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Facilitator Guide



Sector
Construction

Sub-Sector
Real Estate and Infrastructure Construction

Occupation
Interior & Exterior Finishes

Reference ID: CON/Q1103, Version 3.0
NSQF Level 3

Assistant False Ceiling & Dry Wall Installer

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"Skilling is building a better India. If we have to move India towards development then Skill Development should be our mission."

Shri Narendra Modi
Prime Minister of India

Acknowledgement

We are thankful to all organizations and individuals who have helped us in the preparation of this Facilitator Guide. We also wish to extend our gratitude to all those who reviewed the content and provided valuable inputs for improving the quality, coherence and content presentation of chapters. This Facilitator Guide will lead to the successful rollout of the skill development initiatives, helping greatly our stakeholders particularly trainees, trainers and assessors etc. We are thankful to our Subject Matter Expert for the content and for helping us in the preparation of this Facilitator Guide.

It is expected that this publication would meet the complete requirements of QP/NOS based training delivery. We welcome suggestions from users, industry experts and other stakeholders for any improvement in future.

About this book

The objective of the guide is to provide an approach map for interacting with the trainees undergoing training in this job role. The course aims to provide both theoretical and practical knowledge to the trainees and also to guide them about Assistant False Ceiling & Dry Wall Installer. The guide is neither a substitute nor a complete road map, but an aid to help to pass on the knowledge on all the aspects to the trainees in a systematic manner. It is expected that the trainer is fully conversant with all the contents of the guide. The guide is just to indicate how to proceed in covering a topic and includes some additional information that may be necessary for the trainer to develop better comprehension of the following aspects:

- **Knowledge and Understanding:** Satisfactory operational learning and comprehension to play out the required chore.
- **Performance Criteria:** Pick up the required aptitudes through hands-on preparation and play out the required operations inside the predetermined measures.
- **Professional Skills:** Capacity to settle on operational choices relating to the zone of work.

The job will also include judging comprehension and also help them learn more through hands-on training. But it has to be ensured that these are following the knowledge imparted and time spent on each unit. It is expected that irrespective of the region, knowledge of all aspects will be imparted to trainees.

Symbols Used

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It is recommended that all trainings include the appropriate Employability skills Module. Content for the same can be accessed https://www.skillindiadigital.gov.in/content/list

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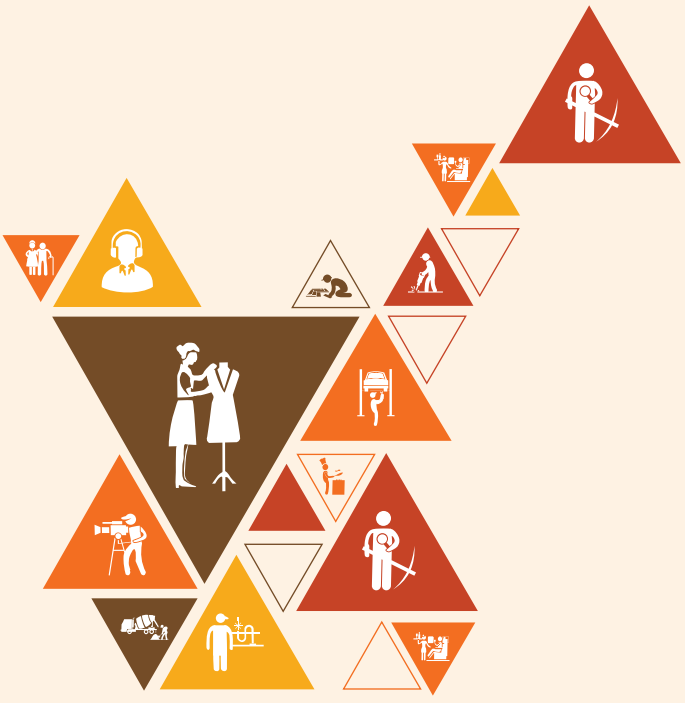
1. Introduction to Assistant False Ceiling & Dry Wall Installer

Unit 1.1 – Introduction to Construction Industry
Unit 1.2 – Role and Responsibilities of Assistant False Ceiling & Dry Wall Installer



Bridge Module

Key Learning Outcomes

By the end of this module, participants will be able to:

1. Explain the role and responsibilities of Assistant False Ceiling and Dry Wall Installer.
2. Identify the career progression options for Assistant False Ceiling and Dry Wall Installer.

Unit 1.1. Introduction to Construction Industry

Unit Objectives

By the end of this unit, participants will be able to:

1. Overview of the construction industry

Resources to be used

By the end of this unit, participants will be able to:

- Available objects such as training kit - trainer guide, presentations, whiteboard, marker, projector, laptop, video films, etc.
- PowerPoint slides, pictures/posters and videos depicting various information about the construction industry, types of construction, basic categories of construction projects, and market segments of the construction industry.

Say

- In this session, we shall learn key facts about the construction industry, types of construction, basic categories of construction projects, and market segments of the construction industry.
- Let's begin with an ice-breaking session, introduce yourself and ask participants to introduce themselves.

Team Activity

- **Purpose:** This activity aims to familiarise the participants in the group with one another.
- **Tentative Duration:** 15 Mins
- **Procedure:**
  1. Ask the participants to pronounce their name with an adjective beginning with the initial letter of their name.
  2. Request that they additionally provide a brief introduction of themselves.
- Expected Outcome: The outcome of this activity is that the participants will become familiar with each other.

Say

I hope everyone enjoyed our first activity and now let's move on to the topics covered in this session. familiar with each other.

Ask

- What do you understand about the construction industry?
- Do you know how many types of construction are there?

Elaborate

- With the help of audio-visual aids and the participant handbook, elaborate:
- Construction Industry
- Construction Industry in India
- Types of Construction
- Construction Project Categories
- Market Segments of the Construction Industry

Demonstrate

- Show a PowerPoint presentation to the class on Construction Industry in India - https://www.slideserve.com/frieda/construction-sector-in-india-powerpoint-ppt-presentation and ask participants to note down the important points.

Say

Let us now perform an activity based on various market segments of the construction industry.

Team Activity

- Purpose: The objective of this activity is to introduce participants to the different market segments within the construction industry.
- Resources Required: Presentation materials (slides or handouts) explaining market segments in the construction industry, internet access or library resources for research, whiteboard or flip chart with markers, printed construction industry reports or data (optional but helpful), worksheets for students to complete during the activity.
- Tentative Duration: 60-90 minutes
- Methods/Procedure:
    1. Step 1: Introduction- Begin the activity by discussing the importance of understanding market segments in the construction industry. Explain that market segmentation helps professionals identify specialized opportunities and areas of expertise within the broader field of construction.

2. Step 2: Presentation- Deliver a presentation on the different market segments within the construction industry. Include information on residential construction, commercial construction, industrial construction, infrastructure development, and specializations like green building, renovation, and restoration. Use visual aids to make the information more engaging and accessible.
3. Step 3: Group Research- Divide the students into small groups and assign each group a specific market segment to focus on. Provide the groups with access to the internet or library resources to conduct research on their assigned market segment. They should explore the scope, current trends, major players, challenges, and potential career opportunities within their segment.
4. Step 4: Group Presentation- Each group presents their findings to the rest of the class. Encourage them to use visuals, statistics, and examples to support their presentation. Allow for a short Q&A session after each presentation to clarify doubts and exchange insights.
5. Step 5: Reflection and Discussion- Lead a class discussion to debrief the activity. Encourage students to share their thoughts on which market segments they find most appealing and why. Discuss the skills and qualifications required for different market segments and how students can prepare to excel in their chosen area.

Expected Outcome

By the end of this classroom activity, students are expected to:

1. Understand the concept of market segmentation in the construction industry.
2. Identify the various market segments within the construction field, including residential, commercial, industrial, infrastructure, and specialized sectors.
3. Analyze the characteristics, opportunities, and challenges associated with each market segment.
4. Gain insights into potential career paths and specialization options within the construction industry.
5. Reflect on their interests and skills to make informed decisions about their vocational course and future career goals in construction.

Say

Did you think the activity improved your understanding? I'm hoping now you have a better idea of the various market segment of the construction industry.

Summarize

- Note down the important points related to the construction industry, types of construction, and various market segments.
- Revise these points with the participants

Notes for Facilitation

- Arrange the relevant handouts and leaflets for a better understanding of the topics
- Arrange audio-visual aids for a better understanding of the topics.
- Ask the participants if they have any questions.
- Encourage every participant to answer those questions and encourage peer learning in the class.

Notes

Unit 1.2 Role and Responsibilities of a Assistant False Ceiling and Dry Wall Installer

Unit Objectives

By the end of this unit, participants will be able to:Give an overview of construction industry

1. Define personal attributes required in the interior and exterior finishes occupation.
2. Recall the basic terms used in false ceiling and dry wall installation works.
3. Describe the role and responsibilities of an Assistant false ceiling and dry wall installer.
4. Explain the career progression options of an Assistant false ceiling and dry wall installer..

Resources to be used

- Available objects such as training kit - trainer guide, presentations, whiteboard, marker, projector, laptop, video films, etc.
- PowerPoint slides, pictures/posters and videos depicting various information about the role and responsibilities, personal attributes, and career path of an assistant false ceiling and dry wall installer.

Say

In this session, we shall learn key facts about the role and responsibilities, personal attributes, and career path of an assistant false ceiling and dry wall installer.

Ask

- What do you know about the job role of an assistant false ceiling and dry wall installer?
- Do you know the career opportunities available for an assistant false ceiling and dry wall installer?

Elaborate

- With the help of audio-visual aids and the participant handbook, elaborate:
- Introduction to Assistant False ceiling and dry wall installer
- Role and Responsibilities of an Assistant False ceiling and dry wall installer
- Personal Attributes required by an Assistant False ceiling and dry wall installer
- Career Path of an Assistant False ceiling and dry wall installer

Say

Let us now perform an activity based on various career opportunities available for an assistant false ceiling and dry wall installer.

Elaborate

- With the help of audio-visual aids and the participant handbook, elaborate:
- Construction Industry
- Construction Industry in India
- Types of Construction
- Construction Project Categories
- Market Segments of the Construction Industry

Say

I hope everyone enjoyed our first activity and now let's move on to the topics covered in this session.

Activity

- Purpose: Familiarize participants with diverse employment opportunities for an assistant false ceiling and dry wall installer, highlighting roles, responsibilities, and potential career paths.
- Resources Required: PowerPoint Presentation, Handouts or printouts of job descriptions.
- Tentative Duration: 60 Mins
- Procedure:
    1. Explain the importance of an assistant false ceiling and dry wall installer in the construction industry.
    2. Emphasize the objective of exploring employment opportunities in the industry.
    3. Encourage participants to share their initial thoughts on the roles and responsibilities of an assistant false ceiling and dry wall installer.
    4. Provide handouts or printouts of various employment opportunities in the construction industry as per different NSQF Levels.
    5. Discuss each opportunity, highlighting roles, responsibilities, and required skills.
    6. Divide participants into small groups.
    7. Assign each group a specific employment opportunity to discuss key aspects, qualifications, skills, and career progression.
    8. Now ask each group to provide a short researched explanation of the opportunity assigned.
    9. Summarize key points, emphasizing the range of career paths and the importance of an Assistant false ceiling and dry wall installer.

Expected outcome

Participants gain awareness of the wide range of employment opportunities in the construction industry, understand the specific roles and responsibilities of an assistant false ceiling and dry wall installer, and will be inspired to explore potential career paths within the field.

Say

There are various career opportunities available for an assistant false ceiling and dry wall installer, I'm hoping now you have a better idea of them.

Summarize

- Note down the important points related to the role and responsibilities, personal attributes, and career path of an assistant false ceiling and dry wall installer.
- Revise these points with the participants.

Notes for Facilitation

- Arrange the relevant handouts and leaflets for a better understanding of the topic:
- Arrange audio-visual aids to make them understand
- Ask the participants if they have any questions.
- Encourage every participant to answer those questions and encourage peer learning in the class.

Exercise

Key Solutions to PHB Exercise

1. The career progression for an individual in the role of an Assistant False Ceiling and Dry Wall Installer is as follows: Level 4 - False Ceiling and Drywall Installer and Chargehand False Ceiling and Drywall Installer, and Level 5 - Foreman Interior and Exterior Finishes.
2. The primary responsibility of an assistant false ceiling and dry wall installer is to assist the False ceiling and dry wall installer in finishing the overall assignment. He is responsible for:

- Using and managing hand and power tools, measuring tools, levelling devices, and other equipment used in false ceiling and dry wall installation work
- Assisting in fixing dry wall and false ceiling.
- Measuring, marking and cutting the gypsum, plaster, fiber and composite boards for false ceiling and dry wall installation
- Erecting temporary scaffold

- Fixing dry wall boards with fasteners
- Visually inspect the board materials.
- Obey all safety guidelines, and utilise PPE and other safety devices

3. The Assistant False Ceiling and Drywall Installer works under the supervision of the False Ceiling and Drywall Installer. The individual is expected to be physically fit and should be able to work across various locations in extreme weather/site conditions. The person must be able to perform efficiently within a team, handle the various false ceiling installation tools and materials and work responsibly.
4. There are three types of constructions:
    - Building Construction
    - Industrial Construction
    - Infrastructure Construction

Notes

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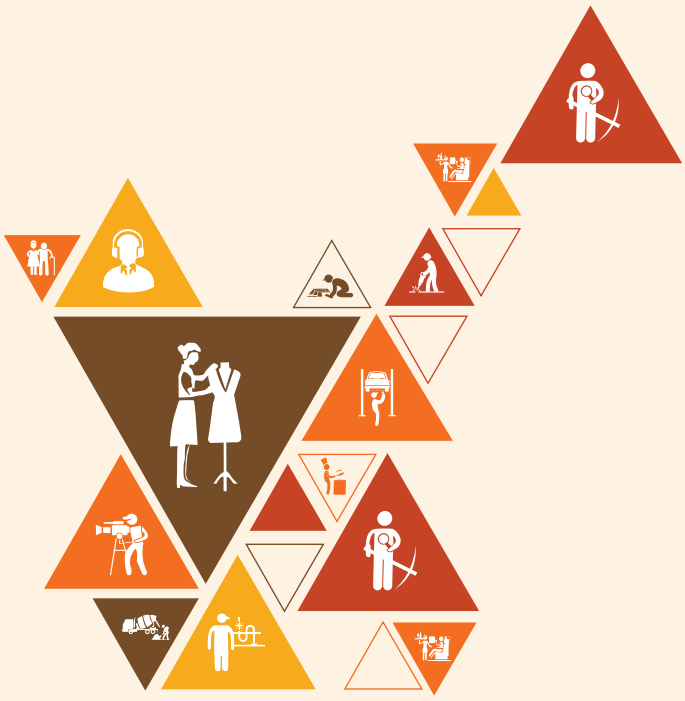
2. Erect and Dismantle Temporary Scaffold

Unit 2.1 Erect and dismantle a scaffold



(CON/N0101)

Key Learning Objectives

By the end of this module, participants will be able to:

1. Identify different components of scaffold.
2. List tools, materials components required for erection of 3.6 meter scaffold.
3. Erect a temporary scaffold up to 3.6 metres height.
4. Dismantle and stack a temporary scaffold up to 3.6 metres height.

Unit 2.1 Erect and Dismantle a Scaffold

Unit Objectives

By the end of this unit, participants will be able to:

1. Explain scaffolding and its purpose
2. List the common materials and tools used for erection of scaffolding (pipe, cup lock (vertical and ledgers), H- frames, bamboo and balli.
3. List the functions of different hand tools like hammer, spanner, pulleys, hooks, ropes, etc., used for erection/ dismantling of scaffolds.
4. List the visual checks to be carried out on the scaffolding components to ascertain their usability.
5. Explain the functions of materials, components and accessories used in scaffolding.
6. Explain the methods adopted during the erection of the scaffold to ensure its safety.
7. Explain various checks to be done on completion of erection of scaffolds, such as verticality check, stability check and so on.
8. Explain the sequence and standard procedure to, dismantle the whole scaffold and stack their components.
9. Select different components used in temporary scaffolding such as base, toe board, guard rails, platform, walkways and ladder.
10. Demonstrate preparation of scaffolding base for a scaffold up to 3.6 m height.
11. Demonstrate erection of a scaffold (up to 3.6 m height) using pipes and couplers/ cup lock system/ H frame using appropriate hand tools.
12. Demonstrate the process of conducting verticality check, stability check and rigidity check.
13. Demonstrate the dismantling and stacking of scaffold.

Resources to be used

- Available objects such as whiteboard, duster, marker, notepad, pens, participant handbooks, computers, projectors, flipcharts etc.
- PowerPoint slides, pictures/posters depicting erection and dismantling of scaffolding.

Say

In this session, we shall learn about scaffolding and its purpose, common materials and tools used for erection and dismantling of scaffolding, visual checks to be carried out on the scaffolding, erection of a scaffold (up to 3.6 m height) using pipes and couplers, etc.

Ask

- Does anyone know what is scaffolding?
- What do you know about erection and dismantling of scaffolding?

Elaborate

In this unit, we will discuss the following topics:

- Scaffolding
- Uses of Scaffold
- Scaffolding Components
- Scaffolding Materials
- Scaffolding Erection and Dismantle
- Hand Tools used in Erection/Dismantle
- Safety Checks
- Safety Check before Dismantling
- Dismantling the Scaffold

Demonstrate

Use a projector and show the following YouTube video- https://youtu.be/VQ1e0VZmTmM to participants on how to erect a scaffold.

Activity

- Purpose: The purpose of this practical activity is to demonstrate and familiarize participants with the proper procedures for erecting and dismantling a scaffold safely and efficiently.
- Resources Required:
  - A small-scale scaffold structure or scaffold components for demonstration.
  - Safety equipment (e.g., helmets, safety harnesses, gloves).
  - Visual aids or diagrams depicting the steps involved in scaffold erection and dismantling.
- Tentative Duration: 60-90 minutes

- Procedure:
  1. Begin by introducing the activity and its objective: to learn the correct procedures for safely erecting and dismantling a scaffold.
  2. Conduct a safety briefing, emphasizing the importance of using personal protective equipment (PPE) and following safety guidelines throughout the activity.
  3. Conduct a presentation or visual demonstration showcasing the step-by-step procedures for scaffold erection and dismantling.
  4. Use visual aids or diagrams to illustrate each stage of the process.
  5. Divide participants into small groups of 3-5 members.
  6. Assign each group specific stages of scaffold erection and dismantling to focus on during the practical demonstration.
  7. Provide each group with the scaffold components required for their assigned stages of scaffold erection.
  8. Instruct each group to demonstrate the proper procedures for erecting their portion of the scaffold.
  9. Allow participants to practice erecting and securing the scaffold components under the supervision of instructors.
  10. Emphasize the importance of accuracy and stability during the erection process.
  11. Facilitate group discussions where participants can share their experiences and insights on scaffold erection.
  12. Encourage each group to compare and discuss their approaches to ensure a comprehensive understanding of the entire process.
  13. Provide each group with the scaffold components required for their assigned stages of scaffold dismantling.
  14. Instruct each group to demonstrate the proper procedures for safely dismantling their portion of the scaffold.
  15. Allow participants to practice dismantling the scaffold components while following the correct procedures and safety guidelines.
  16. Conduct a group discussion to gather feedback from participants on the challenges faced and lessons learned during scaffold erection and dismantling.
  17. Address any questions or concerns raised during the activity.
  18. Summarize the activity by emphasizing the importance of following proper procedures and safety guidelines when erecting and dismantling scaffolds.
  19. Reinforce the significance of teamwork, communication, and attention to detail in scaffold erection and dismantling processes.

Expected outcome

Expected Outcome: By the end of this activity, participants should have gained practical experience in safely erecting and dismantling a scaffold. They should be familiar with the step-by-step procedures and safety considerations involved in scaffold construction and dismantling. Additionally, participants should understand the importance of teamwork, coordination, and adherence to safety guidelines in scaffold erection and dismantling to ensure the safety and efficiency of construction projects.

Notes for facilitation

- Arrange the relevant handouts and leaflets for a better understanding of the topics
- Arrange audio-visual aids for a better understanding of the topics.
- Ask the participants if they have any questions.
- Encourage every participant to answer those questions and encourage peer learning in the class.

Exercise

Key Solutions to PHB Exercise

1. Scaffolding is a temporary structure used in construction, maintenance, or repair work to provide a platform for workers and materials. Its main purpose is to offer a safe and stable working platform at elevated heights, allowing workers to access hard-to-reach areas on buildings or structures. Scaffolding is crucial for ensuring worker safety and facilitating efficient work processes.

2. Five common scaffolding components include:

    - Standards (upright vertical posts)
    - Ledgers (horizontal members connecting the standards)
    - Transoms (horizontal members placed across ledgers)
    - Braces (diagonal members used to stabilize the scaffold)
    - Scaffold planks (platforms where workers stand or place materials)

3. Steps for dismantling the scaffold: i. Remove all workers and materials from the scaffold. ii. Start at the highest level and remove planks, transoms, and ledgers, working downward. iii. Once each level is clear, dismantle the standards, ensuring they are released gradually and not allowed to drop. iv. After dismantling, organize and store the components properly for future use or transport them safely to another location.

4. Hand tools used in the erection or dismantling of scaffolds include:

    - Scaffold wrench or spanner: For tightening or loosening scaffold fittings.
    - Hammer: For securing scaffold components and driving wedges.
    - Spirit level: To ensure the scaffold is level and plumb.
    - Tape measure: For accurate measurements during assembly.
    - Scaffold belt: A tool belt used to carry small tools and equipment while working on the scaffold.

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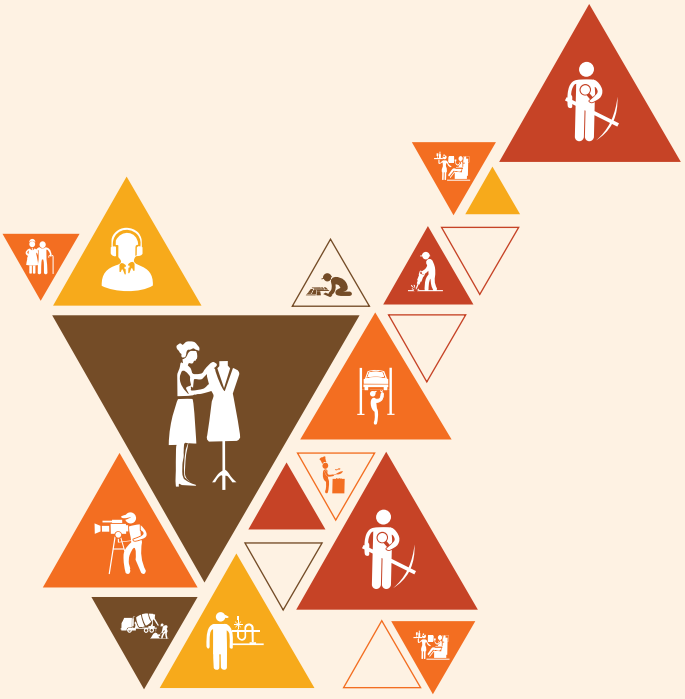
3. Hand and Power Tools Relevant to Installation of False Ceiling and Dry Wall

Unit 3.1 Hand and power tools used in false ceiling and dry wall installation



(CON/N1105)

Key Learning Objectives

By the end of this module, participants will be able to:

1. Use hand and power tools used for false ceiling and dry wall installation works.
2. Transfer levels using various levelling tools.

Unit 3.1 Hand and Power Tools Used in False Ceiling and Dry Wall Installation

Unit Objectives

By the end of this unit, participants will be able to:

1. Identify various hand and power tools used in false ceiling and dry wall installation works.
2. Discuss the standard size and specification of tools relevant to false ceiling and dry wall installation.
3. Explain the basic functions of various hand and power tools relevant to false ceiling and dry wall installation works.
4. List various different levelling tools used for transfer of levels.
5. Select and use different type of hand and power tools used in false ceiling and dry wall installation works.
6. Perform checks for serviceability and safety of tools and equipment.
7. Demonstrate the use of levelling devices such as spirit level, water level and straight edge.
8. Demonstrate set out using relevant tools.

Resources to be used

- Available objects such as whiteboard, duster, marker, notepad, pens, participant handbooks, computers, projectors, flipcharts etc.
- PowerPoint slides, pictures/posters various hand and power tools used in false ceiling and dry wall installation works.

Say

In this session, we shall learn about various hand and power tools used in false ceiling and dry wall installation works, standard size and specification of tools, basic functions of various hand and power tools, different levelling tools used for transfer of levels, checks for serviceability and safety of tools and equipment, etc.

Ask

- Does anyone know difference between hand and power tools?

Elaborate

- In this unit, we will discuss the following topics:
- Hand and Power tools
- Hand and Power Tool Safety
- Tools used in false ceiling installation
- Tools used in dry wall installation

Demonstrate

Use a projector and show the following YouTube video- https://www.youtube.com/watch?v=nNh9wiKIAFE to participants on tools used in false ceiling and dry wall installation.

Activity

- Purpose: The purpose of this activity is to familiarize students with tools used in false ceiling and drywall installation.
- Resources Required:
  - Various hand and power tools
  - Sample drywall sheets and false ceiling materials
  - Safety equipment (goggles, ear protection, dust mask, gloves)
- Tentative Duration: 1-2 hours
- Procedure:
  1. Start the activity with a brief introduction to false ceiling and drywall installation works, explaining their significance in construction projects.
  2. Present an overview of the various hand and power tools that will be demonstrated and used during the activity.
  3. Explain when and where each tool is typically used during false ceiling and drywall installation.
  4. Divide the students into smaller groups to rotate through different workstations, each set up with a specific tool and a practice material (e.g., a piece of drywall).
  5. Provide guidance and supervision as students handle the tools themselves and perform basic tasks like cutting, drilling, and fastening drywall sheets.

Expected outcome

By the end of this activity, participants will understand the purpose and correct handling of various hand and power tools used in false ceiling and drywall installation works.

Notes for facilitation

- Arrange the relevant handouts and leaflets for a better understanding of the topics
- Arrange audio-visual aids for a better understanding of the topics.
- Ask the participants if they have any questions.
- Encourage every participant to answer those questions and encourage peer learning in the class.

Exercise

1. Various leveling tools used in false ceiling and drywall installation include laser levels, spirit levels, and plumb bobs to ensure accurate and level placement of the ceiling and drywall components.
2. Different types of saws used in false ceiling and drywall installation are keyhole saws for cutting small holes, jab saws for larger openings, and drywall saws designed for efficient cutting of drywall sheets.
3. Fundamental safety guidelines for using hand and power tools include wearing appropriate personal protective equipment (PPE), keeping tools in good condition, following manufacturer instructions, and maintaining a clean and organized work area to prevent accidents and injuries.
4. Match the following:

S.No	Tool Image	Tool Name
1		Drywall Lifts
2		Plumb Bob
3		Circular saw
4		Drywall Screw Gun
5		Jab Saw

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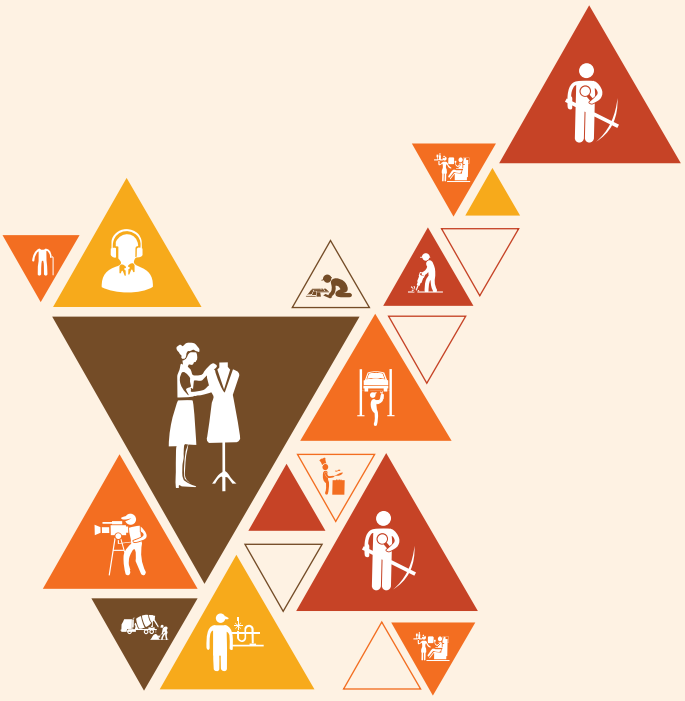
4. Cut The Boards for False Ceiling and Dry Wall InstallationUnit

Unit 4.1 Cut the boards for false ceiling and dry wall installation



(CON/1106)

Key Learning Objectives

By the end of this module, participants will be able to:

1. Measure and mark the gypsum, plaster, fiber and composite boards for cutting to required dimension.
2. Cut the measured boards using correct tools as per marking.

Unit 4.1 Cut The Boards for False Ceiling and Dry Wall Installation

Unit Objectives

By the end of this unit, participants will be able to:

- Interpret sketches related to measuring and marking of the boards
- Describe the standard size and specification of gypsum boards and plaster board panels
- Describe the standard practices of measuring and marking of the boards for installing false ceiling and dry wall finishes.
- Describe the process of calculating area and layout of board to be cut.
- Interpret the method statement of cutting of boards as provided by superiors.
- Describe the process of storage of cut sheets for optimum utilization.
- Describe the use of filing device such as drywall rasp, etc. for trimming of rough edges of board.
- Demonstrate measuring of the gypsum, plaster, fiber and composite boards using tape measure, straightedge or square and other similar tools to required dimension.
- Demonstrate the use of appropriate PPE's required for reducing the dust exposure during cutting of boards.
- Demonstrate marking and cutting of the gypsum, plaster, fiber and composite boards using correct tools and equipment as per markings following manufacturer's specifications.
- Demonstrate filing of the cut boards using appropriate tools.
- Demonstrate the proper storage of cut sheets to facilitate optimum utilization.

Resources to be used

- Available objects such as whiteboard, duster, marker, notepad, pens, participant handbooks, computers, projectors, flipcharts etc.
- PowerPoint slides, pictures/posters for cutting the boards for false ceiling and dry wall installation.

Say

In this session, we shall learn about standard size and specification of gypsum boards and plaster board panels, standard practices of measuring and marking of the boards for installing false ceiling and dry wall finishes, marking and cutting of the gypsum, plaster, fiber and composite boards, process of storage of cut sheets, etc

Ask

- Does anyone know what are gypsum boards and plaster board panels?

Elaborate

- Drywall and False Ceiling
- Preparing for Installation
- Process of False Ceiling and Drywall Installation
- Tips for False Ceiling and Drywall Installation

Demonstrate

Use a projector and show the following YouTube video- https://www.youtube.com/watch?v=vuqrNM3h8cI to participants on step by step false ceiling Installation.

Activity

- Purpose: The purpose of this activity is to familiarize participants with false ceiling installation, its benefits in construction, and relevant tools.
- Resources Required: Classroom with mock ceiling structure, false ceiling materials (gypsum boards, metal frames, and screws), measuring tapes, levels, safety gear, screwdrivers, drills, cutting tools, marking tools, and instructor/expert.
- Tentative Duration: 5-6 hours
- Procedure:

1. Start the activity by explaining the purpose of false ceilings and discusses their various advantages in modern construction.
2. Safety precautions are emphasized, including the use of safety gear and safe handling of tools
3. Demonstrates the installation process step-by-step, using a projector or whiteboard to illustrate key points.
4. Show how to measure and mark the layout of the false ceiling on the mock ceiling structure.
5. Explain the use of metal frames and how they provide support for the false ceiling.
6. Divide the participants into small groups or pairs for practical work.
7. Each group should be provided with the necessary tools and materials.
8. Ask them to start by measuring and marking the layout on the mock ceiling.
9. Using appropriate cutting tools, they cut the gypsum boards to fit the required dimensions.
10. Metal frames should be installed on the mock ceiling to support the gypsum boards, and the boards are then secured to the frames using screws.

Expected outcome

By the end of this activity, participants will understand false ceiling benefits, gain hands-on experience in installation, and learn safety measures.

Notes for facilitation

- Arrange the relevant handouts and leaflets for a better understanding of the topics
- Arrange audio-visual aids for a better understanding of the topics.
- Ask the participants if they have any questions.
- Encourage every participant to answer those questions and encourage peer learning in the class.

Exercise

Difference between false ceiling and drywall: False Ceiling: A secondary ceiling installed beneath the primary ceiling, used for aesthetic purposes, hiding utilities, and enhancing acoustics. Drywall: Also known as plasterboard or gypsum board, it is a building material used for creating interior walls and ceilings, providing a smooth surface for painting or finishing.

False Ceiling: It is an additional ceiling suspended below the main ceiling, with various types of boards including gypsum, metal, wood, and PVC.

Drywall Rasp: A specialized tool used in drywall installation to smooth and shape the edges of cut drywall boards, allowing for a seamless joint when assembling walls or ceilings.

Factors influencing the selection of drywall: Factors include project requirements, desired acoustic and fire-resistant properties, budget considerations, availability of moisture-resistant options, and wall/ceiling locations.

Steps in false ceiling and drywall installation:

False Ceiling:

Measuring and marking layout

Installing framework and support structure

Placing and securing false ceiling boards

Finishing joints and edges

Painting or finishing as needed

Drywall Installation:

Measuring and cutting drywall boards to size

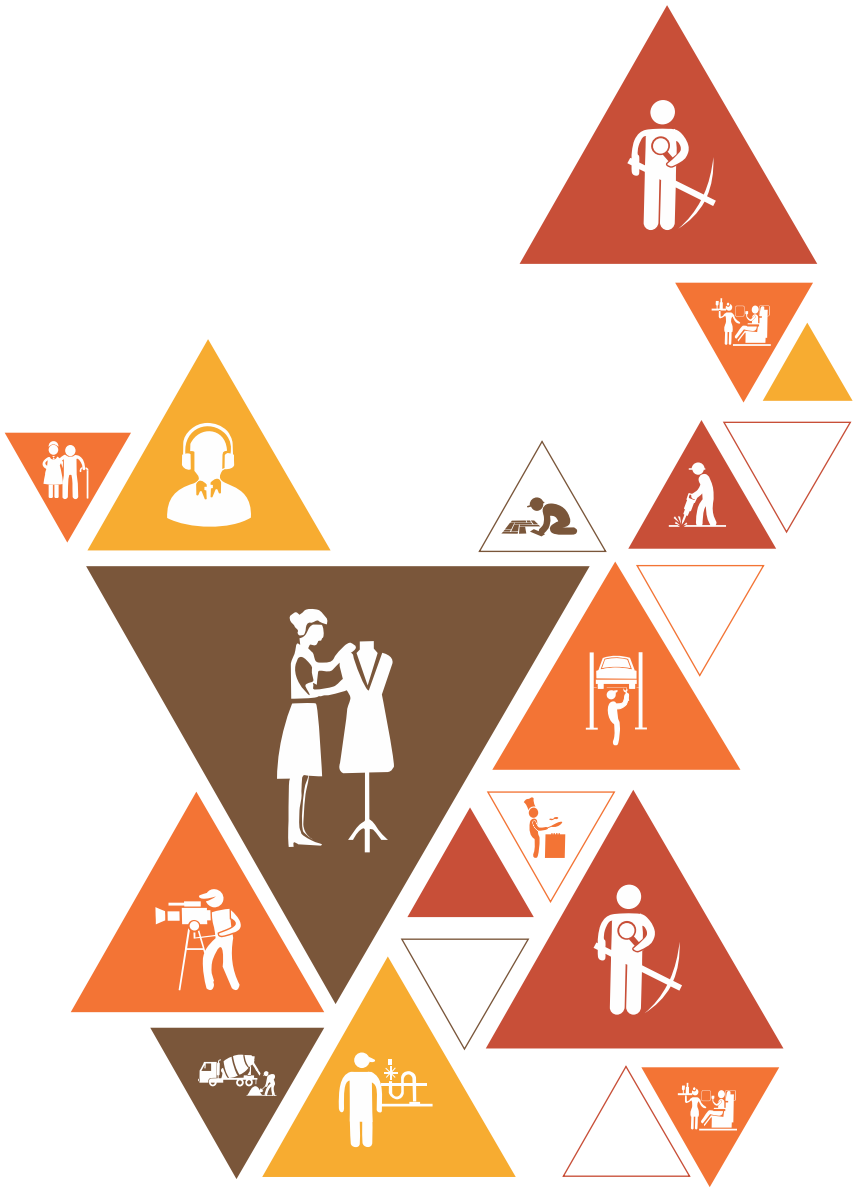
Attaching boards to wall or ceiling studs

Taping and mudding joints

Sanding the surface

Applying primer and finishing coats

Notes



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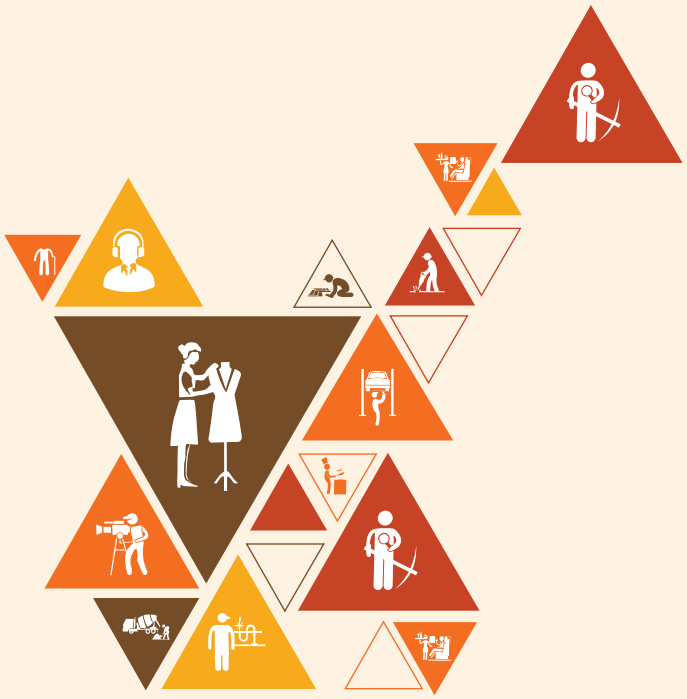
5. Fix The Dry Walls Board With Fasteners

Unit 5.1 Fix the dry walls board with fasteners



(CON/1107)

Key Learning Objectives

By the end of this module, participants will be able to:

1. Demonstrate installation of sub-frame used for dry wall installation works as per instructions.
2. Demonstrate fixing of dry wall boards with fasteners as per instructions.
3. Fix joints in panels as per instructions.

Unit 5.1 Fix The Dry Walls Board With Fasteners

Unit Objectives

By the end of this unit, participants will be able to:

1. Explain the standard practices for fixing of dry wall in place.
2. Interpret sketches used for dry wall installation works.
3. Classify dry walls based on their composition
4. Interpret the method statement/manufacturer's instructions for installation of dry wall and partitions.
5. Explain the process of installation of wooden t-braces for sub frame for dry wall.
6. Explain the process of measuring, marking and cutting of dry wall board.
7. Explain the process of fixing of dry wall boards and joints in panels for seamless finish.
8. List down different joint compounds and tape covers used for dry wall fixing.
9. Measure area for estimation of plasterboard requirement.
10. Calculate area to ascertain layout of boards.
11. Select different adhesives used for fixing of dry wall.
12. Demonstrate installation of sub-frame using wooden planks/studs or t-braces as per instructions as per manufacturer's instructions.
13. Demonstrate measuring, marking and cutting of dry wall board with appropriate tools including cut outs for windows and doors.
14. Demonstrate fastening of board to studs as per instructions.
15. Demonstrate fixing and filling of joints, corners and screws for seamless finish.

Resources to be used

- Available objects such as whiteboard, duster, marker, notepad, pens, participant handbooks, computers, projectors, flipcharts etc.
- PowerPoint slides, pictures/posters for fixing the dry walls board with fasteners.

Say

In this session, we shall learn about standard practices for fixing of dry wall in place, method statement/ manufacturer's instructions for installation of dry wall and partitions, process of installation of wooden t-braces, process of measuring, marking and cutting of dry wall board, process of fixing of dry wall boards and joints in panels for seamless finish, etc.

Ask

- Can anyone explain what drywall is?

Elaborate

In this unit, we will discuss the following topics:

- Drywall
- Types of Drywall
- Fixing a Drywall
- Process of Drywall Installation

Demonstrate

Use a projector and show the following YouTube video- https://www.youtube.com/watch?v=S39Rd8pGcDk to participants on Process of Drywall Installation.

Activity

- Purpose: The purpose of this activity is to introduce students to drywall installation, an essential skill in construction and design.
- Resources Required: Drywall sheets, studs, screws/nails, screw gun/hammer, utility knife/saw, joint compound, tape, trowel, safety goggles, work gloves, step ladder (if needed).
- Tentative Duration: 5-6 hours
- Procedure:
    1. Begin the session by explaining what drywall is and its importance in construction and interior design projects. Mention its different applications, such as creating walls and ceilings.
    2. Emphasize the importance of safety during the activity. Instruct students to wear safety goggles and work gloves to protect their eyes and hands.
    3. Conduct a step-by-step demonstration of the drywall installation process using a mock-up wall frame and drywall sheet.
    4. Show how to measure and mark the positioning of the drywall on the studs, and how to cut it to size using a utility knife or drywall saw.
    5. Demonstrate the proper technique for attaching the drywall to the studs using screws or nails, ensuring a secure and even installation.
    6. Explain how to use joint compound and drywall tape to cover seams and create a smooth surface.
    7. Showcase the process of sanding and finishing the drywall surface to prepare it for painting or further decoration.
    8. Divide the students into small groups.
    9. Provide each group with the necessary resources: pre-cut drywall sheets, studs, screws or nails, screw guns or hammers, utility knives or drywall saws, joint compound, drywall tape, and trowels.
    10. Instruct each group to follow the demonstrated steps and install the drywall on their mock-up wall frames.
    11. Circulate among the groups to provide guidance and answer any questions.
    12. Once the drywall is installed by all groups, guide them in applying joint compound and drywall tape to cover the seams.
    13. Show them how to use the trowels to achieve a smooth finish.
    14. Discuss the importance of proper sanding to achieve a professional look.

Expected outcome

By the end of this activity, participants will grasp drywall installation, its resources, safety measures, and the significance of a polished finish

Notes for facilitation

- Arrange the relevant handouts and leaflets for a better understanding of the topics
- Arrange audio-visual aids for a better understanding of the topics.
- Ask the participants if they have any questions.
- Encourage every participant to answer those questions and encourage peer learning in the class.

Exercise

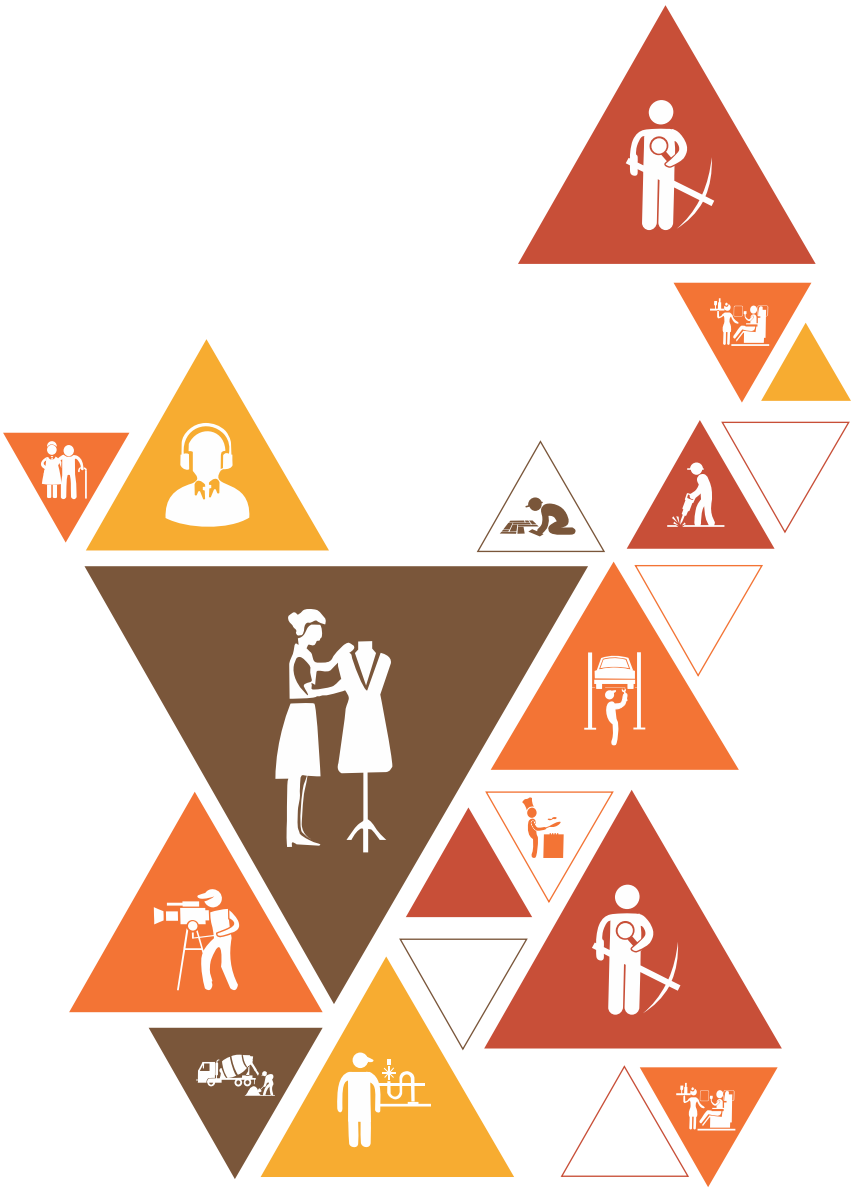
1. Drywall, also known as gypsum board or plasterboard, is a widely used construction material for interior walls and ceilings. Different types of drywalls include regular drywall, moisture-resistant drywall, fire-resistant drywall, soundproof drywall, and impact-resistant drywall.

2. To measure, mark, and cut drywall boards, use a tape measure to determine the required dimensions, then mark the measurements on the drywall surface using a pencil or chalk. Score the marked line with a utility knife, and snap the drywall along the score line to break it cleanly. Finally, cut through the paper backing on the other side of the board to complete the cut.

3. Different joint compounds and tape covers used for drywall fixing include joint compound (mud), which is used to cover joints and seams, self-adhesive mesh tape, paper tape, and fiberglass tape, which are applied over the joints to reinforce and create a smooth surface for finishing.

4. Fill in the blanks.
   I. Green board
   II. ready-mix, lightweight, and all-purpose
   III. 4’ x 8’
   IV. Blue board
   V. Sound Transmission Class

Notes



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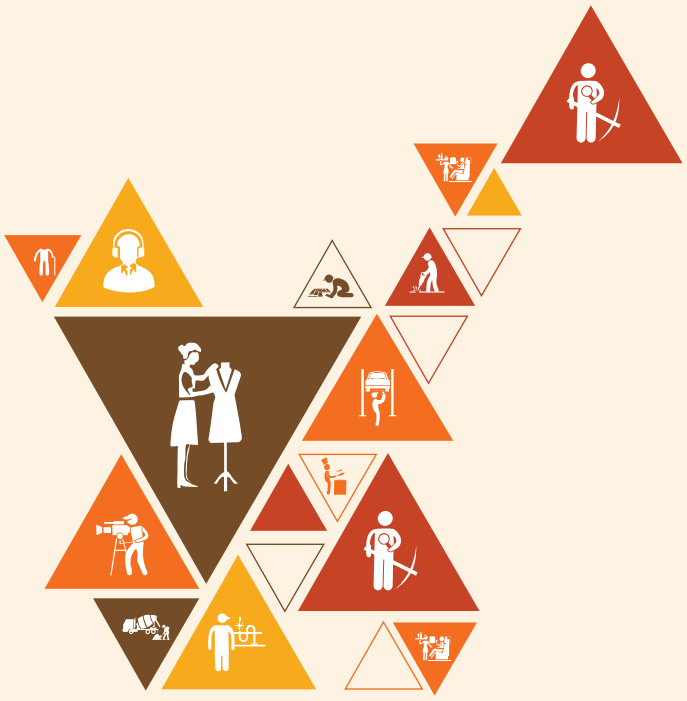
6. Interact and Communicate Effectively

Unit 6.1 Effective Interaction and Communication



(CON/N8001)

Key Learning Objectives

By the end of this module, participants will be able to:

1. Demonstrate effective communication with co-workers, superiors and sub-ordinates across different teams
2. Provide support to co-workers, superiors and sub-ordinates within the team and across interfacing teams to ensure effective execution of assigned task.

Unit 6.1 Effective Interaction and Communication

Unit Objectives

By the end of this unit, participants will be able to:

1. Interpret work sketches, false ceiling and dry wall installation works formats, permits, protocols, checklists etc.
2. Interpret scope of false ceiling and dry wall installation works.
3. Explain effect and benefit of timely actions relevant to false ceiling and dry wall installation works with examples.
4. Explain importance of team work and its effects relevant to false ceiling and dry wall installation works with examples.
5. Explain importance of proper and effective communication and its adverse effects in case of failure of proper communication.
6. Demonstrate effective communication skills while interacting with co-workers and trade seniors during the assigned task.
7. Demonstrate effective reporting to seniors as per applicable organisational norms.
8. Instruct subordinates in a clear and precise manner with respect to false ceiling and dry wall installation works.
9. Demonstrate team work during assigned task.

Resources to be used

- Available objects such as whiteboard, duster, marker, notepad, pens, participant handbooks, computers, projectors, flipcharts etc.
- PowerPoint slides, pictures/posters depicting effective interaction and communication at the workplace.

Say

In this session, we shall learn about the importance of the effect and benefit of timely actions relevant to false ceiling and dry wall installation works, the importance of teamwork and its effects relevant to false ceiling and dry wall installation works, proper and effective communication and its adverse effects, effective communication skills while interacting with various stakeholders, etc.

Demonstrate

Use a projector and show the following YouTube video- https://www.YouTube.com/watch?v=sEzTXTRo9L4 to participants on how to build effective communication skills.

Ask

- Does anyone know the Cs of effective communication?
- Why do you think it is important for a construction painter to learn about effective communication?

Elaborate

In this unit, we will discuss the following topics:

- Time Management
- Effective Communication
- Workplace Communication
- Effective Communication with Stakeholders
- Adverse Effects of Poor Communication
- Teamwork at Workplace
- 5 C's of Teamwork
- Enhancing Teamwork in the Workplace
- Construction Reporting

Activity

- Purpose: The purpose of this activity is to help students understand and practice effective communication skills.
- Resources Required: Whiteboard, markers, printed scenarios, timer, and notebooks.
- Tentative Duration: 60 minutes
- Procedure:
- Introduce the importance of communication.
- Provide communication scenarios to small 4-5 groups.
    - Scenario 1: Safety Briefing for New Workers
    - You are the site supervisor on a construction project, and several new workers have joined the team. The challenge is to conduct a safety briefing for the new workers, ensuring they understand the potential hazards on the site, safety protocols, and the proper use of personal protective equipment (PPE).
    - Scenario 2: Communicating Changes in the Construction Plan
    - During a construction project, unexpected challenges arise, leading to changes in the initial plan. As the project manager, you need to communicate these changes to the entire construction team effectively, addressing their concerns and ensuring everyone is on the same page to avoid delays and confusion.
- Groups discuss and come up with solutions.
- Groups perform role-plays of scenarios.
- Provide feedback after each role-play.

Note: Trainer can introduce more similar scenarios

Expected outcome

By the end of this practical activity, students are expected to achieve the following:

1. Improved understanding of effective communication.
2. Application of knowledge in real-life scenarios.
3. Ability to adapt communication style.
4. Enhanced collaboration and teamwork.
5. Increased confidence in communication skills.

Notes for facilitation

- Arrange the relevant handouts and leaflets for a better understanding of the topic.
- Arrange audio-visual aids to make them understand effective communication at the workplace- https://youtu.be/V1RQG1nB4Kg
- Ask the participants if they have any questions.
- Encourage other participants to answer those questions and encourage peer learning in the class.

Exercise

1. The 7 Cs of effective communication are clear, concise, concrete, correct, coherent, complete, and courteous.
2. Poor communication in construction projects leads to several issues:
    1. Creating Confusion: Miscommunications among stakeholders and construction professionals can cause misunderstandings, leading to errors, delays, and cost overruns in both the construction site and office. Clear and concise messages are essential to prevent confusion.
    2. Unnecessary Delays: Inefficient communication, such as delays in information flow, incorrect recipients, or confusing messages, can result in errors that cause project delays. This includes ordering unsuitable materials, skipping construction steps, or misallocating labor.
    3. Budget/Cost Overruns: Inefficient project communications and time management contribute to over 50% of project budget risks. Poor communication often leads to increased expenditures, affecting the project's budget negatively.
    4. Injuries and Safety Issues: Poor safety communication is often attributed to workers' lack of safety training vocabulary, fear of speaking out about hazards, and a negative perception of safety communication, focusing only on negatives.
    5. Issues with Stakeholders: Effective and thorough communication among various stakeholders, including owners, designers, contractors, and laborers, is crucial for project success. Poor project data and miscommunications contribute to a significant portion of project rework, leading to increased expenses and disputes among stakeholders.
3. Every workplace organisation requires communication for day-to-day business, regardless of size, location, goals, etc. It forms a bridge between people to exchange ideas, inform, express their feelings, influence others, etc. Communication is required to communicate within the organisation with managers and employees, etc. and outside with suppliers, buyers, etc.
4. The teamwork can be enhanced in the workplace by:
    1. Concentrate more on "us" than "me"

        A minor step is to begin speaking in the plural, so that all members feel as though they are a part of the effort. The greater our involvement, the harder we work to obtain the finest results.
    2. Communicate Explicitly

        Communication is the fundamental prerequisite. We must create an atmosphere in which team members are free to share their thoughts. It is advisable to make an effort to prevent such misunderstandings.
    3. Delegate and believe

        When working in a team, each assignment symbolises a problem that can be readily overcome via teamwork. Team leaders should be aware of the abilities and qualities of their team members and assign them jobs where they may demonstrate their value. For this, they must feel at ease while working and have confidence that their bosses have faith in them.

4. Establish shared aims and objectives

   It is crucial to establish a unified business objective and effectively communicate it to team members.

5. Recognize and honour the achievements of others.

   This attitude strengthens the team's trust and teamwork, which will inspire them to achieve the following objectives.

6. Conquer a conflict with success

   Workplace conflicts are prevalent, and people with conflict management abilities are in high demand. Learn this talent if you still lack it.

7. Build a diverse group

   People with varied origins, personalities, and experiences can be a source of innovative ideas. Through intelligent reading, we will recognise that we have the opportunity to maximise each individual's qualities.

8. Believe in Team Building

   It's been said that teams that have fun remain together, thus establishing personal relationships in the workplace is a fantastic way to boost teamwork.

5. The benefits of time management skills to both the person and the company are:

   1. Enhanced productivity and performance: Poor time management causes employees to feel overwhelmed, whereas excellent time management leads to increased efficiency, which in turn improves performance.

   2. Providing work on schedule: This is the most visible advantage of excellent time management, but it is also one of the most crucial. Time management enables workers to meet deadlines, which is essential for meeting client expectations.

   3. Less anxiety and stress: When employees are stressed and anxious, not only do they miss deadlines and produce subpar work, but it also negatively affects their health. As an employer, you are responsible for ensuring that the mental health of your employees is a top priority. Stressed employees are more prone to take sick days and seek alternative jobs.

   4. Better-quality work: With effective time management, employees have the necessary time to produce work that is not only completed on time but also of superior quality.

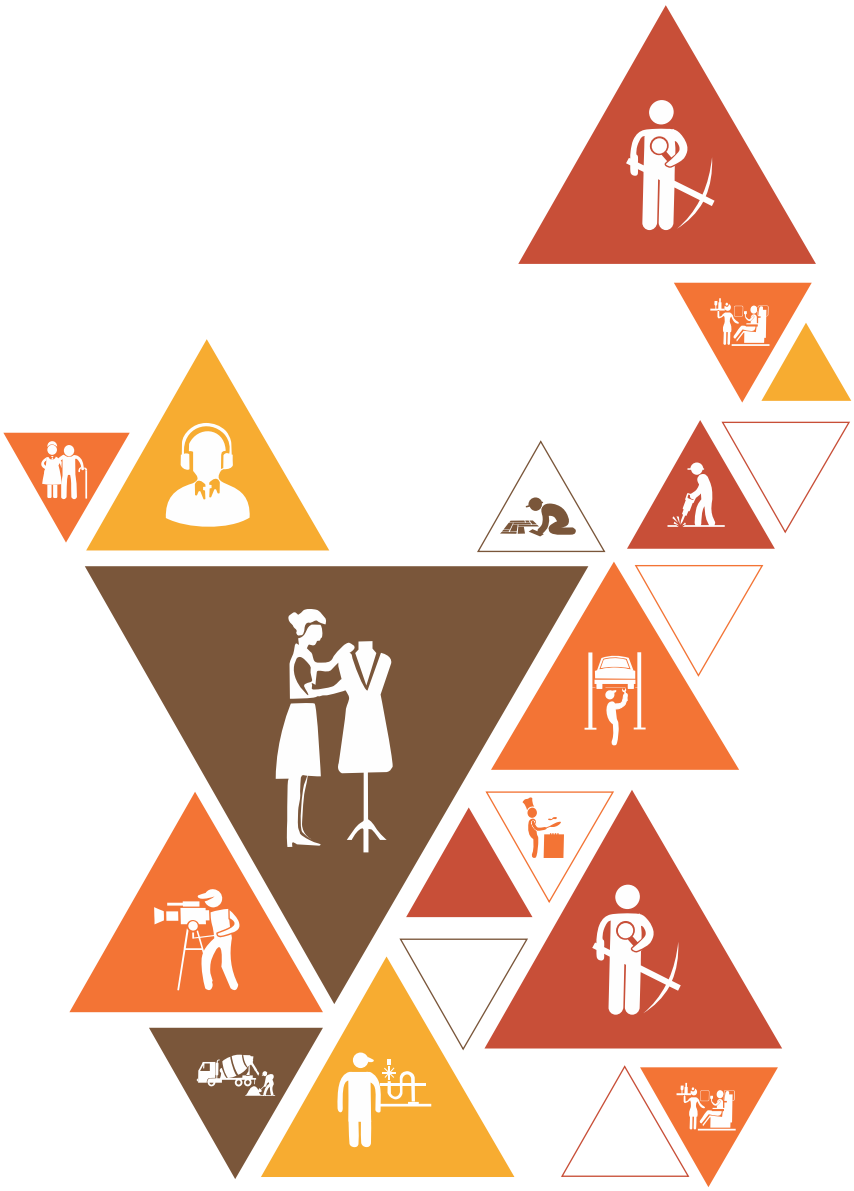
   5. Boosts confidence: When employees are on top of their responsibilities, it boosts their confidence and enables them to believe in their talents. In turn, this reduces tension and anxiety because the body produces dopamine.

   6. Reduces procrastination and wasted time: Knowing how to prioritise decreases procrastination and promotes a "eat the frog" mentality among staff. This saves downtime and increases productivity.

   7. Enhances the work-life balance: An effective work-life balance When an employee is well-rested and has the opportunity to re-energize, they are in the best position possible to produce their finest work.

   8. Make better decisions: When employees have time to concentrate and work thoroughly, they are not required to make decisions under duress. Instead, individuals can make selections based on all the necessary information to make the greatest choice.

Notes



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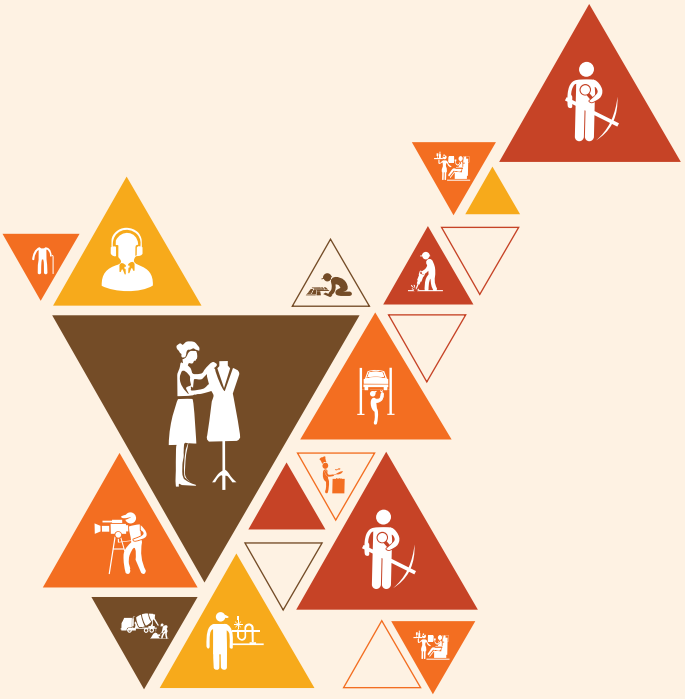
7. Follow Safety Norms at Workplace

Unit 7.1 Workplace Hazards
Unit 7.2 Fire Safety
Unit 7.3 Safety Measures at Workplace



(CON/N9001)

Key Learning Objectives

By the end of this module, participants will be able to:

1. Identify various hazards at construction site.
2. Use PPE's relevant to false ceiling and dry wall installation task.
3. Perform safe waste disposal at construction site

Unit 7.1 Workplace Hazards

Unit Objectives

By the end of this unit, participants will be able to:

1. Explain the types of hazards at the construction sites and identify the hazards specific to the false ceiling and dry wall installation work.
2. Recall the safety control measures and actions to be taken under emergency situation.
3. Explain the reporting procedure to the concerned authority in case of emergency situations.
4. Describe the standard procedure for handling, storing and stacking of material, tools, equipment and accessories.
5. Explain the types and benefits of basic ergonomic principles, which should be adopted while carrying out specific task at the construction sites. .

Resources to be used

- Available objects such as whiteboard, duster, marker, notepad, pens, participant handbooks, computers, projectors, flipcharts etc.
- PowerPoint slides, pictures/posters depicting the types of hazards at the construction sites, use PPEs as per work requirements, control measures and actions to be taken under emergency situation etc.

Say

In this session, we shall learn about the the types of hazards at the construction sites and identify the hazards specific to the false ceiling and dry wall installation work, safety control measures and actions to be taken under emergency situation, standard procedure for handling, storing and stacking of material, tools, equipment and accessories, benefits of basic ergonomic principles, etc.

Ask

- Does anyone know the types of hazards at the construction sites?
- Why do you think it is important to use PPEs as per work requirements during construction jobs?

Elaborate

In this unit, we will discuss the following topics:

- Workplace Safety
- Workplace Safety at Construction Site
- Workplace Hazards
- Workplace Hazard at Construction Site
- Hazard Identification and Risk Assessment (HIRA)
- Workplace Warning Signs
- Personal Protective Equipment
- Basic Ergonomic Principles
- Emergency Response Plan for Construction Site

Exercise

- Purpose: The purpose of this practical activity is to educate students about the importance of Personal Protection Equipment (PPE) used at construction sites.
- Resources Required: Various PPE (e.g., hard hat, safety goggles, earplugs, dust masks, reflective vests, gloves, and safety boots), hazard posters, and safety guidelines.
- Tentative Duration: 60-90 minutes
- Procedure:
  1. Introduction: Discuss workplace safety and PPE's significance.
  2. Hazard Awareness: Identify construction site hazards.
  3. Set up stations with examples of different types of PPE.
  4. Divide the students into groups and assign each group to a station.
  5. Instruct each group to inspect the PPE, discuss its purpose, and identify the types of hazards it protects against.
  6. Allow students to try on the PPE to experience how it fits and functions.
  7. Gather the students for a recap of the key points learned during the activity.
  8. Encourage questions and facilitate a Q&A session to address any remaining doubts

Expected outcome

The participants will understand PPE's importance, recognize hazards, and know how to use various PPE correctly.

Notes for facilitation

- Arrange the relevant handouts and leaflets for a better understanding of the topics
- Arrange audio-visual aids for a better understanding of the topics.
- Ask the participants if they have any questions.
- Encourage every participant to answer those questions and encourage peer learning in the class.

Notes

Unit 7.2 Fire Safety

Unit Objectives

By the end of this unit, participants will be able to:

1. Explain the classes of fire and types of fire extinguishers.
2. Demonstrate the operating procedure of the fire extinguishers.

Resources to be used

- Available objects such as whiteboard, duster, marker, notepad, pens, participant handbooks, computers, projectors, flipcharts, etc.
- PowerPoint slides and pictures/posters depicting the operating procedure of the fire extinguishers.

Say

In this session, we shall learn about fire safety.

Ask

- What will you do if a fire breaks out in the workplace?
- What are the emergency situations?
- Explain the method of using a fire extinguisher.

Demonstrate

Demonstrate the step-by-step evacuation process to the participants; it should include:

- Detection
- Decision
- Alarm
- Reaction
- The movement to an area of refuge or an Assembly station
- Transportation

Also, explain these points, in brief, to make the participants more clear about the process of evacuation and ask them to jot down these points in their notes: -
Clear passageways to all escape routes

- Signage indicating escape routes should be marked.
- Enough exits and routes should be present to allow a large number of people to be evacuated quickly.
- Emergency doors that open easily.
- Emergency lighting where needed.
- Training for all employees to know and use the escape routes.
- A safe meeting point or assembly area for staff.
- Instructions on not using the elevator during a fire.

Elaborate

In this unit, we will discuss the following topics:

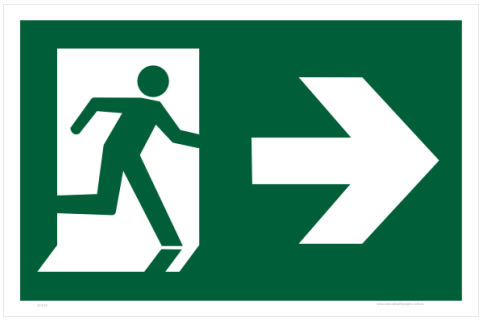
- Fire and its Classes
- Fire Safety
- Prevention of a Workplace Fire
- Fire Extinguisher

Say

Let us now participate in an activity to understand the concept better.

Activity

- Purpose: The purpose of this activity is to educate participants about the various safety signage at construction sites.
- Resources Required: Signage posters/PPT of the following:



- Tentative Duration: 60 minutes
- Procedure:
  1. Show the PPT with various signs used in safety drills.
  2. Later randomly select the participant and ask them to identify the signage.

Notes for facilitation

- Arrange the relevant handouts and leaflets for a better understanding of the topics
- Arrange audio-visual aids for a better understanding of the topics.
- Ask the participants if they have any questions.
- Encourage every participant to answer those questions and encourage peer learning in the class.

Notes

Unit 7.3 Safety Measures at Workplacet

Unit Objectives

By the end of this unit, participants will be able to:

1. Explain the importance of housekeeping works.
2. Demonstrate safe housekeeping practices.
3. Explain the importance of participation of workers in safety drills.
4. Explain the purpose and importance of vertigo test at construction site.
5. List out basic medical tests required for working at construction site.
6. Demonstrate vertigo test.
7. Demonstrate different methods involved in providing First aid to the affected person
8. Demonstrate safe waste disposal practices followed at construction site.
9. Explain different types of waste at construction sites and their disposal method.

Resources to be used

- Available objects such as whiteboard, duster, marker, notepad, pens, participant handbooks, computers, projectors, flipcharts etc.
- PowerPoint slides, pictures/posters depicting the steps in safety drills, different methods involved in providing First aid to the affected person, safe waste disposal practices followed at construction site, etc.

Say

In this session, we shall learn about the importance of housekeeping works, purpose and importance of vertigo test at construction site, basic medical tests required for working at construction site, different methods involved in providing First aid to the affected person, safe waste disposal practices, etc.

Ask

- Why do you think the safe housekeeping practices are important at construction site?
- Can you tell me how should the construction waste disposed of?

Elaborate

In this unit, we will discuss the following topics:

- Safety, Health and Environment at Work Place
- Good Housekeeping
- Safety Drills at Construction Site
- Medical Examination for Construction Workers
- Vertigo Test
- First Aid
- Treating Minor Cuts and Scrapes
- Waste Management

Activity

- Purpose: The participant will learn more about the first aid kits in this activity.
- Resources Required: Computer, internet.
- Tentative Duration: 1 Hour
- Process:
  1. Divide participants into 5 groups and provide them with first aid kit essentials.
  2. Ask them to surf the internet and explain the usage of each item included in the kit.
  3. Alternatively show them a video about the usage and ask them to make notes.
  4. Also, provide them cardboard, paper, scissors, glue stick, and colour pens to make the first aid box.

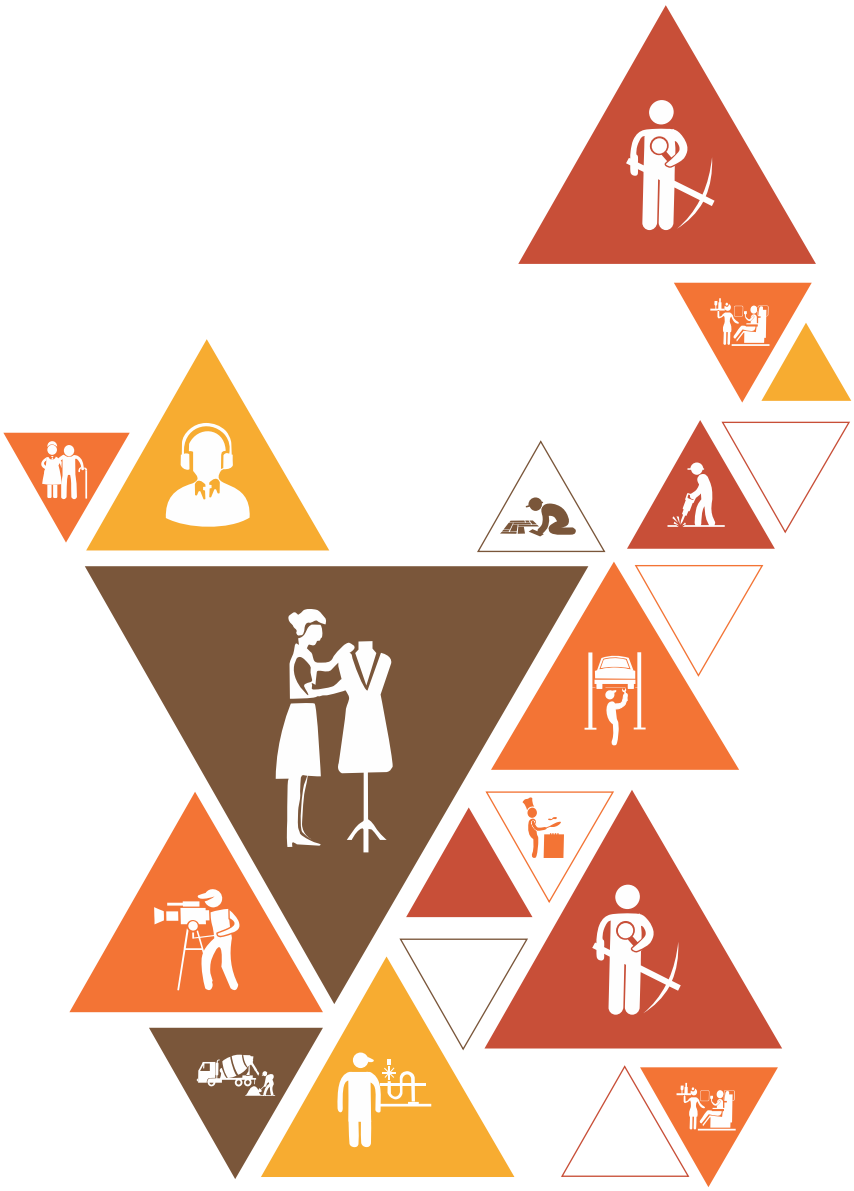
Notes for facilitation

- Arrange the relevant handouts and leaflets for a better understanding of the topics
- Arrange audio-visual aids for a better understanding of the topics.
- Ask the participants if they have any questions.
- Encourage every participant to answer those questions and encourage peer learning in the class.

Exercise

1. There are five main types of fire extinguishers:
   1. Water.
   2. Powder.
   3. Foam.
   4. Carbon Dioxide (CO2).
   5. Wet chemical.
2. Personal protective equipment, or “PPE,” is equipment worn to reduce exposure to risks that might result in significant occupational injuries or illnesses. Chemical, radiological, physical, electrical, mechanical, and other job dangers may cause these injuries and diseases.
3. The benefits of workplace safety are:
   - Employee retention increases if they are provided with a safe working environment.
   - Failure to follow OSHA’s laws and guidelines can result in significant legal and financial consequences.
   - A safe environment enables employees to stay invested in their work and increases productivity.
   - Employer branding and company reputation can both benefit from a safe working environment.
4. Good housekeeping on construction sites refers to the practice of keeping the site clean and tidy. After all, construction work is messy, and cleaning up now will only result in more mess later. A clean work environment reduces the likelihood of accidents and improves fire safety. There are fewer things to trip you up if there are no materials, waste, or discarded tools.
5. Construction is a hazardous field in which employees must become proficient. Fortunately, safety training can reduce workplace injuries while informing employees of necessary precautions to take.

Notes



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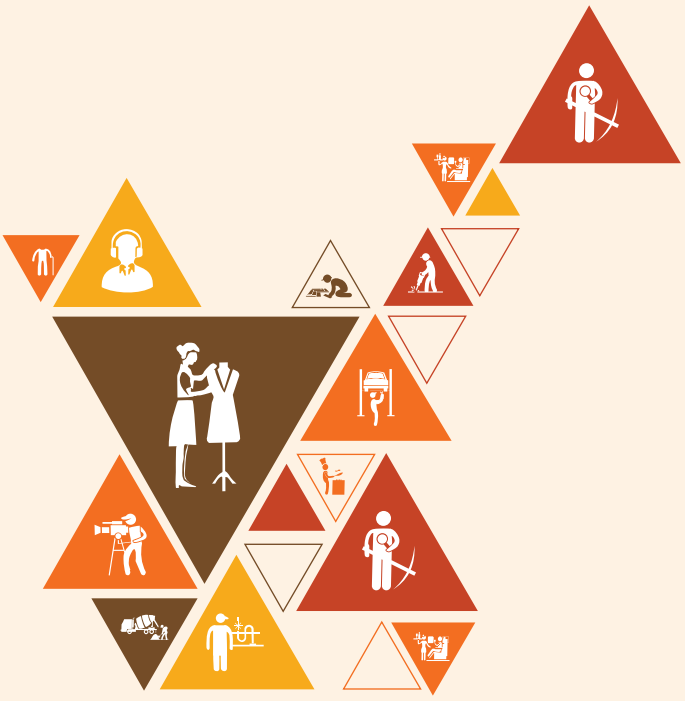
8. Employability Skills (30 Hours)

It is recommended that all trainings include the appropriate Employability skills Module. Content for the same can be accessed
https://www.skillindiadigital.gov.in/content/list
Scan the QR code below to access the ebook



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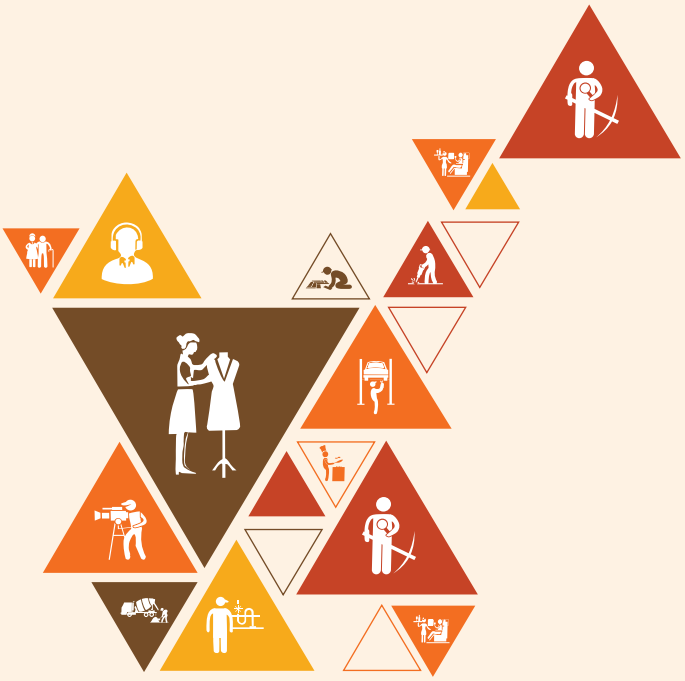
9. Annexures

Annexure I- Training Delivery Plan

Annexure II- Assessment Criteria

Annexure III- QR Codes –Video Links



Annexure I - Training Delivery Plan

Training Delivery Plan			
Program Name:	Assistant False Ceiling & Dry Wall Installer		
Qualification Pack Name & Ref. ID	CON/Q01103		
Version No.	3.0	Version Update Date	31/08/2023
Pre-requisites to Training (if any)	Minimum Educational Qualification: 5th Class with 6-12 Months of experience as a certified Helper Interior Finishes OR 5th Class with 1-2 Years of experience in case of a Non trained worker, in same occupation		
Training Outcomes	After completing this program, participants will be able to: • Identify different components of scaffold. • Erect a temporary scaffold up to 3.6 metres height. • Dismantle and stack a temporary scaffold up to 3.6 metres height • Use hand and power tools used for false ceiling and dry wall installation works. • Transfer levels using various levelling tools. • Measure and mark the gypsum, plaster, fiber and composite boards for cutting to required dimension. • Cut the measured boards using correct tools as per marking. • Demonstrate installation of sub-frame used for dry wall installation works as per instructions. • Demonstrate fixing of dry wall boards with fasteners as per instructions. • Fix joints in panels as per instructions. • Demonstrate effective communication with co-workers, superiors and sub-ordinates across different teams. • Provide support to co-workers, superiors and sub-ordinates within the team and across interfacing teams to ensure effective execution of assigned task. • Identify various hazards at construction site. • Use PPE's relevant to false ceiling and dry wall installation task. • Perform safe waste disposal at construction site.		

S.now	Module name	Session name	Session objectives	NOS reference	Methodology	Training tools/ aids	Duration
1.	Role and Responsibilities of an Assistant Construction Fitter T- 08:00 (HH: MM)	1. Introduction to Construction Industry	• Overview of construction industry	Bridge Module	Classroom lecture, games, group participation, group activity	Training Kit- Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop	T- 02:00
		2. Role and Responsibilities of an Assistant Construction Fitter	• Describe the role and responsibilities of an assistant construction fitter. • Explain general hierarchy of fabrication occupation • Discuss future possible progression and career options for assistant construction fitter • Explain trade terminologies like orientation, alignment etc. used in fabrication occupation				T- 06:00
2	Identify and mark structural elements to assist in the fit-up of the same T- 24:00 P- 56:00 (HH: MM)	1. Introduction	• Explain structural steel fabrication and types.	CON/N1203 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, KU1, KU2, KU3, KU4, KU5, KU6, KU7, KU8, KU9, KU10, KU11, KU12	Classroom lecture, games, group participation, group activity, field visit	Training Kit- Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop Tools and Equipment Required: Hand Gloves, Apron leather, Gas welding, Goggles	T- 02:00 P- 06:00
		2. Computation of dimensions of structural elements	• Compute dimensions of structural elements by interpreting hand sketches and simple drawings.				T- 02:00 P- 06:00
		3. Locating markings by interpreting the sketches	• Determine the location and orientation of sections for marking by interpreting the sketches				T- 02:00 P- 06:00

						with Colour glass, Chipping hammer, Chisel, Clamps, Gas Pressure measuring guage, Trolley for cylinder, Plasma cutting torch, nozzle with consumables (tip and cap), Cutting cart, Head protector, Electrodes, Cutting guides, Power source and compression unit with internal cooling system, Exhaust fan, Light source	
		4. Measuring and marking structural steel	• Explain the process of measuring and marking structural steel • Demonstrate measuring and marking on steel sections specifying location of components (plate sections, bar section, rolled sectioned.)				T- 02:00 P- 06:00
		5. Categorization of materials	• Categorize materials used in fit up based upon the weight (light, medium and heavy materials)				T- 02:00 P- 06:00
		6. Ergonomics	• Describe the ergonomics involved in material shifting				T- 02:00 P- 06:00
		7. Shifting and stacking heavy materials	• Explain various methods of shifting and stacking heavy materials				T- 02:00 P- 06:00
		8. Undulations	• Explain undulations and their effect on				T- 02:00 P- 06:00

			the quality of overall output.				
		9. Identification of various sections	• Identify various sections on basis of shapes.				T- 02:00 P- 06:00
		10. Fabrication shop drawings	• Identify the sections (I, C, H, UC) from the hand sketches or fabrication shop drawings.				T- 06:00 P- 02:00
3	Identify, use various tools, tackles and handle heavy materials used in fit up of fabricated components T- 24:00 P- 72:00 (HH: MM)	1. Fabrication	• Define fabrication and common instrument used.	CON/N1204 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19 KU1, KU2, KU3, KU4, KU5, KU6, KU7, KU8, KU9, KU10, KU11, KU12, KU14, KU15, KU16, KU17, KU18, KU19, KU20, KU21, KU22	Classroom lecture, games, group participation, group activity, field visit	Training Kit- Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop Tools and Equipment Required: Hand Gloves, Apron leather, Gas welding, Goggles with Colour glass, Chipping hammer, Chisel, Clamps, Gas Pressure measuring guage, Trolley for cylinder, Plasma cutting	T- 02:00 P- 06:00
		2. Tools and instruments	• Identify the various tools and instruments used for marking, measuring, anchoring (holding and tightening), cutting and striking, lifting and shifting.				T- 02:00 P- 06:00
		3. Tools and instruments	• Identify the various tools and instruments used for marking, measuring, anchoring (holding and tightening), cutting and striking, lifting and shifting.				T- 02:00 P- 06:00

						torch, nozzle with consumables (tip and cap), Cutting cart, Head protector, Electrodes, Cutting guides, Power source and compression unit with internal cooling system, Exhaust fan, Light source	
		4. Tools and instruments	• Identify the various tools and instruments used for marking, measuring, anchoring (holding and tightening), cutting and striking, lifting and shifting.				T- 02:00 P- 06:00
		5. Tools and instruments	• Identify the various tools and instruments used for marking, measuring, anchoring (holding and tightening), cutting and striking, lifting and shifting.				T- 02:00 P- 06:00
		6. Tools and instruments	• Identify the various tools and instruments used for marking, measuring, anchoring (holding and tightening), cutting and striking, lifting and shifting.				T- 02:00 P- 06:00
		7. Tools and instruments	• Identify the various tools and instruments used for marking, measuring, anchoring (holding and tightening), cutting and striking, lifting and shifting.				T- 02:00 P- 06:00

		8. Equipment Manufacturers	• List major equipment manufacturers, the models, cost and specifications of instruments and equipment used for fabrication				T- 02:00 P- 06:00
		9. Lifting and shifting tools and tackles	• Use various tools and tackles required for performing lifting and shifting of heavy materials				T- 02:00 P- 06:00
		10. Safe working practices while lifting and shifting heavy materials	• Apply various do's and don'ts while performing lifting and shifting of heavy materials • Apply safe working practices while lifting and shifting heavy materials				T- 02:00 P- 06:00
		11. Visual checks	• Demonstrate visual checks carried out for serviceability of hand tools • Demonstrate checks performed for ensuring no obstruction of load				T- 02:00 P- 06:00
		12. Safe stacking	• Demonstrate safe stacking of heavy materials as per standard practices.				T- 02:00 P- 06:00

4	Assist in preparatory activities, edge preparation and positioning of steel sections for fit-up T- 24:00 P- 70:00 (HH: MM)	1. Fit-Up	• Explain fit-up, its role and purpose and common trade terminologies	CON/N1205 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC28, PC29 KU1, KU2, KU3, KU4, KU5, KU6, KU7, KU8, KU9, KU10, KU11, KU12, KU14, KU15, KU16, KU17, KU18, KU19, KU20, KU21, KU22, KU23	Classroom lecture, games, group participation, group activity, field visit	Training Kit- Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop Tools and Equipment Required: Hand Gloves, Apron leather, Gas welding, Goggles with Colour glass, Chipping hammer, Chisel, Clamps, Gas Pressure measuring guage, Trolley for cylinder, Plasma cutting torch, nozzle with consumables (tip and cap), Cutting cart, Head protector, Electrodes, Cutting guides, Power source and compression unit with	T- 02:00 P- 06:00
		2. Fabrication platforms	• Describe fabrication platform, its preparation and use				T- 02:00 P- 06:00
		3. Scrap disposal	• Explain scrap and its disposal				T- 02:00 P- 06:00
		4. Anchoring devices	• Describe and use the anchoring devices, explain their operation and purpose				T- 02:00 P- 06:00
		5. Types of jacks	• Introduction to various types of jacks				T- 02:00 P- 06:00
		6. Edge preparation	• Interpret the drawings/ hand sketches to obtain relevant details like dimensions, orientation, alignment etc. for edge preparation.				T- 02:00 P- 06:00
		7. Edge preparation	• Interpret the drawings/ hand sketches to obtain relevant details like dimensions,				T- 02:00 P- 06:00

			dimensions, orientation, alignment etc. for edge preparation.			internal cooling system, Exhaust fan, Light source	
		8. Tools and equipment used for edge preparation	• Use equipment and tools for edge preparation				T- 02:00 P- 06:00
		9. Bevelling machine used for edge preparation	• Demonstrate operation of bevelling machine to obtain required edge preparation as per the drawings, following standard safety parameters				T- 02:00 P- 06:00
		10. Measurements of the edge preparation	• Perform measurements of the edge preparation to confirm its dimensional correction, following standard safety parameters				T- 02:00 P- 06:00
		11. Marking on the structural steel sections	• Carryout marking on the structural steel sections from the hand sketches provided				T- 02:00 P- 04:00
		12. Placing and fixing	• Describe the procedure for placing and				T- 02:00 P- 06:00

			fixing the structural steel sections on the fabrication platform • Demonstrate the procedure for placing and fixing the structural steel sections on the fabrication platform				
5	Work effectively in a team to deliver desired results at the work place T- 08:00 P- 16:00 (HH: MM)	1. Time management	• Explain effects and benefits of timely actions relevant to fabrication works with examples.	CON/N8001 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, KU1, KU2, KU3, KU4, KU5, KU6, KU7, KU8, KU9	Classroom lecture, games, group participation, group activity, field visit	Training Kit- Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop	T- 02:00 P- 04:00
		2. Effective communication	• Explain importance of proper and effective communication and its adverse effects in case of failure of proper communication. • Demonstrate effective communication skills while interacting with co-workers and trade seniors during the assigned task.				T- 02:00 P- 04:00
		3. Team work and effective reporting	• Explain importance of team work and its effects relevant to fabrication works with examples. • Demonstrate Steamwork skills during assigned tasks.				T- 02:00 P- 04:00

			• Demonstrate effective reporting to seniors as per applicable organisational norms.				
		4. Construction drawings	• Interpret work sketches, formats, permits, protocols, checklists and work-related requirements which are to be conveyed to other team members.				T- 02:00 P- 04:00
6	Work according to personal health, safety and environment protocol at construction site T- 16:00 P- 32:00 (HH: MM)	1. Workplace hazards	• Explain the types of hazards at the construction sites and identify the hazards specific to the domain related works. • Describe the standard procedure for handling, storing and stacking of material, tools, equipment and accessories.	CON/N9001 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, KU1, KU2, KU3, KU4, KU5, KU6, KU7, KU8, KU9, KU10, KU11, KU12, KU14	Classroom lecture, games, group participation, group activity, field visit	Training Kit- Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop Tools and Equipment Required: Safety Helmets, Face shield, Overalls, Knee pads, Safety shoes, Safety belts, Safety harness, Safety Gloves, Safety goggles,	T- 03:00 P- 05:00
		2. Use of PPEs and emergency situation	• Demonstrate the use of all Personal				T- 03:00 P- 05:00

			Protective Equipment (PPE) like helmet, safety shoe, safety belt, safe jackets and other safety equipment relevant to fabrication works requirement. • Recall the safety control measures and actions to be taken under emergency situation.			Particle masks, Ear Plugs, Reflective jackets, Fire Extinguisher, Fire prevention kit, First Aid box, Safety tags, Safety Notice board	
		3. Reporting and basic ergonomic principles	• Explain the reporting procedure to the concerned authority in case of emergency situations. • Explain the types and benefits of basic ergonomic principles, which should be adopted while carrying out specific task at the construction sites.				T- 03:00 P- 05:00
		4. Fire safety	• Explain the classes of fire and types of fire extinguishers. • Demonstrate the operating procedure of the fire extinguishers.				T- 03:00 P- 05:00

		5. Safety measures at workplace	• Explain the importance of housekeeping works. • Demonstrate safe housekeeping practices. • Explain the importance of participation of workers in safety drills. • Explain the purpose and importance of vertigo test at construction site.				T- 03:00 P- 05:00
		6. Medical tests and waste disposals	• List out basic medical tests required for working at construction site. • Demonstrate vertigo test. • Demonstrate different methods involved in providing First aid to the affected person • Demonstrate safe waste disposal practices followed at construction site. • Explain different types of waste at construction sites and their disposal method.				T- 01:00 P- 07:00

7.	Employability Skills (30 hours)	1. Introduction to Employability Skills	• Describe the importance of Employability Skills • Prepare a note on different industries, trends, required skills	DGT/VSQ/ N0101	Classroom lecture, discussion, Demonstration, practical, Team Activity: Role play, video session	Training Kit- Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop	T- 01:00
		2. Constitutional values - Citizenship	• Detail the principles of the Constitution of India • Identify the various environmentally sustainable practices	DGT/VSQ/ N0101			T- 01:00
		3. Becoming a Professional in the 21st Century	• Discuss relevant 21st century skills required for employment. • Practice critical thinking and decision making skill	DGT/VSQ/ N0101			T- 01:00
		4. Basic English Skills	• Read English text with appropriate articulation. • Practice English words, sentences and punctuation.	DGT/VSQ/ N0101			T- 02:00
		5. Communication Skills	• Explain the importance of communication at workplace. • Demonstrate effective communication strategies • Demonstrate how to communicate effectively using	DGT/VSQ/ N0101			T- 04:00

			verbal and nonverbal communication				
		6. Diversity & Inclusion	• Explain the need of diversity at workplace • Identify the various PwD policies applicable at workplace • Discuss the significance of PSH Act	DGT/VSQ/ N0101			T- 01:00
		7. Financial and Legal Literacy	• Discuss various financial institution, products and services • Explain the common component of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), Tax	DGT/VSQ/ N0101			T- 04:00
		8. Essential Digital Skills	• Detail the use and features of various MS Office tools, like MS Word, MS Excel, MS PowerPoint, etc. • Demonstrate how to operate digital devices • Create an email id and follow e-mail etiquette to exchange e - mails • Describe the role of digital technology in day-to- day life and the workplace	DGT/VSQ/ N0101			T- 03:00

		9. Entrepreneurship	• Describe the types of entrepreneurship and enterprises • Describe the 4Ps of Marketing- Product, Price, Place and Promotion and apply them as per requirement	DGT/VSQ/ N0101			T- 07:00
		10. Customer Service	• Identify types of customers and how to deal with them • Identify methods to get customer feedback and how to implement them • Explain various tools used to collect customer feedback • Discuss the significance of maintaining hygiene and dressing appropriately	DGT/VSQ/ N0101			T- 04:00
		11. Apprenticeships and Jobs	• Practice personal grooming strategies • Illustrate the use of online platforms for job hunting • Detail the concept of Apprenticeship • Demonstrate how to enroll for Apprenticeship programs. • Draft a professional Curriculum Vitae (CV) • Role play a mock interview	DGT/VSQ/ N0101			T- 02:00

Annexure II

CRITERIA FOR ASSESSMENT OF TRAINEES

For updated Assessment criteria please refer to Qualification Pack of this Job role available at https://www.nqr.gov.in/

Assessment Criteria for CSDCI- Assistant False Ceiling & Dry Wall Installer	
Job Role	Assistant False Ceiling & Dry Wall Installer
Qualification Pack	CON/Q01103
Sector Skill Council	Construction

S. No.	Guidelines for Assessment
1.	Criteria for assessment for each Qualification File 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 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 this criterion
6.	To pass a QP, a trainee should score an average of 70% across generic NOS' and a minimum of 70% for each technical NOS
7.	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification File.

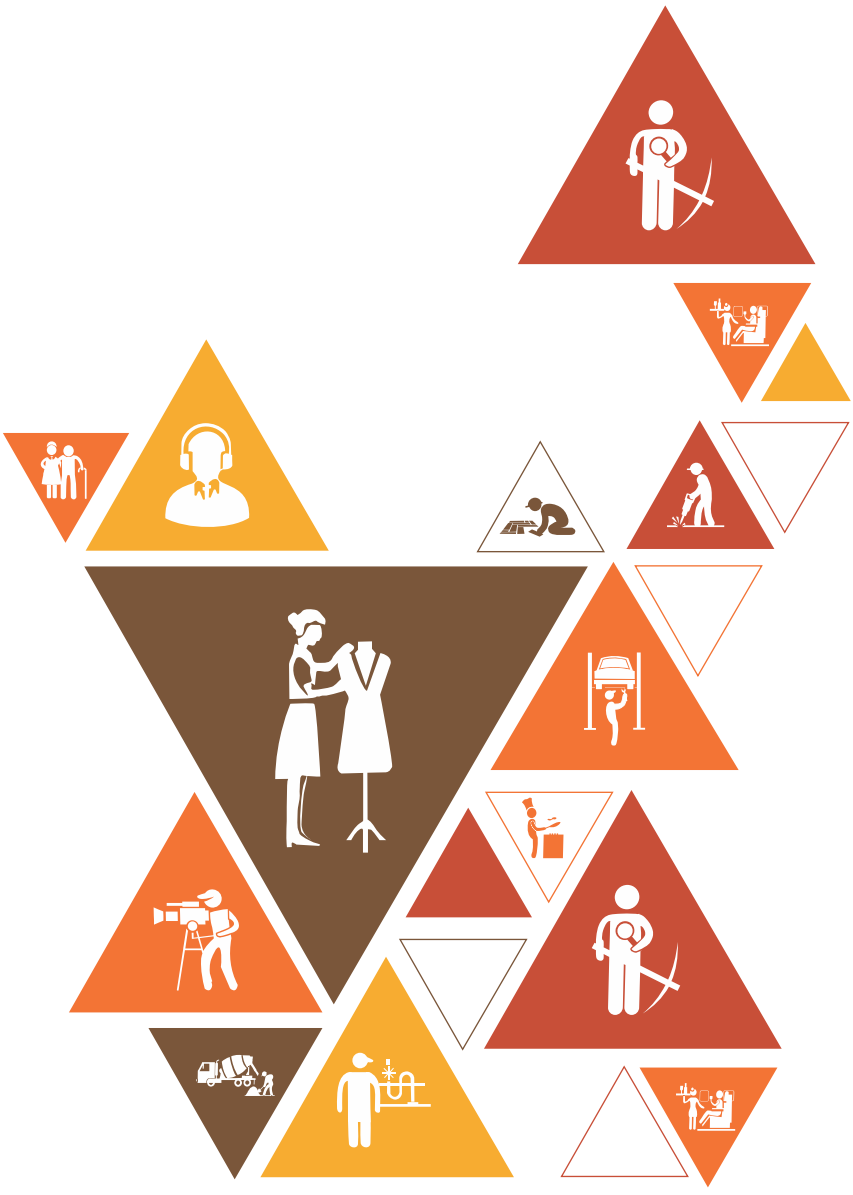
National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
CON/N0101.Erect and dismantle temporary scaffold up to 3.6 meter height	30	70	-	-	100	12
CON/N1105.Identify, handle and use hand and power tools relevant to installation of false ceiling and dry walls	30	70	-	-	100	15
CON/N1106.Measure, mark and cut the gypsum, plaster, fiber and composite boards for false ceiling and dry wall installation	30	70	-	-	100	25
CON/N1107.Fix the dry walls board with fasteners for installing dry wall sheets on walls	30	70	-	-	100	25
CON/N8001.Work effectively in a team to deliver desired results at the workplace	30	70	-	-	100	8
CON/N9001.Work according to personal health, safety and environment protocol at construction site	30	70	-	-	100	10
DGT/VSQ/N0101-Employability Skills (30 Hours)	20	30	-	-	50	5
Total	170	380	-	-	550	100

Annexure III

QR Codes –Video Links

Chapter Name	Unit Name	Topic Name	URL	QR Code
Chapter 1: Introduction to Assistant False Ceiling & Dry Wall Installer	Unit 1.1: Introduction to Construction Industry	Construction Industry	https://youtu.be/nndLyZrGfWc	Construction Industry
		Types of Construction	https://youtu.be/1WVzo2UFyo8	Types of Construction
	Unit 1.2: Role and Responsibilities of a Assistant False Ceiling and Dry Wall Installer	Assistant false ceiling and dry wall installer	https://youtu.be/Tfz2pWR8K6M	Assistant false ceiling and dry wall installer
Chapter 2: Erect and dismantle temporary scaffold	Unit 2.1: Erect and dismantle a scaffold	Scaffolding	https://youtu.be/96shGh3rfXw	Scaffolding
		Uses of Scaffold	https://youtu.be/5Vj-MosphpY	Uses of Scaffold
		Scaffolding Erection and Dismantle	https://youtu.be/OKawvyUhUkA	Scaffolding Erection and Dismantle
		Safety Checks	https://youtu.be/AoDWOZE8Wb4	Safety Checks

Chapter Name	Unit Name	Topic Name	URL	QR Code
Chapter 3: Hand and power tools relevant to installation of false ceiling and dry wall	Unit 3.1 Hand and power tools used in false ceiling and dry wall installation	Hand and Power tools	https://youtu.be/nNh9wiKIAFE	Hand and Power tools
		Tools used in false ceiling installation	https://youtu.be/z8tDhkRmnMA	Tools used in false ceiling installation
		Tools used in dry wall installation	https://youtu.be/KpPb1sklA1E	Tools used in dry wall installatio



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Construction Skill Development Council

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Email: standards@csdcindia.org

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Price: ₹