



कौशल विकास और  
उद्यमशीलता मंत्रालय  
MINISTRY OF  
SKILL DEVELOPMENT  
AND ENTREPRENEURSHIP



# Model Curriculum

**QP Name: Assistant Surveyor**

**QP Code: CON/Q0901**

**QP Version: 5.0**

**NSQF Level: 2**

**Model Curriculum Version: 5.0**

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



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## Training Parameters

<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure Construction
<b>Occupation</b>	Surveying
<b>Country</b>	India
<b>NSQF Level</b>	2
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/ 2165.0200
<b>Minimum Educational Qualification and Experience</b>	No Formal Education prescribed OR Ability to read and write
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	30/04/2025
<b>Next Review Date</b>	30/04/2028
<b>NSQC Approval Date</b>	08/05/2025
<b>QP Version</b>	5.0
<b>Model Curriculum Creation Date</b>	30/04/2025
<b>Model Curriculum Valid Up to Date</b>	30/04/2028
<b>Model Curriculum Version</b>	5.0
<b>Minimum Duration of the Course</b>	300 hours
<b>Maximum Duration of the Course</b>	300 hours



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## Program Overview

### Training Outcomes

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

- Identify and handle various tools and instruments used in surveying.
- Demonstrate handling, storing and stacking of surveying tools, instruments and materials.
- Explain the standard procedures of levelling, linear and angular measurements.
- Demonstrate placement and fixing of tripod.
- Demonstrate initial setup and fixing of staff for angular measurement and levelling.
- Demonstrate layout marking for setting out.
- Demonstrate effective communication with co-workers, superiors and sub-ordinates across different teams
- Provide support to co-workers, superiors and sub-ordinates within the team and across interfacing teams to ensure effective execution of assigned task.
- Demonstrate practices sensitive to disabilities (physical, mental, intellectual or sensory impairment), cultural diversity and gender neutrality
- Identify various hazards at construction site.
- Use PPE's relevant to surveying works.
- Perform safe waste disposal at construction site.
- Demonstrate the activities to check the spread of infection as per medical/ organizational guidelines

### Compulsory Modules

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

NOS and Module Details	Theory Duration (in Hours)	Practical Duration (in Hours)	On-the-Job Training Duration (Mandatory) (in Hours)	Total Duration (in Hours)
<b>CON/N0901:</b> Handle and store tools and instruments used in surveying work as per the instructions NOS Version No.: 5.0 NSQF Level: 2	20:00	55:00	15:00	90:00
Module 1: Introduction to Assistant surveyor job role	05:00	00:00	00:00	05:00
Module 2: Handle tools and instruments used in surveying	15:00	55:00	15:00	85:00
<b>CON/N0902:</b> Provide support in various surveying works NOS Version No.: 6.0 NSQF Level: 2	30:00	75:00	15:00	120:00
Module 3: Provide support in surveying works	30:00	75:00	15:00	120:00



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<b>CON/N9001: Work according to personal health, safety and environment protocol at construction site</b> <b>NOS Version No.: 3.0</b> <b>NSQF Level: 4</b>	<b>05:00</b>	<b>25:00</b>	<b>00:00</b>	<b>30:00</b>
Module 5: Follow safety norms as defined by organization, adopt healthy and safe work practices	05:00	25:00	00:00	30:00
<b>CON/N8001: Work effectively in a team to deliver results at a construction site</b> <b>NOS Version No.: 3.0</b> <b>NSQF Level: 4</b>	<b>05:00</b>	<b>25:00</b>	<b>00:00</b>	<b>30:00</b>
Module 4: Communicate effectively at workplace	05:00	25:00	00:00	30:00
<b>DGT/VSQ/N0101: Employability Skills (30 Hours)</b> <b>NOS Version No.: 1.0</b> <b>NSQF Level: 2</b>	<b>30:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 6: Employability Skills	30:00	00:00	00:00	30:00
<b>Total Duration</b>	<b>90:00</b>	<b>180:00</b>	<b>30:00</b>	<b>300:00</b>



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## Module Details

### Module 1: Introduction to Assistant surveyor job role

*Mapped to CON/N0901, v 5.0*

#### Terminal Outcomes:

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

<b>Duration: 05:00</b>	<b>Duration: 00:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the roles and responsibilities of an assistant surveyor.</li> <li>• Explain expected personal attributes required in surveying occupation.</li> <li>• Discover future possible progression and career development options of an assistant surveyor.</li> </ul>	
<b>Classroom Aids:</b>	
Black/White board, Projector/LED Monitor, Computer, Register, Trade specific charts and other teaching aids	
<b>Tools, Equipment and Other Requirements</b>	
NA	



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

Mapped to CON/N0901, v 5.0

### Terminal Outcomes:

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

Duration: 15:00	Duration: 55:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• List various tools and accessories such as chains, tapes, offsets, poles, compass, pegs etc. used in chain and compass surveying</li> <li>• Explain the purpose and area of applications of linear measurement instruments.</li> <li>• List the various level and bearing measuring instruments such as dumpy level, auto level, tilting level etc.</li> <li>• Explain the process and use of levelling accessories such as levelling staff, arrows and pegs.</li> <li>• List various level and angle measuring instruments like tachometer, theodolite, total station etc.</li> <li>• Explain the standard handling of various surveying instruments and materials used in linear, angular, level and bearing measurement.</li> </ul>	<ul style="list-style-type: none"> <li>• Classify various instruments types of surveying instruments such as linear, level and bearing measurement instruments etc.</li> <li>• Demonstrate handling of chains and tapes for precise reading.</li> <li>• Demonstrate handling of offsets, levelling equipment, angles, angle measuring instruments and other tools and accessories used in surveying works.</li> <li>• Demonstrate handling of miscellaneous instruments such as those used in GPS, photogrammetry and transit surveys.</li> <li>• Demonstrate storing and stacking of surveying tools and instruments.</li> <li>• Demonstrate handling, stacking and storing different surveying materials such as lime, strings, hurdles, paints etc. as per standard practices/instructions.</li> </ul>
<b>Classroom Aids:</b>	
Black/White board, marker, Projector/LED Monitor, Computer, Trade specific charts, Safety tags, Safety Notice board, registers and other teaching aids	
<b>Tools, Equipment and Other Requirements</b>	
chains , tapes, offsets, poles, compass, dumpy level, auto level, tilting level, tripods, levelling staff, arrows, Pegs, Tachometer, Theodolite, Total station, lime, strings, hurdles , paints	



## Module 3: Provide support in various surveying works

Mapped to CON/N0902, v6.0

### Terminal Outcomes:

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

Duration: 30:00	Duration: 75:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain selection of tripods based upon the instrument to be used.</li> <li>• Describe importance of placing the tripod at the exact location of marking.</li> <li>• Explain standard procedure for linear and angular measurements.</li> <li>• List different types of staffs to be used for different types of instruments.</li> <li>• Describe different method of holding the staff.</li> <li>• Explain standard procedure for marking various points and symbols for layout, using paint.</li> <li>• Explain procedure for setting out using hurdles/profiles for layout marking.</li> <li>• Explain procedures for installing hurdles and profiles for setting out.</li> <li>• Describe importance of correct setting out.</li> <li>• Explain the process of marking layout for excavation using lime.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate selection and shifting of tools and materials to the instructed location.</li> <li>• Demonstrate placing and fixing of tripod on the marked location.</li> <li>• Demonstrate unfolding of the chain as per standard practices.</li> <li>• Demonstrate liner measurements of distances using chains, ranging rods and arrows, while properly interpreting the hand signals.</li> <li>• Demonstrate initial setting up of instruments and fixing of staff for capturing reading in angular measurement and levelling.</li> <li>• Demonstrate the process of setting out — marking points of layout and installing hurdles, marking grids and connecting hurdles —as per layout/work plan.</li> <li>• Demonstrate marking of layout for excavation using lime.</li> </ul>
<b>Classroom Aids:</b>	
Black/White board, marker, Projector/LED Monitor, Computer, Trade specific charts, Safety tags, Safety Notice board, registers and other teaching aids	
<b>Tools, Equipment and Other Requirements</b>	
chains , tapes, offsets, poles, compass, dumpy level, auto level, tilting level, tripods, levelling staff, arrows, Pegs, Tachometer, Theodolite, Total station, lime, strings, hurdles , paints	





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## Module 4: Follow safety norms as defined by organization, adopt healthy and safe work practices

Mapped to CON/N9001, v.3.0

### Terminal Outcomes:

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

Duration: 05:00	Duration: 25:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the types of hazards at the construction sites and identify the hazards specific to the domain related works.</li> <li>• Recall the safety control measures and actions to be taken under emergency situation.</li> <li>• Explain the classes of fire and types of fire extinguishers.</li> <li>• Explain the importance of participation of workers in safety drills.</li> <li>• Explain the reporting procedure to the concerned authority in case of emergency situations.</li> <li>• Describe the standard procedure for handling, storing and stacking of material, tools, equipment and accessories.</li> <li>• Explain different types of waste at construction sites and their disposal method.</li> <li>• Explain the purpose and importance of vertigo test at construction site.</li> <li>• List out basic medical tests required for working at construction site.</li> <li>• Explain the types and benefits of basic ergonomic principles, which should be adopted while carrying out specific task at the construction sites.</li> <li>• Explain the importance of housekeeping works.</li> <li>• List different types of infectious diseases that can spread/ originate at a construction site</li> <li>• Discuss the ways of transmission of the various infectious disease.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the operating procedure of the fire extinguishers.</li> <li>• Demonstrate use of PPEs as per work requirements.</li> <li>• Demonstrate vertigo test.</li> <li>• Demonstrate safety techniques to be adopted in case of accidents.</li> <li>• Demonstrate safe waste disposal practices followed at construction site.</li> <li>• Demonstrate safe housekeeping practices.</li> <li>• Demonstrate the practices to maintain personal hygiene, workplace hygiene and site/ workplace sanitization.</li> <li>• Demonstrate the methods to clean and disinfect all materials, tools and supplies before and after use.</li> <li>• Demonstrate the procedure to report to the concerned authority regarding the outbreak/ hazard of any infectious disease/ pandemic.</li> </ul>



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<ul style="list-style-type: none"> <li>• Explain the methods to check the spread of the infectious disease.</li> <li>• Describe the symptoms and cure of the various infectious disease.</li> </ul>	
<b>Classroom Aids:</b>	
Black/White board, marker, Projector/LED Monitor, Computer, Trade specific charts, Safety tags, Safety Notice board, registers and other teaching aids	
<b>Tools, Equipment and Other Requirements</b>	
Safety Helmets, Face shield, Overalls, Knee pads, Safety shoes, Safety belts, Safety harness, Safety Gloves, Safety goggles, Particle masks, Ear Plugs, Reflective jackets, Fire Extinguisher, Fire prevention kit, First Aid box, Safety tags, Safety Notice board	



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



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## Module 6: Employability Skills (30 Hours)

Mapped to DGT/VSQ/N0101, v1.0

**Duration: 30:00**

### Key Learning Outcomes

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

After completing this programme, participants will be able to:

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

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

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

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

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

#### Basic English Skills Duration: 2 Hours

6. Use appropriate basic English sentences/phrases while speaking

#### Communication Skills Duration: 4 Hours

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

#### Diversity & Inclusion Duration: 1 Hour

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

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

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

#### Essential Digital Skills Duration: 3 Hours

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

#### Entrepreneurship Duration: 7 Hours

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

#### Customer Service Duration: 4 Hours

17. Differentiate between types of customers
18. Explain the significance of identifying customer needs and addressing them
19. Discuss the significance of maintaining hygiene and dressing appropriately



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#### 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



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## On-the-Job Training

*Mapped to Assistant Surveyor, v 4.0*

<b>CON/N0901, v 5.0, Mandatory Duration: 15:00</b>
<b>Location: On Site</b>
<ul style="list-style-type: none"> <li>• Classify various instruments types of surveying instruments such as linear, leveland bearing measurement instruments etc.</li> <li>• Demonstrate handling of chains and tapesfor precise reading.</li> <li>• Demonstrate handling of offsets, levellingequipment, angles, angle measuring instruments and other tools and accessories used in surveying works.</li> <li>• Demonstrate handling of miscellaneous instruments such as those used in GPS, photogrammetry and transit surveys.</li> <li>• Demonstrate storing and stacking ofsurveying tools and instruments.</li> <li>• Demonstrate handling, stacking and storing different surveying materials such as lime, strings, hurdles, paints etc. as perstandard practices/instructions.</li> </ul>
<b>CON/N0902, v 5.0, Mandatory Duration: 15:00</b>
<b>Location: On Site</b>
<ul style="list-style-type: none"> <li>• Demonstrate selection and shifting oftools and materials to the instructed location.</li> <li>• Demonstrate placing and fixing of tripodon the marked location.</li> <li>• Demonstrate unfolding of the chain as perstandard practices.</li> <li>• Demonstrate liner measurements of distances using chains, ranging rods and arrows, while properly interpreting the hand signals.</li> <li>• Demonstrate initial setting up of instruments and fixing of staff for capturing reading in angular measurementand levelling.</li> <li>• Demonstrate the process of setting out —marking points of layout and installing hurdles, marking grids and connecting hurdles —as per layout/work plan.</li> <li>• Demonstrate marking of layout forexcavation using lime.</li> </ul>



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## Annexure

### Trainer Requirements:

Minimum Educational Qualification	Specialization	Relevant Industry Experience		Preferable Training Experience	
		Years	Specialization	Years	Specialization
B.E. / B.Tech	Civil Engineering	2	Construction Site Surveying	1	Construction Site Survey Work
OR					
Diploma	Civil Engineering	3	Construction Site Surveying	1	Construction Site Survey Work
OR					
ITI	Relevant Trade	6	Construction Site Surveying	1	Construction Site Survey Work
OR					
Graduation	in any Stream	6	Construction Site Surveying	1	Construction Site Survey Work
OR					
Ex-Army Graduate	in any Stream	6	Construction Site Surveying	1	Construction Site Survey Work

Trainer Certification	
Domain Certification	Platform Certification
Recommended that the Trainer is certified for the Job Role: "Assistant Surveyor", mapped to the Qualification Pack: "CON/Q0901, v5.0". 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%.





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## Assessor Requirements:

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

Assessor Certification	
Domain Certification	Platform Certification
Recommended that the Assessor is certified for the Job Role: "Assistant Surveyor", mapped to the Qualification Pack: "CON/Q0901, v5.0". 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%.



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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:

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 **Assistant Surveyor** job role.

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

The assessment plan contains the following information:

- What will be assessed, i.e. the competency based on each NOS based on theory and practical questions
- How assessment will occur i.e. methods of assessment
- When the assessment will occur
- Duration of assessment
- Where the assessment will take place i.e. context of the assessment (workplace/simulation)
- The criteria for decision making i.e. those aspects that will guide judgments
- 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



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#### 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 **Assistant Surveyor** 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



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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 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
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 <b>upon the completion of the training.</b>
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module.</b> A set of terminal outcomes help to achieve the training outcome.



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## 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	Construction 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
TS	Total Station
GPS	Global Positioning System
DGPS	Differential Global Positioning System
GNSS	Global Navigation Satellite System
GIS	Geographic Information System
RS	Remote Sensing
UAV	Unmanned Aerial Vehicle (Drone Surveying)
LDR	Light Detection and Ranging
DEM	Digital Elevation Model
DTM	Digital Terrain Model
DSM	Digital Surface Model
GCP	Ground Control Point
HFL	Land Use and Land Cover
TBM	High Flood Level (Hydrographic Survey)
BM	Bench Mark



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<b>FS</b>	Foresight (in leveling)
<b>BS</b>	Backsight (in leveling)
<b>IS</b>	Intermediate Sight (in leveling)
<b>NTS</b>	National Topographic Series (Survey Maps)
<b>RL</b>	Reduced Level
<b>LOS</b>	Line of Sight
<b>CL</b>	Center Line (Road Survey)
<b>ROW</b>	Right of Way (Land Acquisition)
<b>KML</b>	Keyhole Markup Language (GIS & Mapping)
<b>CAD</b>	Computer-Aided Design
<b>BIM</b>	Building Information Modeling
<b>DLR</b>	Digital Land Record
<b>ROR</b>	Record of Rights
<b>FMB</b>	Field Measurement Book
<b>RSR</b>	Revenue Survey Record
<b>LPM</b>	Land Parcel Mapping
<b>GTS</b>	Great Trigonometrical Survey
<b>MSL</b>	Mean Sea Level
<b>NWL</b>	Normal Water Level
<b>SPM</b>	Single Point Mooring (Hydrographic Survey)
<b>EIA</b>	Environmental Impact Assessment