



# Model Curriculum

**QP Name: Assistant False Ceiling and Drywall Installer**

**QP Code: CON/Q1103**

**Version: 3.0**

**NSQF Level: 3.0**

**Model Curriculum Version: 3.0**

Construction Skill Development Council of India | | Tower 4B, DLF Corporate Park, 201&, 202 4B, Mehrauli-Gurgaon Rd, DLF Phase 3, Gurugram, Haryana 122002



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## Training Parameters

<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure Construction
<b>Occupation</b>	Interior & Exterior Finishes
<b>Country</b>	India
<b>NSQF Level</b>	3.0
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7122.9900
<b>Minimum Educational Qualification and Experience</b>	Grade 10 Pass OR Grade 8 pass with 2-year of (NTC/ NAC) after 8th OR 9th grade pass with 1-year relevant experience OR 8th grade pass with 2-year relevant experience OR 5th grade pass with 5-year relevant experience OR Previous relevant Qualification of NSQF Level 2 with 3-year relevant experience OR Previous relevant qualification of NSQF Level 2.5 with 1.5 relevant experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Approval Date</b>	31/08/2023
<b>QP Version</b>	3.0
<b>Model Curriculum Creation Date</b>	31/08/2023
<b>Model Curriculum Valid Up to Date</b>	31/08/2026
<b>Model Curriculum Version</b>	3.0



<b>Minimum Duration of the Course</b>	360 Hours
<b>Maximum Duration of the Course</b>	360 Hours



# Program Overview

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

## Training Outcomes

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

- Describe the process of false ceiling and drywall installation.
- Demonstrate the use of appropriate hand and power tools for false ceiling and drywall installation.
- Demonstrate how to erect and dismantle a temporary scaffold for false ceiling and drywall installation.
- Show how to measure, mark and cut different types of boards to the required dimensions.
- Demonstrate the fixing of drywall boards with fasteners.
- Demonstrate effective communication and coordination with co-workers, superiors and subordinates.
- Demonstrate the appropriate practices to ensure personal health and safety at construction sites, including waste management.
- Explain the appropriate employability skills required in the job role.

## Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>CON/N1105: Use relevant hand and power tools to install false ceiling and drywall</b> NOS Version- 5.0 NSQF Level- 3.0	15:00	15:00	30:00	00:00	60:00
Module 1: Introduction to the role of Assistant False Ceiling and Drywall Installer	05:00	00:00	0:00	00:00	05:00
Module 2: Use of relevant hand and power tools to install false ceiling and drywall	10:00	15:00	30:00	00:00	55:00
<b>CON/N0101: Erect and dismantle temporary scaffold up to 3.6-meter height</b>	15:00	45:00	0:00	00:00	60:00



<b>NOS Version- 7.0</b> <b>NSQF Level- 3.0</b>					
Module 3: Process of Erecting and Dismantling Temporary Scaffold Up to 3.6 meter height	15:00	45:00	0:00	00:00	60:00
<b>CON/N1106: Measure, mark and cut the gypsum, plaster, fibre and composite boards</b> <b>NOS Version- 4.0</b> <b>NSQF Level- 3</b>	<b>35:00</b>	<b>55:00</b>	<b>00:00</b>	<b>00:00</b>	<b>90:00</b>
Module 4: Measuring, marking and cutting the gypsum, plaster, fibre and composite boards	35:00	55:00	00:00	00:00	90:00
<b>CON/N1107: Fix the drywall boards with fasteners to install drywall sheets on the walls</b> <b>NOS Version- 4.0</b> <b>NSQF Level- 3</b>	<b>15:00</b>	<b>45:00</b>	<b>00:00</b>	<b>00:00</b>	<b>60:00</b>
Module 5: Fixing the drywall boards with fasteners	15:00	45:00	00:00	00:00	60:00
<b>CON/N8001: Work effectively in a team to deliver desired results at the workplace</b> <b>NOS Version- 12.0</b> <b>NSQF Level- 4</b>	<b>05:00</b>	<b>25:00</b>	<b>0:00</b>	<b>00:00</b>	<b>30:00</b>
Module 6: Work effectively in a team to deliver desired results at the workplace	05:00	25:00	0:00	00:00	30:00
<b>CON/N9001: Work according to personal health, safety and environment protocols at construction site</b> <b>NOS Version- 10.0</b>	<b>05:00</b>	<b>25:00</b>	<b>0:00</b>	<b>00:00</b>	<b>30:00</b>



<b>NSQF Level- 4</b>					
Module 5: Work according to personal health, safety and environment protocols at construction site	05:00	25:00	0:00	00:00	30:00
<b>DGT/VSQ/N0101: Employability Skills NOS Version- 1.0 NSQF Level- 2</b>	<b>30:00</b>	<b>00:00</b>	<b>0:00</b>	<b>00:00</b>	<b>30:00</b>
Module 6: Employability Skills	30:00	00:00	0:00	00:00	30:00
<b>Total Duration</b>	<b>120:00</b>	<b>210:00</b>	<b>30:00</b>	<b>00:00</b>	<b>360:00</b>



# Module Details

## Module 1: Introduction to the role of Assistant False Ceiling and Drywall Installer

*Mapped to CON/N1105 v5.0*

### Terminal Outcomes:

- Discuss the job role of an Assistant False Ceiling and Drywall Installer.

<b>Duration: 05:00</b>	<b>Duration: 0:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the size and scope of the Construction industry and its sub-sectors.</li> <li>• Discuss the role, responsibilities and personal attributes of an Assistant False Ceiling and Drywall Installer.</li> <li>• Identify the employment and career progression opportunities for an Assistant False Ceiling and Drywall Installer.</li> </ul>	
<b>Classroom Aids</b>	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
<b>Tools, Equipment and Other Requirements</b>	
NA	



## Module 2: Use of relevant hand and power tools to install false ceiling and drywall

Mapped to CON/N1105 v5.0

### Terminal Outcomes:

- Demonstrate the use of Use relevant hand and power tools for false ceiling and drywall installation.

Duration: 10:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>● Discuss the basic principles of measurement.</li> <li>● Describe the false ceiling and drywall installation processes.</li> <li>● Discuss the selection and use of appropriate hand, measuring and power tools required for false ceiling and drywall installation.</li> <li>● Discuss the importance and process of performing regular maintenance of relevant tools and equipment.</li> <li>● Discuss the standard practices and safety requirements concerning interior finishes work.</li> <li>● Explain the importance of personal protection and the use of relevant safety gear and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to check the usability and safety of relevant tools and equipment.</li> <li>● Show how to set up and use the basic levelling tools, such as spirit level, water level and straight edge.</li> <li>● Demonstrate the process of transferring levels and setting out using the appropriate tools.</li> <li>● Demonstrate the use and maintenance of tools and equipment used in false ceiling and drywall installation.</li> </ul>
<b>Classroom Aids</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
Measuring Tape, Scale, Right Angle, Dry Wall T-Square, Framing Square, Chalk Line, Pencil, Line Dori, Plumb Bob, Spirit Level, Pliers, Punch Pliers, Paper Cutting Knife, Dry Wall Knife 12, 6 and 4 Inch, Dry Wall Hammers, Taping Knife, Sanding Tool, Dry Wall Saw, Hack Saw, Hand Saw, Screw Driver Set, Screw Gun, Hammer Drill Machine, Metal Cutter, Silicon Gun/Caulk Gun, Stapler, Clutch Angle, Cup-Lock Scaffolding Components (Set), 40 NB Pipes, Swivel Coupler, Fixed Clamp, Steel Walers, Steel Walkways, Aluminium/ GI Ladder, Nuts and Bolts, Spanner (Set), Wrench, Pulley, Rope, Hammer, Utility Knife, Safety Helmets, Face Shield, Overalls, Knee Pads, Safety Shoes, Safety Belt, Safety Harness, Safety Gloves, Safety Goggles, Particle Masks, Ear Plugs, Reflective Jackets, Fire Extinguisher, First Aid Box, Safety Tags, Safety Notice Board, Safety Net, Fire Prevention Kit	



## Module 3: Process of erecting and dismantling temporary scaffold up to 3.6 meter height

*Mapped to CON/N0101 v7.0*

### Terminal Outcomes:

- Explain the process of erecting and dismantling a temporary scaffold.

<b>Duration: 15:00</b>	<b>Duration: 45:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>● Explain the use of different types of scaffolds, e.g. cup-lock and frame scaffold.</li> <li>● Elucidate the identification and use of different scaffolding components.</li> <li>● List the standard size of scaffolding components.</li> <li>● Describe the standard procedure for erecting and dismantling a 3.6 m temporary scaffold.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to level the area where the scaffold needs to be erected and check the ground compactness.</li> <li>● Show how to use appropriate components and erect a temporary scaffold up to 3.6 m in height.</li> <li>● Demonstrate the use of relevant tools and tackles in erecting and dismantling temporary scaffolds.</li> <li>● Demonstrate the process of setting up walk-boards, guard rails, toe-boards and other components on the scaffold's working platform.</li> <li>● Show how to clean and stack all components properly after dismantling.</li> </ul>
<b>Classroom Aids</b>	
Training Kit – Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
<b>Tools, Equipment and Other Requirements</b>	
Measuring Tape, Scale, Right Angle, Dry Wall T-Square, Framing Square, Chalk Line, Pencil, Line Dori, Plumb Bob, Spirit Level, Pliers, Punch Pliers, Paper Cutting Knife, Dry Wall Knife 12, 6 and 4 Inch, Dry Wall Hammers, Taping Knife, Sanding Tool, Dry Wall Saw, Hack Saw, Hand Saw, Screw Driver Set, Screw Gun, Hammer Drill Machine, Metal Cutter, Silicon Gun/Caulk Gun, Stapler, Clutch Angle, Cup-Lock Scaffolding Components (Set), 40 NB Pipes, Swivel Coupler, Fixed Clamp, Steel Walers, Steel Walkways, Aluminium/ GI Ladder, Nuts and Bolts, Spanner (Set), Wrench, Pulley, Rope, Hammer, Utility Knife, Safety Helmets, Face Shield, Overalls, Knee Pads, Safety Shoes, Safety Belt, Safety Harness, Safety Gloves, Safety Goggles, Particle Masks, Ear Plugs, Reflective Jackets, Fire Extinguisher, First Aid Box, Safety Tags, Safety Notice Board, Safety Net, Fire Prevention Kit	



## Module 4: Measuring, marking and cutting the gypsum, plaster, fibre and composite boards

*Mapped to CON/N1106 v4.0*

### Terminal Outcomes:

- Demonstrate the process of measuring, marking and cutting the gypsum, plaster, fibre and composite boards.

<b>Duration: 35:00</b>	<b>Duration: 55:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>● Discuss the selection and use of appropriate materials, such as fibre cement sheets, finishing materials, plaster compounds, plasterboard, etc.</li> <li>● Explain how to calculate the area and layout of the board to be cut.</li> <li>● Explain the use of sketches relevant to measuring and marking the boards.</li> <li>● Discuss the standard size and specification of gypsum boards and plasterboard panels.</li> <li>● Explain the benefits of following the method statement for cutting the boards.</li> <li>● Explain how to minimize wastage and maximize the board utilization during their cutting.</li> <li>● Elaborate on the appropriate measurements and markings for cutting panels and partitions.</li> <li>● Discuss the appropriate personal protective measures to minimize exposure to dust during board cutting.</li> <li>● Explain the importance of optimal storage space utilization along with the relevant practices.</li> </ul>	<ul style="list-style-type: none"> <li>● Show how to measure the board using a tape measure, straightedge or square.</li> <li>● Demonstrate how to mark the boards for cutting to the required dimensions using the appropriate marking tools</li> <li>● Demonstrate how to cut the board/sheets using the correct tools and equipment, such as a T-square and cutting knife, as per the markings.</li> <li>● Show how to trim the ragged edges of the board using the appropriate filing device, such as a drywall rasp.</li> </ul>
<b>Classroom Aids</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	



### Tools, Equipment and Other Requirements

Measuring Tape, Scale, Right Angle, Dry Wall T-Square, Framing Square, Chalk Line, Pencil, Line Dori, Plumb Bob, Spirit Level, Pliers, Punch Pliers, Paper Cutting Knife, Dry Wall Knife 12, 6 and 4 Inch, Dry Wall Hammers, Taping Knife, Sanding Tool, Dry Wall Saw, Hack Saw, Hand Saw, Screw Driver Set, Screw Gun, Hammer Drill Machine, Metal Cutter, Silicon Gun/Caulk Gun, Stapler, Clutch Angle, Cup-Lock Scaffolding Components (Set), 40 NB Pipes, Swivel Coupler, Fixed Clamp, Steel Walers, Steel Walkways, Aluminium/ GI Ladder, Nuts and Bolts, Spanner (Set), Wrench, Pulley, Rope, Hammer, Utility Knife, Safety Helmets, Face Shield, Overalls, Knee Pads, Safety Shoes, Safety Belt, Safety Harness, Safety Gloves, Safety Goggles, Particle Masks, Ear Plugs, Reflective Jackets, Fire Extinguisher, First Aid Box, Safety Tags, Safety Notice Board, Safety Net, Fire Prevention Kit



## Module 5: Fixing the drywall boards with fasteners

### Mapped to CON/N1107 v4.0

#### Terminal Outcomes:

- Demonstrate how to fix the drywall boards using fasteners.

<b>Duration: 15:00</b>	<b>Duration: 45:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain how to estimate the material requirement by measuring the surface for drywall installation.</li> <li>• List the different types of materials appropriate for drywall installation.</li> <li>• Discuss the use of corner beads to protect the corners of drywall boards.</li> <li>• Explain the appropriate corrective measures to be taken for protruding screws.</li> <li>• Discuss the importance of following the layout given in the sketches for the installation of drywall and partitions.</li> <li>• Discuss the composition of different types of drywalls.</li> <li>• Elaborate on the method statement for the installation of drywall.</li> <li>• Describe the method of fixing drywall using appropriate tools, such as pair knives, corner trowels, drills, etc.</li> <li>• List the appropriate types of adhesives used for drywall fixing.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to cut the drywall panels using appropriate tools to provide space for fixtures and outlets.</li> <li>• Demonstrate how to mark and cut plasterboards.</li> <li>• Show how to measure the required length and score the paper face with a utility knife.</li> <li>• Demonstrate how to install the sub-frame of wooden planks/studs or T-braces, and set up corner studs for support at corners and edges.</li> <li>• Show how to fix joints in panels for a seamless finish.</li> <li>• Demonstrate how to fasten the board to studs using the appropriate method.</li> <li>• Demonstrate how to fill corners and screws with joint compounds.</li> <li>• Show how to achieve a smooth finish by removing the broken corners and loose chunks of rock, and cutting any blisters.</li> </ul>
<b>Classroom Aids</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
Measuring Tape, Scale, Right Angle, Dry Wall T-Square, Framing Square, Chalk Line, Pencil, Line Dori, Plumb Bob, Spirit Level, Pliers, Punch Pliers, Paper Cutting Knife, Dry Wall Knife 12, 6 and 4 Inch, Dry Wall Hammers, Taping Knife, Sanding Tool, Dry Wall Saw, Hack Saw, Hand Saw, Screw Driver Set, Screw Gun, Hammer Drill Machine, Metal Cutter, Silicon Gun/Caulk Gun, Stapler, Clutch Angle, Cup-Lock Scaffolding Components (Set), 40 NB Pipes, Swivel Coupler, Fixed Clamp, Steel Walers, Steel Walkways, Aluminium/ GI Ladder, Nuts and Bolts, Spanner (Set), Wrench, Pulley, Rope, Hammer, Utility Knife, Safety Helmets, Face Shield, Overalls, Knee Pads, Safety	



Shoes, Safety Belt, Safety Harness, Safety Gloves, Safety Goggles, Particle Masks, Ear Plugs, Reflective Jackets, Fire Extinguisher, First Aid Box, Safety Tags, Safety Notice Board, Safety Net, Fire Prevention Kit



## Module 6: Work effectively in a team to deliver desired results at the workplace

Mapped to CON/N8001 v12.0

### Terminal Outcomes:

- Explain the importance of interacting and communicating in an effective manner.
- Elucidate ways to support co-workers to execute the project requirements.
- Elucidate ways to practice inclusion in the workplace.

Duration: 05:00	Duration: 25:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>● Elucidate own roles and responsibilities.</li> <li>● Explain the importance of effective communication.</li> <li>● Elucidate the consequence of poor teamwork on project outcomes, timelines, safety at the construction site, etc.</li> <li>● Explain different modes of communication used at the workplace.</li> <li>● Explain the importance of creating a healthy and cooperative work environment among the gangs of workers.</li> <li>● Elucidate applicable techniques of work, properties of materials used, tools and tackles used, and safety standards that co-workers might need as per the requirement.</li> <li>● Explain the importance of proper and effective communication and the expected adverse effects in case of failure relating to quality, timeliness, safety, and risks at the construction project site.</li> <li>● Explain the importance and need of supporting co-workers facing problems for the smooth functioning of work.</li> <li>● Discuss the fundamental concept of gender equality.</li> <li>● Explain how to recognise and be</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to pass on work-related information/ requirements to the team members.</li> <li>● Show how to report any unresolved problem to the supervisor immediately.</li> <li>● Demonstrate ways to hand over the required material, tools, tackles, equipment and work fronts timely to interfacing teams.</li> <li>● Demonstrate ways to work together with co-workers in a synchronized manner.</li> <li>● Demonstrate effective implementation of gender-neutral practices at the workplace.</li> <li>● Demonstrate ways to address discriminatory and offensive behaviour in a professional manner as per organizational policy.</li> </ul>



<p>sensitive to issues of disability, culture and gender.</p> <ul style="list-style-type: none"><li>● Discuss legislation, policies, and procedures relating to gender sensitivity and cultural diversity including their impact on the area of operation.</li></ul>	
<b>Classroom Aids</b>	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	



## Module 7: Work according to personal health, safety and environment protocols at construction site

*Mapped to NOS CON/N9001 v10.0*

### Terminal Outcomes:

- Explain the importance of following safety norms as defined by the organization.
- Explain the need to adopt healthy & safe work practices.
- Describe the process of implementing good housekeeping and environment protection process and activities.
- Explain the importance of following infection control guidelines as per applicability.

Duration: 05:00	Duration: 25:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>● Describe the reporting procedures in cases of breaches or hazards for site safety, accidents, and emergencies as per guidelines.</li> <li>● Explain different types of safety hazards at construction sites.</li> <li>● Discuss basic ergonomic principles as per applicability.</li> <li>● Describe the procedure for responding to accidents and other emergencies at the site.</li> <li>● Explain the importance of handling tools, equipment, and materials as per applicable norms.</li> <li>● Explain the effect of construction material on health and environments as per applicability.</li> <li>● Describe various environmental protection methods as per applicability.</li> <li>● Explain the storage requirement of waste including non-combustible scrap material and debris, combustible scrap material and debris, general construction waste and trash (non-toxic, non-hazardous), any other hazardous wastes and any other flammable wastes at the appropriate location.</li> <li>● Explain how to use hazardous material in a safe and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to follow emergency and evacuation procedures in case of accidents, fires, or natural calamities.</li> <li>● Show how to operate different types of fire extinguishers corresponding to various types of fires as per EHS guidelines.</li> <li>● Demonstrate the use of appropriate Personal Protective Equipment (PPE) as per work requirements for Head Protection, Ear Protection, Fall Protection, Foot Protection, Face and Eye Protection, Hand and Body Protection, and Respiratory Protection (if required).</li> <li>● Demonstrate how to check and install all safety equipment as per standard guidelines.</li> <li>● Show how to collect, segregate and deposit construction waste into appropriate containers based on their toxicity or hazardous nature.</li> <li>● Show how to clean and disinfect all materials, tools and supplies before and after use.</li> </ul>

<p>manner as per applicability.</p> <ul style="list-style-type: none"> <li>● Explain types of fire.</li> <li>● Describe the procedure of operating different types of fire extinguishers.</li> <li>● State safety relevant to tools, tackles, and equipment as per applicability.</li> <li>● List housekeeping activities relevant to the task.</li> <li>● Elucidate ways of transmission of infection</li> <li>● Describe different ways to manage infectious risks at the workplace.</li> <li>● Describe different methods of cleaning, disinfection, sterilization, and sanitization.</li> <li>● List the symptoms of infection like fever, cough, redness, swelling, and inflammation.</li> </ul>	
<p><b>Classroom Aids:</b></p>	
<p>Black/White board, marker, Projector/LED Monitor, Computer, Trade specific charts, Safety tags, Safety Notice board, registers and other teaching aids</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p>Leather Hand Gloves, Jumpsuit, Wire brush, Hand and Leg guard leather, Safety goggles, Nose mask, Ear protection, Fire extinguishers, Sand buckets Flashback arrestors, Welding helmet, Welding glass, Fire Extinguisher, Fire prevention kit, First Aid box, Safety tags, Safety Notice board</p>	



## Module 8: Employability Skills

Mapped to NOS DGT/VSQ/N0101 v1.0

**Duration: 30:00**

### Key Learning Outcomes

#### Introduction to Employability Skills Duration: 1 Hour

After completing this programme, participants will be able to:

1. Discuss the importance of Employability Skills in meeting the job requirements

#### Constitutional values - Citizenship Duration: 1 Hour

2. Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.

3. Show how to practice different environmentally sustainable practices

#### Becoming a Professional in the 21st Century Duration: 1 Hours

4. Discuss the 21st century.

5. Display a positive attitude, self-motivation, problem-solving, time management skills and continuous learning mindset in different situations.

#### Basic English Skills Duration: 2 Hours

6. Use appropriate basic English sentences/phrases while speaking

#### Communication Skills Duration: 4 Hours

7. Demonstrate how to communicate in a well-mannered way with others.

8. Demonstrate working with others in a team

#### Diversity & Inclusion Duration: 1 Hour

9. Show how to conduct oneself appropriately with all genders and PwD

10. Discuss the significance of reporting sexual harassment issues in time

#### Financial and Legal Literacy Duration: 4 Hours

11. Discuss the significance of using financial products and services safely and securely.

12. Explain the importance of managing expenses, income, and savings.

13. Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws

#### Essential Digital Skills Duration: 3 Hours

14. Show how to operate digital devices and use the associated applications and features, safely and securely

15. Discuss the significance of using the internet for browsing, and accessing social media platforms, safely and securely



#### **Entrepreneurship Duration: 7 Hours**

16. Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges

#### **Customer Service Duration: 4 Hours**

17. Differentiate between types of customers

18. Explain the significance of identifying customer needs and addressing them

19. Discuss the significance of maintaining hygiene and dressing appropriately

#### **Getting Ready for Apprenticeship & Jobs Duration: 2 Hours**

20. Create a biodata

21. Use various sources to search and apply for jobs

22. Discuss the significance of dressing up neatly and maintaining hygiene for an interview

23. Discuss how to search and register for apprenticeship opportunities



## Module 9: On-the-Job Training

### Mapped to Assistant False Ceiling and Drywall Installer

<b>Mandatory Duration: 30:00</b>	<b>Recommended Duration: 00:00</b>
<b>Location: On-Site</b>	
<b>Terminal Outcomes</b>	
<ul style="list-style-type: none"><li>● Demonstrate how to erect and dismantle a temporary scaffold for false ceiling and drywall installation.</li><li>● Demonstrate the use of appropriate hand and power tools for false ceiling and drywall installation.</li><li>● Show how to measure and mark the gypsum, plaster, fibre and composite boards for cutting to the required dimensions.</li><li>● Show how to cut the measured boards as per marking, using the appropriate tools.</li><li>● Demonstrate the installation of the sub-frame used for drywall installation.</li><li>● Demonstrate fixing of drywall boards with fasteners.</li><li>● Show how to fix joints in panels.</li><li>● Demonstrate effective communication and coordination with co-workers, superiors and subordinates.</li><li>● Demonstrate the use of appropriate Personal Protective Equipment (PPE) to minimize the effect of various hazards found at construction sites.</li><li>● Demonstrate appropriate waste management methods.</li></ul>	



## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialisation	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
B. Tech	Civil/Mechanical/ Electrical	1	Interior & Exterior Finishes	0	-	
Diploma	Civil/Mechanical/ Electrical	2	Interior & Exterior Finishes	0	-	
ITI	Civil/Mechanical/ Electrical	4	Interior & Exterior Finishes	0	-	
General BA/BSc./ EX-Army/ 12th	Civil/Mechanical/ Electrical	4	Interior & Exterior Finishes	0	-	

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role “Assistant False Ceiling and Drywall Installer”, mapped to QP: “CON/Q1103, v3.0”, the minimum accepted score is 80%	Recommended that the Trainer is certified for the Job Role: “Trainer (Vet and Skills)”, mapped to the Qualification Pack: “MEP/Q2601, v2.0”. The minimum accepted score as per MEPSC guidelines is 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
B. Tech	Civil/Mechanical/ Electrical	2	Interior & Exterior Finishes	0	-	
Diploma	Civil/Mechanical/ Electrical	4	Interior & Exterior Finishes	0	-	
ITI	Civil/Mechanical/ Electrical	5	Interior & Exterior Finishes	0	-	

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role “Assistant False Ceiling and Drywall Installer”, mapped to QP: “CON/Q1103, v3.0”, the minimum accepted score is 80%	Recommended that the Assessor is certified for the Job Role: “Assessor (Vet and Skills)”, mapped to the Qualification Pack: “MEP/Q2701, v2.0”, with a minimum score of 80%.



## Assessment Strategy

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

### 1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP
- The batch allocation Matrix prepared for each month based on previous months' performance of AAs, which determines the quantum of Assessment which can be allocated to each AA for a month
- Post allocation of assessment, Assessment agencies send the assessment confirmation to SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process.

### 2. Testing Environment:

- A combination of Theory and practical/demonstration test is deployed to assess knowledge and Skill respectively of Learners.
- Assessment is conducted at Training center in in-person/offline mode
- For Skill assessment, environment is simulated to create a realistic Working Environment that should replicate the key features of the workplace. In job roles, where it is difficult to replicate the same, the OJT assessment is implemented.
- During the practical task, trainees are assessed on their workmanship, quality of finished product, time management, etc., based on the performance criteria (PC), knowledge and understanding and their professional and soft skills as specified in the qualification pack.
- Knowledge assessment is done through closed ended questions up to level 4 and from level 5 onwards, it is mixture of open ended and closed ended questions

### 3. Assessment Quality Assurance levels/Framework

- Assessment criteria is developed for each QP which acts as a guide for developing question set /banks
- Sample questions aligned with Assessment criteria for each QP are developed by SSC and validated by industry
- Taking reference of Assessment criteria and Sample Questions, AAs create the question bank which is further validated by SSC
- Questions are mapped to the specified assessment criteria
- It is mandatory that Assessor and Trainer must be ToA certified & ToT Certified respectively
- Continuous Monitoring through virtual and In-person mode are conducted to ensure the assessment is conducted as per stipulated process
- Process and Technical audit of assessment batches by quality team are conducted to avoid the errors in assessment process
- A well -defined comprehensive framework of NON-COMPLIANCE MATRIX is defined and implemented to identify the non-compliance made by assessor and AA and punitive actions are taken correspondingly.



- The capacity building sessions are conducted regularly for assessors and assessment agencies to update them about best practices in assessment

#### **4. Types of evidence or evidence-gathering protocol:**

- Post Assessment, the evidences are uploaded by Assessor to assessment agency and further assessment agency to SSC as per stipulated TAT
- Evidences are broadly the photographic and video graphic in nature
- Assessment agencies upload the evidence on SIP and detailed evidence on SSC digital platform (ZoHO)
- Evidences are; NOS wise-Geotagged photographs and videos of Theory Test & Practical Tasks, Attendance sheet, result summary sheet, group photographs.

#### **5. Method of verification or validation:**

- The process and technical audit of assessment batches are done by SSC
- Attendance of each candidate is verified and it is ensured that only those candidates are assessed by assessors who are meeting the stipulated minimum percentage of attendance
- The result of each candidate is verified, it is verified that that result on SIP are matching with respect to summary sheet submitted by AAs
- Under detailed technical audit for sample of batches, the knowledge and skill assessment results for each candidate is checked in technical aspect.
- All the evidences of batches are preserved on server of SSC digital platform

#### **On the Job:**

- On job training (OJT), candidates undergo training and learning at actual workplace for a fixed period of time and a certain weightage of assessment is allocated out of total skill weightage of Qualification Pack for undergoing OJT as stipulated by CSDCI. This OJT score and assessors' end point score are combined to arrive at final Marking/grading of trainees' skill test. The OJT score is determined by Supervisor of company under which candidates undergo on job training.



## References

## Glossary

Term	Description
<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or solve a problem.
<b>Key Learning Outcome</b>	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).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	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.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do it upon the completion of the training.
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.



## Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
CSDCI	Construction Skill Development Council of India
MCQ	Multiple Choice Question
EHS	Environment Health and Safety
IPS	Indian Patent Stone
VDF	Vacuum Dewatering Flooring