



## Qualification Pack



# Assistant False Ceiling and Drywall Installer

QP Code: CON/Q1103

Version: 3.0

NSQF Level: 3

Construction Skill Development Council of India || CPB 103 & 104 (1st Floor), Block 4B, DLF Corporate Park, Phase III, MG Road  
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## Qualification Pack

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## Qualification Pack

# CON/Q1103: Assistant False Ceiling and Drywall Installer

## Brief Job Description

An Assistant False Ceiling and Drywall Installer is responsible for carrying out preparatory activities for the installation of false ceilings and dry walls, including measuring, marking, cutting, and fixing the drywall boards.

## Personal Attributes

The individual should be physically fit to work for long durations in varying conditions. The person should be able to work in a team environment and as per the given instructions. The individual should have basic verbal and written communication skills.

## Applicable National Occupational Standards (NOS)

### Compulsory NOS:

- [CON/N1105: Use relevant hand and power tools to install false ceiling and drywall](#)
- [CON/N0101: Erect and dismantle temporary scaffold up to 3.6 meter height](#)
- [CON/N1106: Measure, mark and cut the gypsum, plaster, fibre and composite boards](#)
- [CON/N1107: Fix the drywall boards with fasteners to install drywall sheets on the walls](#)
- [CON/N8001: Work effectively in a team to deliver desired results at the workplace](#)
- [CON/N9001: Work according to personal health, safety and environment protocols at construction site](#)
- [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

## Qualification Pack (QP) 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



## Qualification Pack

<b>Credits</b>	12
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7122.9900
<b>Minimum Educational Qualification &amp; Experience</b>	10th Class OR 8th grade pass (with 2-year of (NTC/ NAC) after 8th) OR 9th grade pass with 1 Year of experience in the relevant field OR 8th grade pass with 2 Years of experience in the relevant field OR 5th grade pass with 5 Years of experience in the relevant field OR Previous relevant Qualification of NSQF Level (2) with 3 Years of experience in the relevant field OR Previous relevant Qualification of NSQF Level (2.5 with 1.5 Years of experience in the relevant field)
<b>Minimum Level of Education for Training in School</b>	5th Class
<b>Pre-Requisite License or Training</b>	NIL
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	31/08/2026
<b>NSQC Approval Date</b>	31/08/2023
<b>Version</b>	3.0
<b>Reference code on NQR</b>	QG-03-CO-00792-2023-V2-CSDCI
<b>NQR Version</b>	1



## Qualification Pack

# CON/N1105: Use relevant hand and power tools to install false ceiling and drywall

## Description

This occupational standards unit is about using the relevant hand and power tools to install false ceilings and drywall.

## Scope

The scope covers the following :

- Use relevant tools to install false ceiling and drywall

## Elements and Performance Criteria

### *Use relevant tools to install false ceiling and drywall*

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

- PC1.** check the availability of the appropriate hand, measuring and power tools for false ceiling and drywall installation
- PC2.** check for the usability and safety of tools
- PC3.** carry out basic repair and maintenance of the tools and report the faults requiring expert assistance to the superior
- PC4.** select and use appropriate hand and power tools relevant to the task, and as per the supervisor's instructions
- PC5.** set up and use the basic levelling tools, such as like spirit level, water level and straight edge
- PC6.** transfer levels and set out using the appropriate tools as instructed
- PC7.** perform regular cleaning and oiling of tools, as appropriate, following the manufacturer's instructions

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the standard practices and safety requirements concerning interior finishes work
- KU2.** the false ceiling and drywall installation processes
- KU3.** the importance of personal protection and the use of relevant safety gear and equipment
- KU4.** the use and maintenance of tools and equipment used in false ceiling and drywall installation
- KU5.** the basic principles of measurement
- KU6.** the selection and use of appropriate tools and equipment, such as broad knives, electric screw guns, hand and power drills, hand saw, scaffold planks, T-squares, tapping knives, etc
- KU7.** the transfer of levels using water level and spirit level
- KU8.** the settings and use of basic levelling tools



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**KU9.** basic functions of various hand and power tools relevant to false ceiling and drywall installation

### Generic Skills (GS)

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

- GS1.** maintain the appropriate data and records
- GS2.** read the appropriate reports and literature concerning the field of work
- GS3.** communicate professionally with all the stakeholders
- GS4.** listen attentively to understand the information/ instructions being shared and take appropriate action
- GS5.** coordinate with the co-workers to achieve the work objectives
- GS6.** plan and execute tasks based on priority
- GS7.** identify possible disruptions to work and take appropriate mitigation measures
- GS8.** take prompt action to deal with workplace emergencies and accidents
- GS9.** evaluate all possible solutions to work-related problems and select the best one
- GS10.** follow the recommended practices for the timely completion of work and achievement of organizational objectives



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Use relevant tools to install false ceiling and drywall</i>	<b>30</b>	<b>60</b>	-	<b>10</b>
<b>PC1.</b> check the availability of the appropriate hand, measuring and power tools for false ceiling and drywall installation	-	-	-	-
<b>PC2.</b> check for the usability and safety of tools	-	-	-	-
<b>PC3.</b> carry out basic repair and maintenance of the tools and report the faults requiring expert assistance to the superior	-	-	-	-
<b>PC4.</b> select and use appropriate hand and power tools relevant to the task, and as per the supervisor's instructions	-	-	-	-
<b>PC5.</b> set up and use the basic levelling tools, such as like spirit level, water level and straight edge	-	-	-	-
<b>PC6.</b> transfer levels and set out using the appropriate tools as instructed	-	-	-	-
<b>PC7.</b> perform regular cleaning and oiling of tools, as appropriate, following the manufacturer's instructions	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>60</b>	-	<b>10</b>



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	CON/N1105
<b>NOS Name</b>	Use relevant hand and power tools to install false ceiling and drywall
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure construction
<b>Occupation</b>	Interior and Exterior Finishes
<b>NSQF Level</b>	3
<b>Credits</b>	2
<b>Version</b>	5.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	31/08/2023



## Qualification Pack

# CON/N0101: Erect and dismantle temporary scaffold up to 3.6 meter height

## Description

This unit describes the skills and knowledge required to erect and dismantle 3.6 meter temporary scaffold

## Scope

The scope covers the following :

- Erect and dismantle temporary scaffold

## Elements and Performance Criteria

### *Erect and dismantle temporary scaffold*

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

- PC1.** carry out levelling in the area where scaffold needs to be erected and check for ground compactness
- PC2.** shift and stack the materials, components, tools and tackles required for erecting scaffolding, at the identified location
- PC3.** place base plates and sole boards on the ground as per the markings and given instructions
- PC4.** use appropriate components and follow the standard procedure for erecting temporary scaffold up to 3.6 m in height
- PC5.** assist in checking the verticality of scaffold at the first level of erection and take appropriate corrective measures, as required, before moving to the next level
- PC6.** assist in checking the rigidity, stability and support of erected scaffold
- PC7.** set up walk-boards, guard rails, toe-boards and other components on the scaffold's working platform
- PC8.** follow the standard procedure for dismantling the temporary scaffold, i.e. removing guard rails, toe boards, walk boards and other components sequentially
- PC9.** clean and stack all components properly after dismantling
- PC10.** follow the recommended safety measures, including the use of appropriate PPE and being careful while working on heights

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the use of different types of scaffolds (e.g. cup-lock, frame scaffold)
- KU2.** the use of tools and tackles in scaffolding, including tools for erecting and dismantling 3.6 meter temporary scaffold
- KU3.** the identification and use of different scaffolding components
- KU4.** the standard size of scaffolding components
- KU5.** the standard procedure for erecting and dismantling 3.6 m temporary scaffold



## Qualification Pack

### Generic Skills (GS)

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

- GS1.** maintain the appropriate data and records
- GS2.** read the appropriate reports and literature concerning the field of work
- GS3.** communicate professionally with all the stakeholders
- GS4.** listen attentively to understand the information/ instructions being shared and take appropriate action
- GS5.** coordinate with the co-workers to achieve the work objectives
- GS6.** identify possible disruptions to work and take appropriate mitigation measures
- GS7.** take prompt action to deal with workplace emergencies and accidents
- GS8.** evaluate all possible solutions to work-related problems and select the best one
- GS9.** follow the recommended practices for the timely completion of work and achievement of organizational objectives



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Erect and dismantle temporary scaffold</i>	<b>30</b>	<b>60</b>	-	<b>10</b>
<b>PC1.</b> carry out levelling in the area where scaffold needs to be erected and check for ground compactness	-	-	-	-
<b>PC2.</b> shift and stack the materials, components, tools and tackles required for erecting scaffolding, at the identified location	-	-	-	-
<b>PC3.</b> place base plates and sole boards on the ground as per the markings and given instructions	-	-	-	-
<b>PC4.</b> use appropriate components and follow the standard procedure for erecting temporary scaffold up to 3.6 m in height	-	-	-	-
<b>PC5.</b> assist in checking the verticality of scaffold at the first level of erection and take appropriate corrective measures, as required, before moving to the next level	-	-	-	-
<b>PC6.</b> assist in checking the rigidity, stability and support of erected scaffold	-	-	-	-
<b>PC7.</b> set up walk-boards, guard rails, toe-boards and other components on the scaffold's working platform	-	-	-	-
<b>PC8.</b> follow the standard procedure for dismantling the temporary scaffold, i.e. removing guard rails, toe boards, walk boards and other components sequentially	-	-	-	-
<b>PC9.</b> clean and stack all components properly after dismantling	-	-	-	-
<b>PC10.</b> follow the recommended safety measures, including the use of appropriate PPE and being careful while working on heights	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>60</b>	-	<b>10</b>



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	CON/N0101
<b>NOS Name</b>	Erect and dismantle temporary scaffold up to 3.6 meter height
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Masonry
<b>NSQF Level</b>	3.0
<b>Credits</b>	2
<b>Version</b>	7.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	29/02/2024
<b>NSQC Clearance Date</b>	31/08/2023



## Qualification Pack

# CON/N1106: Measure, mark and cut the gypsum, plaster, fibre and composite boards

## Description

This occupational standards unit is about measuring, marking and cutting the gypsum, plaster, fibre and composite boards for false ceiling and drywall installation

## Scope

The scope covers the following :

- Measure, mark and cut the gypsum, plaster, fiber and composite boards

## Elements and Performance Criteria

### *Measure, mark and cut the gypsum, plaster, fiber and composite boards*

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

- PC1.** measure the board using a tape measure, straightedge or square, as instructed
- PC2.** mark the boards for cutting to the required dimensions using the appropriate marking tools
- PC3.** follow the method statement provided by the superior for cutting the boards
- PC4.** cut the board/ sheets using the correct tools and equipment as per markings, minimizing wastage and maximizing board use
- PC5.** trim the ragged edges of the board using an appropriate filing device such as a drywall rasp
- PC6.** use proper tools such as a T-square and cutting knife to cut boards, as per the supervisor's instructions
- PC7.** store the cut board/ sheets appropriately, utilizing the space optimally
- PC8.** follow the appropriate measures to minimize the dust exposure to personnel at the site, and use the appropriate Personal Protective Equipment (PPE)

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the use of sketches relevant to measuring and marking the boards
- KU2.** the selection and use of appropriate materials, such as fibre cement sheets, finishing materials, plaster compounds, plasterboard, etc.
- KU3.** the standard size and specification of gypsum boards and plasterboard panels
- KU4.** the appropriate measurements and markings for cutting panels and partitions
- KU5.** how to calculate the area and layout of the board to be cut
- KU6.** the line of partition and level
- KU7.** how to perform markings on boards for cutting to the required dimensions
- KU8.** how to use the appropriate filing tools, such as drywall rasp for trimming the rough edges of the board



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**KU9.** the use of appropriate tools, such as a T-square and cutting knife to cut boards

### Generic Skills (GS)

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

- GS1.** maintain the appropriate data and records
- GS2.** read the appropriate reports and literature concerning the field of work
- GS3.** communicate professionally with all the stakeholders
- GS4.** listen attentively to understand the information/ instructions being shared and take appropriate action
- GS5.** coordinate with the co-workers to achieve the work objectives
- GS6.** plan and execute tasks based on priority
- GS7.** identify possible disruptions to work and take appropriate mitigation measures
- GS8.** take prompt action to deal with workplace emergencies and accidents
- GS9.** evaluate all possible solutions to work-related problems and select the best one
- GS10.** follow the recommended practices for the timely completion of work and achievement of organizational objectives



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Measure, mark and cut the gypsum, plaster, fiber and composite boards</i>	<b>30</b>	<b>60</b>	-	<b>10</b>
<b>PC1.</b> measure the board using a tape measure, straightedge or square, as instructed	-	-	-	-
<b>PC2.</b> mark the boards for cutting to the required dimensions using the appropriate marking tools	-	-	-	-
<b>PC3.</b> follow the method statement provided by the superior for cutting the boards	-	-	-	-
<b>PC4.</b> cut the board/ sheets using the correct tools and equipment as per markings, minimizing wastage and maximizing board use	-	-	-	-
<b>PC5.</b> trim the ragged edges of the board using an appropriate filing device such as a drywall rasp	-	-	-	-
<b>PC6.</b> use proper tools such as a T-square and cutting knife to cut boards, as per the supervisor's instructions	-	-	-	-
<b>PC7.</b> store the cut board/ sheets appropriately, utilizing the space optimally	-	-	-	-
<b>PC8.</b> follow the appropriate measures to minimize the dust exposure to personnel at the site, and use the appropriate Personal Protective Equipment (PPE)	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>60</b>	-	<b>10</b>



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	CON/N1106
<b>NOS Name</b>	Measure, mark and cut the gypsum, plaster, fibre and composite boards
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure construction
<b>Occupation</b>	Interior and Exterior Finishes
<b>NSQF Level</b>	3
<b>Credits</b>	3
<b>Version</b>	4.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	31/08/2023



## Qualification Pack

# CON/N1107: Fix the drywall boards with fasteners to install drywall sheets on the walls

## Description

This occupational standards unit is about fixing the drywall boards with fasteners for installing drywall sheets on walls.

## Scope

The scope covers the following :

- Fix the dry walls board with fasteners

## Elements and Performance Criteria

### *Fix the dry walls board with fasteners*

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

- PC1.** estimate the material requirement by measuring the surface for drywall installation, under supervision
- PC2.** select the appropriate material for drywall as per the specifications/ instructions
- PC3.** install sub-frame of wooden planks/studs or T-braces as per instructions
- PC4.** set up corner studs for support at corners and edges
- PC5.** follow the layout given in the sketches for the installation of drywall and partitions using plaster/ gypsum boards
- PC6.** set down the drywall board with the finished side up for cutting
- PC7.** measure the required length and score the paper face with a utility knife, using a drywall square as a straightedge
- PC8.** cut out the opening for windows and doors using the appropriate tools
- PC9.** fasten the board to studs using the appropriate method as per the instructions
- PC10.** fix joints in panels appropriately for a seamless finish, as instructed
- PC11.** cut the drywall panels using appropriate tools to provide space for fixtures and outlets
- PC12.** fix corner beads using nails/ screws to protect the corners
- PC13.** check for protruding screws and take appropriate corrective measures as per instructions
- PC14.** fill corners and screws with joint compounds and apply tape over the screws and joints
- PC15.** remove the broken corners and loose chunks of rock, and cut any blisters for a smooth finish

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the use of appropriate sketches for drywall installation
- KU2.** the basic principles of measurement
- KU3.** how to measure the wall and estimate the plasterboard requirement



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- KU4.** the composition of different drywalls
- KU5.** how to mark and cut plasterboards
- KU6.** the method statement for the installation of drywall
- KU7.** how to calculate the area and layout of the board to be installed
- KU8.** method of fixing drywall
- KU9.** the tools for fixing drywall, such as pair knives, corner trowels, drills, etc.
- KU10.** the method of providing cutouts for door, window, and fixture openings
- KU11.** the appropriate types of adhesives used for drywall fixing
- KU12.** the method of fixing corner bead
- KU13.** the method of applying joint compound and tape over corners, joints and screws

## Generic Skills (GS)

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

- GS1.** maintain the appropriate data and records
- GS2.** read the appropriate reports and literature concerning the field of work
- GS3.** communicate professionally with all the stakeholders
- GS4.** listen attentively to understand the information/ instructions being shared and take appropriate action
- GS5.** coordinate with the co-workers to achieve the work objectives
- GS6.** plan and execute tasks based on priority
- GS7.** identify possible disruptions to work and take appropriate mitigation measures
- GS8.** take prompt action to deal with workplace emergencies and accidents
- GS9.** evaluate all possible solutions to work-related problems and select the best one
- GS10.** follow the recommended practices for the timely completion of work and achievement of organizational objectives



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Fix the dry walls board with fasteners</i>	<b>30</b>	<b>60</b>	-	<b>10</b>
<b>PC1.</b> estimate the material requirement by measuring the surface for drywall installation, under supervision	-	-	-	-
<b>PC2.</b> select the appropriate material for drywall as per the specifications/ instructions	-	-	-	-
<b>PC3.</b> install sub-frame of wooden planks/studs or T-braces as per instructions	-	-	-	-
<b>PC4.</b> set up corner studs for support at corners and edges	-	-	-	-
<b>PC5.</b> follow the layout given in the sketches for the installation of drywall and partitions using plaster/ gypsum boards	-	-	-	-
<b>PC6.</b> set down the drywall board with the finished side up for cutting	-	-	-	-
<b>PC7.</b> measure the required length and score the paper face with a utility knife, using a drywall square as a straightedge	-	-	-	-
<b>PC8.</b> cut out the opening for windows and doors using the appropriate tools	-	-	-	-
<b>PC9.</b> fasten the board to studs using the appropriate method as per the instructions	-	-	-	-
<b>PC10.</b> fix joints in panels appropriately for a seamless finish, as instructed	-	-	-	-
<b>PC11.</b> cut the drywall panels using appropriate tools to provide space for fixtures and outlets	-	-	-	-
<b>PC12.</b> fix corner beads using nails/ screws to protect the corners	-	-	-	-
<b>PC13.</b> check for protruding screws and take appropriate corrective measures as per instructions	-	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> fill corners and screws with joint compounds and apply tape over the screws and joints	-	-	-	-
<b>PC15.</b> remove the broken corners and loose chunks of rock, and cut any blisters for a smooth finish	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>60</b>	-	<b>10</b>



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	CON/N1107
<b>NOS Name</b>	Fix the drywall boards with fasteners to install drywall sheets on the walls
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure construction
<b>Occupation</b>	Interior & Exterior Finishes
<b>NSQF Level</b>	3
<b>Credits</b>	2
<b>Version</b>	4.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	31/08/2023



## 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



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### *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



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- 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>	08/05/2025
<b>Next Review Date</b>	30/04/2028
<b>NSQC Clearance Date</b>	08/05/2025

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each 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 PC.
2. The assessment for the knowledge part will be based on knowledge bank of questions created by Assessment Bodies subject to approval by SSC.
3. Individual assessment agencies will create unique question papers for knowledge/theory part for assessment of candidates as per assessment criteria given below.
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on assessment criteria.
5. The passing percentage for each QP will be 50%. To pass the Qualification Pack, every trainee should score a minimum of 50% individually in each NOS.
6. The Assessor shall check the final outcome of the practices while evaluating the steps performed to achieve the final outcome.



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7. The trainee shall be provided with a chance to repeat the test to correct his procedures in case of improper performance, with a deduction of marks for each iteration.
8. After the certain number of iteration as decided by SSC the trainee is marked as fail, scoring zero marks for the procedure for the practical activity.
9. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack within the specified timeframe set by SSC.
10. Minimum duration of Assessment of each QP shall be of 4hrs/trainee.

### Minimum Aggregate Passing % at QP Level : 50

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

### Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
CON/N1105.Use relevant hand and power tools to install false ceiling and drywall	30	60	0	10	100	20
CON/N0101.Erect and dismantle temporary scaffold up to 3.6 meter height	30	60	0	10	100	20



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National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
CON/N1106.Measure, mark and cut the gypsum, plaster, fibre and composite boards	30	60	0	10	100	25
CON/N1107.Fix the drywall boards with fasteners to install drywall sheets on the walls	30	60	0	10	100	20
CON/N8001.Work effectively in a team to deliver desired results at the workplace	30	70	0	0	100	5
CON/N9001.Work according to personal health, safety and environment protocols at construction site	30	70	0	0	100	5
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	-	-	50	5
<b>Total</b>	<b>200</b>	<b>410</b>	<b>0</b>	<b>40</b>	<b>650</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>AA</b>	Assessment Agency
<b>AB</b>	Awarding Body
<b>ISCO</b>	International Standard Classification of Occupations
<b>NCO</b>	National Classification of Occupations
<b>NCrF</b>	National Credit Framework
<b>NOS</b>	National Occupational Standard(s)
<b>NQR</b>	National Qualification Register
<b>NSQF</b>	National Skills Qualifications Framework
<b>OJT</b>	On the Job Training



## 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.
<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.



## Qualification Pack

<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.
<b>National Occupational Standard</b>	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
<b>Qualification</b>	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
<b>Qualification File</b>	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
<b>Sector</b>	A grouping of professional activities on the basis of their main economic function, product, service or technology.
<b>Long Term Training</b>	Long-term skilling means any vocational training program undertaken for a year and above. <a href="https://ncvet.gov.in/sites/default/files/NCVET.pdf">https://ncvet.gov.in/sites/default/files/NCVET.pdf</a>