Model Curriculum

QP Name: Associate Mason

QP Code: CON/Q0116

QP Version: 1.0

NSQF Level: 3

Model Curriculum Version: 1.0

Construction Skill Development Council of India|| Construction Skill Development Council of India (CSDCCI), CPB – 103 & 104, Block-4B, DLF corporate Park, Phase – III, MG Road Gurugram – 122002
Near Guru Dronacharya Metro Station

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Training Parameters

Sector	Construction Skill Development Council of India
Sub-Sector	Real Estate and Infrastructure Construction
Occupation	Masonry
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7122.0601
Minimum Educational Qualification and Experience	Grade 9 or Grade 8 with one year of (NTC/ NAC) after 8th or 8th grade pass with 1-year relevant experience or 5th Grade Pass with 4 years of relevant experience or Previous relevant Qualification of NSQF Level 2 with 1 year relevant experience or Previous relevant Qualification of NSQF Level 2.5 with 6 months relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	N/A
Next Review Date	N/A
NSQC Approval Date	N/A
QP Version	Version number 1.0
Model Curriculum Creation Date	15/02/2023
Model Curriculum Valid Up to Date	15/08/2023
Model Curriculum Version	Version number 1.0
Minimum Duration of the Course	210 hrs
Maximum Duration of the Course	210 hrs

Program Overview

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

Training Outcomes

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

- Use hand and power tools related to masonry work
- Assist in tiling and stone laying works
- Assist in concrete masonry works
- Carry out anti-termite treatment
- Carry out brick soling and Plain Cement Concrete (PCC)flooring
- Assist in Brick/ Block
- Assist in plastering works
- Fix doors and windows frames in room/cubical
- Interact and communicate effectively with co-workers, superiors and sub-ordinates across different teams
- Follow safety norms as defined by organization, adopt healthy and safe work practices.

Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
CON/N0105: *Handle and use hand and power tools related to masonry Work* **NOS Version No. 3.0** **NSQF Level 3**	**09:00 hrs**	**21:00**	**--**	**--**	**30:00 hrs**
Handle and use hand and power tools related to masonry Work	09:00 hrs	21:00	--	--	30:00 hrs
CON/N0106: *Assist in tiling, stone laying and concrete masonry works* **NOS Version No.3.0** **NSQF Level 3**	**09:00 hrs**	**21:00**	**--**	**--**	**30:00 hrs**
Assist in tiling, stone laying and concrete masonry works	09:00 hrs	21:00	--	--	30:00 hrs
CON/N0107: *Assist in brick/block work including fixing doors and windows and plastering works* **NOS Version No.3.0** **NSQF Level 3**	**09:00 hrs**	**21:00**	**--**	**--**	**30:00 hrs**
Assist in brick/block work including fixing doors and windows and plastering works	09:00 hrs	21:00	--	--	30:00 hrs
CON/N8001 *Work effectively in a team to*	**09:00 hrs**	**21:00**	**--**	**--**	**30:00 hrs**

deliver desired results at the work place **NOS Version No.10.0 NSQF Level 3**					
Interact and communicate effectively with co-workers, superiors and sub-ordinates across different teams	09:00 hrs	21:00	--	--	30:00 hrs
CON/N8002 Plan and organize work to meet expected outcomes ***NOS Version No. 7.0*** ***NSQF Level 3***	**09:00 hrs**	**21:00**	**--**	**--**	**30:00 hrs**
Prioritise activities and organise resources	09:00 hrs	21:00	--	--	30:00 hrs
CON/N9001 *Work according to personal health, safety and environment protocol at construction site* **NOS Version No.8.0 NSQF Level 3**	**09:00 hrs**	**21:00**	**--**	**--**	**30:00 hrs**
Follow safety norms as defined by organization, adopt healthy and safe work practices	09:00 hrs	21:00	--	--	30:00 hrs
DGT/VSQ/N0101: Employability Skills (30 Hours) NOS Version No.1.0 NSQF Level 3	**30:00 hrs**	**00:00**	**--**	**--**	**30:00 hrs**
Employability Skills	30:00 hrs	00:00	--	--	30:00 hrs
Total Duration	**84:00 hrs**	**126:00 hrs**	**--**		**210:00 hrs**

Module Details

Module 1: Handle and use hand and power tools related to masonry Work

Mapped to CON/N0105

Terminal Outcomes:

- Use hand and power tools related to masonry work

Duration: *09:00*	**Duration**: *21:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the process adopted for care and maintenance of hand and power tools used in masonry work • Explain the procedure for transferring of level • Enumerate the basic terminologies used in masonry works • Explain about the indent procedure.	• Identify various masonry related hand tools, power tools and equipment • Demonstrate the use of hand tools, power tools and equipment for the masonry work. • Demonstrate the checks required for the serviceability and safety of the tools • Use basic levelling devices such as water level, spirit level, auto level etc. to transfer level.
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements	
Trowel, Mason's hammer, String line, Jointers, Mallets, Wedges, Screeds, Floats, Bolster chisel, Spade, Measuring tape, Scale, Steel square, Power wet saws, Electric drills, Tile cutters, Vibrators, Grinders, Concrete mixer, Water level tube, Spirit level, Plumb bob, Safety helmets, Hand gloves, Safety shoes, Safety harness, Nose mask	

Module 2: Assist in tiling, stone laying and concrete masonry works

Mapped to CON/N0106

Terminal Outcomes:

- Assist in tiling and stone laying works
- Assist in concrete masonry works
- Carry out anti-termite treatment

Duration: *09:00*	**Duration**: *21:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the standard practices involved in tiling and stone laying works • Determine the location and orientation of tiling and stone laying works by interpreting the sketches. • Differentiate between different types of tiles based on their physical properties and application • Describe the standard practices involved in concreting works • Determine the location and orientation of concreting works by interpreting the sketches. • Describe the checks prior to and post concreting • State the basic properties of concrete including weight, slump, etc. and its batching according to the specified grade • Explain the technique of pouring of concrete in various structures • Discuss the procedure for compaction of concrete • Explain about the procedure adopted for concrete curing • Explain basic anti-termite treatment used at site • Describe the standard practices involved in brick soling and PCC flooring • Determine the location and orientation of PCC flooring works by interpreting the sketches. • Explain the process of brick soling and PCC flooring	• Compute dimensions by interpreting hand sketches and simple drawing. • Use basic tools and equipment related to tiling and stone laying works applying safe work practices. • Demonstrate transferring, handling and proper stacking of tiles, granite and stones • Demonstrate the checks of surface preparation prior to laying tiles/stones. • Demonstrate preparation of bed mortar, cement slurry and cement paste as per standard method • Demonstrate marking of dummy dots to the required thickness • Demonstrate the dry tile arrangement using spacers as per the design plan • Compute dimensions by interpreting hand sketches and simple drawing. • Use basic tools and equipment related to concreting works applying safe work practices • Demonstrate the checks of surface preparation prior to concreting works • Demonstrate the pouring and finishing of concrete in the form of layers • Demonstrate the compaction of concrete using vibrator or other appropriate tools • Demonstrate curing of finished concrete surface • Demonstrate the procedure of anti-termite treatment • Compute dimensions by interpreting hand sketches and simple drawing. • Demonstrate the pouring and finishing of concrete in in case of PCC flooring • Demonstrate the compaction of concrete using vibrator or other appropriate tools • Demonstrate brick soling works
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements	
Trowel, Mason's hammer, String line, Jointers, Mallets, Wedges, Screeds, Floats, Bolster chisel, Spade, Measuring tape, Scale, Steel square, Power wet saws, Electric drills, Tile cutters, Vibrators, Grinders, Concrete mixer, Water level tube, Spirit level, Plumb bob, Safety helmets, Hand gloves, Safety shoes, Safety harness, Nose mask	

Module 3: Assist in brick/block work including fixing doors and windows and plastering works

Mapped to CON/N0107

Terminal Outcome:

- Carry out brick soling and Plain Cement Concrete (PCC)flooring
- Assist in Brick/ Block
- Assist in plastering works
- Fix doors and windows frames in room/cubical

Duration: *09:00*	**Duration**: *21:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Determine the location and orientation of brick/block works by interpreting the sketches. • Explain different types of bonds in brickwork. • Describe the various types of mortar mixes required for block/ brick work • Discuss the various checks involved in brick/block work • Explain the process of setting out of the layout as per the given sketches • Describe the various types of mortar mix required for plastering work • Demonstrate various checks such as plumb check, surface finish, thickness, corners and squareness in plastering work • Determine the location and orientation of doors and windows by interpreting the sketches. • Describe the standard size of door/ window used in building construction • Explain about various materials and fittings used in door and window fixing	• Use different types of masonry tools and equipment applying safe work practices • Compute dimensions by interpreting hand sketches and simple drawing • Use basic levelling devices such as water level, spirit level etc. for transferring level • Demonstrate preparation of cement mortar in required mix ratio • Demonstrate fixing brick in position as per alignment and prescribed bond pattern (such as English and Flemish bond) • Identify different types of plastering tools and equipment • Interpret hand sketches and simple drawings for obtaining required dimensions and plastering specification • Demonstrate transferring of levels using levelling devices such as water level, spirit level • Demonstrate preparation of cement mortar for plastering works • Demonstrate marking of dummy dots for plastering works • Compute dimensions by interpreting hand sketches and simple drawing • Demonstrate fixing of door and window frames using appropriate levelling tools and supports
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements	
Trowel, Mason's hammer, String line, Jointers, Mallets, Wedges, Screeds, Floats, Bolster chisel, Spade, Measuring tape, Scale, Steel square, Power wet saws, Electric drills, Tile cutters, Vibrators, Grinders, Concrete mixer, Water level tube, Spirit level, Plumb bob, Safety helmets, Hand gloves, Safety shoes, Safety harness, Nose mask	

Module 4: Interact and communicate effectively with co-workers, superiors and sub-ordinates across different teams

Mapped to CON/N8001

Terminal Outcome:

- 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.

Duration: *09:00*	**Duration**: *21:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Interpret work sketches construction painting works formats, permits, protocols, checklists etc. • Interpret scope of construction painting works. • Explain effect and benefit of timely actions relevant to construction painting works with examples. • Explain importance of team work and its effects relevant to construction painting works with examples. • 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. • Demonstrate effective reporting to seniors as per applicable organisational norms. • Instruct subordinates in a clear and precise manner with respect to construction painting works. • Demonstrate team work during assigned task.
Classroom Aids:	
Black/White board, marker, Projector/LED Monitor, Computer, Trade specific charts, Safety tags, Safety Notice board, registers and other teaching aids	
Tools, Equipment and Other Requirements	
N/A	

Module 5: Prioritise activities and organise resources

Mapped to CON/N8002

Terminal Outcomes:

- Demonstrate prioritizing of work activities to achieve the desired productivity.
- Demonstrate organizing of resources as per work plan prior to commencement of work.

Duration: *09:00*	**Duration**: *21:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain methods to upkeep, store and stack tools, materials used for domain specific works. • Explain the process of planning of the given tasks and activities relevant to the trade/job role within defined scope and duration. • Explain the procedure adopted for prioritizing an activity and sequencing of activities. • Explain the work plan and flow of activities in sequence for the assigned work. • Explain basic concept of labour productivity and work productivity. • Explain requisition of resources, reporting for requirement of resources orally and in written to concerned authority. • Explain how to minimise wastage of resources. • Explain the plan for waste collection and disposal after task.	• Identify the work target and plan activities to achieve the desired productivity. • Demonstrate requisition of resource citing an example. • Demonstrate the planning for various activities relevant to task as per the scope and schedule. • Demonstrate how to organise the required tool, manpower and material resources for the assigned task. • Select required quantity of materials, tools or devices for defined work activities. • Demonstrate how to prioritize all works/ activities to maximise output. • Demonstrate optimum use of resources while performing domain specific work activities. • Demonstrate waste collection and disposal as per organisational norms. • Demonstrate completion of work within stipulated time and plan.
Classroom Aids:	
Black/White board, marker, Projector/LED Monitor, Computer, Trade specific charts, Safety tags, Safety Notice board, registers and other teaching aids	
Tools, Equipment and Other Requirements	
N/A	

Module 6: Follow safety norms as defined by organization, adopt healthy and safe work practices

Mapped to CON/N9001

Terminal Outcome:

- Identify various hazards at construction site.
- Use PPE's relevant to construction painting task.
- Perform safe waste disposal at construction site.

Duration: *09:00*	**Duration**: *21:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the types of hazards at the construction sites and identify the hazards specific to the construction painting work. • Recall the safety control measures and actions to be taken under emergency situation. • Explain the classes of fire and types of fire extinguishers. • Explain the importance of participation of workers in safety drills. • Explain the reporting procedure to the concerned authority in case of emergency situations. • Describe the standard procedure for handling, storing and stacking of material, tools, equipment and accessories. • Explain different types of waste generated at construction site including their disposal method. • Explain the purpose and importance of vertigo test. • List out basic medical tests required for working at construction site. • Explain the types and benefits of basic ergonomic principles, which should be adopted while carrying out specific task at the construction sites. • Explain the importance of housekeeping works.	• Demonstrate the operating procedure of the fire extinguishers. • Demonstrate different methods involved in providing First aid to the affected person • Use PPEs as per work requirements during construction painting job. • Demonstrate vertigo test. • Demonstrate safe waste disposal practices followed at construction site. • Demonstrate safe housekeeping practices.
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements	
Safety Helmets, Face shield, Overalls, Knee pads, Safety shoes, Safety belts, Safety harness, Safety Gloves, Safety goggles, Particle masks, Ear Plugs, Reflective jackets, Fire Extinguisher, Fire prevention kit, First Aid box, Safety tags, Safety Notice board	

Module 7: Employability Skills

Mapped to DGT/VSQ/N0101

Terminal Outcome:

- 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

Duration: *30:00*	**Duration**: *00:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the importance of Employability Skills in meeting the job requirements • Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen. • Show how to practice different environmentally sustainable practices • Discuss 21st century skills. • Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations. • Use appropriate basic English sentences/phrases while speaking • Demonstrate how to communicate in a well -mannered way with others. • Demonstrate working with others in a team • Show how to conduct oneself appropriately with all genders and PwD • Discuss the significance of reporting sexual harassment issues in time • Discuss the significance of using financial products and services safely and securely. • Explain the importance of managing expenses, income, and savings. • Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws • Show how to operate digital devices and use the associated applications and features, safely and securely • Discuss the significance of using internet for browsing, accessing social media platforms,	

safely and securely • Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges • Differentiate between types of customers • Explain the significance of identifying customer needs and addressing them • Discuss the significance of maintaining hygiene and dressing appropriately • Create a biodata • Use various sources to search and apply for jobs • Discuss the significance of dressing up neatly and maintaining hygiene for an interview • Discuss how to search and register for apprenticeship opportunities	
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements	
Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below), UPS, Scanner cum Printer, Computer Tables, Computer Chairs, LCD Projector, White Board 1200mm x 900mm	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
Post-Graduation/Graduation in Engineering	M. Tech in Civil/B. Tech in civil	Half Year	Civil Engineering	0	Civil Engineering	As a pre-requisite for new entrant, no prior experience in training /assessment is mandatory. However, if someone with prior experience in requisite domain joins, experience will be measured in terms of relevant industry experience
Diploma	Diploma in Civil	One year	Civil Engineering	0	Civil Engineering	
Graduation/ Ex. Army /ITI /12th pass	General B.A./B.Sc./ Graduation certificate from Army/ITI certificate in relevant trade/12th pas	Two years	Working as Mason/ masonry domain /supervisory work of masonry domain	0	Working as Mason/ masonry domain /supervisory work of masonry domain	

Trainer Certification	
Domain Certification	**Platform Certification**
Trainer- 70 % in each NOS of Qualification Pack “CON/Q0506 v 2.0” & 80% overall ,	Trainers - 70% in each NOS of Qualification Pack “MEP/Q2601 v2.0”and 80% overall.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
Post-Graduation/Graduation in Engineering	M. Tech in Civil/B. Tech in civil	One year	Civil Engineering	0	Civil Engineering	As a pre-requisite for new entrant, no prior experience in training /assessment is mandatory. However if someone with prior experience in requisite domain joins, experience will be measured in terms of relevant industry experience
Diploma	Diploma in Civil	Two years	Civil Engineering	0	Civil Engineering	
Graduation/ Ex. Army /ITI /12th pass	General B.A./B.Sc./ Graduation certificate from Army/ITI certificate in relevant trade/12th pass	Three years	Working as Mason/ masonry domain /supervisory work of masonry domain	0	Working as Mason/ masonry domain /supervisory work of masonry domain	

Assessor Certification	
Domain Certification	**Platform Certification**
Assessor- 70% in each NOS of Qualification Pack "CON/Q0506 v 2.0" & 80% overall	Assessor-80% in each NOS of Qualification Pack "MEP/Q2701 v2.0", and overall 80%

Assessment strategy

Assessment system Overview

Assessment is done through CSDCI affiliated Assessment Agencies. Assessors are trained & certified by CSDCI after training of assessors program. Assessments is conducted to gauge and assess the trainee's skill and knowledge competency in the specified areas. The assessment will have both theory and practical components in 30:70 ratio for Associate Mason job role.

During the practical task, trainees are assessed on their workmanship, quality of finished product and time management. They will be graded for all their assessments based on the approved assessment strategy which is signed off by CSDCI. The Assessor submits an assessment plan to CSDCI prior to assessments.

The assessment plan contains the following information:

- What will be assessed, i.e. the competency based on each NOS based on theory and practical questions
- How assessment will occur i.e. methods of assessment
- When the assessment will occur
- duration of assessment
- Where the assessment will take place i.e. context of the assessment (workplace/simulation)
- The criteria for decision making i.e. those aspects that will guide judgments and
- Where appropriate, any supplementary criteria used to make a judgment on the level of performance.

Testing Environment

Training partner shares the batch start date and end date, number of trainees and the job role.

Assessment will be fixed for a day after the end date of training. It could be next day or later. Assessment will be conducted at the training venue/test center.

The knowledge/theory assessments is conducted with proper seating arrangements with enough space between the candidates to prevent copying.

Question set for theory and practical will be distributed to each candidate by the Assessor. Theory testing will include multiple choice questions, pictorial question, etc. which will test the trainee on his theoretical knowledge of the subject. The skill /practical assessments will be conducted in the approved test centers. The training provider will ensure adequate tools and materials are available to conduct the practical test.

If number of candidates are more than 30, more assessors will be organized on same day to complete the assessment.

The assessment has to comprise of two components, namely:
1. Knowledge assessment (theory/viva assessment)
2. Skill assessment (practical/hands-on skill assessment)

Mode of assessment

1. Demonstration/Practical for Performance /Skill Assessment
2. Synoptic multiple choice question test } For Knowledge Assessment
3. Viva }

Performance/skill assessment: The performance/skill assessment will be conducted through demonstration/practical

For the practical test trainees are assessed through a given task, which they have to complete correctly for them to be marked as passed.

The assessment is conducted in a simulated working environment. Due to this fact, the assessors must

note that the naturally occurring evidence of competence is unavailable or infrequent. Simulation must be undertaken in a Realistic Working Environment which provides an environment that replicates the key characteristics of the workplace in which the skill to be assessed is normally employed**.**

Knowledge Assessment: The knowledge assessments are conducted through written test/ viva.

Synoptic test is used for this. It is an MCQ (Multiple Choice Question) test which are prepared externally and externally marked, meaning by agency having no link with training partners. The test may be conducted by the assessor in the oral mode, if required, considering the lack of reading and comprehending acumen (skills) of trainees. In such cases, the assessor will mention it on top of the MCQ submitted to CSDCI.

The assessment strategy, weightage and duration of assessment for Associate Mason is summarized below

Assessment Type	**Formative or Summative**	**Strategies**	**Weightage**	**Duration** **(hours)**
Knowledge	Summative	MCQ/Viva	30	1.0
skill	Summative	Structured practical task	70	5.0

Assessment Quality Assurance framework

CSDCI has developed assessment criteria framework for each Qualification pack as per National Occupational Standards. The criteria framework includes weightages/marks for each criteria under knowledge and skill. The criteria ensures quality assurance as it ensures valid, consistent and fair assessments at all locations. Issued to the affiliated Assessment body. The Assessment body develop questions based on CSDCI issued assessment criteria.

Evidences in the form of answer sheets in case of knowledge assessments are collected. For skill assessments videos and photographs are prepared as evidence. These are submitted by the assessor to the assessment agency. CSDCI does random checks of the same with the participant/ trainee's ID and ascertains authenticity and validity of assessments.

The training partner will intimate the time of arrival of the assessor and time of leaving the venue. Random spot checks/audit is conducted by CSDCI to monitor assessment.

Methods of Validation

Unless the trainee is registered, the person cannot undergo assessment. To further ensure that the person registered is the person appearing for assessment, ID verification is carried out. Aadhar card number is part of registering the candidate for training. This forms the basis of further verification during the assessment.

Assessor conducts the assessment through theory and practical questions developed in accordance with the assessment criteria and guidelines issued by CSDCI. This too is verified by random audits carried out by CSDCI.

Evidences for assessments are to be collected and submitted to CSDCI for verification as per demand.

Assessment agency is responsible to put details in SIP. CSDCI will also validate the data and result received from the assessment agency.

Method of assessment documentation and access

The assessment agency will upload the result of assessment in the portal. The data will not be accessible for change by the assessment agency after the upload. The assessment data will be validated by CSDCI assessment team. After upload, only CSDCI can access this data.
CSDCI approves the results within five days after which results are uploaded on SIP by Assessment Agency.

References

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do **upon the completion of the training**.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do **upon the completion of a module.** A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
CSDCI	Construction Skill development Council of India
MCQ	Multiple Choice Question