



Model Curriculum

QP Name: Helper Construction Painter

QP Code: CON/Q0501

Version: 3.0

NSQF Level: 2

Model Curriculum Version: 3.0

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Training Parameters

Sector	Construction
Sub-Sector	Real Estate and Infrastructure Construction
Occupation	Construction Painting
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015/9313.0701
Minimum Educational Qualification and Experience	No formal education prescribed OR May require the ability to read and write for some qualifications
Pre-Requirement License or Training	Recommended training period of 6-8 weeks as per QP of Helper Construction Painter
Minimum Job Entry Age	18 Years
Last Reviewed On	31/08/2023
Next Review Date	29/02/2024
NSQC Approval Date	31/08/2023
QP Version	3.0
Model Curriculum Creation Date	31/08/2023
Model Curriculum Valid Up to Date	29/02/2024
Model Curriculum Version	3.0
Minimum Duration of the Course	240 Hours
Maximum Duration of the Course	240 Hours



Program Overview

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

Training Outcomes

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

- Explain the process of selecting tools and materials for painting.
- Explain the process of storing tools and painting material
- Demonstrate the process of preparing the basic surfaces for painting.
- Demonstrate the process of erecting and dismantling a temporary scaffold.
- Elucidate ways to follow safety norms as defined by the organization
- Describe the process of adopting healthy & safe work practices.
- Describe the ways of implementing good housekeeping and environment protection process and activities
- Explain how to follow infection control guidelines as per applicability

Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
CON/N0501: Handle and store relevant tools, equipment and painting materials NOS Version- 3.0 NSQF Level- 2	15:00	15:00	30:00	00:00	60:00
Module 1: Introduction to the role of a Helper Construction Painter	05:00	00:00	0:00	00:00	05:00
Module 2: Process of handling and storing relevant tools, equipment and painting materials	10:00	15:00	30:00	00:00	55:00
CON/N0502: Prepare different types of surfaces for painting NOS Version- 7.0 NSQF Level- 2	25:00	35:00	0:00	00:00	60:00
Module 3: Process of surface preparation for painting	25:00	35:00	0:00	00:00	60:00
CON/N0101: Erect and dismantle temporary	15:00	45:00	0:00	00:00	60:00



scaffold up to 3.6-meter height NOS Version- 7.0 NSQF Level- 3					
Module 4: Process of erecting and dismantling temporary scaffold	15:00	45:00	0:00	00:00	60:00
CON/N9001: Work according to personal health, safety and environment protocols at construction site NOS Version- 10.0 NSQF Level- 4	05:00	25:00	00:00	00:00	30:00
Module 5: Follow safety norms as defined by organization, adopt healthy and safe work practices	05:00	25:00	00:00	00:00	30:00
DGT/VSQ/N0101: Employability Skills NOS Version- 1.0 NSQF Level- 2	30:00	00:00	00:00	00:00	30:00
Module 6: Employability Skills	30:00	00:00	00:00	00:00	30:00
Total Duration	90:00	120:00	30:00	00:00	240:00



Module Details

Module 1: Introduction to the role of a Helper Construction Painter

Mapped to CON/N0501, v3.0

Terminal Outcomes:

- Discuss the job role of a Helper Construction Painter.

Duration: 05:00	Duration: 0:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none">• Describe the size and scope of the construction industry and its sub-sectors.• Discuss the role and responsibilities of a Helper Construction Painter.• Identify various employment opportunities for a Helper Construction Painter.• Recall basic terminology used in painting work	
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	



Module 2: Process of handling and storing relevant tools, equipment and painting materials

Mapped to CON/N0501 v3.0

Terminal Outcomes:

- Explain the process of selecting tools and materials for painting.
- Explain the process of storing painting tools and materials.

Duration: 10:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> ● List the appropriate painting materials, such as paint, additives, thinner, turpentine oil, sealing compound, caulking putty, etc. ● Explain the process of selecting appropriate tools for painting. ● List the basic painting accessories, such as the ladder, step scaffolding, trestle, buckets, etc. ● Describe the procedure for handling and storing flowable and hazardous materials. ● Explain the importance and procedure of indent. 	<ul style="list-style-type: none"> ● Demonstrate the use and maintenance of painting tools, such as brush, roller, diamond glazier, scrapers, pallet knife, chisel knife, shave hook, plumb line, lining tool, rule file etc. ● Demonstrate the relevant techniques/ procedures for the handling and storage of basic and hazardous materials. ● Show the use of basic levelling tools, such as spirit level, water level and straight edge. ● Illustrate the method to create a material indent for painting supplies.
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Measuring Tape/Rule, Ladder, Rollers, Brushes, Paint Bucket, Sponges, Dusting Brush, Tack Rags, Paint Stirrers, Sand Paper, Masking Tape, Wall Scrappers, Scraper, Putty Knife, Chisel Knife, Nail Punch, Hammer, Wire Brushes, Goggles, Filling Knife, Filling Board, Knotting Brush, Trestle, Water Level, Plumb Bob, Spirit Level, Safety Helmets, Hand Gloves, Safety Shoes, Safety Harness, Nose Mask, Overalls, Knee Pad, Pencil, Reflective Jackets, Safety Belt, Particle Masks, Ear Plugs, Step Scaffolding, Spanner (Set), Wrench, Pulley, Rope, Nuts and Bolts, Mason's Line, Cup-Lock Scaffolding Components (Set), 40 NB Pipes, Swivel Coupler, Fixed Clamp, Steel Walers, Steel Walkways, Aluminium / GI Ladder, Safety Net, Safety Message Board /Safety Notice Board, Safety Tags, Fire Prevention Kit, Fire Extinguisher	



Module 3: Process of surface preparation for painting

Mapped to CON/N0502, v7.0

Terminal Outcomes:

- Describe the process of preparing the basic surfaces for painting

Duration: 25:00	Duration: 35:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Identify the type of surface to be painted. List the appropriate tools, equipment and materials required for surface preparation for painting. Explain the criteria for selecting tools for surface preparation for painting. Describe the methods for the preparation of different surfaces, such as plastered masonry, RCC, wood and metal. Explain the use of different types of fillers. Elucidate the appropriate measures to protect the surface and its surrounding area from damage. 	<ul style="list-style-type: none"> Demonstrate the use of appropriate surface preparation tools, such as the scraper, putty knife, chisel knife, knotting brush, nail punch, dusting brush, wire brush, filling knife, etc. Demonstrate the process of preparing different types of surfaces by removing rust, grease, dirt, concrete, and old paint. Show different surface preparation processes, such as washing, stripping/ scraping, wet and dry abrading, degreasing, knotting, priming, filling, rust removal, removal of paint, etc. Demonstrate the process of levelling and filling voids and undulations on a surface using the appropriate filler. Show how to obtain a flushed surface with the appropriate finish.
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Measuring Tape/Rule, Ladder, Rollers, Brushes, Paint Bucket, Sponges, Dusting Brush, Tack Rags, Paint Stirrers, Sand Paper, Masking Tape, Wall Scrappers, Scraper, Putty Knife, Chisel Knife, Nail Punch, Hammer, Wire Brushes, Goggles, Filling Knife, Filling Board, Knotting Brush, Trestle, Water Level, Plumb Bob, Spirit Level, Safety Helmets, Hand Gloves, Safety Shoes, Safety Harness, Nose Mask, Overalls, Knee Pad, Pencil, Reflective Jackets, Safety Belt, Particle Masks, Ear Plugs, Step Scaffolding, Spanner (Set), Wrench, Pulley, Rope, Nuts and Bolts, Mason's Line, Cup-Lock Scaffolding Components (Set), 40 NB Pipes, Swivel Coupler, Fixed Clamp, Steel Walers, Steel Walkways, Aluminium / GI Ladder, Safety Net, Safety Message Board /Safety Notice Board, Safety Tags, Fire Prevention Kit, Fire Extinguisher	



Module 4: Process of erecting and dismantling temporary scaffold up to 3.6 meter height

Mapped to CON/N0101 v7.0

Terminal Outcomes:

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

Duration: 15:00	Duration: 45:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> ● Explain the use of different types of scaffolds, e.g. cup-lock and frame scaffold. ● Elucidate the identification and use of different scaffolding components. ● List the standard size of scaffolding components. ● Describe the standard procedure for erecting and dismantling a 3.6 m temporary scaffold. 	<ul style="list-style-type: none"> ● Demonstrate how to level the area where the scaffold needs to be erected and check the ground compactness. ● Show how to use appropriate components and erect a temporary scaffold up to 3.6 m in height. ● Demonstrate the use of relevant tools and tackles in erecting and dismantling temporary scaffolds. ● Demonstrate the process of setting up walk-boards, guard rails, toe-boards and other components on the scaffold's working platform. ● Show how to clean and stack all components properly after dismantling.
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
Measuring Tape/Rule, Ladder, Rollers, Brushes, Paint Bucket, Sponges, Dusting Brush, Tack Rags, Paint Stirrers, Sand Paper, Masking Tape, Wall Scrappers, Scraper, Putty Knife, Chisel Knife, Nail Punch, Hammer, Wire Brushes, Goggles, Filling Knife, Filling Board, Knotting Brush, Trestle, Water Level, Plumb Bob, Spirit Level, Safety Helmets, Hand Gloves, Safety Shoes, Safety Harness, Nose Mask, Overalls, Knee Pad, Pencil, Reflective Jackets, Safety Belt, Particle Masks, Ear Plugs, Step Scaffolding, Spanner (Set), Wrench, Pulley, Rope, Nuts and Bolts, Mason's Line, Cup-Lock Scaffolding Components (Set), 40 NB Pipes, Swivel Coupler, Fixed Clamp, Steel Walers, Steel Walkways, Aluminium / GI Ladder, Safety Net, Safety Message Board /Safety Notice Board, Safety Tags, Fire Prevention Kit, Fire Extinguisher	



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

Mapped to NOS CON/N9001 v10.0

Terminal Outcomes:

- Elucidate ways to follow safety norms as defined by the organization
- Describe the process of adopting healthy & safe work practices.
- Describe the ways of implementing good housekeeping and environment protection process and activities
- Explain how to follow infection control guidelines as per applicability

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



<ul style="list-style-type: none">● List housekeeping activities relevant to the task.● Elucidate ways of transmission of infection● Explain the ways to manage infectious risks at the workplace.● Describe different methods of cleaning, disinfection, sterilization, and sanitization.● List the symptoms of infection like fever, cough, redness, swelling, and inflammation.	
Classroom Aids:	
Black/White board, marker, Projector/LED Monitor, Computer, Trade specific charts, Safety tags, Safety Notice board, registers and other teaching aids	
Tools, Equipment and Other Requirements	



Module 6: Employability Skills

Mapped to NOS DGT/VSQ/N0101 v1.0

Duration: 30:00

Key Learning Outcomes

Introduction to Employability Skills Duration: 1 Hour

After completing this programme, participants will be able to:

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

Constitutional values - Citizenship Duration: 1 Hour

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

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

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

Basic English Skills Duration: 2 Hours

6. Use appropriate basic English sentences/phrases while speaking

Communication Skills Duration: 4 Hours

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

Diversity & Inclusion Duration: 1 Hour

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

Financial and Legal Literacy Duration: 4 Hours

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

Essential Digital Skills Duration: 3 Hours

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

Entrepreneurship Duration: 7 Hours

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

Customer Service Duration: 4 Hours

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

Getting Ready for Apprenticeship & Jobs Duration: 2 Hours

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



Module 7: On-the-Job Training

Mapped to Helper Construction Painter

Mandatory Duration: 30:00	Recommended Duration: 00:00
Location: On-Site	
Terminal Outcomes <ul style="list-style-type: none">● Demonstrate the selection of appropriate tools and materials for painting.● Show how to handle and store painting tools and materials.● Demonstrate the process of preparing the different types of surfaces for painting.● Demonstrate the process of erecting and dismantling a temporary scaffold.● Demonstrate the applicable health and safety procedures, including good housekeeping, infection control and environmental protection.	

Annexure

Trainer Requirements

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

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role “Helper Construction Painter”, mapped to QP: “CON/Q0501, 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, v2.0”. The minimum accepted score as per MEPSC guidelines is 80%.



Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
B. Tech	Civil/Mechanical/ Electrical	1	Construction Painting	0	-	
Diploma	Civil/Mechanical/ Electrical	2	Construction Painting	0	-	
ITI	Civil/Mechanical/ Electrical	3	Construction Painting	0	-	

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role “Helper Construction Painter”, mapped to QP: “CON/Q0501 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, v2.0”, with a minimum score of 80%.



Assessment Strategy

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

1. Assessment System Overview:

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

2. Testing Environment:

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

3. Assessment Quality Assurance levels/Framework

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



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

4. Types of evidence or evidence-gathering protocol:

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

5. Method of verification or validation:

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

On the Job:

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



References

Glossary

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



Acronyms and Abbreviations

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