



## Model Curriculum

**QP Name:** Assistant Mason

**QP Code:** ICE/CON/Q0102

**Version:** 3.0

**NSQF Level:** 3

**Model Curriculum Version:** 3.0

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## Training Parameters

<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure Construction
<b>Occupation</b>	Masonry
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7112.0601
<b>Minimum Educational Qualification and Experience</b>	<p>Grade 10 Pass OR Grade 8 pass with 2-year of (NTC/ NAC) after 8th OR 9th grade pass with 1-year relevant experience OR 8th grade pass with 2-year relevant experience OR 5th grade pass with 5-year relevant experience OR Previous relevant Qualification of NSQF Level 2 with 3-year relevant experience OR Previous relevant qualification of NSQF Level 2.5 with 1.5 relevant experience</p>
<b>Pre-Requisite License or Training</b>	Not Applicable
<b>Minimum Job Entry Age</b>	As per Govt. Norms
<b>Last Reviewed On</b>	31-08-2023
<b>Next Review Date</b>	31-08-2026
<b>NSQC Approval Date (Original)</b>	31-08-2023
<b>Adoption Date</b>	07-10-2025
<b>Adoption Valid Till</b>	31-08-2026
<b>QP Version</b>	3.0
<b>Model Curriculum Creation Date</b>	31-08-2023
<b>Model Curriculum Valid Up to Date</b>	31-08-2026
<b>Model Curriculum Version</b>	3.0
<b>Minimum Duration of the Course</b>	360 Hours
<b>Maximum Duration of the Course</b>	360 Hours

## Program Overview

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

### Training Outcomes

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

- Describe the process of erecting and dismantling temporary scaffold up to 3.6-meter height.
- Describe the process of using hand and power tools relevant to masonry.
- Explain the process of assisting in tiling, stone laying and concrete masonry.
- Explain the process of assisting in brick/block work, plastering work, and fixing doors and windows.
- Explain the importance of working effectively in a team to deliver desired results at the workplace.
- Elucidate ways to work according to personal health, safety and environment protocols at construction site.

### Compulsory Modules

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

NOS and Module Details	Theory Duration (in Hours)	Practical Duration (in Hours)	On-the-Job Training Duration (Mandatory) (in Hours)	On-the-Job Training Duration (Recommended) (in Hours)	Total Duration (in Hours)
<b>CON/N0101: Erect and dismantle temporary scaffold up to 3.6 - meter height</b> NOS Version: 7.0 NSQF Level: 3	15:00	45:00	00:00	00:00	60:00
Module 1: Introduction to the role of Assistant Mason	05:00	00:00	00:00	00:00	05:00
Module 2: Process of erecting and dismantling temporary scaffold up to 3.6-meter height	10:00	45:00	00:00	00:00	55:00
<b>CON/N0105: Use hand and power tools relevant to masonry</b> NOS Version: 4.0 NSQF Level: 3	15:00	15:00	30:00	00:00	60:00
Module 3: Process of using hand and power tools relevant to masonry	15:00	15:00	30:00	00:00	60:00

<b>CON/N0106: Assist in tiling, stone laying and concrete masonry</b> <b>NOS Version: 4.0</b> <b>NSQF Level: 3</b>	<b>45:00</b>	<b>45:00</b>	<b>00:00</b>	<b>00:00</b>	<b>90:00</b>
Module 4: Process of assisting in tiling, stone laying and concrete masonry	45:00	45:00	00:00	00:00	90:00
<b>CON/N0107: Assist in brick/block work, plastering work, and fixing doors and windows</b> <b>NOS Version: 4.0</b> <b>NSQF Level: 3</b>	<b>35:00</b>	<b>25:00</b>	<b>00:00</b>	<b>00:00</b>	<b>60:00</b>
Module 5: Process of assisting in brick/block work, plastering work, and fixing doors and windows	35:00	25:00	00:00	00:00	60:00
<b>CON/N8001: Work effectively in a team to deliver desired results at the workplace</b> <b>NOS Version: 12.0</b> <b>NSQF Level: 4</b>	<b>05:00</b>	<b>25:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 6: Work effectively in a team to deliver desired results at the workplace	05:00	25:00	00:00	00:00	30:00
<b>CON/N9001: Work according to personal health, safety and environment protocols at construction site</b> <b>NOS Version: 10.0</b> <b>NSQF Level: 4</b>	<b>05:00</b>	<b>25:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 7: Follow safety norms as defined by organization, adopt healthy and safe work practices	05:00	25:00	00:00	00:00	30:00
<b>DGT/VSQ/N0101: Employability Skills</b> <b>NOS Version: 1.0</b> <b>NSQF Level: 2</b>	<b>30:00</b>	<b>00:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 8: Employability Skills	30:00	00:00	00:00	00:00	30:00
<b>Total Duration</b>	<b>150:00</b>	<b>180:00</b>	<b>30:00</b>	<b>00:00</b>	<b>360:00</b>

## Module Details

### Module 1: Introduction to the role of an Assistant Mason

*Mapped to CON/N0101 v7.0*

#### Terminal Outcomes:

- Discuss the job role of Assistant Mason.

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



## Module 2: Process of erecting and dismantling temporary scaffold up to 3.6- meter height

Mapped to CON/N0101 v7.0

### Terminal Outcomes:

- Explain the process of erecting and dismantling temporary scaffold.

Duration: 10:00	Duration: 45:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the use of different types of scaffolds (e.g. cup-lock, frame scaffold).</li> <li>• Explain the use of tools and tackles in scaffolding, including tools for erecting and dismantling 3.6-meter temporary scaffold.</li> <li>• Elucidate the identification and use of different scaffolding components.</li> <li>• List the standard size of scaffolding components.</li> <li>• Describe the standard procedure for erecting and dismantling 3.6 m temporary scaffold.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of carrying out levelling in the area where scaffold needs to be erected and check for ground compactness.</li> <li>• Demonstrate how to use appropriate components and follow the standard procedure for erecting temporary scaffold up to 3.6 m in height.</li> <li>• Demonstrate the process of setting up walk-boards, guard rails, toe- boards and other components on the scaffold's working platform.</li> <li>• Show how to clean and stack all components properly after dismantling.</li> </ul>
<b>Classroom Aids</b>	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
<b>Tools, Equipment and Other Requirements</b>	
Hammer, Measuring Tape/Rule, Spirit Level, Plumb-Bob, Mason's Line, Helmet, Safety Shoes, Safety Belt, Cotton Hand Gloves, Goggles, Reflective Jackets, Nose Mask, Trowel, Mason's Hammer, String Line, Jointers, Mallets, Wedges, Screeds, Floats, Bolster Chisel, Spade, Scale, Steel Square. Power Wet Saws, Electric Drills, Tile Cutters, Vibrators, Grinders, Concrete Mixer, Water Level Tube, Overalls, Knee Pad, Spanner (Set), Wrench, Pulley, Rope, Nuts and Bolts, Safety Harness, Gum Shoes, Fire Extinguisher, Safety Notice Board / Safety Message Board, Ear Plug, First Aid Box, Tool Box With Lock and Key. Face Shield, Fire Prevention Kit	

### Module 3: Process of using hand and power tools relevant to masonry *Mapped to CON/N0105 v4.0*

#### Terminal Outcomes:

- Describe the process of using masonry tools.

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>Elucidate the functions, use and maintenance of basic measuring, levelling, manual and power tools used in masonry.</li> <li>Discuss the standard masonry practices.</li> <li>Explain the safety regulation concerning the handling and use of construction tools, equipment and materials.</li> <li>Explain the importance of personal protection and the use of relevant safety gear and equipment.</li> <li>Describe the process of transferring levels using basic leveling devices.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to check the usability of tools, including the signs of wear and tear.</li> <li>Demonstrate the process of performing minor repair and maintenance of tools and equipment, such as cleaning and oiling.</li> <li>Demonstrate the process of setting up and using basic levelling tools, such as spirit level, water level and straight edge.</li> <li>Show how to transfer levels and set out using appropriate tools.</li> </ul>
<b>Classroom Aids</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
Hammer, Measuring Tape/Rule, Spirit Level, Plumb-Bob, Mason's Line, Helmet, Safety Shoes, Safety Belt, Cotton Hand Gloves, Goggles, Reflective Jackets, Nose Mask, Trowel, Mason's Hammer, String Line, Jointers, Mallets, Wedges, Screeds, Floats, Bolster Chisel, Spade, Scale, Steel Square. Power Wet Saws, Electric Drills, Tile Cutters, Vibrators, Grinders, Concrete Mixer, Water Level Tube, Overalls, Knee Pad, Spanner (Set), Wrench, Pulley, Rope, Nuts and Bolts, Safety Harness, Gum Shoes, Fire Extinguisher, Safety Notice Board / Safety Message Board, Ear Plug, First Aid Box, Tool Box With Lock and Key. Face Shield, Fire Prevention Kit	



## Module 4: Process of assisting in tiling, stone laying and concrete masonry

### Mapped to CON/N0106, v4.0

#### Terminal Outcomes:

- Describe the process of assisting in tiling and stone laying.
- Explain the process of assisting in concrete.
- Describe the process of preparing and applying anti-termite solution.
- Describe the process of carrying out brick soling and PCC flooring.

Duration: 45:00	Duration: 45:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the use of basics sketches for tiling, stone laying and concrete masonry.</li> <li>• Discuss the basic principles of measurement.</li> <li>• State the standard sizes and maintenance of all masonry tiling and concreting tools.</li> <li>• Elucidate how to select and use basic tools for tiling, stone laying and concreting, such as measuring tape/ruler, hammer, mallet, spade, bolster chisel, wedges, power wet saws, tile scribes or handheld tile cutters, screeds, floats, shovels, rakes, vibrators etc.</li> <li>• Describe the techniques and procedures for cutting different types of tiles and stones to size and as per design requirements.</li> <li>• Elucidate the types, physical properties and applications of different types of tiles.</li> <li>• Describe the methods and techniques of preparing bed mortar and cement slurry.</li> <li>• Explain the techniques for preparing different surfaces.</li> <li>• Explain the importance of and process of hacking RCC surfaces.</li> <li>• Explain the importance of tile/ stone laying as per the specifications within the applicable tolerance limits. List the basic properties of concrete including weight, slump, etc.</li> <li>• Explain how to assess if concrete has been mixed as per the appropriate ratio for site requirements.</li> <li>• Describe the process of batching and</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to remove loose concrete laitance and roughening of the surface before laying tiles and stones.</li> <li>• Demonstrate ways to assist in checking and measuring the dimensions of the room/ floor/ walls like slope, right angle and surface plane.</li> <li>• Demonstrate ways to assist in cutting tiles / stones as per the design specifications using appropriate tools.</li> <li>• Show how to sieve the fine aggregate as per the requirement/instruction.</li> <li>• Show how to mix cement and mortar in the appropriate ratio and quantity as instructed by the supervisor.</li> <li>• Demonstrate ways to assist in levelling and marking dummy dots and spreading mortar using trowel to the required thickness as per the supervisor's instruction.</li> <li>• Demonstrate the process of assisting in arranging tiles as per the design plan and put spacers between tiles as per the requirement.</li> <li>• Demonstrate the process of assisting in filling joints by preparing and applying appropriate grout and sealant.</li> <li>• Demonstrate how to use the appropriate tools and materials for concrete works as per the supervisor's instructions. Show how to sieve the fine aggregate as per the requirement/instructions, in case of manual concrete mixing.</li> <li>• Demonstrate the process of performing manual concrete batching and mixing as</li> </ul>

<p>mixing materials for concrete.</p> <ul style="list-style-type: none"> <li>● Explain how to screed the concrete to correct levels.</li> <li>● Explain the appropriate technique for pouring concrete in the form of layers as per the construction site requirements.</li> <li>● Explain how to ensure proper curing.</li> <li>● Elucidate different types of PCC flooring works.</li> <li>● Explain the uses of different baton strips.</li> <li>● Describe the process of brick soling and PCC flooring.</li> </ul>	<p>per instruction to prepare mix of appropriate ratio.</p> <ul style="list-style-type: none"> <li>● Show how to pour concrete mix into the forms and casts under supervision.</li> <li>● Demonstrate how to prepare mix of cement and mortar in the required quantity according to the work requirement.</li> <li>● Demonstrate ways to assist in pouring concrete in forms/moulds as per the supervisor's instructions.</li> <li>● Demonstrate the process of carrying out proper compaction of concrete using appropriate vibrators.</li> <li>● Demonstrate ways to assist in levelling and finishing concrete using appropriate tools, as per the given instructions.</li> <li>● Demonstrate the process of preparing anti-termite solution by mixing it with water in the prescribed proportions as per the given instructions.</li> <li>● Show how to create holes of appropriate depth in the soil using steel rods as per the instructions.</li> <li>● Show how to sprinkle the anti-termite mix on the soil, using the appropriate Personal Protective Equipment (PPE).</li> <li>● Demonstrate the process of carrying out levelling, compaction and backfilling as per the requirement.</li> <li>● Demonstrate the process of setting up baton strips on the floors for making panels as per requirement.</li> <li>● Demonstrate the process of carrying out screeding of PCC over the brick soling in specified panels.</li> <li>● Demonstrate the process of carrying out leveling, finishing and curing of the finished surface.</li> </ul>
<b>Classroom Aids</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
Hammer, Measuring Tape/Rule, Spirit Level, Plumb-Bob, Mason's Line, Helmet, Safety Shoes, Safety Belt, Cotton Hand Gloves, Goggles, Reflective Jackets, Nose Mask, Trowel, Mason's Hammer, String Line, Jointers, Mallets, Wedges, Screeds, Floats, Bolster Chisel, Spade, Scale, Steel Square. Power Wet Saws, Electric Drills, Tile Cutters, Vibrators, Grinders, Concrete Mixer, Water Level Tube, Overalls, Knee Pad, Spanner (Set), Wrench, Pulley, Rope, Nuts and Bolts,	



कौशल विकास और  
उद्यमशीलता मंत्रालय  
MINISTRY OF  
**SKILL DEVELOPMENT  
AND ENTREPRENEURSHIP**



Safety Harness, Gum Shoes, Fire Extinguisher, Safety Notice Board / Safety Message Board, Ear Plug, First Aid Box, Toolbox With Lock and Key. Face Shield, Fire Prevention Kit

## Module 5: Process of assisting in brick/block work, plastering work, and fixing doors and windows

Mapped to CON/N0107 v4.0

### Terminal Outcomes:

- Explain the process of assisting in brick/block work.
- Explain the process of assisting in plastering.
- Elucidate ways to fix door and window frames.

Duration: 35:00	Duration: 25:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>● Explain the basics of masonry, plastering, tiling, concreting and stone installation works.</li> <li>● Explain the use of relevant tools and equipment, such as measuring tape, trowel, mortar pan, hammer, bolster chisel, spade, rubber/wooden hammers, mallets, wedges, jointers, square, plumb bob, straight edge spirit level, water level tube, line thread, volume box, weighing balance, tile scribes or hand held tile cutters, screeds, floats, power wet saws, electric drills, anglers and grinders, vibrators, wheel barrow, hand operated concrete mixer, etc.</li> <li>● Explain the use and setting of basic leveling tools, such as plum bob, spirit level, water level.</li> <li>● Describe the process of transferring levels using basic levelling tools.</li> <li>● Describe the techniques/ procedures for cutting different types of bricks to required sizes.</li> <li>● Describe the process of laying and fixing brick/ blocks in position with correct alignment.</li> <li>● Explain different types of bonds in brickwork.</li> <li>● State different mix of mortar required for brick/block and plastering works.</li> <li>● Explain the techniques for surface preparation for plastering works.</li> <li>● Explain the importance of hacking</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to remove loose concrete laitance and roughening of the surface before laying brick/block.</li> <li>● Demonstrate how to sieve the fine aggregate as per the requirement/instructions.</li> <li>● Show how to mix cement and mortar in the appropriate ratio and quantity as instructed by the supervisor.</li> <li>● Demonstrate ways to assist in setting out the layouts as per the instructions.</li> <li>● Demonstrate ways to assist in spreading mortar using trowel to the required thickness as per instructions.</li> <li>● Demonstrate ways to assist in building brick walls using English/ Flemish bond.</li> <li>● Show how to remove excess mortar from the face of the wall as per the given instructions to keep the surface clean.</li> <li>● Demonstrate how to measure the dimensions of the room/ floor /walls, right angle and surface plane under supervision.</li> <li>● Show how to remove all loose concrete laitance and assist in roughening the surface.</li> <li>● Demonstrate the process of carrying out pre-wetting of the base surface before plastering.</li> <li>● Show how to prepare mix of cement mortar and cement slurry in the</li> </ul>

<p>RCC surfaces.</p> <ul style="list-style-type: none"> <li>• Describe the process of marking dummy dots for transfer of levels.</li> <li>• State the standard size of doors/windows, and the types of materials and fittings used in them.</li> <li>• Explain how to align the frames and check the holdfast position.</li> <li>• Describe the process of anchoring frames to walls and filling gap between wall and frames.</li> </ul>	<p>required quantity and proportion.</p> <ul style="list-style-type: none"> <li>• Show how to mark and set out the location for fixing doors and windows as per the supervisor's instructions.</li> <li>• Demonstrate how to anchor window frames in frames / openings in the wall using nails and secure the frame, following the supervisor's instructions.</li> <li>• Demonstrate ways to assist in fixing standard sections for wooden/metal windows, doors and vent frames.</li> </ul>
<b>Classroom Aids</b>	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
<b>Tools, Equipment and Other Requirements</b>	
<p>Hammer, Measuring Tape/Rule, Spirit Level, Plumb-Bob, Mason's Line, Helmet, Safety Shoes, Safety Belt, Cotton Hand Gloves, Goggles, Reflective Jackets, Nose Mask, Trowel, Mason's Hammer, String Line, Jointers, Mallets, Wedges, Screeds, Floats, Bolster Chisel, Spade, Scale, Steel Square. Power Wet Saws, Electric Drills, Tile Cutters, Vibrators, Grinders, Concrete Mixer, Water Level Tube, Overalls, Knee Pad, Spanner (Set), Wrench, Pulley, Rope, Nuts and Bolts, Safety Harness, Gum Shoes, Fire Extinguisher, Safety Notice Board / Safety Message Board, Ear Plug, First Aid Box, Tool Box With Lock and Key. Face Shield, Fire Prevention Kit</p>	

## Module 6: Work effectively in a team to deliver desired results at the workplace

*Mapped to CON/N8001 v12.0*

### Terminal Outcomes:

- Explain the importance of interacting and communicating in an effective manner.
- Elucidate ways to support co-workers to execute the project requirements.
- Elucidate ways to practice inclusion at workplace.

<b>Duration: 05:00</b>	<b>Duration: 25:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>



<ul style="list-style-type: none"> <li>● Elucidate own roles and responsibilities.</li> <li>● Explain the importance of effective communication.</li> <li>● Elucidate the consequence of poor teamwork on project outcomes, timelines, safety at the construction site, etc.</li> <li>● Explain different modes of communication used at workplace.</li> <li>● Explain the importance of creating healthy and cooperative work environment among the gangs of workers.</li> <li>● Elucidate applicable techniques of work, properties of materials used, tools and tackles used, safety standards that co-workers might need as per the requirement.</li> <li>● Explain the importance of proper and effective communication and the expected adverse effects in case of failure relating to quality, timeliness, safety, risks at the construction project site.</li> <li>● Explain the importance and need of supporting co-workers facing problems for the smooth functioning of work.</li> <li>● Discuss the fundamental concept of gender equality.</li> <li>● Explain how to recognise and be sensitive to issues of disability, culture and gender.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to pass on work related information/ requirement clearly to the team members.</li> <li>● Show how to report any unresolved problem to the supervisor immediately.</li> <li>● Demonstrate ways to hand over the required material, tools, tackles, equipment and work fronts timely to interfacing teams.</li> <li>● Demonstrate ways to work together with co-workers in a synchronized manner.</li> <li>● Demonstrate effective implementation of gender neutral practices at workplace.</li> <li>● Demonstrate ways to address discriminatory and offensive behaviour in a professional manner as per organizational policy.</li> </ul>
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<ul style="list-style-type: none"> <li>Discuss legislation, policies, and procedures relating to gender sensitivity and cultural diversity including their impact on the area of operation.</li> </ul>	
<b>Classroom Aids</b>	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 7: Work according to personal health, safety and environment protocols at construction site

*Mapped to NOS CON/N9001 v10.0*

### Terminal Outcomes:

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

<b>Duration: 05:00</b>	<b>Duration: 25:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>● Describe the reporting procedures in cases of breaches or hazards for site safety, accidents, and emergency situations as per guidelines.</li> <li>● Explain different types of safety hazards at construction sites.</li> <li>● Discuss basic ergonomic principles as per applicability.</li> <li>● Describe the procedure for responding to accidents and other emergencies at site.</li> <li>● Explain the importance of handling tools, equipment, and materials as per applicable norms.</li> <li>● Explain the effect of construction material on health and environments as per applicability.</li> <li>● Describe various environmental protection methods as per applicability.</li> <li>● Explain the storage requirement of waste including non-combustible scrap material and debris, combustible scrap material and debris, general construction waste and trash (non-toxic, non-hazardous), any other hazardous wastes and any other flammable wastes at the appropriate location.</li> <li>● Explain how to use hazardous material in a safe and appropriate manner as per applicability.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to follow emergency and evacuation procedures in case of accidents, fires, natural calamities.</li> <li>● Show how to operate different types of fire extinguishers corresponding to various types of fires as per EHS guideline.</li> <li>● Demonstrate the use of appropriate Personal Protective Equipment (PPE) as per work requirements for : Head Protection, Ear protection, Fall Protection, Foot Protection, Face and Eye Protection, Hand and Body Protection, and Respiratory Protection (if required).</li> <li>● Demonstrate how to check and install all safety equipment as per standard guidelines.</li> <li>● Show how to collect, segregate and deposit construction waste into appropriate containers based on their toxicity or hazardous nature.</li> <li>● Show how to clean and disinfect all materials, tools and supplies before and after use.</li> </ul>

<ul style="list-style-type: none"> <li>• Explain types of fire.</li> <li>• Describe the procedure of operating different types of fire extinguishers.</li> <li>• State safety relevant to tools, tackles, and equipment as per applicability.</li> <li>• List housekeeping activities relevant to task.</li> <li>• Elucidate ways of transmission of infection</li> <li>• ways to manage infectious risks at the workplace.</li> <li>• Describe different methods of cleaning, disinfection, sterilization, and sanitization.</li> <li>• List the symptoms of infection like fever, cough, redness, swelling, and inflammation.</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>	
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 Hours

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 Hour

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

#### Diversity & Inclusion Duration: 1 Hour

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

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

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

#### Essential Digital Skills Duration: 3 Hours

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

#### Entrepreneurship Duration: 7 Hours

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

#### Customer Service Duration: 4 Hours

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

#### Getting ready for apprenticeship & Jobs Duration: 2 Hours

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

## On-the-Job Training

### *Mapped to Assistant Mason*

<b>Mandatory Duration: 30:00</b>	<b>Recommended Duration: 00:00</b>
<b>Location: On-Site</b>	
<b>Terminal Outcomes</b> <ul style="list-style-type: none"> <li>● Explain the use of different types of scaffolds (e.g. cup-lock, frame scaffold).</li> <li>● Carry out levelling in the area where scaffold needs to be erected and check for ground compactness.</li> <li>● Set up walk-boards, guard rails, toe-boards and other components on the scaffold's working platform.</li> <li>● Perform minor repair and maintenance of tools and equipment, such as cleaning and oiling.</li> <li>● Sieve the fine aggregate as per the requirement/instruction.</li> <li>● Perform manual concrete batching and mixing as per instruction to prepare mix of appropriate ratio.</li> <li>● Mix cement and mortar in the appropriate ratio and quantity as instructed by the supervisor.</li> <li>● Prepare anti-termite solution by mixing it with water in the prescribed proportions as per the given instructions.</li> <li>● Carry out leveling, finishing and curing of the finished surface.</li> <li>● Operate different types of fire extinguishers corresponding to various types of fires as per EHS guideline.</li> </ul>	



## Annexure

### Trainer Requirements

Minimum Educational Qualification	Specialization	Relevant Industry Experience		Preferable Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduation	Civil Engineering	1	Site Execution (Civil Work)	1	Site Execution (Civil Work)	
OR						
Diploma	Civil Engineering	2	Site Execution (Civil Work)	1	Site Execution (Civil Work)	
OR						
ITI	Relevant Trade	4	Site Execution (Civil Work)	1	Site Execution (Civil Work)	

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role “Assistant Mason”, mapped to QP: “ICE/CON/Q0102, v3.0”, Minimum accepted score is 80%	Recommended that the Trainer is certified for the Job Role: “Trainer (Vet and Skills)”, mapped to the Qualification Pack: “MEP/Q2601, v 3.0”. The minimum accepted score as per MEPSC guidelines is 80%.

## Assessor Requirements

Minimum Educational Qualification	Specialization	Relevant Industry Experience		Preferable Training / Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduation	Civil Engineering	1	Site Execution (Civil Work)	1	Site Execution (Civil Work)	
OR						
Diploma	Civil Engineering	2	Site Execution (Civil Work)	1	Site Execution (Civil Work)	
OR						
ITI	Relevant Trade	4	Site Execution (Civil Work)	1	Site Execution (Civil Work)	

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role “Assistant Mason”, mapped to QP: “ICE/CON/Q0102 v3.0”, 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, v 3.0”, with a minimum score of 80%.

## Assessment Strategy

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

### 1. Assessment System Overview:

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

### 2. Testing Environment:

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

### 3. Assessment Quality Assurance levels/Framework

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

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

#### **4. Types of evidence or evidence-gathering protocol:**

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

#### **5. Method of verification or validation:**

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

#### **On the Job:**

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

## References

### Glossary

Term	Description
<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do it upon the completion of the training.
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

Term	Description
<b>QP</b>	Qualification Pack
<b>NSQF</b>	National Skills Qualification Framework
<b>NSQC</b>	National Skills Qualification Committee
<b>NOS</b>	National Occupational Standards
<b>CSDCI</b>	Construction Skill development Council of India
<b>MCQ</b>	Multiple Choice Question
<b>EHS</b>	Environment Health and Safety
<b>IPS</b>	Indian Patent Stone
<b>VDF</b>	Vacuum Dewatering Flooring