b>Credits</b>	3
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	17/11/2025
<b>NSQC Clearance Date</b>	17/11/2022



## Qualification Pack

# FFS/N0202: Assist in conducting survey and recce for interior design drafting purpose

## Description

This unit describes the performance outcomes required to assist in site survey and recce.

## Scope

The scope covers the following :

- Assist in conducting a physical site survey
- Assist in measurement and marking activities during recce

## Elements and Performance Criteria

### *Assist in conducting physical site survey*

To be competent, the user/individual on the job must be able to:

- PC1.** interpret the job work instructions about oneself while performing site recce
- PC2.** assist in arranging pre-requisite materials and equipment required for conducting site survey and recce
- PC3.** assist in documenting existing site conditions during site survey
- PC4.** maintain records of site photographs and videos in accordance with organizational guidelines

### *Assist in measurement and marking activities during recce*

To be competent, the user/individual on the job must be able to:

- PC5.** assist in marking as per the specified layouts and instructions
- PC6.** assist in measurement and tabulating site dimensions/inputs on the measurement sheet
- PC7.** assist in timely filling and submission of measurement sheet to supervisor

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the organization structure, its purpose, and objective, various departments, hierarchy, reporting matrix, code of conduct, etc
- KU2.** the products and services provided by the company to clients and its quality standards
- KU3.** the Key Result Areas (KRA) and its importance in the employee performance and growth
- KU4.** different types of personal protective equipment such as gloves, goggles, masks, etc. and their uses
- KU5.** common hazards in the worksite and relevant safety and security procedures/manuals to be followed
- KU6.** the procedures for conducting visual checks required during the various stages of operations and their importance
- KU7.** the importance of reporting relevant information to the appropriate authority

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- KU8.** the basics of preparing and interpreting 2D / 3D drawings i.e. terminology, pictorial representation, symbols, etc. related to architectural drawings and specifications
- KU9.** different types of tools and equipment required during site survey operations and their relevant operation guides
- KU10.** how to interpret the recce file and checklist for site survey
- KU11.** the various documentation requirements during physical site survey and recce
- KU12.** the techniques associated with sketching based on design specifications
- KU13.** the step by step site photography and videography procedure for efficient record keeping
- KU14.** the relevant basic mathematics and geometry skills
- KU15.** the relevance of Mechanical, Plumbing, and Electrical (MEP) points with reference to building design and construction
- KU16.** the various errors and tolerance levels observed during measurement and marking activities
- KU17.** the relevant basics of measurement sheet and its usage guide
- KU18.** the importance of time management and work reporting for the assigned tasks

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read company policy documents, information displayed at the worksite, job cards, etc.
- GS2.** effectively communicate with team members and supervisors respectfully as per the protocol of the organization
- GS3.** work constructively and collaboratively with others
- GS4.** fill up documents about one's role at the worksite (involves attendance, daily work update, etc.)
- GS5.** apply domain information/ knowledge and assess day to day tasks through experience and observation
- GS6.** evaluate the complexity of the tasks to determine if any guidance is required from the supervisor
- GS7.** read, write and interpret effectively while performing assigned tasks
- GS8.** use reasoning skills to make appropriate decisions and troubleshoot concerns related to own responsibilities
- GS9.** plan and prioritize the tasks efficiently and accurately within the specified time frame
- GS10.** build and maintain positive and effective relationships with clients
- GS11.** work efficiently with various softwares such as Word, Excel, etc.

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Assist in conducting physical site survey</i>	<b>10</b>	<b>20</b>	<b>15</b>	-
<b>PC1.</b> interpret the job work instructions about oneself while performing site recce	3	5	-	-
<b>PC2.</b> assist in arranging pre-requisite materials and equipment required for conducting site survey and recce	3	5	5	-
<b>PC3.</b> assist in documenting existing site conditions during site survey	1	5	5	-
<b>PC4.</b> maintain records of site photographs and videos in accordance with organizational guidelines	3	5	5	-
<i>Assist in measurement and marking activities during recce</i>	<b>9</b>	<b>25</b>	<b>15</b>	<b>6</b>
<b>PC5.</b> assist in marking as per the specified layouts and instructions	3	15	5	2
<b>PC6.</b> assist in measurement and tabulating site dimensions/inputs on the measurement sheet	3	10	5	2
<b>PC7.</b> assist in timely filling and submission of measurement sheet to supervisor	3	-	5	2
<b>NOS Total</b>	<b>19</b>	<b>45</b>	<b>30</b>	<b>6</b>

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	FFS/N0202
<b>NOS Name</b>	Assist in conducting survey and recce for interior design drafting purpose
<b>Sector</b>	Furniture & Fittings
<b>Sub-Sector</b>	Interior Design & Installation
<b>Occupation</b>	Interior Designing
<b>NSQF Level</b>	2
<b>Credits</b>	2.5
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	17/11/2025
<b>NSQC Clearance Date</b>	17/11/2022

## Qualification Pack

### FFS/N8202: Work effectively with the co-workers, supervisor, and others

#### Description

This unit describes the performance outcomes required to work effectively within a team and with others to achieve the desired results.

#### Scope

The scope covers the following :

- Interact and communicate effectively with the co-workers, supervisors, and others
- Follow gender and Person with Disability (PwD) sensitive practices at the worksite

#### Elements and Performance Criteria

##### *Interact and communicate effectively with the co-workers, supervisors, and others*

To be competent, the user/individual on the job must be able to:

- PC1.** maintain work etiquette e.g. use polite language, behave courteously and responsibly, etc.
- PC2.** seek assistance and clarifications from the supervisor or any such appropriate authority as and when required
- PC3.** coordinate and cooperate with the co-workers to maximize effectiveness and efficiency in carrying out tasks
- PC4.** assist in identifying and reporting any information or possible deviations to appropriate authority timely
- PC5.** follow escalation matrix in case of any grievance

##### *Follow gender and Person with Disability (PwD) sensitive practices at the worksite*

To be competent, the user/individual on the job must be able to:

- PC6.** maintain a conducive environment for all the genders at the worksite
- PC7.** transact with everyone without any personal bias based on gender, disability, caste, religion, color, sexual orientation, and culture
- PC8.** follow gender-inclusive practices at the worksite
- PC9.** use appropriate verbal and non-verbal communication while interacting with Persons with Disability (PwD)
- PC10.** report incidents of any harassment and discrimination to the appropriate authority

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the organization structure, its purpose and objective, various departments, hierarchy, reporting matrix, code of conduct, etc
- KU2.** various Standard Operating Procedures (SOP) and department-specific processes of the organization
- KU3.** the products and services provided by the company to clients and its quality standards

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- KU4.** the Key Result Areas (KRA) and its importance in the employee performance and growth
- KU5.** different types of personal protective equipment such as gloves, goggles, masks, etc. and their uses
- KU6.** relevance of health and safety requirements applicable in the worksite
- KU7.** importance of effective communication and establishing working relationships with others
- KU8.** the professional code of conduct, work ethics, and discipline
- KU9.** importance of teamwork and collaboration
- KU10.** the escalation matrix and procedure of expressing grievances appropriately
- KU11.** organization standards and guidelines on gender inclusivity, PwD, POSH (Prevention Of Sexual Harassment), etc
- KU12.** gender differences, gender diversity, gender issues, consequences of gender-based behavior, legislation, etc.
- KU13.** various medical conditions associated with PwD
- KU14.** how to assist people with special needs at the worksite the importance of displaying empathy towards PwD

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** communicate proficiently in one or more languages, preferably local language and/or english
- GS2.** read company policy documents, information displayed at the worksite, job cards, etc.
- GS3.** use the communication systems of the company, e.g., telephone, email, chat, public announcement systems, or hard copy memos/letters
- GS4.** effectively communicate with team members and supervisor in a respectful manner as per the protocol of the organization
- GS5.** work constructively and collaboratively with others
- GS6.** fill up documents about one's role at the worksite (involves attendance, daily work update, etc.)
- GS7.** read notes/comments from the supervisor and teams
- GS8.** apply domain information/ knowledge and assess day to day tasks through experience and observation
- GS9.** interpret instructions related to the usage of machines and tools for fabrication, assembling, and installation of the various products
- GS10.** select the optimal process and appropriate tools & equipment to complete the work efficiently
- GS11.** use reasoning skills to take appropriate decisions and troubleshoot concerns related to own responsibilities

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interact and communicate effectively with the co-workers, supervisors, and others</i>	<b>23</b>	<b>20</b>	<b>10</b>	<b>6</b>
<b>PC1.</b> maintain work etiquette e.g. use polite language, behave courteously and responsibly, etc.	5	4	5	2
<b>PC2.</b> seek assistance and clarifications from the supervisor or any such appropriate authority as and when required	4	4	-	2
<b>PC3.</b> coordinate and cooperate with the co-workers to maximize effectiveness and efficiency in carrying out tasks	4	4	5	-
<b>PC4.</b> assist in identifying and reporting any information or possible deviations to appropriate authority timely	5	4	-	-
<b>PC5.</b> follow escalation matrix in case of any grievance	5	4	-	2
<i>Follow gender and Person with Disability (PwD) sensitive practices at the worksite</i>	<b>25</b>	<b>10</b>	<b>-</b>	<b>6</b>
<b>PC6.</b> maintain a conducive environment for all the genders at the worksite	5	4	-	2
<b>PC7.</b> transact with everyone without any personal bias based on gender, disability, caste, religion, color, sexual orientation, and culture	5	4	-	2
<b>PC8.</b> follow gender-inclusive practices at the worksite	5	-	-	2
<b>PC9.</b> use appropriate verbal and non-verbal communication while interacting with Persons with Disability (PwD)	5	2	-	-
<b>PC10.</b> report incidents of any harassment and discrimination to the appropriate authority	5	-	-	-
<b>NOS Total</b>	<b>48</b>	<b>30</b>	<b>10</b>	<b>12</b>

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	FFS/N8202
<b>NOS Name</b>	Work effectively with the co-workers, supervisor, and others
<b>Sector</b>	Furniture & Fittings
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic
<b>NSQF Level</b>	2
<b>Credits</b>	1
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	30/09/2024
<b>NSQC Clearance Date</b>	30/09/2021



## Qualification Pack

# FFS/N8205: Follow workplace health, safety, and environmental procedures

## Description

This unit describes the performance outcomes required to assist in maintaining health, safety, cleanliness, and hygiene at the worksite.

## Scope

The scope covers the following :

- Maintain cleanliness of the worksite
- Follow health and safety procedures
- Maintain personal hygiene
- Precautionary measures to avoid work hazards
- Ensure material conservation and optimization of resources

## Elements and Performance Criteria

### *Maintain cleanliness of the worksite*

To be competent, the user/individual on the job must be able to:

- PC1.** identify and report poor organizational practices with respect to hygiene, food handling, cleaning
- PC2.** ensure that the trash cans or waste collection points are cleared every day

### *Follow health and safety procedures*

To be competent, the user/individual on the job must be able to:

- PC3.** comply with the health and safety legislation, regulations, and other relevant guidelines while working at all times
- 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

### *Maintain personal hygiene*

To be competent, the user/individual on the job must be able to:

- PC5.** wear clean clothes as per the dress code of the worksite
- PC6.** wash hands regularly using suggested material such as soap, one-use disposable tissue, warm water, etc.

### *Precautionary measures to avoid work hazards*

To be competent, the user/individual on the job must be able to:

- PC7.** follow the displayed safety signs at the worksite
- PC8.** undertake the safety measures and checks while handling any electrically powered tools & equipment, etc
- PC9.** ensure the usage of harmful chemicals inside work area as per the specified guidelines only
- PC10.** ensure safe handling and disposal of waste

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### *Ensure material conservation and optimization of resources*

To be competent, the user/individual on the job must be able to:

- PC11.** implement the suggested ways to conserve and re-use water
- PC12.** ensure to keep the electrical appliances in OFF position when not in use
- PC13.** carry out routine cleaning of tools, machines, and equipment as per instruction

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the organization structure, its purpose, and objective, various departments, hierarchy, reporting matrix, code of conduct, etc
- KU2.** the products and services provided by the company to clients and its quality standards
- KU3.** the Key Result Areas (KRA) and its importance in the employee performance and growth
- KU4.** different types of personal protective equipment such as gloves, goggles, masks, etc. and their uses
- KU5.** common hazards in the worksite and relevant safety and security procedures/manuals to be followed
- KU6.** the procedures for conducting visual checks required during the various stages of operations and their importance
- KU7.** the importance of reporting relevant information to the appropriate authority
- KU8.** the basics of preparing and interpreting 2D / 3D drawings i.e. terminology, pictorial representation, symbols, etc. related to architectural drawings and specifications
- KU9.** the process of raising grievance and its redressal mechanism
- KU10.** usage of different colours of dustbins based on the type of waste
- KU11.** the organization's legislative requirements and emergency procedures
- KU12.** the process and role in responding to an emergency situation in line with organizational procedures
- KU13.** importance of work ethics, dress code, and personal hygiene
- KU14.** various types of safety signs and what they mean
- KU15.** various types of safety signs and what they mean
- KU16.** the operational and relevant guidelines for usage and handling of tools and equipment and their serviceability procedures
- KU17.** the process of segregation of waste based on reusable and non-recyclable materials
- KU18.** common practices associated with conserving water and electricity
- KU19.** various housekeeping process and equipment used for cleaning worksite, tools and products

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read company policy documents, information displayed at the worksite, job cards, etc.



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- GS2.** effectively communicate with team members and supervisors respectfully as per the protocol of the organization
- GS3.** work constructively and collaboratively with others
- GS4.** fill up documents about one's role at the worksite (involves attendance, daily work update, etc.)
- GS5.** apply domain information/ knowledge and assess day to day tasks through experience and observation
- GS6.** evaluate the complexity of the tasks to determine if any guidance is required from the supervisor
- GS7.** read, write and interpret effectively while performing assigned tasks
- GS8.** use reasoning skills to make appropriate decisions and troubleshoot concerns related to own responsibilities
- GS9.** plan and prioritize the tasks efficiently and accurately within the specified time frame
- GS10.** build and maintain positive and effective relationships with clients
- GS11.** work efficiently with various softwares such as Word, Excel, etc.

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain cleanliness of the worksite</i>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>
<b>PC1.</b> identify and report poor organizational practices with respect to hygiene, food handling, cleaning	2	2	-	2
<b>PC2.</b> ensure that the trash cans or waste collection points are cleared every day	2	2	3	2
<i>Follow health and safety procedures</i>	<b>5</b>	<b>6</b>	<b>8</b>	<b>2</b>
<b>PC3.</b> comply with the health and safety legislation, regulations, and other relevant guidelines while working at all times	3	3	4	1
<b>PC4.</b> 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
<i>Maintain personal hygiene</i>	<b>4</b>	<b>4</b>	<b>5</b>	-
<b>PC5.</b> wear clean clothes as per the dress code of the worksite	2	2	3	-
<b>PC6.</b> wash hands regularly using suggested material such as soap, one-use disposable tissue, warm water, etc.	2	2	2	-
<i>Precautionary measures to avoid work hazards</i>	<b>12</b>	<b>16</b>	-	<b>2</b>
<b>PC7.</b> follow the displayed safety signs at the worksite	3	3	-	1
<b>PC8.</b> undertake the safety measures and checks while handling any electrically powered tools & equipment, etc	3	7	-	1
<b>PC9.</b> ensure the usage of harmful chemicals inside work area as per the specified guidelines only	3	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> ensure safe handling and disposal of waste	3	3	-	-
<i>Ensure material conservation and optimization of resources</i>	<b>7</b>	<b>8</b>	<b>6</b>	-
<b>PC11.</b> implement the suggested ways to conserve and re-use water	1	3	1	-
<b>PC12.</b> ensure to keep the electrical appliances in OFF position when not in use	3	2	2	-
<b>PC13.</b> carry out routine cleaning of tools, machines, and equipment as per instruction	3	3	3	-
<b>NOS Total</b>	<b>32</b>	<b>38</b>	<b>22</b>	<b>8</b>

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	FFS/N8205
<b>NOS Name</b>	Follow workplace health, safety, and environmental procedures
<b>Sector</b>	Furniture & Fittings
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic
<b>NSQF Level</b>	2
<b>Credits</b>	0.5
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	27/01/2025
<b>NSQ Clearance Date</b>	27/01/2022

## Qualification Pack

### DGT/VSQ/N0101: Employability Skills (30 Hours)

#### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

#### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

To be competent, the user/individual on the job must be able to:

**PC1.** understand the significance of employability skills in meeting the job requirements

##### *Constitutional values - Citizenship*

To be competent, the user/individual on the job must be able to:

**PC2.** identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices

##### *Becoming a Professional in the 21st Century*

To be competent, the user/individual on the job must be able to:

**PC3.** explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.

##### *Basic English Skills*

To be competent, the user/individual on the job must be able to:

**PC4.** speak with others using some basic English phrases or sentences

##### *Communication Skills*

To be competent, the user/individual on the job must be able to:

**PC5.** follow good manners while communicating with others

**PC6.** work with others in a team

## Qualification Pack

### *Diversity & Inclusion*

To be competent, the user/individual on the job must be able to:

**PC7.** communicate and behave appropriately with all genders and PwD

**PC8.** report any issues related to sexual harassment

### *Financial and Legal Literacy*

To be competent, the user/individual on the job must be able to:

**PC9.** use various financial products and services safely and securely

**PC10.** calculate income, expenses, savings etc.

**PC11.** approach the concerned authorities for any exploitation as per legal rights and laws

### *Essential Digital Skills*

To be competent, the user/individual on the job must be able to:

**PC12.** operate digital devices and use its features and applications securely and safely

**PC13.** use internet and social media platforms securely and safely

### *Entrepreneurship*

To be competent, the user/individual on the job must be able to:

**PC14.** identify and assess opportunities for potential business

**PC15.** identify sources for arranging money and associated financial and legal challenges

### *Customer Service*

To be competent, the user/individual on the job must be able to:

**PC16.** identify different types of customers

**PC17.** identify customer needs and address them appropriately

**PC18.** follow appropriate hygiene and grooming standards

### *Getting ready for apprenticeship & Jobs*

To be competent, the user/individual on the job must be able to:

**PC19.** create a basic biodata

**PC20.** search for suitable jobs and apply

**PC21.** identify and register apprenticeship opportunities as per requirement

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** need for employability skills

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

**KU4.** Twenty first (21st) century skills and their importance

**KU5.** how to use basic spoken English language

**KU6.** Do and dont of effective communication

**KU7.** inclusivity and its importance

**KU8.** different types of disabilities and appropriate communication and behaviour towards PwD

**KU9.** different types of financial products and services





## Qualification Pack

- KU10.** how to compute income and expenses
- KU11.** importance of maintaining safety and security in financial transactions
- KU12.** different legal rights and laws
- KU13.** how to operate digital devices and applications safely and securely
- KU14.** ways to identify business opportunities
- KU15.** types of customers and their needs
- KU16.** how to apply for a job and prepare for an interview
- KU17.** apprenticeship scheme and the process of registering on apprenticeship portal

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** communicate effectively using appropriate language
- GS2.** behave politely and appropriately with all
- GS3.** perform basic calculations
- GS4.** solve problems effectively
- GS5.** be careful and attentive at work
- GS6.** use time effectively
- GS7.** maintain hygiene and sanitisation to avoid infection

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC2.</b> identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>1</b>	<b>3</b>	-	-
<b>PC3.</b> explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC4.</b> speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC5.</b> follow good manners while communicating with others	-	-	-	-
<b>PC6.</b> work with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>1</b>	-	-
<b>PC7.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC8.</b> report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>3</b>	<b>4</b>	-	-
<b>PC9.</b> use various financial products and services safely and securely	-	-	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> calculate income, expenses, savings etc.	-	-	-	-
<b>PC11.</b> approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	<b>4</b>	<b>6</b>	-	-
<b>PC12.</b> operate digital devices and use its features and applications securely and safely	-	-	-	-
<b>PC13.</b> use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	<b>3</b>	<b>5</b>	-	-
<b>PC14.</b> identify and assess opportunities for potential business	-	-	-	-
<b>PC15.</b> identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	<b>2</b>	<b>2</b>	-	-
<b>PC16.</b> identify different types of customers	-	-	-	-
<b>PC17.</b> identify customer needs and address them appropriately	-	-	-	-
<b>PC18.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>1</b>	<b>3</b>	-	-
<b>PC19.</b> create a basic biodata	-	-	-	-
<b>PC20.</b> search for suitable jobs and apply	-	-	-	-
<b>PC21.</b> identify and register apprenticeship opportunities as per requirement	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0101
<b>NOS Name</b>	Employability Skills (30 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	2
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	29/01/2026
<b>NSQC Clearance Date</b>	29/01/2021

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score a minimum aggregate passing percentage of 70% for the QP and a minimum of 70% for each Core NOS.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

## Qualification Pack

### Minimum Aggregate Passing % at QP Level : 70

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

### Minimum Passing % at NOS Level: 70

(Please note: A Trainee must score the minimum percentage for each NOS separately as well as on the QP as a whole.)

## Assessment Weightage

### Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
FFS/N0201.Assist in preparation of the drawings as per space plan and design specifications	14	40	40	6	100	25
FFS/N0202.Assist in conducting survey and recce for interior design drafting purpose	19	45	30	6	100	35
FFS/N8202.Work effectively with the co-workers, supervisor, and others	48	30	10	12	100	15
FFS/N8205.Follow workplace health, safety, and environmental procedures	32	38	22	8	100	10
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	0	0	50	15
<b>Total</b>	<b>133</b>	<b>183</b>	<b>0</b>	<b>0</b>	<b>450</b>	<b>100</b>

## Qualification Pack

### Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training
<b>KRA</b>	Key Result Area
<b>MEP</b>	Mechanical Electrical Plumbing
<b>CAD</b>	Computer-Aided Design
<b>PwD</b>	Person with Disability
<b>POSH</b>	Prevention Of Sexual Harassment
<b>OHS</b>	Occupational Health and Safety

## Qualification Pack

### Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	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.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

## Qualification Pack

<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	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.
<b>Electives</b>	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.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.