



Model Curriculum

QP Name: Decorative Painter

(Options: Texture Painting/ Water Proofing/ Wallpaper Hanging/
Entrepreneurial Activity)

QP Code: PCS/Q5002

QP Version: 2.0

NSQF Level: 4

Model Curriculum Version: 1.0

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Table of Contents

Training Parameters	2
Program Overview	3
Compulsory Modules	3
Optional Modules	5
Module Details.....	7
Module 1: Introduction to the sector and the job role of Decorative Painter	7
Module 2: Interact and engage with the customer to analyse, inspect and measure the surface.	8
Module 3: Plan the work to prepare and paint/ coat the surfaces	9
Module 4: Preparation of the surfaces and materials for painting	10
Module 5: Paint/ coat the substrate and inspect the painted/ coated substrate.....	11
Module 6: Coordinate with Supervisors, Colleagues, and Customers	12
Module 7: Achieve Customer Satisfaction for Given Quality	13
Module 8: Achieve Health, Safety, and Environmental Standards.....	14
Module 9: Introduction to Employability Skills	15
Module 10: Constitutional Values - Citizenship	15
Module 11: Becoming a Professional in the 21 st Century	15
Module 12: Basic English Skills	15
Module 13: Career Development & Goal Setting.....	15
Module 14: Communication Skills.....	16
Module 15: Diversity and Inclusion	16
Module 16: Financial and Legal Literacy	16
Module 17: Essential Digital Skills	16
Module 18: Entrepreneurship	17
Module 19: Customer Service	17
Module 20: Getting ready for Apprenticeship and jobs.....	17
Module 21: Apply texture coat and decorative paint finishes	18
Module 22: Carry out water proofing application.....	19
Module 23: Hang/ Apply Wallpaper	20
Module 24: Carry out entrepreneurial activities.....	21
Annexure	22
Trainer Requirements.....	22
Assessor Requirements	23
Assessment Strategy	24
References	25
Acronyms and Abbreviations.....	26

Training Parameters

Sector	PAINTS AND COATINGS
Sub-Sector	Application
Occupation	Decorative and Industrial Paint Application
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO 2015- 7131.0100
Minimum Educational Qualification and Experience	8th Class Pass + ITI (2 years) and 2 years' experience Or 10th Class Pass with 2 years' experience Or 10th Class Pass + ITI (1 year after Class 10th) with 1 year experience Or 10th Class Pass + ITI (2 years after Class 10th) Or 10th Class Pass and pursuing continuous regular schooling Or 3-year Diploma (after 10th) Or 12th Class Pass and 6 months' experience Or Certified for Assistant Decorative Painter (NSQF level 3) and 2 years' experience
Prerequisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	31/03/2022
Next Review Date	31/03/2025
NSQC Approval Date	31/03/2022
Version	2.0
Model Curriculum Creation Date	31/03/2022
Model Curriculum Valid Up to Date	31/03/2025
Model Curriculum Version	1.0
Minimum Duration of the Course	480 Hours, 0 Minutes
Maximum Duration of the Course	840 Hours, 0 Minutes

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

- Explain the nature of work across the Paints and Coatings industry, the various subsectors, and their evolution.
- Identify the role and responsibilities of a Decorative Painter.
- Explain how to interact with the customer and understand their preferences and concerns.
- Identify the substrates and their process of preparation using different materials and tools for decorative painting.
- Perform the activity of decorative painting, texture and design coating, water proofing, and wallpaper hanging.
- Demonstrate how to dispose off waste material safely, as per organizational SOP.
- Explain how to implement quality control activities.
- Demonstrate how to record and document all problems arising during quality analysis.
- Discuss how to comply with current health, safety and environmental policies and procedures.
- Discuss a plan of learning and development activities to address learning needs with appropriate people.

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
PCS/N5001 – Interact and engage with customer for paint application service. NOS Version No. 2.0 NSQF Level 4	25:00	65:00	00:00	00:00	90:00
Module 1 - Introduction to the sector and the job role of Decorative Painter	04:00	00:00	00:00	00:00	04:00
Module 2 – Interact and engage with the customer to analyse, inspect and measure the surface.	21:00	65:00	00:00	00:00	86:00
PCS/N5004 – Prepare and paint the surfaces for decoration and protection, either manually or by machines NOS Version No. 2.0 NSQF Level 4	45:00	135:00	60:00	00:00	240:00
Module 3 – Plan the work to prepare and paint/coat the surfaces	15:00	45:00	20:00	00:00	80:00

Module 4 – Preparation of the surfaces and materials for painting	15:00	45:00	20:00	00:00	80:00
Module 5 – Paint/ coat the substrate and inspect the painted/ coated substrate	15:00	45:00	20:00	00:00	80:00
PCS/N9901 – Co-ordinate with Colleagues and Customers NOS Version No. 2.0 NSQF Level 4	10:00	20:00	00:00	00:00	30:00
Module 6 - Coordinate with supervisors, colleagues, and customers	10:00	20:00	00:00	00:00	30:00
PCS/N9902 – Maintain Standards of Product/ Service Quality NOS Version No. 2.0 NSQF Level 4	10:00	20:00	00:00	00:00	30:00
Module 7 - Achieve customer satisfaction for given quality	10:00	20:00	00:00	00:00	30:00
PCS/N9903 – Maintain OH&S Standards and Follow Environmental Norms NOS Version No. 2.0 NSQF Level 4	10:00	20:00	00:00	00:00	30:00
Module 8 - Achieve health, safety, and environmental Standards	10:00	20:00	00:00	00:00	30:00
DGT/VSQ/N0102 – Employability Skills (60 hours) NOS Version No. 1 NSQF Level 4	24:00	36:00	00:00	00:00	60:00
Module 9 – Introduction to Employability Skills	00:50	01:00	00:00	00:00	01:50
Module 10 – Constitutional Values – Citizenship	00:50	01:00	00:00	00:00	01:50
Module 11 – Becoming a Professional in the 21st century	01:00	01:50	00:00	00:00	02:50
Module 12 – Basic English Skills	04:00	06:00	00:00	00:00	10:00
Module 13 – Career Development and Goal Setting	01:00	01:00	00:00	00:00	02:00
Module 14 – Communication Skills	02:00	03:00	00:00	00:00	05:00
Module 15 – Diversity and Inclusion	01:00	01:50	00:00	00:00	02:50
Module 16 – Financial and Legal Literacy	02:00	03:00	00:00	00:00	05:00
Module 17 – Essential Digital Skills	04:00	06:00	00:00	00:00	10:00
Module 18 – Entrepreneurship	03:00	04:00	00:00	00:00	07:00
Module 19 – Customer Service	02:00	03:00	00:00	00:00	05:00

Module 20 – Getting ready for apprenticeship and jobs	03:00	05:00	00:00	00:00	08:00
Total Duration	124:00	296:00	60:00	00:00	480:00

Optional Modules

The table lists the optional modules, their duration and mode of delivery.

Option 1: Texture Painting

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
PCS/N5002 – Paint texture coat and decorative paint finishes using hand tools or stencils NOS Version No. 2.0 NSQF Level 4	15:00	60:00	15:00	00:00	90:00
Module 21 – Apply texture coat and decorative paint finishes	15:00	60:00	15:00	00:00	90:00
Total Duration	15:00	60:00	15:00	00:00	90:00

Option 2: Water Proofing

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
PCS/N5019 – Water Proofing Application NOS Version No. 1.0 NSQF Level 4	15:00	60:00	15:00	00:00	90:00
Module 22 – Carry out water proofing application	15:00	60:00	15:00	00:00	90:00
Total Duration	15:00	60:00	15:00	00:00	90:00

Option 3: Wallpaper Hanging

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
PCS/N5020 – Wallpaper hanging NOS Version No. 1.0 NSQF Level 4	15:00	60:00	15:00	00:00	90:00
Module 23 – Hang/ Apply wallpaper.	15:00	60:00	15:00	00:00	90:00
Total Duration	15:00	60:00	15:00	00:00	90:00

Option 4: Entrepreneurial Activity

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
PCS/N5013 – Conduct entrepreneurial activities NOS Version No. 2.0 NSQF Level 5	15:00	60:00	15:00	00:00	90:00
Module 24 – Carry out entrepreneurial activities	15:00	60:00	15:00	00:00	90:00
Total Duration	15:00	60:00	15:00	00:00	90:00

Module Details

Module 1: Introduction to the sector and the job role of Decorative Painter

Mapped to NOS PCS/N5001 v2.0

Terminal Outcomes:

- Discuss the Paints and Coatings sector in India.
- Identify the role and responsibilities of a Decorative Painter.

Duration: 04:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the role and the importance of the Paints and Coatings industry in India. • List the various sub-sectors and occupations in the Paints and Coatings sector. • Discuss the product range supplied by the major paint companies in India. • Discuss the current and future trends in the Paints and Coatings sector. • Discuss the features including advantages of various decorative paints. • Describe the skills and competencies required for a Decorative Painter. • Define the role and the career progression chart of a Decorative Painter. 	
Classroom Aids:	
Laptop, whiteboard, marker, projector	

Module 2: Interact and engage with the customer to analyse, inspect and measure the surface.

Mapped to NOS PCS/N5001 v2.0

Terminal Outcomes:

- Explain the steps to gain understanding of customer preferences and concerns.
- Explain how to estimate resources required and submit a quote.

Duration: 21:00	Duration: 65:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain how to identify the customer’s concerns and preference for colour, texture and design. • List the steps for performing pre-inspection of the surface. • List the various imperfections that need to be treated in the surface before painting. • Explain the effects of water leakage and dampness of the masonry surface. • Discuss how to measure the painting area. • Explain how to estimate the quantity of the required paint materials, manpower, and cost. • Discuss the company’s policies and occupational health and safety standards. 	<ul style="list-style-type: none"> • In a role play, demonstrate interaction with the customer to understand their preferences and concerns. • Measure the moisture content using a moisture meter. • Measure the temperature using a thermometer. • Identify the various imperfections that need to be treated in a given surface before painting. • Calculate the painting area of the given surface and estimate the quantity of the required materials. • Identify the appropriate tools required for completing the given job. • Prepare a sample estimate/ quote for the customer. • Draft a sample work order for the job. • Prepare a sample feedback form for customer feedback.
Classroom Aids:	
Laptop, whiteboard, marker, projector, tools for learning activities – Intranet, Email, IMs, learning management system (for example, Moodle, Blackboard, etc.) to enable blended learning	
Tools, Equipment and Other Requirements	
Note book, pencil or pen, calculator, measuring tape, moisture meter, safety mask, colour cards/ shade cards, texture and design booklets, wallpaper samples.	

Module 3: Plan the work to prepare and paint/ coat the surfaces.

Mapped to NOS PCS/N5004 v2.0

Terminal Outcomes:

- Demonstrate how to plan the work to prepare and paint/ coat the surfaces.

Duration: 15:00	Duration: 45:00 + <i>Mandatory OJT:</i> 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain how to identify the substrate and choose appropriate surface preparation method. • List the different tools and equipment required for the work. • Discuss the steps to take care of customer property. 	<ul style="list-style-type: none"> • Identify the given substrate samples and it's method of preparation for painting/ coating. • Demonstrate the process of masking the materials in the surroundings that do not require painting. • Show how to take care of customer property before preparation and painting.
Classroom Aids:	
Laptop, whiteboard, marker, projector, tools for learning activities – Intranet, Email, IMs, learning management system (for example, Moodle, Blackboard, etc.) to enable blended learning	
Tools, Equipment and Other Requirements	
Paint samples, painting area/ substrate, goggles, dust masks, gloves, masking sheet, painter's tape, drop cloths, stepladder, flat scraper tool, sanding tool, sandpaper (various grits), wire brush, putty knife, broad putty knife, painting brush, roller, spray gun, long-handled brush, scrub brush, sanding block, broom, dust pan, spatula, electric/ pneumatic stirrer, power sander with dust collector.	

Module 4: Preparation of the surfaces and materials for painting

Mapped to NOS PCS/N5004 v2.0

Terminal Outcomes:

- Demonstrate how to take care of surface imperfections and prepare a smooth surface.
- Demonstrate how to prepare the materials for painting.

Duration: 15:00	Duration: 45:00 + <i>Mandatory OJT</i> : 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain how to instruct the helper/ assistant painter for the surface preparation steps of the different methods for masonry, metal and wooden surfaces and their effectiveness. • Discuss how to give instructions to the helper/ assistant, on the steps for the surface preparation of a masonry substrate with water seepage and dampness. • Explain the common causes of poor surface preparation to the helper/ assistant. • Explain the process of mixing the paint/ coating ingredients and diluents to the helper/ assistant. • Discuss the concept of pot life. 	<ul style="list-style-type: none"> • Show how to prepare the sample surfaces, using the different tools for surface preparation. • Demonstrate how to prepare the sample masonry surface with water seepage/ dampness, to the helper/ assistant. • Show the process of mixing the paint/ coating ingredients and diluents, at site. • Demonstrate the putty application process to cover the surface imperfections and smoothen it. • Show the process of setting up and testing the spray application system. • Measure the pot life of the given sample.
Classroom Aids:	
Laptop, whiteboard, marker, projector, tools for learning activities – Intranet, Email, IMs, learning management system (for example, Moodle, Blackboard, etc.) to enable blended learning	
Tools, Equipment and Other Requirements	
Paint samples, painting area/ substrate, goggles, dust masks, gloves, masking sheet, painter’s tape, drop cloths, stepladder, flat scraper tool, sanding tool, sandpaper (various grits), wire brush, putty knife, broad putty knife, painting brush, roller, spray gun, high pressure water jet, airless spray equipment, long-handled brush, scrub brush, sanding block, broom, dust pan, spatula, electric/ pneumatic stirrer, power sander with dust collector, automatic roller.	

Module 5: Paint/ coat the substrate and inspect the painted/ coated substrate.
Mapped to NOS PCS/N5004 v2.0

Terminal Outcomes:

- Demonstrate how to paint/ coat the substrate and inspect the painted substrate.

Duration: 15:00	Duration: 45:00 + <i>Mandatory OJT</i> : 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss how to select the suitable application tools. • Explain how to give instructions to helper/ assistant on how to use a brush, roller and spray gun/ airless spray for paint application. • List the parts of a roller, and spray gun and the common application parameters for both. • Explain the concept of drying or curing of the paint film for re-coating/ application of a second coat. • Discuss the common tests conducted to check the quality of the paint. • List the common application defects, it's causes and corrective/ preventive action. 	<ul style="list-style-type: none"> • Demonstrate the correct process of application of paint on a masonry, metal and wooden surface using brush, roller and airless spray/ spray. • Demonstrate the tests to check the paint quality. • Identify the paint film defects in the sample and give instructions to rectify it. • Demonstrate the correct cleaning of the painting tools and equipment.
Classroom Aids:	
Laptop, whiteboard, marker, projector, tools for learning activities – Intranet, Email, IMs, learning management system (for example, Moodle, Blackboard, etc.) to enable blended learning	
Tools, Equipment and Other Requirements	
Paint samples, painting area/ substrate, goggles, dust masks, gloves, masking sheet, painter's tape, drop cloths, stepladder, flat scraper tool, sanding tool, sandpaper (various grits), wire brush, putty knife, broad putty knife, painting brush, roller, spray gun, high pressure water jet, airless spray equipment, long-handled brush, scrub brush, sanding block, broom, dust pan, spatula, paint tray, electric/ pneumatic stirrer, power sander with dust collector, automatic roller.	

Module 6: Coordinate with Supervisors, Colleagues, and Customers

Mapped to NOS PCS/N9901 v2.0

Terminal Outcomes:

- Demonstrate effective communication with supervisors, colleagues and customers.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of effective communication and interpersonal skills. • Identify the common causes of interpersonal conflicts and ways to manage them effectively. • Explain the importance of Standard Operating Procedure (SOP) of the company with respect to quality, privacy, confidentiality and security. • Explain the need for implementing guidelines and practices pertaining to gender sensitivity at the workplace. • Explain different gender concepts such as gender roles, gender as a social construct, gender power relations etc. • Discuss the provisions of Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. • Identify the need for implementing guidelines and practices pertaining to sensitivity towards Persons with Disabilities (PwD). • Explain the schemes available for PwD. • Explain the ways to help persons with disability overcome challenges. 	<ul style="list-style-type: none"> • Demonstrate, via role play, effective working with colleagues and customers. • Demonstrate active listening skills in a role play. • Create sample reports as per standard templates • Draw a table to list the dos and don'ts of customer service • Demonstrate use of appropriate behaviour and language that is respectful of disability and gender.
Classroom Aids:	
Laptop, whiteboard, marker, projector, tools for learning activities – Intranet, Email, IMs, learning management system (for example, Moodle, Blackboard, etc.) to enable blended learning	
Tools, Equipment and Other Requirements	
Cases for study and analysis, sample job order, sample SOP comprising work output requirements, quality standards, delivery schedule, targets, performance indicators and incentive policies	

Module 7: Achieve Customer Satisfaction for Given Quality

Mapped to NOS PCS/N9902 v2.0

Terminal Outcomes:

- Apply practices for customer satisfaction
- Demonstrate escalation of customer complaints and grievances to higher authorities, if required

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the steps involved in capturing customer expectations. • Explain the process for collecting customer feedback. • Discuss standard practices in customer orientation and quality adherence. • Discuss the importance of meeting quality standards and timelines in a team. 	<ul style="list-style-type: none"> • Demonstrate understanding of customer expectations using role play. • Demonstrate collection of customer feedback using verbal and non-verbal communication. • Create a sample complaint register to record customer complaints. • Create a sample work flow to report customer issues/complaints to the concerned authorities and supervisors. • Demonstrate steps of escalating negative feedback to the supervisor or concerned authorities. • Perform lab tests to ensure quality adherence of the products. • Prepare a sample product quality test report.
Classroom Aids:	
Laptop, whiteboard, marker, projector, tools for learning activities – Intranet, Email, IMs, learning management system (for example, Moodle, Blackboard, etc.) to enable blended learning	
Tools, Equipment and Other Requirements	
Cases for study and analysis, sample SOP comprising customer handling policies, sample SOP comprising organisational policies related to inclusive practices, sample quality policy documents, samples of good and bad quality products	

Module 8: Achieve Health, Safety, and Environmental Standards

Mapped to NOS PCS/N9903 v2.0

Terminal Outcomes:

- Apply health and safety practices at the workplace
- Explain the pandemic precautions and guidelines

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the composition of a basic first aid kit. • List the daily safety instructions and other safety procedures for work. • Explain the types of fire and the correct extinguishers to be used. • Identify eco-friendly products, tools and equipment. • Explain the importance and methods for efficient use of materials, water and energy. • Discuss the methods of waste segregation and disposal. • Explain the safety procedures for handling and use of hazardous materials, tools and equipment. • Explain the importance of following COVID-19/ pandemic safety guidelines • Discuss the components and use of a MSDS (Material Safety Data Sheet) • List the personal protective equipment required for protective and marine painting. • Explain the steps to be followed for prevention of workplace accident. 	<ul style="list-style-type: none"> • Demonstrate, in a mock situation, the procedure to administer first aid. • Demonstrate fire-fighting techniques and evacuation process. • Demonstrate, in a role play, steps for eliminating or minimising health, safety and environmental hazards in the work areas. • Demonstrate ways of optimising the usage of resources (water, electricity, fuel, etc.). • Segregate waste into different categories (recyclable, non-recyclable, hazardous, etc.) • Demonstrate disposal of hazardous materials and waste as per local environmental norms/ company’s policies. • Create a sample record all incidents/ accidents and first aid treatments. • Demonstrate the process of lifting and storing items to reduce the risk of injuries. • Demonstrate the measures to prevent the spread of the pandemic.
Classroom Aids:	
Laptop, whiteboard, marker, projector, tools for learning activities – Intranet, Email, IMs, learning management system (for example, Moodle, Blackboard, etc.) to enable blended learning	
Tools, Equipment and Other Requirements	
A sample health and safety policy document, material safety data sheets (MSDS), personal protective equipment like protective gloves, insulated clothing, safety mask, hard helmet, safety shoes, safety goggles, etc., instruction manual for safe handling and routine cleaning of tools, machines, and equipment, samples of various categories of waste, colour-coded bins and containers, various symbols representing hazardous waste, containers for disposing of chemical waste, wastewater treatment/recycling unit, COVID-19 safety manual, hazard reporting form, accident reporting form, first-aid kit, emergency broadcast system and mock emergency signage in the appropriate areas of the training institute, cases for study and analysis	

Module 9: Introduction to Employability Skills

Mapped to NOS DGT/VSQ/N0102 v1.0

Duration: 00:50	Duration: 01:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Discuss the Employability Skills required for jobs in various industries List different learning and employability related GOI and private portals and their usage 	

Module 10: Constitutional Values - Citizenship

Mapped to NOS DGT/VSQ/N0102 v1.0

Duration: 00:50	Duration: 01:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen Show how to practice different environmentally sustainable practices. 	

Module 11: Becoming a Professional in the 21st Century

Mapped to NOS DGT/VSQ/N0102 v1.0

Duration: 01:00	Duration: 01:50
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Discuss importance of relevant 21st century skills. Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life. Describe the benefits of continuous learning 	

Module 12: Basic English Skills

Mapped to NOS DGT/VSQ/N0102 v1.0

Duration: 04:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone. Read and interpret text written in basic English. Write a short note/paragraph / letter/e -mail using basic English. 	

Module 13: Career Development & Goal Setting

Mapped to NOS DGT/VSQ/N0102 v1.0

Duration: 01:00	Duration: 01:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Create a career development plan with well-defined short- and long-term goals 	

Module 14: Communication Skills

Mapped to NOS DGT/VSQ/N0102 v1.0

Duration: 02:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette. 	
<ul style="list-style-type: none"> • Explain the importance of active listening for effective communication 	
<ul style="list-style-type: none"> • Discuss the significance of working collaboratively with others in a team 	

Module 15: Diversity and Inclusion

Mapped to NOS DGT/VSQ/N0102 v1.0

Duration: 01:00	Duration: 01:50
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD 	
<ul style="list-style-type: none"> • Discuss the significance of escalating sexual harassment issues as per POSH act. 	

Module 16: Financial and Legal Literacy

Mapped to NOS DGT/VSQ/N0102 v1.0

Duration: 02:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Outline the importance of selecting the right financial institution, product, and service 	
<ul style="list-style-type: none"> • Demonstrate how to carry out offline and online financial transactions, safely and securely 	
<ul style="list-style-type: none"> • List the common components of salary and compute income, expenditure, taxes, investments etc. 	
<ul style="list-style-type: none"> • Discuss the legal rights, laws and aids 	

Module 17: Essential Digital Skills

Mapped to NOS DGT/VSQ/N0102 v1.0

Duration: 04:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the role of digital technology in today's life 	
<ul style="list-style-type: none"> • Demonstrate how to operate digital devices and use the associated applications and features, safely and securely 	
<ul style="list-style-type: none"> • Discuss the significance of displaying responsible online behaviour while browsing, using various social media platforms, e-mails, etc., safely and securely 	
<ul style="list-style-type: none"> • Create sample word documents, excel sheets and presentations using basic features 	
<ul style="list-style-type: none"> • utilize virtual collaboration tools to work effectively 	

Module 18: Entrepreneurship

Mapped to NOS DGT/VSQ/N0102 v1.0

Duration: 03:00	Duration: 04:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Explain the types of entrepreneurship and enterprises 	
<ul style="list-style-type: none"> Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan 	
<ul style="list-style-type: none"> Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement 	
<ul style="list-style-type: none"> Create a sample business plan, for the selected business opportunity 	<ul style="list-style-type: none"> Describe the role of digital technology in today's life

Module 19: Customer Service

Mapped to NOS DGT/VSQ/N0102 v1.0

Duration: 02:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Describe the significance of analyzing different types and needs of customers 	
<ul style="list-style-type: none"> Explain the significance of identifying customer needs and responding to them in a professional manner. 	
<ul style="list-style-type: none"> Discuss the significance of maintaining hygiene and dressing appropriately 	

Module 20: Getting ready for Apprenticeship and jobs

Mapped to NOS DGT/VSQ/N0102 v1.0

Duration: 03:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Create a professional Curriculum Vitae (CV) 	
<ul style="list-style-type: none"> Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively 	
<ul style="list-style-type: none"> Discuss the significance of maintaining hygiene and confidence during an interview 	
<ul style="list-style-type: none"> Perform a mock interview 	
<ul style="list-style-type: none"> List the steps for searching and registering for apprenticeship opportunities 	

Module 21: Apply texture coat and decorative paint finishes

Mapped to NOS PCS/N5002 v2.0

Terminal Outcomes:

- Show how to apply texture coat/ design and decorative paint finishes, using hand tools and stencil.

Duration: 15:00	Duration: 60:00 + Mandatory OJT: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the process to prepare the surface and materials for texture coat/ design and decorative paint finishes. • Discuss the steps to create texture/ design using hand tools and rollers. • Explain the steps to create design using stencils. • Discuss the common defects of texture and design coating. • List the common errors that occur during texture coat/ design coating, and decorative paint finishes using hand tools and stencils. 	<ul style="list-style-type: none"> • Demonstrate the preparation of the surface and materials for texture coat/ design and decorative paint finishes. • Demonstrate the process of texture coating using hand tools and rollers. • Demonstrate the process design creation and application of decorative paint finishes using hand tools, roller and stencil.
Classroom Aids:	
Laptop, whiteboard, marker, projector, tools for learning activities – Intranet, Email, IMs, learning management system (for example, Moodle, Blackboard, etc.) to enable blended learning	
Tools, Equipment and Other Requirements	
Paint samples, painting area/ substrate, goggles, dust masks, gloves, masking sheet, painter’s tape, drop cloths, stepladder, flat scraper tool, sanding tool, sandpaper (various grits), wire brush, putty knife, broad putty knife, painting brush, roller, spray gun, high pressure water jet, airless spray equipment, long-handled brush, scrub brush, sanding block, broom, dust pan, spatula, hand tools, design rollers, stencils, paint trays.	

Module 22: Carry out water proofing application

Mapped to NOS PCS/N5019 v1.0

Terminal Outcomes:

- Demonstrate water proofing of damp and seepage areas.

Duration: 15:00	Duration: 60:00 + Mandatory OJT: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss how to check the walls for dampness and water seepage. • Describe the different stages of water proofing. 	<ul style="list-style-type: none"> • Demonstrate the steps to check the need for water proofing. • Demonstrate water proofing a given wall.
Classroom Aids:	
Laptop, whiteboard, marker, projector, tools for learning activities – Intranet, Email, IMs, learning management system (for example, Moodle, Blackboard, etc.) to enable blended learning	
Tools, Equipment and Other Requirements	
Water proofing system, tools like agitator, pneumatic stirrers, plastic sheets, masking tapes, and adhesive tapes, wire brush, chipping hand tool and power tool, hydro blaster, application tools like brush, roller, lambskin short pile roller/squeezer, steel trowel with notches, slow-speed stirrer with mixing paddle attachment, personal protective equipment like protective gloves, insulated clothing, safety mask, hard helmet, safety shoes, gumboots, safety goggles, etc., instruction manual for safe handling and routine cleaning of tools, machines, and equipment.	

Module 23: Hang/ Apply Wallpaper

Mapped to NOS PCS/N5020 v1.0

Terminal Outcomes:

- Demonstrate application of wallpaper.

Duration: 15:00	Duration: 60:00 + Mandatory OJT:15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the steps for preparation of the surface and other materials for hanging/ application of a wallpaper. • Discuss the important steps in preparing the wallpaper for hanging/ application. • List down the process of wallpaper hanging/ application. 	<ul style="list-style-type: none"> • Prepare the sample surface for wallpaper hanging/ application. • Demonstrate the preparation of the given wallpaper. • Hang/ apply the wallpaper on the prepared surface.
Classroom Aids:	
Laptop, whiteboard, marker, projector, tools for learning activities – Intranet, Email, IMs, learning management system (for example, Moodle, Blackboard, etc.) to enable blended learning	
Tools, Equipment and Other Requirements	
Wall paper, wall paper glue, paints, tools and equipment like agitator, pneumatic stirrers, plastic sheets, masking tapes, and adhesive tapes, wire brush, chipping tool, hydro blaster, sanding machine, application tools like brush, roller, paper cutter, plastic scrapper, step ladder, paer cutter/ knife, personal protective equipment like protective gloves, safety mask, helmet, safety shoes, safety goggles.	

Module 24: Carry out entrepreneurial activities

Mapped to NOS PCS/N5013 v2.0

Terminal Outcomes:

- Discuss the various entrepreneurial activities.

Duration: 15:00	Duration: 60:00 + Mandatory OJT:15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the process of identifying potential business opportunities. • Discuss the process to gain an understanding of the customer profile. • List the steps for marketing services. • Discuss how to carry out billing and maintain the books of account. • Discuss the statutory standards to be followed by an entrepreneur. 	<ul style="list-style-type: none"> • Prepare a sample survey to understand the potential business opportunity and customer profile. • Demonstrate the marketing of the services, in a role play. • Prepare a sample bill for the service. • Prepare a sample Profit and Loss account.
Classroom Aids:	
Laptop, whiteboard, marker, projector, tools for learning activities – Intranet, Email, IMs, learning management system (for example, Moodle, Blackboard, etc.) to enable blended learning	
Tools, Equipment and Other Requirements	
Notebook, computer, appropriate accounting software, sample surveys, sample bill or invoice, sample book of accounts, PL and balance sheet.	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate/ Certified in relevant CITS course	Paint Technology	2	Paint manufacturing and/ or application. Or CITS trainer for Paint Technology	1 (preferable but not mandatory)	Paint manufacturing and/ or application. Or CITS trainer for Paint Technology	Training experience preferable but not mandatory

Trainer Certification	
Domain Certification	Platform Certification
Certified for the job role "Decorative Painter", mapped to the Qualification Pack "PCS/Q5002, V 2.0", issued by Paints and Coatings Skill Council. Minimum accepted score in SSC Assessment is 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601, v1". Minimum accepted score is 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialisation	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialisation	Years	Specialisation	
Graduate/ Certified in relevant CITS course	Paint technology	2	Paint manufacturing and/ or application CITS Trainer for Paint technology	1	Paint manufacturing and/ or application CITS Trainer for Paint technology	Training experience preferable but not mandatory

Assessor Certification	
Domain Certification	Platform Certification
Certified for the job role "Decorative Painter", mapped to the Qualification Pack "PCS/Q5002, V 2.0", issued by Paints and Coatings Skill Council. Minimum accepted score in SSC Assessment is 80%.	Recommended that the assessor is certified for the job role "Assessor" mapped to the Qualification Pack "MEP/Q2701,v1". Minimum accepted score is 80%.

Assessment Strategy

1. Assessment System Overview:

- Batches are assigned to the assessment agencies for conducting the assessment on SIP or email.
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC.
- Assessment agency deploys the ToA certified Assessor for conducting the assessment.
- SSC monitors the assessment process via video conferencing/ surprise visits and records.

2. Testing Environment:

- Confirm that the centre is available at the same address as mentioned on SIP or email.
- Check the duration of the training.
- Check the Assessment Start and End time to be as 9 A.M. and 6 P.M.
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory and Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/ Computer/ Smart Phone or Blended or Offline (OMR/PP).
- Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

3. Assessment Quality Assurance levels/Framework:

- Question papers created by the Subject Matter Experts (SME).
- Question papers created by the SME verified by the other subject Matter Experts.
- Questions are mapped with NOS and PC.
- Question papers are prepared considering that level 1 to 3 are for the unskilled and semi-skilled individuals, and level 4 and above are for the skilled, supervisor and higher management.
- Assessor must be ToA certified and trainer must be ToT Certified.
- Assessment agency must follow the assessment guidelines to conduct the assessment.

4. Types of evidence or evidence-gathering protocol:

- Time-stamped and geotagged reporting of the assessor from assessment location.
- Centre photographs with signboards and scheme specific branding.
- Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period.
- Time-stamped and geotagged assessment (Theory + Viva + Practical) photographs and videos.

5. Method of verification or validation:

- Surprise visit to the assessment location.
- Random audit of the batch.
- Random audit of any candidate.

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored
- Soft copies of the documents and photographs of the assessment are uploaded/accessed from Cloud Storage
- Soft copies of the documents and photographs of the assessment are stored in the Hard Drives

References

Glossary

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

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
SOP	Standard Operating Procedure
AQL	Acceptable Quality Level
ITI	Industrial Training Institute
OJT	On the Job Training
PPE	Personal Protective Equipment