



# Model Curriculum

**QP Name: Assistant Surveyor**

**QP Code: CON/Q0901**

**QP Version: 3.0**

**NSQF Level: 2**

**Model Curriculum Version: 2.0**

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  
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# Table of Contents

Training Parameters.....	3
Program Overview .....	4
Training Outcomes.....	4
Compulsory Modules.....	4
Module Details.....	6
Module 1: Introduction to Assistant surveyor job role.....	6
Module 2: Handle and store tools and instruments used in surveying.....	7
work as per the instructions .....	7
Module 3: Provide support in various surveying works .....	8
Module 4: Communicate effectively at workplace.....	9
Module 5: Follow safety norms as defined by organization, adopt healthy and safe work practices .	10
Module 6: Employability Skills (30 Hours) .....	12
Annexure.....	14
Trainer Requirements .....	14
Assessor Requirements.....	15
Assessment strategy .....	16



# Training Parameters

<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure Construction
<b>Occupation</b>	Surveying
<b>Country</b>	India
<b>NSQF Level</b>	2
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/2165.9900
<b>Minimum Educational Qualification and Experience</b>	Ability to read and write
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	17/11/2022
<b>Next Review Date</b>	31/03/2025
<b>NSQC Approval Date</b>	31/03/2025
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	17/11/2022
<b>Model Curriculum Valid Up to Date</b>	31/03/2025
<b>Model Curriculum Version</b>	2.0
<b>Minimum Duration of the Course</b>	270 hrs
<b>Maximum Duration of the Course</b>	270 hrs



# Program Overview

## Training Outcomes

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

- Identify and handle various tools and instruments used in surveying.
- Demonstrate handling, storing and stacking of surveying tools, instruments and materials.
- Explain the standard procedures of levelling, linear and angular measurements.
- Demonstrate placement and fixing of tripod.
- Demonstrate initial setup and fixing of staff for angular measurement and levelling.
- Demonstrate layout marking for setting out.
- 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.
- Demonstrate practices sensitive to disabilities (physical, mental, intellectual or sensory impairment), cultural diversity and gender neutrality
- Identify various hazards at construction site.
- Use PPE's relevant to surveying works.
- Perform safe waste disposal at construction site.
- Demonstrate the activities to check the spread of infection as per medical/ organizational guidelines

## Compulsory Modules

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

NOS and Module Details	Theory Duration (Hrs)	Practical Duration (Hrs)	On-the-Job Training Duration (Mandatory) (Hrs)	On-the-Job Training Duration (Recommended) (Hrs)	Total Duration (Hrs)
<b>CON/N0901: Handle and store tools and instruments used in surveying work as per the instructions</b> NOS Version No. 3.0 NSQF Level 2	18:00	42:00	--	--	60:00
<b>Introduction to Assistant surveyor job role</b>	08:00	00:00	--	--	08:00
<b>Handle tools and instruments used in surveying</b>	10:00	42:00	--	--	52:00
<b>CON/N0902: Provide support in various surveying works</b> NOS Version No. 3.0 NSQF Level 2	24:00	96:00	--	--	120:00



<b>Provide support in surveying works</b>	<b>24:00</b>	<b>96:00</b>	--	--	<b>120:00</b>
<b>CON/N8001-Work effectively in a team to deliver results at a construction site NOS Version No.11.0 NSQF Level 3</b>	<b>09:00</b>	<b>21:00</b>	--	--	<b>30:00</b>
<b>Communicate effectively at workplace</b>	<b>09:00</b>	<b>21:00</b>	--	--	<b>30:00</b>
<b>CON/N9001-Work according to personal health, safety and environment protocol at construction site NOS Version No.9.0 NSQF Level 2</b>	<b>09:00</b>	<b>21:00</b>	--	--	<b>30:00</b>
<b>Follow safety norms as defined by organization, adopt healthy and safe work practices</b>	<b>09:00</b>	<b>21:00</b>	--	--	<b>30:00</b>
<b>DGT/VSQ/N0101: Employability Skills NOS Version No.1.0 NSQF Level 2</b>	<b>30:00</b>	<b>00:00</b>	--	--	<b>30:00</b>
<b>Employability Skills</b>	<b>30:00</b>	<b>00:00</b>	--	--	<b>30:00</b>
<b>Total Duration</b>	<b>90:00</b>	<b>180:00</b>	--	--	<b>270:00</b>



# Module Details

## Module 1: Introduction to Assistant surveyor job role Mapped to CON/N0901, v 3.0

### Terminal Outcomes:

- Explain the role and responsibilities of Assistant surveyor.
- Identify the career progression for the Assistant surveyor.

<b>Duration:</b> 08:00	<b>Duration:</b> 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"><li>• Discuss the roles and responsibilities of an assistant surveyor.</li><li>• Explain expected personal attributes required in surveying occupation.</li><li>• Discover future possible progression and career development options of an assistant surveyor.</li></ul>	
<b>Classroom Aids:</b>	
Black/White board, Projector/LED Monitor, Computer, Register, Trade specific charts and other teaching aids	
<b>Tools, Equipment and Other Requirements</b>	
NA	



## Module 2: Handle and store tools and instruments used in surveying work as per the instructions

*Mapped to CON/N0901, v 3.0*

### Terminal Outcomes:

- Identify and handle various tools and instruments used in surveying.
- Demonstrate handling, storing and stacking of surveying tools, instruments and materials.

<b>Duration: 10:00</b>	<b>Duration: 42:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List various tools and accessories such as chains, tapes, offsets, poles, compass, pegs etc. used in chain and compass surveying</li> <li>• Explain the purpose and area of applications of linear measurement instruments.</li> <li>• List the various level and bearing measuring instruments such as dumpy level, auto level, tilting level etc.</li> <li>• Explain the process and use of levelling accessories such as levelling staff, arrows and pegs.</li> <li>• List various level and angle measuring instruments like tachometer, theodolite, total station etc.</li> <li>• Explain the standard handling of various surveying instruments and materials used in linear, angular, level and bearing measurement.</li> </ul>	<ul style="list-style-type: none"> <li>• Classify various instruments types of surveying instruments such as linear, level and bearing measurement instruments etc.</li> <li>• Demonstrate handling of chains and tapes for precise reading.</li> <li>• Demonstrate handling of offsets, levelling equipment, angles, angle measuring instruments and other tools and accessories used in surveying works.</li> <li>• Demonstrate handling of miscellaneous instruments such as those used in GPS, photogrammetry and transit surveys.</li> <li>• Demonstrate storing and stacking of surveying tools and instruments.</li> <li>• Demonstrate handling, stacking and storing different surveying materials such as lime, strings, hurdles, paints etc. as per standard practices/instructions.</li> </ul>
<b>Classroom Aids:</b>	
Black/White board, marker, Projector/LED Monitor, Computer, Trade specific charts, Safety tags, Safety Notice board, registers and other teaching aids	
<b>Tools, Equipment and Other Requirements</b>	
chains , tapes, offsets, poles, compass, dumpy level, auto level, tilting level, tripods, levelling staff, arrows, Pegs, Tachometer, Theodolite, Total station, lime, strings, hurdles , paints	



## Module 3: Provide support in various surveying works

Mapped to CON/N0902, v3.0

### Terminal Outcomes:

- Explain the standard procedures of levelling, linear and angular measurements.
- Demonstrate placement and fixing of tripod.
- Demonstrate initial setup and fixing of staff for angular measurement and levelling.
- Demonstrate layout marking for setting out.

<b>Duration: 24:00</b>	<b>Duration: 96:00</b>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Explain selection of tripods based upon the instrument to be used.</li> <li>• Describe importance of placing the tripod at the exact location of marking.</li> <li>• Explain standard procedure for linear and angular measurements.</li> <li>• List different types of staffs to be used for different types of instruments.</li> <li>• Describe different method of holding the staff.</li> <li>• Explain standard procedure for marking various points and symbols for layout, using paint.</li> <li>• Explain procedure for setting out using hurdles/profiles for layout marking.</li> <li>• Explain procedures for installing hurdles and profiles for setting out.</li> <li>• Describe importance of correct setting out.</li> <li>• Explain the process of marking layout for excavation using lime.</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate selection and shifting of tools and materials to the instructed location.</li> <li>• Demonstrate placing and fixing of tripod on the marked location.</li> <li>• Demonstrate unfolding of the chain as per standard practices.</li> <li>• Demonstrate liner measurements of distances using chains, ranging rods and arrows, while properly interpreting the hand signals.</li> <li>• Demonstrate initial setting up of instruments and fixing of staff for capturing reading in angular measurement and levelling.</li> <li>• Demonstrate the process of setting out — marking points of layout and installing hurdles, marking grids and connecting hurdles —as per layout/work plan.</li> <li>• Demonstrate marking of layout for excavation using lime.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Black/White board, marker, Projector/LED Monitor, Computer, Trade specific charts, Safety tags, Safety Notice board, registers and other teaching aids</p>	
<p><b>Tools, Equipment and Other Requirements</b></p> <p>chains , tapes, offsets, poles, compass, dumpy level, auto level, tilting level, tripods, levelling staff, arrows, Pegs, Tachometer, Theodolite, Total station, lime, strings, hurdles , paints</p>	





## Module 4: Communicate effectively at workplace

Mapped to CON/N8001, v11.0

### Terminal Outcomes:

- 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.
- Demonstrate practices sensitive to disabilities (physical, mental, intellectual or sensory impairment), cultural diversity and gender neutrality.

<b>Duration: 09:00</b>	<b>Duration: 21:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the effects and benefits of timely actions relevant to the task at hand with examples.</li> <li>• Explain the importance of teamwork and its effects relevant to the task at hand with examples.</li> <li>• Explain the importance of proper and effective communication and its adverse effects in case of failure of proper communication.</li> <li>• Discuss about gender and its related concept: gender equality, gender equity (group work)</li> <li>• Discuss different types of disabilities (physical, mental, intellectual or sensory impairment).</li> <li>• Discuss the activities sensitive to the cultural diversity, disabilities and gender neutrality at the workplace.</li> <li>• Discuss the basic rules and regulations related to gender sensitivity, disabilities, and cultural diversity, with their impact on operations of a workplace.</li> <li>• Discuss how to take initiative in resolving issues among co-workers in a given situation.</li> <li>• Discuss reporting procedure followed at the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply effective communication skills while interacting with co-workers, trade seniors and others during the assigned task.</li> <li>• Use appropriate writing skills and verbal communication reporting as per commonly acceptable organisational norms.</li> <li>• Demonstrate teamwork skills during assigned task.</li> <li>• Demonstrate acceptable interpersonal transactions with individuals having disabilities (physical, mental, intellectual or sensory impairment) or cultural diversity.</li> <li>• Demonstrate the process modifications required to make the workplace free from gender biases.</li> </ul>
<b>Classroom Aids:</b>	
Black/White board, marker, Projector/LED Monitor, Computer, Trade specific charts, Safety tags, Safety Notice board, registers and other teaching aids	
<b>Tools, Equipment and Other Requirements</b>	
N/A	



## Module 5: Follow safety norms as defined by organization, adopt healthy and safe work practices

*Mapped to CON/N9001, v.9.0*

### Terminal Outcome:

- Identify various hazards at construction site.
- Use PPE's relevant to surveying task.
- Perform safe waste disposal at construction site.
- Demonstrate the activities to check the spread of infection as per medical/ organizational guidelines.

Duration: 09:00	Duration: 21:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the types of hazards at the construction sites and identify the hazards specific to the domain related works.</li> <li>• Recall the safety control measures and actions to be taken under emergency situation.</li> <li>• Explain the classes of fire and types of fire extinguishers.</li> <li>• Explain the importance of participation of workers in safety drills.</li> <li>• Explain the reporting procedure to the concerned authority in case of emergency situations.</li> <li>• Describe the standard procedure for handling, storing and stacking of material, tools, equipment and accessories.</li> <li>• Explain different types of waste at construction sites and their disposal method.</li> <li>• Explain the purpose and importance of vertigo test at construction site.</li> <li>• List out basic medical tests required for working at construction site.</li> <li>• Explain the types and benefits of basic ergonomic principles, which should be adopted while carrying out specific task at the construction sites.</li> <li>• Explain the importance of housekeeping works.</li> <li>• List different types of infectious disease that can spread/ originate at a construction site</li> <li>• Discuss the ways of transmission of the various infectious disease.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the operating procedure of the fire extinguishers.</li> <li>• Demonstrate use of PPEs as per work requirements.</li> <li>• Demonstrate vertigo test.</li> <li>• Demonstrate safety techniques to be adopted in case of accidents.</li> <li>• Demonstrate safe waste disposal practices followed at construction site.</li> <li>• Demonstrate safe housekeeping practices.</li> <li>• Demonstrate the practices to maintain personal hygiene, workplace hygiene and site/ workplace sanitization.</li> <li>• Demonstrate the methods to clean and disinfect all materials, tools and supplies before and after use.</li> <li>• Demonstrate the procedure to report to the concerned authority regarding the outbreak/ hazard of any infectious disease/ pandemic.</li> </ul>



- Explain the methods to check the spread of the infectious disease.
- Describe the symptoms and cure of the various infectious disease.

**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**

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 6: Employability Skills (30 Hours)

Mapped to DGT/VSQ/N0101- v1.0

**Duration: 30:00**

### Key Learning Outcomes

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

After completing this programme, participants will be able to:

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

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

2. Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.
3. Show how to practice different environmentally sustainable practices.

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

4. Discuss 21st century skills.
5. Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations.

#### Basic English Skills Duration: 2 Hours

6. Use appropriate basic English sentences/phrases while speaking

#### Communication Skills Duration: 4 Hours

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

#### Diversity & Inclusion Duration: 1 Hour

9. Show how to conduct oneself appropriately with all genders and PwD
10. Discuss the significance of reporting sexual harassment issues in time

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

11. Discuss the significance of using financial products and services safely and securely.
12. Explain the importance of managing expenses, income, and savings.
13. Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws

#### Essential Digital Skills Duration: 3 Hours

14. Show how to operate digital devices and use the associated applications and features, safely and securely
15. Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely

#### Entrepreneurship Duration: 7 Hours

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

#### Customer Service Duration: 4 Hours

17. Differentiate between types of customers
18. Explain the significance of identifying customer needs and addressing them



19. Discuss the significance of maintaining hygiene and dressing appropriately

**Getting Ready for apprenticeship & Jobs Duration: 2 Hours**

20. Create a biodata
21. Use various sources to search and apply for jobs
22. Discuss the significance of dressing up neatly and maintaining hygiene for an interview
23. Discuss how to search and register for apprenticeship opportunities



# 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	6 months	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/surveying	One	Civil Engineering	0	Civil Engineering	
Graduation/ Ex. Army /ITI /12 <sup>th</sup> pass	General B.A./B.Sc./ Graduation certificate from Army/ITI certificate in relevant trade/12 <sup>th</sup> pass	Two	Working as surveyor/surveying domain	0	Working as surveyor/surveying domain	

Trainer Certification	
Domain Certification	Platform Certification
70 % in each NOS of Qualification Pack "Assistant Surveyor CON/Q0901 v3.0" & 80% overall.	80% in each NOS of Qualification Pack "Trainer (VET and Skills) 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	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/surveying	Two	Civil Engineering	0	Civil Engineering	
Graduation/ Ex. Army /ITI /12 <sup>th</sup> pass	General B.A./B.Sc./ Graduation certificate from Army/ITI certificate in relevant trade/12 <sup>th</sup> pass	Three	Working as surveyor/surveying domain	0	Working as surveyor/surveying domain	

Assessor Certification	
Domain Certification	Platform Certification
70% in each NOS of Qualification Pack "Assistant Surveyor CON/Q0901 v3.0 " & 80% overall	80% in each NOS of Qualification Pack "Assessor (VET and Skills)MEP/Q2701, v2.0"and overall 80%.



## Assessment strategy

### Assessment system Overview

Assessment is done through CSDCI affiliated Assessment Body. Assessors are trained & certified by CSDCI after a 10-day training of assessor's 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 20:80 ratio for assistant surveyor 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 are 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 Assessment agency/ Assessor will ensure adequate tools and materials are available to conduct the practical test.

The theory and practical assessments will be carried out on same day. If number of candidates are more than 20, 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
  3. Viva
- } For Knowledge Assessment

**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 assistant surveyor is summarized below:

Assessment Type	Formative or Summative	Strategies	Weightage	Duration (hours)
Knowledge	Summative	MCQ/Viva	20	1.0
skill	Summative	Structured practical task	80	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. This 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.