Model Curriculum

QP Name: Helper Facade Installer

QP Code: CON/Q1102

Version: 3.0

NSQF Level: 2.0

Model Curriculum Version: 3.0

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

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Training Parameters

Sector	Construction
Sub-Sector	Real Estate and Infrastructure Construction
Occupation	Interior & Exterior Finishes
Country	India
NSQF Level	2.0
Aligned to NCO/ISCO/ISIC Code	NCO-2015/9313.9900
Minimum Educational Qualification and Experience	No formal education prescribed OR Ability to read and write
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	31/08/2023
Next Review Date	29/02/2024
NSQC Approval Date	31/08/2023
QP Version	3.0
Model Curriculum Creation Date	31/08/2023
Model Curriculum Valid Up to Date	29/02/2024
Model Curriculum Version	3.0
Minimum Duration of the Course	240 Hours
Maximum Duration of the Course	240 Hours

Program Overview

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

Training Outcomes

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

- Demonstrate safe handling, shifting and of storing façade installation materials, tools and equipment.
- Demonstrate how to erect and dismantle temporary scaffolds up to a moderate height.
- Demonstrate the cleaning of panels and joints.
- Demonstrate the application of the appropriate type of primer on porous and non-porous joints in façade installation.
- Demonstrate the use of appropriate tools and equipment in material handling, cleaning of joints and panels, and the installation of the façade.
- Explain the applicable measures to ensure health and safety at construction sites.
- Explain the appropriate employability skills.

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/N1103: Handle, shift and store tools, equipment and materials for façade installation **NOS Version- 3.0** **NSQF Level- 2.0**	**20:00**	**40:00**	**0:00**	**00:00**	**60:00**
Module 1: Introduction to the role of Helper Facade Installer	05:00	00:00	0:00	00:00	05:00
Module 2: Handling, shifting and storing façade installation tools, equipment and materials	15:00	40:00	0:00	00:00	55:00
CON/N1104: Clean panels and joints and apply primer on joints during façade installation **NOS Version- 3.0** **NSQF Level- 2.0**	**20:00**	**10:00**	**30:00**	**00:00**	**60:00**

Module 3: Cleaning panels and joints and application of primer on joints	20:00	10:00	30:00	00:00	60:00
CON/N0101: Erect and dismantle temporary scaffold up to 3.6-meter height **NOS Version- 7.0** **NSQF Level- 3**	**15:00**	**45:00**	**00:00**	**00:00**	**60:00**
Module 4: Process of Erecting and Dismantling Temporary Scaffold Up to 3.6-meter height	15:00	45:00	00:00	00:00	60:00
CON/N9001: Work according to personal health, safety and environment protocols at construction site **NOS Version- 10.0** **NSQF Level- 4**	**05:00**	**25:00**	**0:00**	**00:00**	**30:00**
Module 5: Work according to personal health, safety and environment protocols at construction site	05:00	25:00	0:00	00:00	30:00
DGT/VSQ/N0101: Employability Skills **NOS Version- 1.0** **NSQF Level- 2**	**30:00**	**00:00**	**0:00**	**00:00**	**30:00**
Module 6: Employability Skills	30:00	00:00	0:00	00:00	30:00
Total Duration	**90:00**	**120:00**	**30:00**	**00:00**	**240:00**

Module Details

Module 1: Introduction to the role of Helper Facade Installer

Mapped to CON/N1103 v3.0

Terminal Outcomes:

- Discuss the job role of a Helper Facade Installer.

Duration: 05:00	**Duration: 0:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the size and scope of the Construction industry and its sub-sectors. • Discuss the role, responsibilities and personal attributes of a Helper Facade Installer. • Identify the employment and career progression opportunities for a Helper Facade Installer.	
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	

Module 2: Handling, shifting and storing façade installation tools, equipment and materials

Mapped to CON/N1103 v3.0

Terminal Outcomes:

- Explain the selection and storage of relevant tools, equipment and materials for façade installation.
- Demonstrate the appropriate material handling, shifting and storage processes.

Duration: 15:00	Duration: 40:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List the relevant tools, equipment and consumables required for façade installation. • List different types of frame members relevant to façade installation. • Describe the process of collecting, shifting and storing the required façade installation tools, equipment and materials at the work site. • Explain the storage requirements for hand tools, portable power tools and ancillary equipment. • Explain the appropriate measures to be taken to ensure the effective functioning of tools and equipment. • Discuss the characteristics and advantages/disadvantages of using different types of façade installation material, e.g. glass, Aluminium Composite Panel (ACP), Glass Fibre Reinforced Concrete (GFRC), etc. • Explain how to determine the storage requirements as per the type and quantity of façade installation material. • Explain the appropriate methods for safe lifting, shifting and storage of construction material. • Discuss the importance of sequencing the loading, unloading, and shifting activities appropriately. • Explain the importance and process of numbering and labelling construction materials. • Explain the importance of installing appropriate signage and barricades at construction sites. • Discuss the recommended practices to be followed to maintain the quality of	• Demonstrate the process of checking the usability and safety of tools and equipment and performing their basic repair and maintenance. • Demonstrate the process of handling, shifting and storing façade installation tools, equipment and materials. • Show the applicable safety measures to be taken in shifting and stacking façade installation material. • Demonstrate the use of appropriate material handling equipment for mechanical lifting, shifting and stacking of façade installation material. • Demonstrate the use and maintenance of tools and equipment relevant to façade installation.

different construction materials during their storage. ● Describe the standard procedure of façade installation. ● List the appropriate Personal Protective Equipment (PPE) required for façade installation. ● Explain the use of relevant consumables, such as nails, screws, and rivets in façade installation ● Discuss the storage requirements of different types of façade installation materials. ● Discuss the characteristics of glass, including the hazards and the behaviour of glass sheets when lifted and moved ● Explain the use of relevant tools and equipment for shifting glass panels, e.g. hand trolley, pallet truck, sling and jumbo grabs, vacuum lifter, etc.	

Classroom Aids
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop
Tools, Equipment and Other Requirements
Measuring Tape, Scale, Right Angle, Framing Square, Chalk Line, Pencil, Line Dori / Mason's Line, Plumb Bob, Spirit Level, Pliers, Punch Pliers, Taping Knife, Sanding Tool, Hack Saw, Jig Saw, Screw Driver Set, Screw Gun, Hammer Drill Machine, Metal Cutter, Silicon Gun/Caulk Gun, Stapler, Clutch Angle, Cup-Lock Scaffolding Components (Set), 40 Nb Pipes, Swivel Coupler, Fixed Clamp, Steel Walers, Steel Walkways, Aluminium/ GI Ladder, Nuts and Bolts, Spanner (Set), Wrench, Pulley, Rope, Hand Circular Saw, Rake Angle, Hammer, Rivet Gun, Utility Knife, Safety Helmets, Face Shield, Overalls, Knee Pads, Safety Shoes, Safety Belt, Safety Harness, Safety Gloves, Safety Goggles, Particle Masks, Ear Plugs, Reflective Jackets, Fire Extinguisher, First Aid Box, Safety Tags, Safety Notice Board, Safety Net, Fire Prevention Kit

Module 3: Cleaning panels and joints and application of primer on joints

Mapped to CON/N1104 v3.0

Terminal Outcomes:

- Demonstrate the cleaning of panels and joints.
- Demonstrate the application of primer on joints during façade installation.
- Explain the appropriate health and safety measures to be taken at a façade installation site.

Duration: 20:00	**Duration: 10:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List the appropriate solvents and tools to be used to clean joints in façade installation. • Discuss the appropriate recommendations and precautions for using chemicals and abrasives for the cleaning process. • Explain the difference between porous and non-porous surfaces. • Discuss the recommended procedure to avoid the contamination of primer. • List different types of primer appropriate for porous and non-porous surfaces, and state their drying time. • Discuss the applicable environmental protection regulations concerning waste management.	• Demonstrate the cleaning of joints following recommended cleaning methods and using appropriate tools and cleaning agents. • Demonstrate the application of primer on porous and non-porous surfaces. • Show how to handle different types of false ceiling and drywall installation materials, tools and equipment. • Demonstrate the correct method of façade installation and the use of appropriate tools and equipment. • Demonstrate the collection, removal and disposal of construction waste/ debris.
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Measuring Tape, Scale, Right Angle, Framing Square, Chalk Line, Pencil, Line Dori / Mason's Line, Plumb Bob, Spirit Level, Pliers, Punch Pliers, Taping Knife, Sanding Tool, Hack Saw, Jig Saw, Screw Driver Set, Screw Gun, Hammer Drill Machine, Metal Cutter, Silicon Gun/Caulk Gun, Stapler, Clutch Angle, Cup-Lock Scaffolding Components (Set), 40 Nb Pipes, Swivel Coupler, Fixed Clamp, Steel Walers, Steel Walkways, Aluminium/ GI Ladder, Nuts and Bolts, Spanner (Set), Wrench, Pulley, Rope, Hand Circular Saw, Rake Angle, Hammer, Rivet Gun, Utility Knife, Safety Helmets, Face Shield, Overalls, Knee Pads, Safety Shoes, Safety Belt, Safety Harness, Safety Gloves, Safety Goggles, Particle Masks, Ear Plugs, Reflective Jackets, Fire Extinguisher, First Aid Box, Safety Tags, Safety Notice Board, Safety Net, Fire Prevention Kit	

Module 4: Process of Erecting and Dismantling Temporary Scaffold Up to 3.6-meter height

Mapped to CON/N0101 v7.0

Terminal Outcomes:

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

Duration: 15:00	**Duration: 45:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the use of different types of scaffolds, e.g. cup-lock and frame scaffold. • Elucidate the identification and use of different scaffolding components. • List the standard size of scaffolding components. • Describe the standard procedure for erecting and dismantling a 3.6 m temporary scaffold.	• Demonstrate how to level the area where the scaffold needs to be erected and check the ground compactness. • Show how to use appropriate components and erect a temporary scaffold up to 3.6 m in height. • Demonstrate the use of relevant tools and tackles in erecting and dismantling temporary scaffolds. • Demonstrate the process of setting up walk-boards, guard rails, toe-boards and other components on the scaffold's working platform. • Show how to clean and stack all components properly after dismantling.
Classroom Aids	
Training Kit – Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
Measuring Tape, Scale, Right Angle, Framing Square, Chalk Line, Pencil, Line Dori / Mason's Line, Plumb Bob, Spirit Level, Pliers, Punch Pliers, Taping Knife, Sanding Tool, Hack Saw, Jig Saw, Screw Driver Set, Screw Gun, Hammer Drill Machine, Metal Cutter, Silicon Gun/Caulk Gun, Stapler, Clutch Angle, Cup-Lock Scaffolding Components (Set), 40 Nb Pipes, Swivel Coupler, Fixed Clamp, Steel Walers, Steel Walkways, Aluminium/ GI Ladder, Nuts and Bolts, Spanner (Set), Wrench, Pulley, Rope, Hand Circular Saw, Rake Angle, Hammer, Rivet Gun, Utility Knife, Safety Helmets, Face Shield, Overalls, Knee Pads, Safety Shoes, Safety Belt, Safety Harness, Safety Gloves, Safety Goggles, Particle Masks, Ear Plugs, Reflective Jackets, Fire Extinguisher, First Aid Box, Safety Tags, Safety Notice Board, Safety Net, Fire Prevention Kit	

Module 5: Work according to personal health, safety and environment protocols at construction site

Mapped to NOS CON/N9001 v10.0

Terminal Outcomes:

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

Duration: 05:00	Duration: 25:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the reporting procedures in cases of breaches or hazards for site safety, accidents, and emergencies as per guidelines. • Explain different types of safety hazards at construction sites. • Discuss basic ergonomic principles as per applicability. • Describe the procedure for responding to accidents and other emergencies at the site. • Explain the importance of handling tools, equipment, and materials as per applicable norms. • Explain the effect of construction material on health and environments as per applicability. • Describe various environmental protection methods as per applicability. • Explain the storage requirement of waste including non-combustible scrap material and debris, combustible scrap material and debris, general construction waste and trash (non-toxic, non-hazardous), any other hazardous wastes and any other flammable wastes at the appropriate location. • Explain how to use hazardous material in a safe and appropriate manner as per applicability.	• Demonstrate how to follow emergency and evacuation procedures in case of accidents, fires, or natural calamities. • Show how to operate different types of fire extinguishers corresponding to various types of fires as per EHS guidelines. • Demonstrate the use of appropriate Personal Protective Equipment (PPE) as per work requirements for Head Protection, Ear Protection, Fall Protection, Foot Protection, Face and Eye Protection, Hand and Body Protection, and Respiratory Protection (if required). • Demonstrate how to check and install all safety equipment as per standard guidelines. • Show how to collect, segregate and deposit construction waste into appropriate containers based on their toxicity or hazardous nature. • Show how to clean and disinfect all materials, tools and supplies before and after use.

• Explain types of fire. • Describe the procedure of operating different types of fire extinguishers. • State safety relevant to tools, tackles, and equipment as per applicability. • List housekeeping activities relevant to the task. • Elucidate ways of transmission of infection • Describe different ways to manage infectious risks at the workplace. • Describe different methods of cleaning, disinfection, sterilization, and sanitization. • List the symptoms of infection like fever, cough, redness, swelling, and inflammation.	

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

Leather Hand Gloves, Jumpsuit, Wire brush, Hand and Leg guard leather, Safety goggles, Nose mask, Ear protection, Fire extinguishers, Sand buckets Flashback arrestors, Welding helmet, Welding glass, Fire Extinguisher, Fire prevention kit, First Aid box, Safety tags, Safety Notice board

Module 6: Employability Skills

Mapped to NOS DGT/VSQ/N0101 v1.0

Duration: 30:00
Key Learning Outcomes
Introduction to Employability Skills Duration: 1 Hour After completing this programme, participants will be able to: 1. Discuss the importance of Employability Skills in meeting the job requirements **Constitutional values - Citizenship Duration: 1 Hour** 2. Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen. 3. Show how to practice different environmentally sustainable practices **Becoming a Professional in the 21st Century Duration: 1 Hours** 4. Discuss the 21st century. 5. Display a positive attitude, self-motivation, problem-solving, time management skills and continuous learning mindset in different situations. **Basic English Skills Duration: 2 Hours** 6. Use appropriate basic English sentences/phrases while speaking **Communication Skills Duration: 4 Hours** 7. Demonstrate how to communicate in a well-mannered way with others. 8. Demonstrate working with others in a team **Diversity & Inclusion Duration: 1 Hour** 9. Show how to conduct oneself appropriately with all genders and PwD 10. Discuss the significance of reporting sexual harassment issues in time **Financial and Legal Literacy Duration: 4 Hours** 11. Discuss the significance of using financial products and services safely and securely. 12. Explain the importance of managing expenses, income, and savings. 13. Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws **Essential Digital Skills Duration: 3 Hours** 14. Show how to operate digital devices and use the associated applications and features, safely and securely 15. Discuss the significance of using the internet for browsing, and accessing social media platforms, safely and securely **Entrepreneurship Duration: 7 Hours** 16. Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges **Customer Service Duration: 4 Hours** 17. Differentiate between types of customers 18. Explain the significance of identifying customer needs and addressing them 19. Discuss the significance of maintaining hygiene and dressing appropriately **Getting Ready for Apprenticeship & Jobs Duration: 2 Hours** 20. Create a biodata 21. Use various sources to search and apply for jobs 22. Discuss the significance of dressing up neatly and maintaining hygiene for an interview 23. Discuss how to search and register for apprenticeship opportunities

Module 7: On-the-Job Training

Mapped to Helper Facade Installer

Mandatory Duration: 30:00	Recommended Duration: 00:00
Location: On-Site	
Terminal Outcomes ● Demonstrate how to handle, shift and store materials, tools and equipment relevant to façade installation at construction sites. ● Demonstrate how to erect and dismantle temporary scaffolds. ● Show how to use the relevant material handling equipment. ● Demonstrate the cleaning of panels and joints. ● Show how to apply the appropriate type of primer on porous and non-porous joints in façade installation. ● Demonstrate the installation of the façade using the appropriate installation materials and consumables. ● Demonstrate appropriate practices to ensure personal health and safety at construction sites, including waste management.	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	**Specialisation**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
B. Tech	Civil/Mechanical/ Electrical	0.5	Interior & Exterior Finishes	0	-	
Diploma	Civil/Mechanical/ Electrical	1	Interior & Exterior Finishes	0	-	
ITI	Civil/Mechanical/ Electrical	2	Interior & Exterior Finishes	0	-	
General BA/BSc./ EX-Army/ 12th	Civil/Mechanical/ Electrical	2	Interior & Exterior Finishes	0	-	

Trainer Certification	
Domain Certification	**Platform Certification**
Certified for Job Role "Helper Facade Installer", mapped to QP: "CON/Q1102, v3.0", the minimum accepted score is 80%	Recommended that the Trainer is certified for the Job Role: "Trainer (Vet and Skills)", mapped to the Qualification Pack: "MEP/Q2601, v2.0". The minimum accepted score as per MEPSC guidelines is 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
B. Tech	Civil/Mechanical/ Electrical	1	Interior & Exterior Finishes	0	-	
Diploma	Civil/Mechanical/ Electrical	2	Interior & Exterior Finishes	0	-	
ITI	Civil/Mechanical/ Electrical	3	Interior & Exterior Finishes	0	-	

Assessor Certification	
Domain Certification	**Platform Certification**
Certified for Job Role "Helper Facade Installer", mapped to QP: "CON/Q1102, v3.0", the minimum accepted score is 80%	Recommended that the Assessor is certified for the Job Role: "Assessor (Vet and Skills)", mapped to the Qualification Pack: "MEP/Q2701, v2.0", with a minimum score of 80%.

Assessment Strategy

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

1. Assessment System Overview:

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

2. Testing Environment:

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

3. Assessment Quality Assurance levels/Framework

- Assessment criteria is developed for each QP which acts as a guide for developing question set /banks
- Sample questions aligned with Assessment criteria for each QP are developed by SSC and validated by industry
- Taking reference of Assessment criteria and Sample Questions, AAs create the question bank which is further validated by SSC
- Questions are mapped to the specified assessment criteria
- It is mandatory that Assessor and Trainer must be ToA certified & ToT Certified respectively
- Continuous Monitoring through virtual and In-person mode are conducted to ensure the assessment is conducted as per stipulated process
- Process and Technical audit of assessment batches by quality team are conducted to avoid the errors in assessment process

- A well -defined comprehensive framework of NON-COMPLIANCE MATRIX is defined and implemented to identify the non-compliance made by assessor and AA and punitive actions are taken correspondingly.
- The capacity building sessions are conducted regularly for assessors and assessment agencies to update them about best practices in assessment

4. Types of evidence or evidence-gathering protocol:

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

5. Method of verification or validation:

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

On the Job:

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

References

Glossary

Term	Description
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 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 it 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
EHS	Environment Health and Safety
IPS	Indian Patent Stone
VDF	Vacuum Dewatering Flooring