



Model Curriculum

QP Name: Assistant Construction Painter & Decorator

Options: Varnishing & Polishing

QP Code: CON/Q0502

Version: 3.0

NSQF Level: 3

Model Curriculum Version: 3.0

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

Sector	Construction
Sub-Sector	Real Estate and Infrastructure Construction
Occupation	Construction Painting
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7131.0101
Minimum Educational Qualification and Experience	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
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	31/08/2023
Next Review Date	31/08/2026
NSQC Approval Date	31/08/2023
QP Version	3.0
Model Curriculum Creation Date	31/08/2023
Model Curriculum Valid Up to Date	31/08/2026



Model Curriculum Version	3.0
Minimum Duration of the Course	330 Hours
Maximum Duration of the Course	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:

- Explain the process of preparing different types of surfaces for painting.
- Elucidate ways to erect and dismantle temporary scaffold up to 3.6-meter height.
- Describe the process of applying paint to masonry, metal and wooden surfaces.
- 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.
- Describe the process of carrying out varnishing and polishing of wooden surfaces.

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/N0502: Prepare different types of surfaces for painting NOS Version- 7.0 NSQF Level- 3	30:00	30:00	30:00	00:00	90:00
Module 1: Introduction to the role of a Assistant Construction Painter & Decorator	05:00	00:00	0:00	00:00	05:00
Module 2: Process of preparing different types of surfaces for painting	25:00	30:00	30:00	00:00	85:00
CON/N0101: Erect and dismantle temporary scaffold up to 3.6 - meter height NOS Version- 7.0 NSQF Level- 3	15:00	45:00	0:00	00:00	60:00
Module 3: Process of erecting and dismantling temporary scaffold up to 3.6 meter height	15:00	45:00	0:00	00:00	60:00



CON/N0503: Apply paint to masonry, metal and wooden surfaces NOS Version- 4.0 NSQF Level- 3	35:00	55:00	0:00	00:00	90:00
Module 4: Process of applying paint to masonry, metal and wooden surfaces	35:00	55:00	0:00	00:00	90:00
CON/N8001: Work effectively in a team to deliver desired results at the workplace NOS Version- 12.0 NSQF Level- 4	05:00	25:00	0:00	00:00	30:00
Module 5: Work according to personal health, safety and environment protocols at construction site	05:00	25:00	0:00	00:00	30:00
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	0:00	00:00	30:00
Module 6: Follow safety norms as defined by organization, adopt healthy and safe work practices	05:00	25:00	0:00	00:00	30:00
DGT/VSQ/N0101: Employability Skills NOS Version- 1.0 NSQF Level- 2	30:00	00:00	0:00	00:00	30:00
Module 7: Employability Skills	30:00	00:00	0:00	00:00	30:00
Total Duration	120:00	180:00	30:00	00:00	330:00



Optional Modules

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

Option 1: Varnishing and polishing

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
CON/N0504: Carry out varnishing and polishing of wooden surfaces NOS Version- 4.0 NSQF Level- 3	15:00	15:00	0:00	00:00	30:00
Module 8: Process of carrying out varnishing and polishing of wooden surfaces	15:00	15:00	0:00	00:00	30:00
Total Duration	15:00	15:00	0:00	00:00	30:00



Module Details

Module 1: Introduction to the role of an Assistant Construction Painter & Decorator

Mapped to CON/N0502 v7.0

Terminal Outcomes:

- Discuss the job role of an Assistant Construction Painter & Decorator.

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 an Assistant Construction Painter & Decorator. • Identify various employment opportunities for an Assistant Construction Painter & Decorator. 	
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	



Module 2: Process of preparing different types of surfaces for painting

Mapped to CON/N0502 v7.0

Terminal Outcomes:

- Explain the process of preparing the basic surfaces for painting.

Duration: 25:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> ● Discuss the standard practices concerning painting works. ● Explain the safety rules and regulation for handling and storing required painting tools, equipment and materials. ● Explain the importance of personal protection and the use of relevant safety gear and equipment. ● Determine the work requirements by checking the work plan and/or coordinating with the supervisor/painter. ● State the types of materials required for surface preparation such as putties, stoppers, solvents, filler, mordant solutions, and stabilizing solutions. ● Explain the types of tools required for surface preparation such as scraper, putty knife, chisel knife, knotting brush, nail punch, hammer, dusting brush, wire brushes, filling knife, filling board, etc. ● Explain how to select and use tools and equipment for surface preparation. ● Describe the preparation process of different surfaces like masonry, RCC, wood and metal by wet and dry abrading, degreasing, knotting, priming, filling, rust removal, removal of paint, etc. ● Explain the uses of different type of abrasives, such as glass, sand paper, and sanders. ● Explain the uses of different types of fillers. ● Explain different types of cleaning 	<ul style="list-style-type: none"> ● Demonstrate ways to select the appropriate tools, equipment and materials for surface preparation as per the supervisor’s instructions. ● Show how to identify and remove rust, grease, dirt, concrete, and old paint, from the surface to be prepared. ● Demonstrate ways to select appropriate preparation process according to the type of surface, such as metal, RCC and wooden surfaces, or plastered masonry. ● Demonstrate the process of carrying out surface preparation following appropriate methods according to type of surface, such as washing, stripping/ scraping, abrading and keying, and brushing. ● Demonstrate how to prepare metal surface by degreasing, solvent wiping and abrading using appropriate tools. ● Demonstrate how to prepare wood surface by scraping, solvent wiping and abrading using appropriate tools. ● Show how to level and fill all voids and undulations on the surface using appropriate filler for obtaining a flushed surface with the appropriate finish.



agents used for surface preparation.

Classroom Aids

Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop

Tools, Equipment and Other Requirements

Measuring Tape/Rule, Ladder, Water Level Tube, Spirit Level, Plumb Bob, Rollers, Brushes, Paint Bucket, Sponges, Dusting Brush, Tack Rags, Paint Stirrers, Sand Paper, Masking Tape, Wall Scrappers, Scraper, Putty Knife, Chisel Knife, Knotting Brush, Nail Punch, Hammer, Dusting Brush, Dust Masks, Wire Brushes, Goggles, Filling Knife, Filling Board, Safety Helmets, Hand Gloves, Safety Shoes, Safety Harness, Nose Mask, Hammer, Spanner (Set), Wrench, Pulley, Rope, Nuts and Bolt, Spirit Level, Plumb-Bob, Mason’s Line, Cup-Lock Scaffolding Components (Set)



Module 3: 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: 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, frame scaffold). ● Explain the use of tools and tackles in scaffolding, including tools for erecting and dismantling 3.6 meter temporary 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 3.6 m temporary scaffold. 	<ul style="list-style-type: none"> ● Demonstrate the process of carrying out levelling in the area where scaffold needs to be erected and check for ground compactness. ● Demonstrate how to use appropriate components and follow the standard procedure for erecting temporary scaffold up to 3.6 m in height. ● 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, Water Level Tube, Spirit Level, Plumb Bob, Rollers, Brushes, Paint Bucket, Sponges, Dusting Brush, Tack Rags, Paint Stirrers, Sand Paper, Masking Tape, Wall Scrappers, Scraper, Putty Knife, Chisel Knife, Knotting Brush, Nail Punch, Hammer, Dusting Brush, Dust Masks, Wire Brushes, Goggles, Filling Knife, Filling Board, Safety Helmets, Hand Gloves, Safety Shoes, Safety Harness, Nose Mask, Hammer, Spanner (Set), Wrench, Pulley, Rope, Nuts and Bolt, Spirit Level, Plumb-Bob, Mason's Line, Cup-Lock Scaffolding Components (Set)	



Module 4: Process of applying paint to masonry, metal and wooden surfaces

Mapped to CON/N0503 v4.0

Terminal Outcomes:

- Explain the process of preparing the base surfaces.
- Explain the process of preparing the paint mix.
- Describe the process of applying primer and paint.

Duration: 35:00	Duration: 55:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> ● Describe the process of taking surface measurements. ● State the basic sketches/specifications related to painting. ● Explain how to select and use appropriate tools and equipment for painting, such as brush, roller, painting bucket, stirrer, scraper, sand paper, putty blade, etc. ● State various painting and finishing material and mixing ingredients. ● Describe the methods of protecting the adjacent surfaces before painting. ● Describe the process of mixing the correct amount of paint material as per the specified ratio. ● Explain how to adjust viscosity of paint mix and the use of different reducers/thinners. ● Describe the process of applying of primer. ● Explain different types of adhesives used for binding coats of paint, such as oil, turpentine, mildew remover, etc. ● Describe different preparation methods for different surfaces. ● Explain the use of putty in surface preparation. ● Describe the preparation process of base surfaces before painting on masonry, wood and metal surfaces. ● Describe the preparation process of 	<ul style="list-style-type: none"> ● Show how to check the surface is free from dust, dirt and grease and is prepared appropriately for the application of paint. ● Demonstrate the process of applying putty appropriately to fill gaps and depressions on the surface to get a level surface. ● Show how to cover the adjacent surfaces with drop cloths/ masking tape/paper and remove all removable items before painting. ● Demonstrate ways to select appropriate painting material, tools and mixing ingredients as per the supervisor's instructions. ● Demonstrate the process of preparing the painting tools and equipment for use through cleaning and maintenance. ● Show how to prepare the mix paint and additives using them in the specified ratio. ● Show how to set up and test the spray system equipment and accessories. ● Show how to use reducer or thinner to adjust the viscosity of paint mix as per requirement/instructions. ● Demonstrate the process of applying primer coats to the finished/leveled surfaces as per instructions. ● Demonstrate the process of applying main coat of paint over primer within the specified time-limit under supervision.

<p>paint mix using different constituents.</p>	<ul style="list-style-type: none"> ● Show how to clean the surface of each dried coat appropriately as per instructions the before application of next coat. ● Demonstrate the process of applying final coat as per the required tint under supervision. ● Demonstrate the process of applying the final tinted coat under supervision.
<p>Classroom Aids</p>	
<p>Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop</p>	
<p>Tools, Equipment and Other Requirements</p>	
<p>Measuring Tape/Rule, Ladder, Water Level Tube, Spirit Level, Plumb Bob, Rollers, Brushes, Paint Bucket, Sponges, Dusting Brush, Tack Rags, Paint Stirrers, Sand Paper, Masking Tape, Wall Scrappers, Scraper, Putty Knife, Chisel Knife, Knotting Brush, Nail Punch, Hammer, Dusting Brush, Dust Masks, Wire Brushes, Goggles, Filling Knife, Filling Board, Safety Helmets, Hand Gloves, Safety Shoes, Safety Harness, Nose Mask, Hammer, Spanner (Set), Wrench, Pulley, Rope, Nuts and Bolt, Spirit Level, Plumb-Bob, Mason’s Line, Cup-Lock Scaffolding Components (Set)</p>	



Module 5: 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.

Duration: 05:00	Duration: 25:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> ● Elucidate own roles and responsibilities. ● Explain the importance of effective communication. ● Elucidate the consequence of poor teamwork on project outcomes, timelines, safety at the construction site, etc. ● Explain different modes of communication used at workplace. ● Explain the importance of creating healthy and cooperative work environment among the gangs of workers. ● Elucidate applicable techniques of work, properties of materials used, tools and tackles used, safety standards that co-workers might need as per the requirement. ● 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. ● Explain the importance and need of supporting co-workers facing problems for the smooth functioning of work. ● Discuss the fundamental concept of gender equality. ● Explain how to recognise and be sensitive to issues of disability, culture and gender. 	<ul style="list-style-type: none"> ● Demonstrate how to pass on work related information/ requirement clearly to the team members. ● Show how to report any unresolved problem to the supervisor immediately. ● Demonstrate ways to hand over the required material, tools, tackles, equipment and work fronts timely to interfacing teams. ● Demonstrate ways to work together with co-workers in a synchronized manner. ● Demonstrate effective implementation of gender-neutral practices at workplace. ● Demonstrate ways to address discriminatory and offensive behaviour in a professional manner as per organizational policy.



- Discuss legislation, policies, and procedures relating to gender sensitivity and cultural diversity including their impact on the area of operation.

Classroom Aids

Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films

Tools, Equipment and Other Requirements

NA

Module 6: 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.

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 emergency situations 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 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. 	<ul style="list-style-type: none"> ● Demonstrate how to follow emergency and evacuation procedures in case of accidents, fires, natural calamities. ● Show how to operate different types of fire extinguishers corresponding to various types of fires as per EHS guideline. ● 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"> ● 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. ● List housekeeping activities relevant to task. ● Elucidate ways of transmission of infection ● Elucidate 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. 	
<p>Classroom Aids:</p>	
<p>Black/White board, marker, Projector/LED Monitor, Computer, Trade specific charts, Safety tags, Safety Notice board, registers and other teaching aids</p>	
<p>Tools, Equipment and Other Requirements</p>	
<p>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</p>	



Module 7: 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 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

Module 8: Process of carrying out varnishing and polishing of wooden surfaces

Mapped to CON/N0504 v4.0

Terminal Outcomes:

- Explain the process of preparing the base surfaces for varnishing and polishing.
- Explain the process of preparing the paint mix.
- Describe the process of applying varnish and polish on wooden surfaces.

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> ● Describe the process of vanishing and polishing wooden surfaces. ● Explain the use of appropriate tools, equipment and accessories for vanishing and polishing of wooden surfaces, such as brush, roller, painting bucket, stirrers, scraper, sand paper, putty blade, etc. ● Explain use of painting and finishing material and mixing ingredients such as scrape, primer, base color, tint base, colourants, varnish, enamel, etc. ● Describe the methods of protecting adjacent surfaces prior to painting. ● Elucidate the importance and process of preparing paint and additive mix in an appropriate ratio. ● Explain the use of different reducers and thinners for adjusting the viscosity of paint mix. ● Explain the use of different types of adhesives for binding coats of paint, such as oil, turpentine, mildew remover, etc. ● Describe the wooden surface preparation methods. ● Explain the use of putty in surface preparation. ● Explain the importance of applying bleaching agents on a wooden surface. ● Explain the application of varnishes, putty, primer, sealants, toners, etc. 	<ul style="list-style-type: none"> ● Demonstrate how to remove all loose and detrimental foreign matter from the surface by using appropriate tools. ● Demonstrate the process of applying bleaching agents on wooded surface using brush to restore the natural colour as per the supervisor’s instruction. ● Show how to fill the gaps/depressions on wooden surfaces using an appropriate wood filler. ● Show how to cover the adjacent surfaces using drop cloth/ masking tape/paper and remove the removable items/accessories before varnishing and polishing. ● Demonstrate the process of preparing the mix of paint and additives using them in the specified ratio. ● Show how to use reducer or thinner to adjust the viscosity of paint mix as per requirement/instructions. ● Demonstrate the process of applying a primer coat to the wooden surface as per instruction. ● Demonstrate the process of applying paint /varnish coat of specified thickness for the specified time after the primer dries as per the supervisor’s instructions ● Demonstrate the process of applying coat of putty/wood filler wood and

<ul style="list-style-type: none"> ● Describe the process of preparing the base surface before varnishing and polishing. ● Describe the process of preparing paint mix using different constituents. 	<p>sand the applied coat as per instructions.</p> <ul style="list-style-type: none"> ● Demonstrate the process of applying finishing coats as per instructions to produce a smooth surface of uniform thickness. ● Demonstrate the process of applying toners, highlights, glazes/ shades, lacquers and sealers as instructed.
<p>Classroom Aids</p>	
<p>Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films</p>	
<p>Tools, Equipment and Other Requirements</p>	
<p>Measuring Tape/Rule, Ladder, Water Level Tube, Spirit Level, Plumb Bob, Rollers, Brushes, Paint Bucket, Sponges, Dusting Brush, Tack Rags, Paint Stirrers, Sand Paper, Masking Tape, Wall Scrappers, Scraper, Putty Knife, Chisel Knife, Knotting Brush, Nail Punch, Hammer, Dusting Brush, Dust Masks, Wire Brushes, Goggles, Filling Knife, Filling Board, Safety Helmets, Hand Gloves, Safety Shoes, Safety Harness, Nose Mask, Hammer, Spanner (Set), Wrench, Pulley, Rope, Nuts and Bolt, Spirit Level, Plumb-Bob, Mason’s Line, Cup-Lock Scaffolding Components (Set)</p>	



Module 9: On-the-Job Training

Mapped to Assistant Construction Painter & Decorator

Mandatory Duration: 30:00	Recommended Duration: 00:00
Location: On-Site	
Terminal Outcomes <ul style="list-style-type: none">● Explain the safety rules and regulation for handling and storing required painting tools, equipment and materials.● Prepare different types of surfaces by removing rust, grease, dirt, concrete, and old paint.● Prepare metal surface by degreasing, solvent wiping and abrading using appropriate tools.● Level and fill all voids and undulations on the surface using appropriate filler for obtaining a flushed surface with the appropriate finish.● Prepare wood surface by scraping, solvent wiping and abrading using appropriate tools.● Prepare the painting tools and equipment for use through cleaning and maintenance.● Set up walk-boards, guard rails, toe-boards and other components on the scaffold's working platform.● Apply final coat as per the required tint under supervision.● Apply the final tinted coat under supervision.	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialisation	Relevant Industry Experience		Training 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	4	Construction Painting	0	-	
General BA/BSc./ EX-Army/ 12th	Civil/Mechanical/ Electrical	4	Construction Painting	0	-	

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role “Assistant Construction Painter & Decorator”, mapped to QP: “CON/Q0502, 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 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	2	Construction Painting	0	-	
Diploma	Civil/Mechanical/ Electrical	4	Construction Painting	0	-	
ITI	Civil/Mechanical/ Electrical	5	Construction Painting	0	-	

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role “Assistant Construction Painter & Decorator”, mapped to QP: “CON/Q0502 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”. The minimum accepted score is 80%.



Assessment Strategy

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

1. Assessment System Overview:

- 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 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 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