Model Curriculum

QP Name: Brick Mason

Electives: General/Plastering

Options: VDF Flooring/ Random Rubble works

QP Code: CON/Q0113

QP Version: 4.0

NSQF Level: 4

Model Curriculum Version: 4.0

Construction Skill Development Council of India|| 201 and 202, Tower 4B, DLF Corporate Park, 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	Masonry
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7112.0200
Minimum Educational Qualification and Experience	12th grade pass OR Completed 2nd year of 3-year diploma after 10th (in Civil Engineering) OR 11th grade pass with 1 years of relevant industry experience OR 10th grade pass with 2 years of relevant industry experience OR 8th grade pass with 4 years of relevant industry experience OR Previous relevant Qualification of NSQF Level 3.5 (Rural Mason / Mason Concrete) with 1.5 years of relevant industry experience OR Previous relevant Qualification of NSQF Level 3 (Assistant Mason) with 3 years of relevant industry experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	30/04/2025
Next Review Date	30/04/2028
NSQC Approval Date	08/05/2025
QP Version	4.0
Model Curriculum Creation Date	30/04/2025
Model Curriculum Valid Up to Date	30/04/2028
Model Curriculum Version	4.0
Minimum Duration of the Course	450 hours
Maximum Duration of the Course	690 hours

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.

- Demonstrate transfer of levels as per drawings/instructions.
- Demonstrate the setting out of the layout as per drawings/instructions.
- Construct load bearing /non load bearing wall, columns and footings using bricks.
- Carry out pointing in brick masonry.
- Perform specialized masonry works such as arches, staircase, manholes and walkways
- Repair and restore brick masonry.
- Lay blocks for construction of wall.
- Repair and restore block masonry.
- 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.
- Demonstrate prioritizing of work activities to achieve the desired productivity.
- Demonstrate organizing of resources as per work plan prior to commencement of work.
- Identify various hazards at construction site.
- Use PPE's relevant to masonry task.
- Perform safe waste disposal at construction site.
- Demonstrate the activities to check the spread of infection as per medical/ organizational guidelines.
- Demonstrate brick bat coba water proofing.
- Perform preparatory works for IPS flooring.
- Demonstrate laying of IPS flooring.
- Demonstrate plastering of internal and external masonry and RCC structures.
- Perform checks for line, level and alignment.
- Perform preparatory works for VDF flooring.
- Demonstrate VDF flooring.
- Demonstrate laying of coursed and un-coursed random rubble masonry
- Demonstrate pointing in rubble masonry.
- Demonstrate laying of dry rubble masonry
- Perform checks for line, level and alignment of rubble masonry works.

Compulsory Modules

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

NOS and Module Details	Theory Duration (Hours)	Practical Duration (Hours)	On-the-Job Training Duration (Mandatory) (Hours)	Total Duration (Hours)
CON/N0143: Mark the layout for brick/block work NOS Version No.: 4.0 NSQF Level: 4	**15:00**	**35:00**	**10:00**	**60:00**
Module 1: Bridge Module	05:00	00:00	00:00	05:00
Module 2: Carry out layout marking	10:00	35:00	10:00	55:00
CON/N0144: Carry out brick laying work NOS Version No.: 4.0 NSQF Level: 4	**15:00**	**65:00**	**10:00**	**90:00**
Module 3: Perform brick laying	15:00	65:00	10:00	60:00
CON/N0145: Carry out block laying work NOS Version No.: 4.0 NSQF Level: 4	**15:00**	**35:00**	**10:00**	**60:00**
Module 4: Perform block work	15:00	35:00	10:00	60:00
CON/N8001: Work effectively in a team to deliver desired results at the workplace NOS Version No.: 3.0 NSQF Level: 4	**05:00**	**25:00**	**00:00**	**30:00**
Module 5: Communicate effectively at workplace	05:00	25:00	00:00	30:00
CON/N8002: Plan and organize work to meet expected outcome NOS Version No.: 4.0 NSQF Level: 4	**05:00**	**25:00**	**00:00**	**30:00**
Module 6: Prioritize activities and organize resources	05:00	25:00	00:00	30:00
CON/N9001: Work according to personal health, safety and environment protocol at construction site NOS Version No.: 3.0 NSQF Level: 4	**05:00**	**25:00**	**00:00**	**30:00**
Module 7: Follow safety norms as defined by organization, adopt healthy and safe work practices	05:00	25:00	00:00	30:00

DGT/VSQ/N0101: Employability Skills (30 Hours) NOS Version No.: 1.0 NSQF Level: 2	**30:00**	**00:00**	00:00	**30:00**
Module 8: Employability Skills	30:00	00:00	00:00	30:00
Total Duration	**90:00**	**210:00**	**30:00**	**330:00**

Elective Modules

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

Elective 1: General

NOS and Module Details	Theory Duration (Hours)	Practical Duration (Hours)	On-the-Job Training Duration (Mandatory) (Hours)	Total Duration (Hours)
CON/N0146: Carry out brick bat coba waterproofing NOS Version No.: 4.0 NSQF Level: 4	**15:00**	**30:00**	**15:00**	**60:00**
Module 9: Perform brick bat coba waterproofing	15:00	30:00	15:00	60:00
CON/N0147: Carry out IPS flooring NOS Version No.: 4.0 NSQF Level: 4	**15:00**	**30:00**	**15:00**	**60:00**
Module 10: Perform IPS flooring	15:00	30:00	15:00	60:00
Total Duration	**30:00**	**60:00**	**30:00**	**120:00**

Elective 2: Plastering

NOS and Module Details	Theory Duration (Hours)	Practical Duration (Hours)	On-the-Job Training Duration (Mandatory) (Hours)	Total Duration (Hours)
CON/N0111: Execute plaster on internal and external surfaces of masonry and RCC structure NOS Version No.: 5.0 NSQF Level: 4	**30:00**	**60:00**	**30:00**	**120:00**
Module 11: Apply plaster on internal and external surfaces	30:00	60:00	30:00	120:00
Total Duration	**30:00**	**60:00**	**30:00**	**120:00**

Optional Modules

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

Option 1: VDF flooring

NOS and Module Details	Theory Duration (Hours)	Practical Duration (Hours)	On-the-Job Training Duration (Mandatory) (Hours)	Total Duration (Hours)
CON/N0148: Carry out VDF Flooring NOS Version No.:5.0 NSQF Level: 4	**15:00**	**30:00**	**15:00**	**60:00**
Module 12: Perform VDF Flooring	15:00	30:00	15:00	60:00
Total Duration	**15:00**	**30:00**	**15:00**	**60:00**

Option 2: Random rubble works

NOS and Module Details	Theory Duration (Hours)	Practical Duration (Hours)	On-the-Job Training Duration (Mandatory) (Hours)	Total Duration (Hours)
CON/N0113: Build structures using random rubble masonry NOS Version No.: 5.0 NSQF Level: 4	**15:00**	**30:00**	**15:00**	**60:00**
Module 13: Perform Random rubble masonry works	15:00	30:00	15:00	60:00
Total Duration	**15:00**	**30:00**	**15:00**	**60:00**

Module Details

Module 1: Introduction to the job role of Brick Mason (general/ plastering)

Mapped to CON/N0143, v4.0

Terminal Outcomes:

- Explain the role and responsibilities of Brick Mason.
- Discuss the career progression for the job role for Brick Mason.

Duration: *05:00*	**Duration**: *00:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the role and responsibilities of Brick Mason (general/ plastering). • Define the personal attributes required in masonry occupation. • Explain the future possible progression and career development options of a Brick Mason (general/ plastering).	
Classroom Aids:	
Black/White board, Projector/LED Monitor, Computer system, Trade specific charts and other teaching aids	
Tools, Equipment and Other Requirements	
N/A	

Module 2: Carry out layout marking

Mapped to CON/N0143, v4.0

Terminal Outcomes:

- Demonstrate transfer of levels as per drawings/instructions.
- Demonstrate the setting out of the layout as per drawings/instructions.

Duration: *10:00*	**Duration**: *35:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Interpret the sketches/basic working drawing for brick/block • Describe the basic principles of measurement, simple arithmetic's and conversion of units of measurement • Explain the process of 3-4-5 method. • Explain the use of levelling instruments like spirit level and water levelling and their setting. • Explain the process of transferring levels. • Explain the use of tools for marking of layout and checks for their serviceability.	• Performing checks to confirm workability of tools. • Demonstrate transfer of levels as per drawings/instructions. • Demonstrate the setting out of the layout as per drawings/instructions. • Demonstrate marking of the centre lines of a room by 3-4-5 method • Demonstrate marking of acute angle, obtuse angle, splayed wall etc. • Demonstrate the checking of diagonals of a marked square/rectangle.
Classroom Aids:	
Black/White board, Projector/LED Monitor, Computer system, Trade specific charts and other teaching aids	
Tools, Equipment and Other Requirements	
Steel trowel, float wooden/metal), Straight edge (Aluminium), Line and pins, Plumb bob, Line string (line Dori), Try square, Spirit level, Measuring tape, Self-Levelling Digital Laser Machine, Steel or wooden scale, Tapered rule, water level pipe, Laser level machine, Red oxide, lime powder, Helmet, Face shield, Safety goggles, Safety shoes, Safety belt, Ear defenders, Particle masks, Overalls Knee pad, Reflective jackets, Pencil	

Module 3: Perform brick laying

Mapped to CON/N0144, v4.0

Terminal Outcome:

- Construct load bearing /non-load bearing wall, columns and footings using bricks.
- Carry out pointing in brick masonry.
- Perform specialized masonry works such as arches, staircase, manholes and walkways
- Repair and restore brick masonry.

Duration: *15:00*	**Duration**: *65:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Interpret sketches, method statements, formats, permits, protocols and checklists for brick work. • Explain the use of various tools used in brick laying. • Describe the use of raw material like cement, sand, aggregate, bricks/blocks etc., the size and physical attributes. • Explain the visual checks required for assessing the quality of bricks. • Describe the techniques for cutting, chiseling of bricks as per closure using appropriate tools. • Explain cement mix proportion and its importance. • Discuss the water cement ratio. • Describe the English, Flemish, stretcher and header bond. • Explain the process of laying and fixing bricks in position with uniform joints. • Explain the use of 3-4-5 method for squaring corners. • Describe the technique of marking and layout of tread and risers for staircase. • Explain the process of laying and fixing of bricks in staircase. • Describe the different components of arch and their terminology. • Explain the process of laying and fixing bricks in arches providing key stones, levelling and aligning appropriately. • Explain the importance of providing proper joint spacing and gauging in arches. • Describe the various techniques for repairing and finishing in brick work • Explain the various pointing in brick work including Flush pointing,	• Demonstrate the visual checks for brick/block, cement, aggregate • Provide a rough estimate for the quantity of material required for work. • Demonstrate the breaking of breaks to required size and shape. • Demonstrate the construction of a brick wall as per standard tolerance limit, as per relevant drawing. • Demonstrate checks for maintaining line and level of each course of brick wall • Demonstrate setting out of 90° corners using builders square or 3-4-5 method. • Demonstrate raking and cleaning of joints as specified prior to drying of bonding mortar • Demonstrate preparation of pointing mortar and filling of joints with the same to obtain specified type of pointing using appropriate tools. • Demonstrate set out of tread and riser and building of small staircase maintaining bond, alignment and plumb. • Demonstrate building of manhole as per required drawing as per specifications • Demonstrate fixing of paver blocks • Demonstrate installations and fixing of arch elements for building arches. • Demonstrate building of arches, cutting creepers around corners and filling of joints for arches. • Demonstrate removal of deteriorated elements from old masonry works and reinstallation of bricks to match adjacent surfaces. • Demonstrate filling and raking of repaired masonry work.

Keyed/grooved pointing, Recessed pointing, struck pointing etc. • Discuss the different mortar mixes used for pointing works. • List the various tools used for pointing and raking • Explain the various method of curing of masonry structure	
Classroom Aids:	
Black/White board, Projector/LED Monitor, Computer system, Trade specific charts and other teaching aids	
Tools, Equipment and Other Requirements	
Hammer, Brick chisel, Stone chisel, Comb chisel, Bolster, Masonry hand saw, Steel trowel, Float wooden/metal), Straight edge (Aluminium), Wood/rubber mallet,, Spade (Phawda), Mortar pan (Ghamela), Corner trowel, Pointer trowel, Tuck pointing trowel, Line and pins, Screed board, Jointers, Steel lever, Plumb bob, Line string (line Dori), Try square,, Spirit level, Measuring tape Steel or wooden scale, Tapered rule, Gauge box, Lifting , appliances (wheel and rope, shackles, sling, belts), Wheel barrows, Wooden sleepers, Rhombus mesh, Mixing plat form (3'x5'), Red oxide, Helmet, Face shield, Safety goggles, Safety shoes, Safety belt, Ear defenders, Particle masks, Overalls Knee pad, Reflective jackets, Pencil	

Module 4: Perform block work

Mapped to CON/N0145, v4.0

Terminal Outcome:

- Lay blocks for construction of wall.
- Repair and restore block masonry.

Duration: *15:00*	**Duration**: *35:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Interpret sketches, method statements, formats, permits, protocols and checklists for block work. • Explain the use of various tools used in block laying. • Describe the use of raw material like cement, sand, aggregate, blocks etc., the size and physical attributes. • Explain the visual checks required for assessing the quality of blocks. • Explain cement mix proportion and its importance. • Discuss the water cement ratio. • Explain the process of laying and fixing blocks in position with uniform joints. • Explain the use of 3-4-5 method for squaring corners. • Describe the thin joint masonry. • Describe the various techniques for repairing and finishing in block work.	• Perform visual checks to ascertain quality of blocks. • Provide a rough estimate for the quantity of material required for block work. • Demonstrate the construction of a block wall as per standard tolerance limit, as per relevant drawing. • Demonstrate fixing of blocks using adhesives. • Demonstrate checks for maintaining line and level of each course of block wall • Demonstrate setting out of 90° corners using builders square or 3-4-5 method. • Demonstrate removal of deteriorated elements from old block masonry works and reinstallation of blocks to match adjacent surfaces. • Demonstrate filling and raking of repaired block masonry work.
Classroom Aids:	
Black/White board, Projector/LED Monitor, Computer system, Trade specific charts and other teaching aids	
Tools, Equipment and Other Requirements	
Hammer, Brick chisel, Stone chisel, Comb chisel, Bolster, Masonry hand saw, Steel trowel, Float wooden/metal), Straight edge (Aluminium), Wood/rubber mallet,, Spade (Phawda), Mortar pan (Ghamela), Corner trowel, Pointer trowel, Tuck pointing trowel, Line and pins, Screed board, Jointers, Steel lever, Plumb bob, Line string (line Dori), Try square,, Spirit level, Measuring tape Steel or wooden scale, Tapered rule, Gauge box, Lifting , appliances (wheel and rope, shackles, sling, belts), Wheel barrows, Wooden sleepers, Rhombus mesh, Mixing plat form (3'x5'), Red oxide, Helmet, Face shield, Safety goggles, Safety shoes, Safety belt, Ear defenders, Particle masks, Overalls Knee pad, Reflective jackets, Pencil	

Module 5: Communicate effectively at workplace

Mapped to CON/N8001, v3.0

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.

Duration: *05:00*	**Duration**: *25:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the effects and benefits of timely actions relevant to the task at hand with examples. • Explain the importance of teamwork and its effects relevant to the task at hand with examples. • Explain the importance of proper and effective communication and its adverse effects in case of failure of proper communication. • Discuss about gender and its related concept: gender equality, gender equity (group work) • Discuss different types of disabilities (physical, mental, intellectual or sensory impairment). • Discuss the activities sensitive to the cultural diversity, disabilities and gender neutrality at the workplace. • Discuss the basic rules and regulations related to gender sensitivity, disabilities, and cultural diversity, with their impact on operations of a workplace. • Discuss how to take initiative in resolving issues among co-workers in a given situation. • Discuss reporting procedure followed at the workplace.	• Apply effective communication skills while interacting with co-workers, trade seniors and others during the assigned task. • Use appropriate writing skills and verbal communication reporting as per commonly applicable organisational norms. • Demonstrate teamwork skills during assigned task. • Demonstrate acceptable interpersonal transactions with individuals having disabilities (physical, mental, intellectual or sensory impairment) or cultural diversity. • Demonstrate the process modifications required to make the workplace free from gender biases.
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: Plan and organize work to meet expected outcome

Mapped to CON/N8002, v4.0

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: *05:00*	**Duration**: *25:00*
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 7: Work according to personal health, safety and environment protocols at construction site

Mapped to CON/N9001, v3.0

Terminal Outcome:

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

Duration: *05:00*	**Duration**: *25:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the types of hazards at the construction sites and identify the hazards specific to the domain related works. • 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 at construction sites and their disposal method. • Explain the purpose and importance of vertigo test at construction site. • 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. • List different types of infectious	• Demonstrate the operating procedure of the fire extinguishers. • Demonstrate use of PPEs as per work requirements. • Demonstrate vertigo test. • Demonstrate safety techniques to be adopted in case of accidents. • Demonstrate safe waste disposal practices followed at construction site. • Demonstrate safe housekeeping practices. • Demonstrate the practices to maintain personal hygiene, workplace hygiene and site/ workplace sanitization. • Demonstrate the methods to clean and disinfect all materials, tools and supplies before and after use. • Demonstrate the procedure to report to the concerned authority regarding the outbreak/ hazard of any infectious disease/ pandemic.

disease that can spread/ originate at a construction site • Discuss the ways of transmission of the various infectious disease. • 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	
Leather Hand Gloves, Jump suit, 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 8: 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 andcontinuous 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

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

Elective 1
Module 9: Perform brick bat coba waterproofing
Mapped to CON/N0146, v4.0

Terminal Outcome:

- Demonstrate brick bat coba water proofing.

Duration: *15:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Interpret the sketches/basic working drawing for waterproofing works • Describe the standard practices for waterproofing works. • Explain the use of various tools and equipment used for waterproofing works and their standard specifications. • Describe the different surface preparation method prior to waterproofing. • Describe the procedure for laying out brick bat coba waterproofing course. • Describe the procedure of checking water leakage in waterproofed surface. • Describe the procedure for carrying out horizontal and vertical alignment of waterproofed course. • Describe the procedure for transferring levels on floor for maintaining desired slope.	• Demonstrate preparation of surface (filling of non-structural gaps) prior to waterproofing works. • Demonstrate marking and transferring of required levels for maintaining slope in waterproofing works. • Demonstrate application of cement mortar to the prepared surface using appropriate tools. • Demonstrate laying of brick bat coba course for waterproofing works ensuring line, level and alignment. • Perform checks for detecting leakage on the waterproofed surface • Demonstrate filling of gaps in brick bat coba course using appropriate cement mortar of specified thickness.
Classroom Aids:	
Black/White board, Projector/LED Monitor, Computer system, Trade specific charts and other teaching aids	
Tools, Equipment and Other Requirements	
Hammer, Brick chisel, Stone chisel, Comb chisel, , Steel trowel, Float wooden/metal), Straight edge (Aluminium), Wood/rubber mallet,, Spade (Phawda), Mortar pan (Ghamela), Corner trowel, Pointer trowel, Tuck pointing trowel, Line and pins, Screed board, Jointers, Steel lever, Plumb bob, Line string (line Dori), Try square,, Spirit level, Measuring tape, Steel or wooden scale, Tapered rule, Gauge box, Lifting , appliances (wheel and rope, shackles, sling, belts), Wheel barrows, Wooden sleepers, Rhombus mesh, Mixing plat form (3'x5'), Red oxide, Helmet, Face shield, Safety goggles, Safety shoes, Safety belt, Ear defenders, Particle masks, Overalls Knee pad, Reflective jackets, Pencil, Laser level machine, water level pipe	

Module 10: Perform IPS (Indian Patent Stone) flooring

Mapped to CON/N0147, v4.0

Terminal Outcome:

- Perform preparatory works for IPS flooring.
- Demonstrate laying of IPS flooring.

Duration: *15:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the standard practices for IPS flooring. • Explain the use of tools used in IPS flooring. • Explain the procedure for marking reference level and transferring of levels. • Explain the process of preparation of sub-base. • Explain the various grades of cement used in IPS flooring. • Describe the different mix proportions/grades of concrete. • Describe the procedure for manual mixing of concrete and nominal mix proportion. • List the various admixtures used in concreting. • Describe the sequence and procedure of concrete pouring and placing in alternate panels. • Explain the provision of cover for reinforcement w.r.t size of reinforcement • Describe the different type pf vibrators used for concrete curing and their influence area. • Describe the different construction and expansion joints. • List the different tools used for grooving/providing expansion joints. • Describe the procedure for final trowelling of concrete for desired finish.	• Demonstrate the checks to be carried out for inspection of area prior to concreting • Demonstrate checks for formwork and deviation in slope and alignment in PCC. • Demonstrate marking and transfer of levels on floor for required thickness using appropriate tools. • Demonstrate checks for assessing the quality of materials used in manual and machine mixing of mortar, for IPS flooring works. • Demonstrate fixing of glass, aluminium or brass strip in cement mortar with their tops at appropriate level and according to slope. • Demonstrate pouring, compaction and finishing of concrete in alternate panels. • Demonstrate cutting of groves for providing construction joints and expansion joints as per requirement. • Demonstrate levelling and curing of the finished floor surface.
Classroom Aids:	
Black/White board, Projector/LED Monitor, Computer system, Trade specific charts and other teaching aids	
Tools, Equipment and Other Requirements	
Hammer, Steel trowel, Float wooden/metal), Straight edge (Aluminium), Wood/rubber mallet, Spade (Phawda), Mortar pan (Ghamela), Corner trowel, Pointer trowel, Tuck pointing trowel, Line and pins, Screed board, Jointers, Steel lever, Plumb bob, Line string (line Dori), Try square,, Spirit level, Measuring tape,Steel or wooden scale, Tapered rule, Gauge box, Lifting , appliances (wheel and rope, shackles, sling, belts), concrete vibrators, Wheel barrows, Wooden sleepers, Rhombus mesh, Mixing plat form (3'x5'), Red oxide, Helmet, Face shield, Safety goggles, Safety shoes, Safety belt, Ear defenders, Particle masks, Overalls Knee pad, Reflective jackets, Pencil, Laser level machine	

Elective 2

Module 11: Apply plaster on internal and external surfaces

Mapped to CON/N0111, v5.0

Terminal Outcome:

- Demonstrate plastering of internal and external masonry and RCC structures.
- Perform checks for line, level and alignment.

Duration: *30:00*	**Duration**: *60:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Interpret the sketches/basic working drawing for plastering. • Discuss the standard practices for plastering works. • Describe the use of tools and equipment used for plastering works and their standard specifications. • Describe the process of carrying out layout marking and levelling for plastering works • Describe the different materials used for plastering and various ratios of mix proportion used for plastering on internal and external surfaces. • Describe the various visual checks performed on materials and surface for plastering. • Discuss the gradation of sand for internal plastering works. • Explain the different types of plasters such as sand faced plaster, rough cast plaster, pebbled cast plaster, smooth cast plaster etc. • Explain the procedures and techniques for plastering internal and external masonry and RCC structures. • Explain the procedure for determining the horizontal and vertical alignment using plumb bob.	• Demonstrate setting out of the layout as per drawing/instruction and transferring of levels as per layout • Perform visual checks for sand, cement and surface to be plastered • Provide a rough estimate for the quantity of material required for plastering. • Demonstrate the checks to ensure the compliance of cement mortar mix to specified proportion. • Demonstrate placing of dummy dots, application of cement slurry and cement mix for obtaining desired thickness of plaster using appropriate tools. • Demonstrate checks for vertical and horizontal alignment using appropriate tools of plastered surface. • Demonstrate setting out of 90° at corners is required.
Classroom Aids:	
Black/White board, Projector/LED Monitor, Computer system, Trade specific charts and other teaching aids	
Tools, Equipment and Other Requirements	
Hammer, Steel trowel, Float wooden/metal), Straight edge (Aluminium), Wood/rubber mallet,, Spade (Phawda), Mortar pan (Ghamela), Corner trowel, Line and pins, Screed board, Jointers, Steel lever, Plumb bob, Line string (line Dori), Try square,, Spirit level, Measuring tape, Steel or wooden scale, Tapered rule, Gauge box, Lifting , appliances (wheel and rope, shackles, sling, belts), Wheel barrows, Wooden sleepers, Rhombus mesh, Mixing plat form (3'x5'), Red oxide, Helmet, Face shield, Safety goggles, Safety shoes, Safety belt, Ear defenders, Particle masks, Overalls Knee pad, Reflective jackets, Pencil, Spirit level	

Option 1

Module 12: Perform VDF (Vacuum Dewatered Flooring) flooring

Mapped to CON/N0148, v 5.0

Terminal Outcome:

- Perform preparatory works for VDF flooring.
- Demonstrate VDF flooring.

Duration: *15:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the standard practices for VDF flooring. • Explain the use of tools used in VDF flooring. • Explain the procedure for marking reference level and transferring of levels. • Explain the process of preparation of sub- base for VDF flooring. • Explain the various grades of cement used in VDF flooring. • Describe the different mix proportions/grades of concrete for VDF flooring. • Describe the procedure for manual mixing of concrete and nominal mix proportion. • List the various admixtures used in concreting. • Describe the sequence and procedure of concrete pouring and placing in specified panels for VDF flooring. • Explain the provision of cover for reinforcement w.r.t size of reinforcement. • Describe the different type pf vibrators used for concrete curing and their influence area. • Describe the different construction and expansion joints. • List the different tools used for grooving/providing expansion joints. • Describe the process of excess water removal using vacuum dewatering machine.	• Demonstrate the checks to be carried out for inspection of area prior to concreting • Demonstrate checks for formwork and deviation in slope and alignment in PCC. • Demonstrate marking and transfer of levels on floor for required thickness using appropriate tools. • Demonstrate checks for assessing the quality of materials used in manual and machine mixing of mortar, for VDF flooring works. • Demonstrate the laying of stone soling/ boulder soling layer. • Demonstrate the laying of floor above the stone soling maintain appropriate slope. • Demonstrate pouring, compaction and finishing of concrete in specified panels for tremix flooring using tools such as floaters and vacuum dewatering machines. • Demonstrate cutting of groves for providing construction joints and expansion joints as per requirement. • Demonstrate levelling and curing of the finished floor surface.
Classroom Aids:	
Black/White board, Projector/LED Monitor, Computer system, Trade specific charts and other teaching aids	
Tools, Equipment and Other Requirements	
Hammer, Steel trowel, Float wooden/metal), Straight edge (Aluminium), Spade (Phawda), Mortar pan (Ghamela), Corner trowel, Line and pins, Screed board, Jointers, Steel lever, Plumb bob, Line string (line Dori), Try square,, Spirit level, Measuring tape, Steel or wooden scale, Tapered rule, Gauge box, Wheel barrows, Wooden sleepers, Rhombus mesh, Mixing plat form (3'x5'), Vacuum dewatering machine, surface vibrator, Helmet, Face shield, Safety goggles, Safety shoes, Safety belt, Ear defenders, Particle masks, Overalls Knee pad, Reflective jackets, Pencil	

Option 2
Module 13: Perform Random rubble masonry works
Mapped to CON/N0113, v 5.0

Terminal Outcome:

- Demonstrate laying of coursed and un-coursed random rubble masonry
- Demonstrate pointing in rubble masonry.
- Demonstrate laying of dry rubble masonry
- Perform checks for line, level and alignment of rubble masonry works.

Duration: *15:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Interpret sketches, method statements, formats, permits, protocols and checklists for rubble masonry works. • Describe the standard practices for rubble masonry works. • Explain the use of tools and equipment required for rubble masonry. • Explain the different type of coursed and un-coursed rubble masonry works. • Describe the different types of plasters and mortar requirements for the rubble masonry works. • Describe the various types of cement paste / adhesives used on the base. • Describe the various types of stones used in rubble masonry. • Explain the basic method of stone work and finishing in rubble masonry. • Explain the procedure for preparation of sub base for random rubble masonry works. • Explain the visual checks performed on the materials used in random rubble masonry works. • Explain the procedure for cutting stones to prepare for sides, edges and bed for random rubble masonry works. • Explain the procedure for preparation of mortar for random rubble masonry works. • Explain the various techniques / procedures to work with undressed and hammer dressed stones used for un-course and course random rubble masonry. • Describe the procedure for building of wall	• Provide a rough estimate for the quantity of material required for rubble masonry work. • Perform checks to ensure preparation of sub- base for rubble masonry work. • Demonstrate preparation of the sides, edges, bed of stones for rubble masonry. • Demonstrate laying and fixing of stones for both coursed and un-coursed random rubble masonry. • Demonstrate the checking of line and level of random rubble masonry work at regular intervals. • Demonstrate raking and cleaning of joints for pointing works. • Demonstrate preparation of mortar and filling of joints for pointing works. • Demonstrate laying of stone for dry random rubble masonry works in desired line, level and alignment.

in coursed and un-coursed random rubble masonry. • Explain the importance of bond stones (through stones) and jambs at corners of random rubble masonry wall. • Describe the procedure for laying course of dry rubble masonry works. • List the various pointing and raking tools. • Describe the different mortar mixes used for pointing in random rubble masonry. • Describe the procedure for preparation of lime/cement mortar and for performing various pointing works on random rubble masonry, namely: ❖ flush pointing ❖ weathered pointing ❖ ribbon pointing	
Classroom Aids:	
Black/White board, Projector/LED Monitor, Computer system, Trade specific charts and other teaching aids	
Tools, Equipment and Other Requirements	
Hammer, Brick chisel, Stone chisel, Comb chisel, Steel trowel, Float wooden/metal), Straight edge (Aluminium), Wood/rubber mallet, Spade (Phawda), Mortar pan (Ghamela), Corner trowel, Pointer trowel, Tuck pointing trowel, Line and pins, Screed board, Jointers, Steel lever, Plumb bob, Line string (line Dori), Try square, Spirit level, Measuring tape, Steel or wooden scale, Tapered rule, Gauge box, Lifting , appliances (wheel and rope, shackles, sling, belts), Wheel barrows, Wooden sleepers, Rhombus mesh, Mixing plat form (3'x5'), Red oxide, Helmet, Face shield, Safety goggles, Safety shoes, Safety belt, Ear defenders, Particle masks, Overalls Knee pad, Reflective jackets, Pencil	

On-the-Job Training

Mapped to Brick Mason, v 4.0

CON/N0143: Mark the layout for brick/block work, v 4.0
Mandatory Duration: 10:00 Hours
Location: On-Site
Terminal Outcomes: • Performing checks to confirm workability of tools. • Demonstrate transfer of levels as per drawings/instructions. • Demonstrate the setting out of the layout as per drawings/instructions. • Demonstrate marking of the centre lines of a room by 3-4-5 method • Demonstrate marking of acute angle, obtuse angle, splayed wall etc. • Demonstrate the checking of diagonals of a marked square/rectangle.
CON/N0144: Carry out brick laying work, v 4.0
Mandatory Duration: 10:00 Hours
Location: On-Site
Terminal Outcomes: • Demonstrate the visual checks for brick/block, cement, aggregate • Provide a rough estimate for the quantity of material required for work. • Demonstrate the breaking of breaks to required size and shape. • Demonstrate the construction of a brick wall as per standard tolerance limit, as per relevant drawing. • Demonstrate checks for maintaining line and level of each course of brick wall • Demonstrate setting out of 90° corners using builders square or 3-4-5 method. • Demonstrate raking and cleaning of joints as specified prior to drying of bonding mortar • Demonstrate preparation of pointing mortar and filling of joints with the same to obtain specified type of pointing using appropriate tools. • Demonstrate set out of tread and riser and building of small staircase maintaining bond, alignment and plumb. • Demonstrate building of manhole as per required drawing as per specifications • Demonstrate fixing of paver blocks • Demonstrate installations and fixing of arch elements for building arches. • Demonstrate building of arches, cutting creepers around corners and filling of joints for arches. • Demonstrate removal of deteriorated elements from old masonry works and reinstallation of bricks to match adjacent surfaces. • Demonstrate filling and raking of repaired masonry work.

CON/N0145: Perform block work, v 4.0
Mandatory Duration: 10:00 Hours
Location: On-Site
Terminal Outcomes: • Perform visual checks to ascertain quality of blocks. • Provide a rough estimate for the quantity of material required for block work. • Demonstrate the construction of a block wall as per standard tolerance limit, as per relevant drawing. • Demonstrate fixing of blocks using adhesives. • Demonstrate checks for maintaining line and level of each course of block wall • Demonstrate setting out of 90° corners using builders square or 3-4-5 method. • Demonstrate removal of deteriorated elements from old block masonry works and reinstallation of blocks to match adjacent surfaces. • Demonstrate filling and raking of repaired block masonry work.
Elective 1: CON/N0146: Carry out brick bat coba waterproofing, v 4.0
Mandatory Duration: 15:00 Hours
Location: On-Site
Terminal Outcomes: • Demonstrate preparation of surface (filling of non-structural gaps) prior to waterproofing works. • Demonstrate marking and transferring of required levels for maintaining slope in waterproofing works. • Demonstrate application of cement mortar to the prepared surface using appropriate tools. • Demonstrate laying of brick bat coba course for waterproofing works ensuring line, level and alignment. • Perform checks for detecting leakage on the waterproofed surface • Demonstrate filling of gaps in brick bat coba course using appropriate cement mortar of specified thickness.
Elective 1: CON/N0147: Perform IPS (Indian Patent Stone) flooring, v 4.0
Mandatory Duration: 15:00 Hours
Location: On-Site
Terminal Outcomes: • Demonstrate the checks to be carried out for inspection of area prior to concreting • Demonstrate checks for formwork and deviation in slope and alignment in PCC. • Demonstrate marking and transfer of levels on floor for required thickness using appropriate tools. • Demonstrate checks for assessing the quality of materials used in manual and machine mixing of mortar, for IPS flooring works. • Demonstrate fixing of glass, aluminium or brass strip in cement mortar with their tops at appropriate level and according to slope. • Demonstrate pouring, compaction and finishing of concrete in alternate panels. • Demonstrate cutting of groves for providing construction joints and expansion joints as per requirement. • Demonstrate levelling and curing of the finished floor surface.

Elective 2: CON/N0111: Apply plaster on internal and external surfaces, v 5.0
Mandatory Duration: 30:00 Hours
Location: On-Site
Terminal Outcomes: • Demonstrate setting out of the layout as per drawing/instruction and transferring of levels as per layout • Perform visual checks for sand, cement and surface to be plastered • Provide a rough estimate for the quantity of material required for plastering. • Demonstrate the checks to ensure the compliance of cement mortar mix to specified proportion. • Demonstrate placing of dummy dots, application of cement slurry and cement mix for obtaining desired thickness of plaster using appropriate tools. • Demonstrate checks for vertical and horizontal alignment using appropriate tools of plastered surface. • Demonstrate setting out of 90° at corners is required.
Optional 1: Carry out VDF (Vacuum Dewatered Floor) flooring, v 5.0
Mandatory Duration: 15:00 Hours
Location: On-Site
• Demonstrate the checks to be carried out for inspection of area prior to concreting • Demonstrate checks for formwork and deviation in slope and alignment in PCC. • Demonstrate marking and transfer of levels on floor for required thickness using appropriate tools. • Demonstrate checks for assessing the quality of materials used in manual and machine mixing of mortar, for VDF flooring works. • Demonstrate the laying of stone soling/ boulder soling layer. • Demonstrate the laying of floor above the stone soling maintain appropriate slope. • Demonstrate pouring, compaction and finishing of concrete in specified panels for tremix flooring using tools such as floaters and vacuum dewatering machines. • Demonstrate cutting of groves for providing construction joints and expansion joints as per requirement. • Demonstrate levelling and curing of the finished floor surface.
Optional 2: Build structures using random rubble masonry, v 5.0
Mandatory Duration: 15:00 Hours
Location: On-Site
• Provide a rough estimate for the quantity of material required for rubble masonry work. • Perform checks to ensure preparation of sub- base for rubble masonry work. • Demonstrate preparation of the sides, edges, bed of stones for rubble masonry. • Demonstrate laying and fixing of stones for both coursed and un-coursed random rubble masonry. • Demonstrate the checking of line and level of random rubble masonry work at regular intervals. • Demonstrate raking and cleaning of joints for pointing works. • Demonstrate preparation of mortar and filling of joints for pointing works. • Demonstrate laying of stone for dry random rubble masonry works in desired line, level and alignment.

Annexures

Trainer Requirements

Trainer Prerequisites					
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Preferable Training Experience**	
		Years	***Specialization***	***Years***	***Specialization***
B.E./B. Tech	Civil Engineering	2	Site Execution (Civil Work)	1	Bricklaying, Plastering
OR					
Diploma	Civil Engineering	3	Site Execution (Civil Work)	1	Bricklaying, Plastering
OR					
ITI	Relevant Trade	6	Site Execution (Civil Work)	1	Bricklaying, Plastering
OR					
Graduation	in any Stream	6	Site Execution (Civil Work)	1	Bricklaying, Plastering
OR					
Ex-Army Graduate	in any Stream	6	Site Execution (Civil Work)	1	Bricklaying, Plastering

Trainer Certification	
Domain Certification	**Platform Certification**
Recommended that the Trainer is certified for the Job Role: "Brick Mason", mapped to the Qualification Pack: "CON/Q0113, v4.0". 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, v3.0". The minimum accepted score is 80%.

Assessor Requirements

Assessor Prerequisites			
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**	
		Years	***Specialization***
B.E. / B.Tech	Civil Engineering	2	Site Execution (Civil Work)
OR			
Diploma	Civil Engineering	5	Site Execution (Civil Work)
OR			
ITI	Relevant Trade	7	Site Execution (Civil Work)

Assessor Certification	
Domain Certification	**Platform Certification**
Recommended that the Assessor is certified for the Job Role: "Brick Mason", mapped to the Qualification Pack: "CON/Q0113, v4.0". 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, v3.0". The minimum accepted score is 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:**

   Assessment is done through CSDCI affiliated Assessment Agencies. Assessors are trained & certified by CSDCI after Training Of Assessor (TOA) 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 **Brick 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
   - Where appropriate, any supplementary criteria used to make a judgment on the level of performance.

2. **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 mal-practicing.
   - 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:
     - Knowledge assessment (theory/viva assessment)
     - Skill assessment (practical/hands-on skill assessment)

3. **Mode of assessment:**
   - Demonstration/Practical for Performance /Skill Assessment
   - Synoptic multiple-choice question test
   - Viva for Knowledge Assessment

4. **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.

5. **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 **Brick Mason** is summarized below

Assessment Type	Formative or Summative	Strategies	Weightage	Duration (hours)
Knowledge	Summative	MCQ/Viva	30	1.5
skill	Summative	Structured Practical Task	70	5.5

6. **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 criterion under knowledge and skill. The criteria ensure 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.

7. **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.
8. **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 SIDH by Assessment Agency.

9. **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 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
MSDE	Ministry of Skill Development and Entrepreneurship
NCVET	National Council for Vocational Education and Training
NSDC	National Skill Development Corporation
SIDH	Skill India Digital Hub
CSDCI	Constriction Skill Development Council of India
AB	Awarding Body
SSC	Sector Skill Council
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
DDU-GKY	Deen Dayal Upadhyaya Grameen Kaushalya Yojana
SANKALP	Skill Acquisition and Knowledge Awareness for Livelihood Promotion
STRIVE	Skills Strengthening for Industrial Value Enhancement
JSS	Jan Shikshan Sansthan
STT	Short Term Training
RPL	Recognition of Prior Learning
NAPS	National Apprenticeship Promotion Scheme
AA	Assessment Agency
TP	Training Provider / Training Partner
TC	Training Centre
ITI	Industrial Training Institute
NSQC	National Skill Qualification Committee
NSQF	National Skills Qualification Framework
Q-File	Qualification File
QP	Qualification Pack
MC	Model Curriculum
NOS	National Occupational Standards
PC	Performance Criteria
KU	Knowledge and Understanding
GS	Generic Skills
MCQ	Multiple Choice Question
EHS	Environment Health and Safety
PPE	Personal Protective Equipment
QA/QC	Quality Assurance / Quality Control
BM	Brick Masonry
CM	Cement Masonry
SM	Stone Masonry
PM	Plaster Masonry
AAC	Autoclaved Aerated Concrete
CCM	Cement Concrete Masonry
MFM	Mortar-Free Masonry
RRM	Random Rubble Masonry
DRM	Dry Rubble Masonry
FBR	Fly Ash Brickwork
SCM	Structural Clay Masonry
CSP	Concrete Solid Block Masonry

CMU	Concrete Masonry Unit
RM	Reinforced Masonry
TMC	Traditional Masonry Construction
FMB	Flemish Bond Masonry
SBM	Stretcher Bond Masonry
HCM	Header Course Masonry
RCM	Rubble Concrete Masonry
LRM	Load-Bearing Rubble Masonry
FRBM	First-Class Brick Masonry
FMB	Flemish Bond Masonry
SBM	Stretcher Bond Masonry
HCM	Header Course Masonry
RCM	Rubble Concrete Masonry
LRM	Load-Bearing Rubble Masonry
FRBM	First-Class Brick Masonry
PCC	Plain Cement Concrete (used for masonry foundations)
RCC	Reinforced Cement Concrete
FMU	Facing Masonry Unit
CLB	Clay Lintel Block
AACB	Autoclaved Aerated Concrete Block
CSB	Concrete Solid Block
RB	Rubble Block
CBB	Clay Burnt Brick
PCC	Plain Cement Concrete (used for masonry foundations)
RCC	Reinforced Cement Concrete
FMU	Facing Masonry Unit
CLB	Clay Lintel Block
AACB	Autoclaved Aerated Concrete Block
CSB	Concrete Solid Block
RB	Rubble Block
CBB	Clay Burnt Brick
BSM	Brick and Stone Masonry
PBM	Precast Block Masonry
DM	Dry Masonry
MSM	Mortar-Set Masonry
BMM	Brick Mortar Masonry
SMM	Structural Masonry Method
NHBC	National House Building Council (Masonry Standards)