



कौशल विकास और  
उद्यमशीलता मंत्रालय  
MINISTRY OF  
SKILL DEVELOPMENT  
AND ENTREPRENEURSHIP



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# Model Curriculum

**QP Name: BIM Coordinator - Design**

**QP Code: CON/Q2103**

**Version: 1.0**

**NSQ Level: 6.0**

**Model Curriculum Version: 1.0**

Construction Skill Development Council of India || Tower 4B, DLF Corporate Park, 201&, 202 4B,  
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## Training Parameters

<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure Construction
<b>Occupation</b>	Building Information Modeling (BIM)
<b>Country</b>	India
<b>NSQF Level</b>	6.0
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/2142.9900
<b>Minimum Educational Qualification and Experience</b>	<p>Pursuing first year of 2-year PG program after completing 3-year UG degree</p> <p>OR</p> <p>Completed 4-year UG (in case of 4-year UG with honours/ honours with research)</p> <p>OR</p> <p>Completed 3-Year UG Degree with 1-year relevant experience</p> <p>OR</p> <p>Completed 2 year of diploma after 12th with 2-year relevant experience</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level 5.5 with 1.5-year relevant experience</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level 5 with 3-year relevant experience</p>
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	21 Years
<b>Last Reviewed On</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Approval Date</b>	31/08/2023
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	31/08/2023



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<b>Model Curriculum Valid Up to Date</b>	31/08/2026
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	600 Hours
<b>Maximum Duration of the Course</b>	600 Hours



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## 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 to:

- Elucidate ways to support in bidding for BIM designing projects.
- Explain the process of supervising the BIM designing process.
- Explain the importance of working according to personal health, safety and environment protocols at construction site.

### 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
<b>CON/N2120: Support in bidding for BIM designing projects</b> NOS Version- 1.0 NSQF Level- 6.0	55:00	95:00	90:00	00:00	240:00
Module 1: Introduction to the role of a BIM Coordinator – Design	05:00	0:00	00:00	00:00	05:00
Module 2: Process of supporting in bidding for BIM designing projects	50:00	95:00	90:00	00:00	235:00
<b>CON/N2121: Supervise the BIM designing process</b> NOS Version- 1.0 NSQF Level- 6.0	80:00	100:00	60:00	00:00	240:00
Module 3: Process of supervising the BIM designing process	80:00	100:00	60:00	00:00	240:00
<b>CON/N9003: Manage health and safety at the workplace</b> NOS Version No. 1.0 NSQF Level -5.0	15:00	15:00	0:00	00:00	30:00
Module 4: Managing Health and Safety at the Workplace	15:00	15:00	0:00	00:00	30:00
<b>DGT/VSQ/N0103: Employability Skills (90 Hours)</b>	90:00	00:00	0:00	00:00	90:00



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<b>NOS Version- 1.0</b> <b>NSQF Level- 5.0</b>					
Module 5: Employability Skills	90:00	00:00	0:00	00:00	90:00
<b>Total Duration</b>	<b>240:00</b>	<b>210:00</b>	<b>150:00</b>	<b>00:00</b>	<b>600:00</b>



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## Module Details

### Module 1: Introduction to the role of a BIM Coordinator - Design

*Mapped to CON/N2120, v1.0*

#### Terminal Outcomes:

- Discuss the job role of a BIM Coordinator - Design.

<b>Duration: 05:00</b>	<b>Duration: 0:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"><li>• Describe the size and scope of the construction industry and its sub-sectors.</li><li>• Discuss the role and responsibilities of a BIM Coordinator - Design.</li><li>• Identify various employment opportunities for a BIM Coordinator - Design.</li></ul>	
<b>Classroom Aids</b>	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
<b>Tools, Equipment and Other Requirements</b>	
NA	



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## Module 2: Process of Supporting in Bidding for BIM Designing Projects

*Mapped to CON/N2120, v1.0*

### Terminal Outcomes:

- Elucidate ways to support in preparing bidding documents.
- Describe the process of assisting in making representations.

<b>Duration: 50:00</b>	<b>Duration: 95:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe BIM designing processes and standards.</li> <li>• Explain different stages of a BIM designing project lifecycle.</li> <li>• List the appropriate software required for BIM designing, e.g. Autodesk Revit Architecture and/or Revit MEP, Navisworks, AutoCAD, etc.</li> <li>• Describe BIM project management and relevant BIM coordination activities.</li> <li>• Describe the bidding process for BIM designing projects.</li> <li>• List the appropriate information and documents required to bid for BIM designing projects.</li> <li>• Explain how to make effective representations to clients and answer their queries.</li> <li>• List the documentation requirements concerning the bidding process for BIM designing projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to assist the BIM Manager in the estimation and scoping of new project opportunities.</li> <li>• Demonstrate how to support the BIM engineers in preparing the drawings and blueprints for submission to the client with bidding documents.</li> <li>• Demonstrate the process of preparing the bidding documents as per the BIM Manager's instructions.</li> <li>• Show how to assist the BIM Manager in making representations to the client to win the BIM designing contract.</li> <li>• Demonstrate the process of assisting in carrying out appropriate documentation concerning the service agreement signed with the client.</li> </ul>
<b>Classroom Aids</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
Revit, AutoCAD, Navisworks, Desktop/Laptop	





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## Module 3: Process of Supervising the BIM Designing Process

*Mapped to CON/N2121, v1.0*

### Terminal Outcomes:

- Demonstrate the process of carrying out designing and detailing.
- Explain the process of assisting in documentation.

<b>Duration: 80:00</b>	<b>Duration: 100:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the use of the BIM tools for verification, collaboration and coordination of activities.</li> <li>• Describe BIM data management processes and applicable data protection requirements.</li> <li>• Explain how to build a BIM coordination schedule.</li> <li>• Explain the use of BIM Management tools, e.g. BEXEL Manager.</li> <li>• Describe the process of BIM designing.</li> <li>• Describe the clash detection and resolution process in BIM designing.</li> <li>• Explain how to analyse reports generated from integrated 4D-5D tools.</li> <li>• Explain the technical management of BIM data sets.</li> <li>• Explain BIM platforms and coordination of models.</li> <li>• Describe the implementation of CAD and BIM on relevant projects.</li> <li>• Explain how to set up and utilise different features of relevant BIM software.</li> <li>• Explain the daily management of BIM project data sets/workflows.</li> <li>• Explain the importance of providing appropriate data and guidance to BIM Modelers for creating BIM models as per the client’s requirements.</li> <li>• Explain the importance of ensuring adherence to the applicable industry</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to supervise the preparation of structural models, drawings and schedules using the appropriate computer program and BIM software.</li> <li>• Show how to outline and analyse the control rules.</li> <li>• Demonstrate how to verify the correctness and consistency of the BIM model prepared by BIM Modelers.</li> <li>• Show how to review the BIM models developed by BIM Modelers and ensure they conform to the applicable industry standards and codes with the necessary details.</li> <li>• Demonstrate how to present the BIM designs to the client and record their feedback, if any.</li> <li>• Show how to analyse the reports generated from integrated 4D-5D tools.</li> <li>• Show how to prepare the relevant reports routinely with the status of all relevant BIM projects, and present them to the relevant stakeholders.</li> <li>• Roleplay how to organise and lead BIM coordination meetings at the appropriate frequency, ensuring the participation of relevant stakeholders to identify and resolve the relevant issues.</li> <li>• Show how to maintain the minutes of meetings and follow up on the actions agreed upon with the stakeholders.</li> <li>• Roleplay how to conduct BIM training sessions for BIM Engineers and</li> </ul>



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<p>standards in BIM designing.</p> <ul style="list-style-type: none"><li>• Explain the common training needs of BIM Engineers and Modelers.</li><li>• Explain the benefit of conducting regular meetings with stakeholders concerning BIM designing.</li><li>• Explain the applicable reporting requirements.</li></ul>	<p>Modelers, as required.</p>
<b>Classroom Aids</b>	
<p>Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop</p>	
<b>Tools, Equipment and Other Requirements</b>	
<p>Revit, AutoCAD, Navisworks, Desktop/Laptop</p>	



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## Module 4: Managing Health and Safety at the Workplace

*Mapped to CON/N9003, v1.0*

### Terminal Outcomes:

- Explain the importance of ensuring health and safety at the workplace.
- Discuss how to manage workplace emergencies.
- Demonstrate the use of Personal Protective Equipment (PPE).

<b>Duration: 15:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of health and safety at work.</li> <li>• Discuss the regulations relevant to health and safety at work.</li> <li>• Explain the selection of appropriate PPE according to the nature of work.</li> <li>• Discuss the importance of regular cleaning and sanitization at work.</li> <li>• Explain the importance of regular workplace safety audits.</li> <li>• Discuss the common health and safety hazards at the workplace and the appropriate preventive measures.</li> <li>• Discuss the benefits of providing comprehensive training to personnel on emergency procedures.</li> <li>• Explain the importance of the availability of an updated first-aid kit and functioning emergency equipment at work.</li> <li>• Discuss the appropriate measures to be taken during different workplace emergencies.</li> <li>• Explain the documentation and reporting requirements concerning workplace emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to use the appropriate PPE according to the nature of work.</li> <li>• Demonstrate the use of relevant emergency equipment, e.g. use of fire extinguishers to extinguish different types of fire.</li> <li>• Demonstrate how to provide first aid for different types of injuries or medical emergencies.</li> </ul>
<b>Classroom Aids:</b>	
Training Kit - Trainer Guide, Projector/LED Monitor, Computer/ Laptop, Presentations, Black/ Whiteboard, Marker, Projector, Video	
<b>Tools, Equipment, and Other Requirements</b>	



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Safety Gloves, Face Mask, Soap/ Hand Sanitizer, Safety goggles, Fire Extinguishers, Sand buckets, Fire prevention kit, First Aid box, Safety Tags, Safety Notice Board



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## Module 5: Employability Skills

*Mapped to DGT/VSQ/N0103, v1.0*

**Duration: 90:00**

### Key Learning Outcomes

#### Introduction to Employability Skills Duration: 3 Hours

After completing this programme, participants will be able to:

1. Outline the importance of Employability Skills for the current job market and future of work
2. List different learning and employability related GOI and private portals and their usage
3. Research and prepare a note on different industries, trends, required skills and the available opportunities

#### Constitutional values – Citizenship Duration: 1.5 Hours

4. Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen
5. Demonstrate how to practice different environmentally sustainable practices

#### Becoming a Professional in the 21st Century Duration: 5 Hours

6. Discuss relevant 21st century skills required for employment
7. Highlight the importance of practicing 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life
8. Create a pathway for adopting a continuous learning mindset for personal and professional development

#### Basic English Skills Duration: 10 Hours

9. Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone
10. Read and understand text written in basic English
11. Write a short note/paragraph / letter/e-mail using correct basic English

#### Career Development & Goal Setting Duration: 4 Hours

12. Create a career development plan
13. Identify well-defined short- and long-term goals

#### Communication Skills Duration: 10 Hours

14. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette
15. Write a brief note/paragraph on a familiar topic
16. Explain the importance of communication etiquette including active listening for effective communication



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17. Role play a situation on how to work collaboratively with others in a team

#### **Diversity and Inclusion Duration: 2.5 Hours**

18. Demonstrate how to behave, communicate, and conduct appropriately with all genders and PwD
19. Discuss the significance of escalating sexual harassment issues as per POSH act

#### **Financial and Legal Literacy Duration: 10 Hours**

20. Discuss various financial institutions, products, and services
21. Demonstrate how to conduct offline and online financial transactions, safely and securely and check passbook/statement
22. Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax deductions
23. Calculate income and expenditure for budgeting
24. Discuss the legal rights, laws, and aids

#### **Essential Digital Skills Duration: 20 Hours**

25. Describe the role of digital technology in day-to-day life and the workplace
26. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely
27. Demonstrate how to connect devices securely to internet using different means
28. Follow the dos and don'ts of cyber security to protect against cyber crimes
29. Discuss the significance of displaying responsible online behavior while using various social media platforms
30. Create an e-mail id and follow e-mail etiquette to exchange e-mails
31. Show how to create documents, spreadsheets and presentations using appropriate applications
32. utilize virtual collaboration tools to work effectively

#### **Entrepreneurship Duration: 7 Hours**

33. Explain the types of entrepreneurship and enterprises
34. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan
35. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement
36. Create a sample business plan, for the selected business opportunity

#### **Customer Service Duration: 9 Hours**

37. Classify different types of customers
38. Demonstrate how to identify customer needs and respond to them in a professional manner
39. Discuss various tools used to collect customer feedback
40. Discuss the significance of maintaining hygiene and dressing appropriately

#### **Getting ready for apprenticeship & Jobs Duration: 8 Hours**

41. Draft a professional Curriculum Vitae (CV)



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42. Use various offline and online job search sources to find and apply for jobs
43. Discuss the significance of maintaining hygiene and dressing appropriately for an interview
44. Role play a mock interview
45. List the steps for searching and registering for apprenticeship opportunities



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## Module 6: On-the-Job Training

### Mapped to BIM Coordinator - Design

<b>Mandatory Duration: 150:00</b>	<b>Recommended Duration: 00:00</b>
<b>Location: On-Site</b>	
<b>Terminal Outcomes</b> <ul style="list-style-type: none"><li>• Explain different stages of a BIM designing project lifecycle.</li><li>• Explain the use of BIM Management tools, e.g. BEXEL Manager.</li><li>• Assist the BIM Manager in making representations to the client to win the BIM designing contract.</li><li>• Prepare the bidding documents as per the BIM Manager's instructions.</li><li>• Present the BIM designs to the client and record their feedback, if any.</li><li>• Conduct BIM training sessions for BIM Engineers and Modelers, as required.</li><li>• Operate different types of fire extinguishers corresponding to various types of fires as per EHS guideline.</li><li>• Install all safety equipment as per standard guidelines.</li></ul>	





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## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI/12th	Any domain	13	Building information modelling (BIM)	0	-	
Diploma in Engineering	Civil Engineering/ Mechanical Engineering/ Manufacturing/ Mathematics/ Physics degree	10	Building information modelling (BIM)	0	-	
Graduate	Civil Engineering/ Mechanical Engineering	8	Building information modelling (BIM)	0	-	

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role “BIM Coordinator - Design”, mapped to QP: “CON/Q2103, v1.0”, 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%.



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## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI/12th	Any domain	13	Building information modelling (BIM)	0	-	
Diploma in Engineering	Civil Engineering/ Mechanical Engineering/ Manufacturing/ Mathematics/ Physics degree	10	Building information modelling (BIM)	0	-	
Graduate	Civil Engineering/ Mechanical Engineering	8	Building information modelling (BIM)	0	-	

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role "BIM Coordinator - Design", mapped to QP: "CON/Q2103, v1.0", Minimum accepted score is 80%	Certified for the Job Role: "Assessor (Vet and Skills)", mapped to the Qualification Pack: "MEP/Q2701, v2.0", with a minimum score of 80%.



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## 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



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- 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 learning 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.



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## References

## Glossary

Term	Description
<b>Declarative Knowledge</b>	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.
<b>Key Learning Outcome</b>	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).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	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.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do it upon the completion of the training.
<b>Terminal Outcome</b>	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.



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## 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