

CURRICULUM

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Junior House Painter

(Competency based Shortterm Curriculum)



Council for Technical Education and Vocational Training

Curriculum Development Division

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Introduction

This curriculum for “junior house painter” has been developed with a purpose of preparing technical workforce in the field of house painting able to get employment in the country. The technical skills incorporated in this curriculum come from the experts who have already worked in field of house painting. Its contents are organized in the form of modules. So it is a tailor made curriculum to be implemented in a modular form.

It is a competency based curriculum too. It is also designed to produce lower level technical workforce in the field of house painting equipped with skills, knowledge and attitudes related to house painting technology in order to meet the demand of such workforce in the country so as to contribute in the national streamline of poverty reduction in Nepal.

Aims

The main aim of this curricular program is to produce skilled workforce in the field of house painting by providing training to the citizen of the country and link them to employment opportunities in the country. The aims of this curriculum are:

- To produce **lower** level technical workforce in the field of house painting
- To produce such technical workforce who will be able to provide service through the application of the skills and knowledge of house painting technology being as an entrepreneur.

Objectives

After the completion of this training program, the trainees will be able:

- To assist to estimate
- To identify tools/equipment/materials
- To manage tools/equipment/materials
- To perform preparation works
- To prepare colours
- To paint surface
- To communicate with others

Description

This curriculum provides skills and knowledge necessary for “junior painter”. This course divided into two parts. These are disciplinary course and common module. The disciplinary course consists 4 modules viz; Estimation, Tools, materials and equipment, Preparation works and Colour preparation and surface painting. Similarly, the common module consists of 6 sub modules such as Applied math, Occupational health and safety, First aid, HIV/AIDS, Communication and Small enterprise development. There will be both demonstration by trainers/instructors and opportunity by trainees to carry out the skills/tasks necessary for this level of technical workforce.

Trainees will practice and learn skills by using typical tools, materials and equipment necessary for this curricular program.

On successful completion of this training, the trainees will be able to carry out skills related to estimation; identification, handling and management of tools, materials and equipment; preparation works; colour preparation; surface painting and communication.

**Course structure
(Junior House Painter)**

| Job: <i>Junior House Painter</i> (JHP) | | Nature | Time (hrs.) | | | Marks | | |
|---|---|--------------|-------------|------------|------------|-----------|------------|------------|
| | | | Th. | Pr. | Tot. | Th. | Pr. | Tot. |
| Modules/sub modules | | | | | | | | |
| 1. Quantity estimate | | T + P | 4 | 21 | 25 | 5 | 15 | 20 |
| 2. Tools, materials and equipment | | T + P | 14 | 28 | 42 | 10 | 20 | 30 |
| | 1. Handling of tools, materials and equipment | T + P | 12 | 18 | 30 | | | |
| | 2. Management of tools, materials and equipment | T + P | 2 | 10 | 12 | | | |
| 3. Preparatory works | | T + P | 8 | 65 | 73 | 5 | 45 | 50 |
| 4. Colour preparation and surface painting | | T + P | 10 | 170 | 180 | 10 | 140 | 150 |
| Sub-total: | | | 36 | 284 | 320 | 30 | 220 | 250 |
| 5. Common module | | T + P | 14 | 56 | 70 | 10 | 40 | 50 |
| | 1. Applied math | T + P | 4 | 16 | 20 | | | |
| | 2. Occupational health and safety | T + P | 2 | 8 | 10 | | | |
| | 3. First aid | T + P | 1 | 4 | 5 | | | |
| | 4. HIV/AIDS | T + P | 1 | 4 | 5 | | | |
| | 5. Communication | T + P | 2 | 8 | 10 | | | |
| | 6. Small enterprise development | T + P | 4 | 16 | 20 | | | |
| Grand total: | | | 50 | 340 | 390 | 40 | 260 | 300 |

Duration

The total duration of this curricular program will be of three months (390 hours) [320 hours of specialized modules plus 70 hours of Common module.

Target group

The target group for this training will be all the interested individuals of the country with the minimum qualification of class five passed or equivalent

Group size

The group size of this training program will be not more than 30

Target location

The target location of this training program will be all over Nepal.

Medium of Instruction

The medium of instruction for this training program will be Nepali or English or both.

Pattern of attendance

The trainees should have 80% attendance in theory classes and 90% in Practical (Performance) to be eligible for internal assessment and final examinations.

Focus of the program

This is a competency based curriculum. This curriculum emphasizes on competent performance of the task specified in it. Not less than 80% time is allotted to the competencies and not more than 20% to the related technical knowledge. So, the main focus will be on the performance of the specified competencies/tasks /skills included in this curriculum.

Entry criteria

Individuals who meet the following criteria will be allowed to enter in this curricular program:

- Minimum of five class pass or equivalent
- Physically and mentally fit
- Minimum of 18 years of age
- Should pass entrance examination
- Preference will be given to female, Dalit, Janjati, and Conflict affected people

Follow up suggestion

This is not a training program only for training sake. The ultimate success of this program will rest on the proficiency of the graduates of this training program in providing services in the community either by wage employment or by self-employment.

In other to assess the success of this program and collect feedbacks/inputs for the revision of the program, a schedule of follow up is suggested as follows:-

- First follow up: - Six months after the completion of the training program.
- Second follow up: - Six months after the completion of the first follow up.

- Follow up cycle: - In a cycle of one year after the completion of second follow up for five years.

Certificate requirement:

The related training institute will provide the certificate of “Junior House Painter” to those individuals who successfully complete all the tasks with their related technical knowledge specified in this curriculum.

Grading System

The trainees will be graded as follows based on the marks in percentage secured by them in tests/ evaluations.

- Distinction: Passed with 80% or above
- First Division: Passed with 75% or above
- Second Division: Passed with 65% or above
- Third Division: Passed with 60% or above

Student Evaluation Details:

- Continuous evaluation of the trainees’ performance is to be done by the related instructor/trainer to ensure the proficiency over each competency.
- Related technical knowledge learnt by the trainees will be evaluated through written or oral tests as per the nature of the content
- Trainees must secure minimum marks of 60% in an average of both theory and practical evaluations.

Trainers’ Qualification:

- Diploma in the related field or equivalent
- Good communicative and instructional skills
- Experience in related field

Trainer – Trainees Ratio:

- In theory classes 1(trainer): 20 (trainees)
- In practical classes (in workshop and laboratory) 1(trainer): 10 (trainees)

Suggestion for instruction

Demonstrate task performance

- Demonstrate task performance in normal speed
- Demonstrate slowly with verbal description of each and every steps in the sequence of activity flow of the task performance using question and answer techniques
- Repeat the above step for the clarification on trainees demand if necessary.
- Perform fast demonstration of the task performance.

Provide trainees the opportunity to practice the task performance demonstrated.

- Provide trainees to have guided practice:- create environment for practicing the demonstrated task performance and guide the trainees in each and every step of task performance
- Provide trainees the opportunity to repeat & re-repeat as per the need to be proficient on the given task performance
- Switch to another task demonstration if and only if the trainees developed proficiency in the given task performance

Evaluation performance of the trainees/ student

- Perform task analysis
- Develop a detail task performance check list
- Perform continuous performance evaluation of the trainees / students by applying the performance check list.

Detailed of the curriculum

| Module: 1: Quantity estimate | | | | | |
|-------------------------------------|---|--|-----|------------|------|
| | Description: It consists of the knowledge and skills related to quantity estimate necessary for a junior house painter so as to carry out the job in a professional way. | | | | |
| | Objective: <ul style="list-style-type: none"> • To assist to estimate | | | | |
| | Task: Each task includes task statement related technical knowledge necessary to know for carrying out the task in a professional way and the time allocation for both the theory and practical aspects of the task. | | | | |
| | 4 hrs. (Th.) + 21 hrs. (Pr.) = 25 hrs. (Tot.) | | | Time(Hrs.) | |
| SN | Tasks | Related technical knowledge | Th. | Pr. | Tot. |
| 1. | Handle measuring tape | <u>Handling measuring tape:</u> <ul style="list-style-type: none"> • Importance and function • Measurement units (feet and meter) • Conversion of units (feet to meter and vice-versa) • Measurement readings • Identification, handling, care and application / uses • Safety precautions • Records keeping | 0.5 | 1 | 1.5 |
| 2. | Assist to calculate wall area | <u>Assisting to calculate wall area:</u> <ul style="list-style-type: none"> • Concept and need • Area calculation (length X breadth or width, height X length) • Measurement units (feet and meter) • Conversion of units (feet to meter and vice-versa) • Deduction (door/window or other openings) • Records keeping | 0.5 | 3 | 3.5 |
| 3. | Assist to calculate ceiling area | <u>Assisting to calculate ceiling area:</u> <ul style="list-style-type: none"> • Concept and need • Area calculation of ceiling (length X breadth) • Records keeping | 0.3 | 2 | 2.3 |
| 4. | Assist to calculate door/window area | <u>Assisting to calculate door/window area:</u> <ul style="list-style-type: none"> • Concept and need | 0.5 | 3 | 3.5 |

| | | | | | |
|---|--|---|----------|-----------|-----------|
| | | <ul style="list-style-type: none"> • Area calculation of door/window • Door/window panel area calculation • Records keeping | | | |
| 5. | Assist to calculate beam area | <u>Assisting to calculate beam area:</u> <ul style="list-style-type: none"> • Concept and need • Area calculation of beam faces (length X depth, length X breadth) • Records keeping | 0.3 | 3 | 3.3 |
| 6. | Assist to calculate column area | <u>Assisting to calculate column area:</u> <ul style="list-style-type: none"> • Concept and need • Area calculation of rectangular, square and circular column • Concept of radius and diameter • Records keeping | 0.3 | 3 | 3.3 |
| 7. | Assist to measure length (Top, stair-flight, skirting) | <u>Assisting to measure length (Top, stair-flight, skirting):</u> <ul style="list-style-type: none"> • Concept and need • Linear measurement and its units (feet and meter) • Records keeping | 0.3 | 3 | 3.3 |
| 8. | Calculate quantities of house painting materials | <u>Calculating quantities of house painting materials</u> <ul style="list-style-type: none"> • Identification of different painting materials • Measurement units of painting materials • Storage of painting materials • Quantities calculation procedure • Safety precaution | 1.3 | 3 | 4.3 |
| | Sub-total: | | 4 | 21 | 25 |
| Module: 2: Tools, materials and equipment | | | | | |
| Description: It consists of the knowledge and skills related to the identification and management of tools, materials and equipment necessary for a junior house painter so as to carry out the job in a professional way. | | | | | |
| Objectives: | | | | | |
| <ul style="list-style-type: none"> • To identify tools/equipment/materials • To manage tools/equipment/materials | | | | | |
| Sub modules: | | | | | |
| 1. Identification of tools, materials and equipment | | | | | |

| | 2. Management of tools, materials and equipment | | | | |
|----|---|--|-----|------------|------|
| | Sub module: 1: Handling of Tools, materials and equipment | | | | |
| | Description: It consists of the knowledge and skills related to the identification of tools, materials and equipment necessary for a junior house painter so as to carry out the job in a professional way. | | | | |
| | Objective: <ul style="list-style-type: none"> To identify tools/equipment/materials | | | | |
| | Task: Each task includes task statement related technical knowledge necessary to know for carrying out the task in a professional way and the time allocation for both the theory and practical aspects of the task. | | | | |
| | 12 hrs. (Th.) +18 hrs. (Pr.) = 30 hrs. (Tot.) | | | Time(Hrs.) | |
| SN | Tasks | Related technical knowledge | Th. | Pr. | Tot. |
| 1. | Handle Paris /putting blade | <u>Identifying blades:</u> <ul style="list-style-type: none"> Importance and function Blades types and sizes Identification, handling, care and application / uses Safety precautions Records keeping | 0.4 | 0.6 | 1 |
| 2. | Handle hand brush | <u>Identifying metal brush:</u> <ul style="list-style-type: none"> Importance and function Hand brush types and sizes Identification, handling, care and application / uses Safety precautions Records keeping | 0.4 | 0.6 | 1 |
| 3. | Handle paint brush (art brush) | <u>Identifying paint brush:</u> <ul style="list-style-type: none"> Importance and function Paint brush types and sizes Identification, handling, care and application / uses Safety precautions Records keeping | 0.4 | 0.6 | 1 |
| 4. | Handle shoe brush | <u>Identifying shoe brush:</u> <ul style="list-style-type: none"> Importance and function Shoe brush types and sizes Identification, handling, care and application / uses Safety precautions Records keeping | 0.4 | 0.6 | 1 |
| 5. | Handle roller | <u>Handling roller:</u> <ul style="list-style-type: none"> Importance and function Roller types and sizes | 0.4 | 0.6 | 1 |

| | | | | | |
|-----|----------------------------------|---|-----|-----|---|
| | | <ul style="list-style-type: none"> • Identification, handling, care and application / uses • Safety precautions • Records keeping | | | |
| 6. | Handle spray gun with compressor | <u>Handling spray gun with compressor:</u> <ul style="list-style-type: none"> • Importance and function • Spray gun types and sizes • Identification, handling, care and application / uses • Records keeping | 0.4 | 0.6 | 1 |
| 7. | Handle broom | <u>Handling brooms:</u> <ul style="list-style-type: none"> • Importance and function • Broom types • Identification, handling, care and application / uses • Records keeping | 0.4 | 0.6 | 1 |
| 8. | Identify sand paper/emery roll | <u>Identifying sand paper/emery roll</u> <ul style="list-style-type: none"> • Importance and function • Sand paper types and grades • Identification, handling, care and application / uses • Safety precautions • Records keeping | 0.4 | 0.6 | 1 |
| 9. | Identify thinner | <u>Identifying thinner:</u> <ul style="list-style-type: none"> • Importance and function • Properties of thinner • Uses • Safety precautions • Records keeping | 0.4 | 0.6 | 1 |
| 10. | Identify sprit | <u>Identifying sprit:</u> <ul style="list-style-type: none"> • Importance and function • Properties of sprit • Identification, handling, care and application / uses • Safety precautions • Records keeping | 0.4 | 0.6 | 1 |
| 11. | Identify turpentine | <u>Identifying turpentine:</u> <ul style="list-style-type: none"> • Importance and function • Properties of turpentine • Identification, handling, care and application / uses • Safety precautions | 0.4 | 0.6 | 1 |

| | | | | | |
|-----|---|--|-----|-----|---|
| | | <ul style="list-style-type: none"> Records keeping | | | |
| 12. | Identify Hells (readymade Putty)/glass putty | <u>Identifying Hells (readymade) glass Putty:</u> <ul style="list-style-type: none"> Importance and function Properties of ready made putty Identification, handling, care and application / uses Safety precautions Records keeping | 0.4 | 0.6 | 1 |
| 13. | Identify primer (Cement primer, wood primer, red oxide) | <u>Identifying primer (Cement primer, wood primer, red oxide)</u> <ul style="list-style-type: none"> Importance and function Types of primer (Cement primer, wood primer, red oxide) Different primer available in the market (for interior, exterior, wood and metal) Purpose of applying primer Identification, handling, care and application / uses Safety precautions Records keeping | 0.4 | 0.6 | 1 |
| 14. | Identify interior paints | <u>Identifying interior paint</u> <ul style="list-style-type: none"> Importance and function Types of interior paint (Distemper, emulsion and cement paint) Purpose of applying paint Different interior paints available in market Identification, handling, care and application / uses Safety precautions Records keeping | 0.4 | 0.6 | 1 |
| 15. | Identify exterior paints | <u>Identifying exterior paints:</u> <ul style="list-style-type: none"> Importance and function Types of exterior paint (Exterior emulsion/weather proof and cement paint) Purpose of applying paint Different exterior paints available in market Identification, handling, care | 0.4 | 0.6 | 1 |

| | | | | | |
|-----|--|---|-----|-----|---|
| | | <p>and application / uses</p> <ul style="list-style-type: none"> • Safety precautions • Records keeping | | | |
| 16. | Identify enamel (for wood & metal) | <p><u>Identifying enamel:</u></p> <ul style="list-style-type: none"> • Importance and function • Types of interior paint (Distemper, emulsion and cement paint) • Purpose of applying paint • Identification, handling, care and application / uses • Safety precautions • Records keeping | 0.4 | 0.6 | 1 |
| 17. | Identify Varnish (Touch Wood) | <p><u>Identifying Varnish (Touch Wood):</u></p> <ul style="list-style-type: none"> • Importance and function • Properties of Varnish (Touch Wood) • Purpose of applying plastic emulsion • Identification, handling, care and application / uses • Safety precautions • Records keeping | 0.4 | 0.6 | 1 |
| 18. | Identify Shellac/ <i>Chapra</i> (white, black, orange & brown) | <p><u>Identifying Shellac/<i>Chapra</i> (white, brown):</u></p> <ul style="list-style-type: none"> • Importance and function • Properties of Shellac/<i>Chapra</i> (white and brown) • Purpose of applying Shellac/<i>Chapra</i> • Identification, handling, care and application / uses • Safety precautions • Records keeping | 0.4 | 0.6 | 1 |
| 19. | Identify Aluminium paint (Golden, Silver) | <p><u>Identifying Aluminium paint (Golden, Silver):</u></p> <ul style="list-style-type: none"> • Importance and function • Properties of Aluminium Paint (Golden and Silver) • Purpose of applying Aluminium Paint • Identification, handling, care and application / uses • Safety precautions | 0.4 | 0.6 | 1 |

| | | | | | |
|-----|---------------------------|---|-----|-----|---|
| | | <ul style="list-style-type: none"> • Records keeping | | | |
| 20. | Identify Chalk powder | <u>Identifying Chalk Powder:</u> <ul style="list-style-type: none"> • Importance and function • Properties of Chalk Powder • Purpose of applying Chalk Powder • Identification, handling, care and application / uses • Safety precautions <ul style="list-style-type: none"> • Records keeping | 0.4 | 0.6 | 1 |
| 21. | Identify white cement | <u>Identifying white cement:</u> <ul style="list-style-type: none"> • Concept and need • Properties of White Cement • Purpose of White Cement • Identification, handling, care and application / uses • Safety precautions • Records keeping | 0.4 | 0.6 | 1 |
| 22. | Identify <i>Ramtilak</i> | <u>Identifying Ram Tilak:</u> <ul style="list-style-type: none"> • Importance and function • Properties of Ram Tilak • Purpose of applying Ram Tilak • Identification, handling, care and application / uses • Safety precautions • Records keeping | 0.4 | 0.6 | 1 |
| 23. | Identify brown powder | <u>Identify brown powder:</u> <ul style="list-style-type: none"> • Importance and function • Properties of brown powder • Purpose of brown powder • Identification, handling, care and application / uses • Records keeping | 0.4 | 0.6 | 1 |
| 24. | Identify Whitening Powder | <u>Identifying Whitening Powder:</u> <ul style="list-style-type: none"> • Importance and function • Properties of Whitening Powder • Purpose of Whitening Powder • Identification, handling, care and application / uses • Safety precautions • Records keeping | 0.4 | 0.6 | 1 |

| | | | | | |
|-----|--|--|-----|-----|---|
| 25. | Identify adhesives (FEVICOL/ MOVICOL etc.) | <u>Identifying adhesives (FEVICOL/ MOVICOL etc.):</u> <ul style="list-style-type: none"> • Importance and function • Properties of adhesives • Purpose of using adhesives • Identification, handling, care and application / uses • Safety precautions • Records keeping | 0.4 | 0.6 | 1 |
| 26. | Identify liquor | <u>Identifying liquor:</u> <ul style="list-style-type: none"> • Importance and function • Properties of liquor • Purpose of applying liquor • Identification, handling, care and application / uses • Safety precautions • Records keeping | 0.4 | 0.6 | 1 |
| 27. | Identify melamine | <u>Identifying melamine:</u> <ul style="list-style-type: none"> • Importance and function • Properties of melamine • Purpose of applying melamine • Identification, handling, care and application / uses • Safety precautions • Records keeping | 0.4 | 0.6 | 1 |
| 28. | Identify sealer | <u>Identifying sealer:</u> <ul style="list-style-type: none"> • Importance and function • Properties of sealer • Purpose of applying sealer • Identification, handling, care and application / uses • Safety precautions • Records keeping | 0.4 | 0.6 | 1 |
| 29. | Identify lime | <u>Identifying lime:</u> <ul style="list-style-type: none"> • Importance and function • Properties of limes. • Purpose of applying lime • Identification, handling, care and application / uses • Safety precautions • Records keeping | 0.4 | 0.6 | 1 |
| 30. | Identify wood stain | <u>Identifying wood stain:</u> <ul style="list-style-type: none"> • Importance and function | 0.4 | 0.6 | 1 |

| | | <ul style="list-style-type: none"> • Properties of stain • Purpose of using strain • Identification, handling, care and application / uses • Safety precautions • Records keeping | | | |
|---|----------------------------|--|------------|-----------|-----------|
| | Sub-total: | | 12 | 18 | 30 |
| Sub module: 2: Management of tools, materials and equipment | | | | | |
| Description: It consists of the knowledge and skills related to the management of tools, materials and equipment necessary for a junior house painter so as to carry out the job in a professional way. | | | | | |
| Objectives: <ul style="list-style-type: none"> • To manage tools/equipment/materials | | | | | |
| Task: Each task includes task statement related technical knowledge necessary to know for carrying out the task in a professional way and the time allocation for both the theory and practical aspects of the task. | | | | | |
| 2 hrs. (Th.) + 10 hrs. (Pr.) = 12 hrs. (Tot.) | | | Time(Hrs.) | | |
| SN | Tasks | Related technical knowledge | Th. | Pr. | Tot. |
| 1. | Clean Paris /putting blade | <u>Cleaning blade:</u> <ul style="list-style-type: none"> • Purpose • Cleaning materials (water, oil, soap, brush) • Cleaning procedure • Safety precautions • Records keeping | 0.2 | 1.0 | 1.2 |
| 2. | Clean hand brush | <u>Cleaning brush:</u> <ul style="list-style-type: none"> • Purpose • Cleaning procedure • Safety precautions • Records keeping | 0.2 | 1.0 | 1.2 |
| 3. | Clean paint brush | <u>Cleaning paint brush:</u> <ul style="list-style-type: none"> • Purpose • Cleaning procedure • Safety precautions • Records keeping • Records keeping | 0.2 | 1.0 | 1.2 |
| 4. | Clean broom | <u>Cleaning broom:</u> <ul style="list-style-type: none"> • Purpose • Cleaning procedure • Safety precautions • Records keeping | 0.2 | 1.0 | 1.2 |
| 5. | Clean roller | <u>Cleaning broom:</u> <ul style="list-style-type: none"> • Purpose | 0.2 | 1.0 | 1.2 |

| | | | | | |
|-------------------------------------|---|--|----------|-----------|-----------|
| | | <ul style="list-style-type: none"> • Cleaning procedure • Safety precautions • Records keeping | | | |
| 6. | Clean spray gun with compressor | <u>Cleaning broom:</u> <ul style="list-style-type: none"> • Purpose • Cleaning procedure • Safety precautions Records keeping | 0.2 | 1.0 | 1.2 |
| 7. | Clean bucket | <u>Cleaning bucket:</u> <ul style="list-style-type: none"> • Purpose • Cleaning procedure • Safety precautions • Records keeping | 0.2 | 1.0 | 1.2 |
| 8. | Store tools | <u>Storing tools:</u> <ul style="list-style-type: none"> • Purpose • Issue and receiving back the tools • Condition of tools (damage or malfunctioning, cleaned or not) • Proper placement in the toolbox • Safety precautions • Records keeping | 0.2 | 1.0 | 1.2 |
| 9. | Store paints/enamel/primer | <u>Storing paints/enamel/primer:</u> <ul style="list-style-type: none"> • Purpose • Air tightness of container lid • Handling • Safety precautions • Records keeping | 0.2 | 1.0 | 1.2 |
| 10. | Store excess materials (paint, enamel etc.) | <u>Storing excess materials (paint, enamel etc.):</u> <ul style="list-style-type: none"> • Purpose • Returning back the excess materials and its proper storage techniques • Safety precautions • Records keeping | 0.2 | 1.0 | 1.2 |
| | Sub-total: | | 2 | 10 | 12 |
| Module: 3: Preparatory works | | | | | |
| | Description: It consists of the knowledge and skills applicable for preparation works necessary for a junior house painter so as to carry out the job in a professional way. | | | | |
| | Objective: <ul style="list-style-type: none"> • To perform preparation works | | | | |

| | | Task: Each task includes task statement related technical knowledge necessary to know for carrying out the task in a professional way and the time allocation for both the theory and practical aspects of the task. | | | |
|----|---------------------------------------|--|------------|-----|------|
| | | 8 hrs. (Th.) + hrs. 65 (Pr.) = 73 hrs. (Tot.) | Time(Hrs.) | | |
| SN | Tasks | Related technical knowledge | Th. | Pr. | Tot. |
| 1. | Erect scaffolding | <u>Erecting scaffolding:</u> <ul style="list-style-type: none"> • Introduction • Types of scaffolding • Purpose of scaffolding • Materials required for erecting scaffolding • Erection procedure • Safety precautions • Records keeping | 1 | 8 | 9 |
| 2. | Clean/wash wall/ceiling /beam/ column | <u>Cleaning/washing wall/ceiling /beam/ column:</u> <ul style="list-style-type: none"> • Purpose • Materials required for cleaning • Cleaning door and window before and after applying colours • Safety precautions • Records keeping | 0.8 | 6 | 6.8 |
| 3. | Wash/clean door/window | <u>Washing/cleaning door/window:</u> <ul style="list-style-type: none"> • Purpose • Materials required for cleaning • Cleaning door and window before and after applying colours • Safety precautions • Records keeping | 0.8 | 6 | 6.8 |
| 4. | Prepare/apply wall putty | <u>Preparing/applying wall putty:</u> <ul style="list-style-type: none"> • Function • Ingredients (Chalk powder, colour, whitening powder and fevicol) • Mixing ratio • Preparation technique • Application procedure • Cleaning and storing tools and materials • Safety precautions • Records keeping | 0.8 | 6 | 6.8 |
| 5. | Prepare/apply enamel based wood | <u>Preparing/applying cement putty:</u> | 0.8 | 6 | 6.8 |

| | | | | | |
|----|---|---|-----|----|------|
| | putty | <ul style="list-style-type: none"> • Function • Ingredients (Chalk powder, primer, tarpine oil, saw dust and fevicol) • Mixing ratio • Preparation technique • Application procedure • Cleaning and storing tools and materials • Safety precautions • Records keeping | | | |
| 6. | Prepare/apply polished based wood putty | <u>Preparing/applying wood putty:</u> <ul style="list-style-type: none"> • Function • Ingredients (Chalk powder, <i>Ramtilak</i>, <i>Brown powder</i>, <i>Geru</i> and <i>Chapra</i>) • Mixing ratio • Preparation technique • Application procedure • Cleaning and storing tools and materials • Safety precautions • Records keeping | 0.8 | 6 | 6.8 |
| 7. | Prepare/apply <i>Aster</i> | <u>Preparing/applying Aster:</u> <ul style="list-style-type: none"> • Function • Ingredients (Chalk powder, <i>Ramtilak</i>, <i>Brown powder</i>, , <i>Geru</i>, fevicol, sprit and water) • Mixing ratio • Preparation technique • Application procedure • Cleaning and storing tools and materials • Safety precautions • Records keeping | 1.4 | 12 | 13.4 |
| 8. | Smooth wood surface (applying sand paper/emery paper) | <u>Smoothing putty surface:</u> <ul style="list-style-type: none"> • Purpose • Materials required for smoothing (different sizes: sand paper & emery paper • Smoothing procedure • Safety precaution • Records keeping | 0.8 | 6 | 6.8 |
| 9. | Perform minor repair of surface | <u>Performing minor repair of surface</u> | 0.8 | 9 | 9.8 |

| | (wood/plaster) | (wood/plaster): | | | |
|---|--|--|------------|-----|------|
| | | <ul style="list-style-type: none"> • Need • Possible defects on wood and plaster surfaces • Identification of minor defects • Performing procedure • Safety precautions • Records keeping | | | |
| | Sub-total: | | 8 | 65 | 73 |
| Module: 4: Colour preparation and surface painting | | | | | |
| Description: It consists of the knowledge and skills applicable for color preparation necessary for a junior house painter so as to carry out the job in a professional way. | | | | | |
| Objective: | | | | | |
| <ul style="list-style-type: none"> • To prepare colours • To apply different paints | | | | | |
| Task: Each task includes task statement related technical knowledge necessary to know for carrying out the task in a professional way and the time allocation for both the theory and practical aspects of the task. | | | | | |
| 10 hrs. (Th.) + 170 hrs. (Pr.) = 180 hrs. (Tot.) | | | Time(Hrs.) | | |
| SN | Tasks | Related technical knowledge | Th. | Pr. | Tot. |
| 1. | Prepare/apply water based cement primer (interior) | <u>Preparing water-based interior cement primer:</u> <ul style="list-style-type: none"> • Importance and purpose • Ingredients • Mixing ratio • Mixing procedure • Application procedure • Safety precautions • Records keeping | 0.6 | 6 | 6.6 |
| 2. | Prepare/apply water based cement primer (exterior) | <u>Preparing water-based exterior cement primer:</u> <ul style="list-style-type: none"> • Importance and purpose • Ingredient • Mixing ratio • Mixing procedure • Application procedure • Safety precautions • Records keeping | 0.6 | 6 | 6.6 |
| 3. | Prepare/apply water-based wood primer | <u>Preparing water-based wood primer:</u> <ul style="list-style-type: none"> • Importance and purpose • Ingredients of water based primer | 0.6 | 9 | 9.6 |

| | | | | | |
|----|--|--|-----|----|------|
| | | <ul style="list-style-type: none"> • Mixing ratio • Mixing procedure • Application procedure • Safety precautions • Records keeping | | | |
| 4. | Prepare/apply oil-based wood primer | <u>Preparing oil-based wood primer:</u> <ul style="list-style-type: none"> • Importance and purpose • Ingredient of oil based primer • Mixing ratio • Mixing procedure • Application procedure • Safety precautions • Records keeping | 0.6 | 9 | 9.6 |
| 5. | Prepare/apply oil based cement primer (Not in practice now days) | <u>Preparing oil-based cement primer:</u> <ul style="list-style-type: none"> • Importance and purpose • Ingredients • Mixing ratio • Mixing procedure • Application procedure • Safety precautions • Records keeping | 0.6 | 2 | 2.6 |
| 6. | Prepare/apply cement paint (interior) | <u>Preparing interior cement paint:</u> <ul style="list-style-type: none"> • Importance and purpose • Ingredients • Mixing ratio • Mixing procedure • Application procedure • Safety precautions • Records keeping | 0.6 | 12 | 12.6 |
| 7. | Prepare/apply cement paint (exterior) | <u>Preparing exterior cement paint:</u> <ul style="list-style-type: none"> • Importance and purpose • Ingredients • Mixing ratio • Mixing procedure • Application procedure • Safety precautions • Records keeping | 0.6 | 12 | 12.6 |
| 8. | Prepare/apply distemper (interior paint) | <u>Preparing distemper:</u> <ul style="list-style-type: none"> • Importance and purpose • Ingredients • Mixing ratio • Mixing procedure | 0.6 | 15 | 15.6 |

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| | | <ul style="list-style-type: none"> • Application procedure • Safety precautions • Records keeping | | | |
| 9. | Prepare/apply interior emulsion | <u>Preparing interior emulsion:</u> <ul style="list-style-type: none"> • Importance and purpose • Ingredients • Mixing ratio • Mixing procedure • Application procedure • Safety precautions • Records keeping | 0.6 | 15 | 15.6 |
| 10. | Prepare/apply exterior emulsion (weather coat/proof) | <u>Preparing exterior emulsion:</u> <ul style="list-style-type: none"> • Importance and purpose • Ingredients • Mixing ratio • Mixing procedure • Application procedure • Safety precautions • Records keeping | 0.6 | 15 | 15.6 |
| 11. | Prepare/apply white cement paint | <u>Preparing white cement paint:</u> <ul style="list-style-type: none"> • Importance and purpose • Ingredients • Mixing ratio • Mixing procedure • Application procedure • Safety precautions • Records keeping | 0.6 | 12 | 12.6 |
| 12. | Prepare/apply lime paint | <u>Preparing lime paint paint:</u> <ul style="list-style-type: none"> • Importance and purpose • Ingredients • Mixing ratio • Mixing procedure • Application procedure • Safety precautions • Records keeping | 0.6 | 6 | 6.6 |
| 13. | Prepare/apply enamel paint (wood) | <u>Preparing enamel:</u> <ul style="list-style-type: none"> • Importance and purpose • Ingredients • Mixing ratio • Mixing procedure • Application procedure • Safety precautions | 0.6 | 18 | 18.6 |

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|-------------------|--|--|-----------|------------|------------|
| | | <ul style="list-style-type: none"> Records keeping | | | |
| 14. | Assist to prepare different shade (colour mix) | <u>Assisting to prepare different shade (colour mix):</u> <ul style="list-style-type: none"> Importance and purpose Principal colours (concept only) Mixing procedure Safety precautions Records keeping | 0.6 | 3 | 3.6 |
| 15. | Prepare/apply Shellac/ <i>Chapra</i> | <u>Preparing Shellac/<i>Chapra</i>:</u> <ul style="list-style-type: none"> Importance and purpose Ingredient of Shellac/<i>Chapara</i> (White, Brown, Sprit, Thinner, Rose colour/Orange colour/Wall nut/Black colour) Mixing ratio Mixing procedure Application procedure Safety precautions Records keeping | 1.6 | 30 | 31.6 |
| Sub-total: | | | 10 | 170 | 180 |

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| Module: 6: Common module | | |
| | Description: This module consists of skills and knowledge related to applied math, occupational health and safety, HIV/AIDS, first aid, communication, and small business management applicable in the related job performances. | |
| | Objectives: After its completion the trainees will be able: <ul style="list-style-type: none"> To carry out simple mathematical calculations related to the occupation To be familiar with hazards related to this occupation To apply preventive measures for occupational health and safety To apply first aid measures To apply preventive measures for HIV/AIDS To communicate with others To apply skills of small business management | |
| | Sub modules: <ol style="list-style-type: none"> Applied math Occupational health and safety First aid HIV/AIDS Communication Small business management | |
| Sub module: 1: Applied math | | |
| | Description: It consists of skills and knowledge related to mathematical calculations | |

| | applicable in the related occupational performances. | | | | |
|----|--|--|-----|-----|-------------|
| | Objective: After its completion the trainees will be able: <ul style="list-style-type: none"> To carry out simple mathematical calculations that must be done for the effective performance in the occupational job. | | | | |
| | Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge: | | | | |
| | Th. (4 hrs.) + Pr. (16hrs) = Tot. (20 hrs.) | | | | Time (hrs.) |
| SN | Tasks or skills/ steps | Related technical knowledge | Th. | Pr. | Tot. |
| 1. | Carry out simple addition applicable in job situation | <u>Addition:</u> <ul style="list-style-type: none"> Concept Simple calculations Application in the occupation | 0.2 | 0.8 | 1 |
| 2. | Carry out simple subtraction applicable in job situation | <u>Subtraction:</u> <ul style="list-style-type: none"> Concept Simple calculations Application in the occupation | 0.2 | 0.8 | 1 |
| 3. | Carry out simple multiplication applicable in job situation | <u>Multiplication</u> <ul style="list-style-type: none"> Concept Simple calculations Application in the occupation | 0.2 | 0.8 | 1 |
| 4. | Carry out simple division applicable in job situation | <u>Division:</u> <ul style="list-style-type: none"> Concept Simple calculations Application in the occupation | 0.2 | 0.8 | 1 |
| 5. | Carry out measurements | <u>Measurement:</u> <ul style="list-style-type: none"> Concept Application in the occupation | 0.2 | 0.8 | 1 |
| 6. | Convert units of measurement | <u>Units of measurement:</u> <ul style="list-style-type: none"> Concept Units of measurement Unit conversion Application | 0.2 | 0.8 | 1 |
| 7. | Convert units of measuring temperature | <u>Units of measuring temperature:</u> <ul style="list-style-type: none"> Concept Units of temperature measurement Unit conversion Application | 0.2 | 0.8 | 1 |
| 8. | Calculate area | <u>Area:</u> <ul style="list-style-type: none"> Concept Formula Calculation | 0.2 | 0.8 | 1 |

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| | | <ul style="list-style-type: none"> • Application | | | |
| 9. | Calculate volume | <u>Volume:</u> <ul style="list-style-type: none"> • Concept • Formula • Calculation • Application | 0.2 | 0.8 | 1 |
| 10. | Calculate weight | <u>Weight:</u> <ul style="list-style-type: none"> • Concept • Formula • Calculation • Application | 0.2 | 0.8 | 1 |
| 11. | Calculate percentage | <u>Percentage:</u> <ul style="list-style-type: none"> • Concept • Formula • Calculation • Application | 0.2 | 0.8 | 1 |
| 12. | Calculate ratio and proportions | <u>Ratio and proportions:</u> <ul style="list-style-type: none"> • Concept • Formula • Calculation • Application | 0.2 | 0.8 | 1 |
| 13. | Apply Pythagoras formula | <u>Pythagoras formula:</u> <ul style="list-style-type: none"> • Concept • Formula • Calculation • Application | 0.2 | 0.8 | 1 |
| 14. | Apply unitary method | <u>Unitary method:</u> <ul style="list-style-type: none"> • Concept • Calculation • Application | 0.2 | 0.8 | 1 |
| 15. | Calculate simple interest | <u>Simple interest:</u> <ul style="list-style-type: none"> • Concept • Formula • Calculation • Application | 0.2 | 0.8 | 1 |
| 16. | Calculate unit cost | <u>Unit cost:</u> <ul style="list-style-type: none"> • Concept • Formula • Calculation • Application | 0.2 | 0.8 | 1 |
| 17. | Calculate per unit income | <u>Per unit income:</u> <ul style="list-style-type: none"> • Concept | 0.2 | 0.8 | 1 |

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|--|-----------------------------------|---|-------------|-----------|-----------|
| | | <ul style="list-style-type: none"> • Formula • Calculation • Application | | | |
| 18. | Calculate profit and loss | <u>Profit and loss:</u> <ul style="list-style-type: none"> • Concept • Formula • Calculation • Application | 0.2 | 0.8 | 1 |
| 19. | Perform billing | <u>Billing:</u> <ul style="list-style-type: none"> • Concept • Calculation • Bill format • Procedure • Application | 0.2 | 0.8 | 1 |
| 20. | Prepare simple balance sheet | <u>Balance sheet:</u> <ul style="list-style-type: none"> • Concept • Format • Procedure • Application | 0.2 | 0.8 | 1 |
| | Total: | | 4 | 16 | 20 |
| Sub module: 2: Occupational health and safety | | | | | |
| Description: It consists of skills and knowledge related to occupational health and safety applicable in the related occupational performances | | | | | |
| Objectives: After its completion the trainees will be able: <ul style="list-style-type: none"> • To be familiar with hazards related to this occupation • To apply preventive measures for occupational health and safety | | | | | |
| Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge: | | | | | |
| Th. (2 hrs.) + Pr. (8hrs) = Tot. (10 hrs.) | | | Time (hrs.) | | |
| SN | Tasks or skills/ steps | Related technical knowledge | Th. | Pr. | Tot. |
| Be familiar with hazards related to this occupation | | | | | |
| 1. | Be familiar with accident hazards | <u>Accident hazards:</u> <ul style="list-style-type: none"> • Concept • Causes • Procedures for managing this hazard | 0.2 | 0.8 | 1 |
| 2. | Be familiar with physical hazards | <u>Physical hazards:</u> <ul style="list-style-type: none"> • Concept • Causes • Procedures for managing this hazard | 0.2 | 0.8 | 1 |

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| 3. | Be familiar with chemical hazards | <u>Chemical hazards:</u> <ul style="list-style-type: none"> • Concept • Causes • Procedures for managing this hazard | 0.2 | 0.8 | 1 |
| 4. | Be familiar with biological hazards | <u>Biological hazards:</u> <ul style="list-style-type: none"> • Concept • Causes • Procedures for managing this hazard | 0.2 | 0.8 | 1 |
| 5. | Be familiar with ergonomic/psychological / organizational factors: | <u>Ergonomic /psychological / organizational factors:</u> <ul style="list-style-type: none"> • Concept of : <ul style="list-style-type: none"> ▪ Ergonomic factors ▪ Psychological factors ▪ organizational factors • Procedures for managing hazards caused by these factors | 0.2 | 0.8 | 1 |
| | Sub-total: | | 1 | 4 | 4 |
| Apply preventive measures for occupational health and safety | | | | | |
| 1. | Wear safety wares | <u>Safety wares:</u> <ul style="list-style-type: none"> • Identification • Needs • Wearing procedures | 0.2 | 0.5 | 0.7 |
| 2. | Inspect workplace before working | <u>Workplace inspection:</u> <ul style="list-style-type: none"> • Concept • Principle and procedures • Records keeping | 0.2 | 0.5 | 0.7 |
| 3. | Inspect tools/materials/equipment before use | <u>Inspection of tools/materials/equipment:</u> <ul style="list-style-type: none"> • Concept and identification • Principle and procedures • Records keeping | 0.1 | 0.5 | 0.6 |
| 4. | Be prevented from accident hazards | <u>Prevention of accident hazards:</u> <ul style="list-style-type: none"> • Concept • Being prevented from accident hazards • Records keeping | 0.1 | 0.5 | 0.6 |
| 5. | Be prevented from physical hazards | <u>Prevention of physical hazards:</u> <ul style="list-style-type: none"> • Concept • Being prevented from physical hazards | 0.1 | 0.5 | 0.6 |

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| | | <ul style="list-style-type: none"> Records keeping | | | |
| 6. | Be prevented from chemical hazards | <u>Prevention of chemical hazards:</u> <ul style="list-style-type: none"> Concept Being prevented from chemical hazards Records keeping | 0.1 | 0.5 | 0.6 |
| 7. | Be prevented from biological hazards | <u>Prevention of biological hazards:</u> <ul style="list-style-type: none"> Concept Being prevented from biological hazards Records keeping | 0.1 | 0.5 | 0.6 |
| 8. | Be prevented from ergonomic/psychological / organizational factors that create problems/hazards. | <u>Prevention of ergonomic/psychological / organizational factors that create problems/hazards:</u> <ul style="list-style-type: none"> Concept Being prevented from ergonomic/psychological / organizational factors that create problems/hazards Records keeping | 0.1 | 0.5 | 0.6 |
| | Sub-total: | | 1 | 4 | 5 |
| | Total: | | 2 | 8 | 10 |
| Sub module: 3: First aid | | | | | |
| Description: It consists of skills and knowledge related to first aid measures applicable in the related occupational performances. | | | | | |
| Objective: After its completion the trainees will be able: <ul style="list-style-type: none"> To apply first aid measures | | | | | |
| Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge: | | | | | |
| Th. (1 hrs.) + Pr. (4hrs) = Tot. (5 hrs.) | | | Time (hrs.) | | |
| SN | Tasks or skills/ steps | Related technical knowledge | Th. | Pr. | Tot. |
| 1. | Carryout simple dressings | <u>Carryout simple dressings:</u> <ul style="list-style-type: none"> Concept Needs Procedures Precautions Recording | 0.10 | 0.40 | 0.5 |
| 2. | Apply simple bandages | <u>Apply simple bandages:</u> <ul style="list-style-type: none"> Concept Needs Procedures | 0.10 | 0.40 | 0.5 |

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| | | <ul style="list-style-type: none"> • Precautions • Recording | | | |
| 3. | Apply first aid for simple wounds | <u>Apply first aid for simple wounds:</u> <ul style="list-style-type: none"> • Concept • Needs • Procedures • Precautions • Recording | 0.10 | 0.40 | 0.5 |
| 4. | Apply first aid for heat /chemical burns | <u>Apply first aid for heat /chemical burns:</u> <ul style="list-style-type: none"> • Concept • Needs • Procedures • Precautions • Recording | 0.10 | 0.40 | 0.5 |
| 5. | Apply first aid for injuries/cuts | <u>Apply first aid for injuries/cuts:</u> <ul style="list-style-type: none"> • Concept • Needs • Procedures • Precautions • Recording | 0.10 | 0.40 | 0.5 |
| 6. | Apply first aid for fracture | <u>Apply first aid for fracture:</u> <ul style="list-style-type: none"> • Concept • Needs • Procedures • Precautions • Recording | 0.10 | 0.40 | 0.5 |
| 7. | Apply first aid for simple bleeding | <u>Apply first aid for simple bleeding:</u> <ul style="list-style-type: none"> • Concept • Needs • Procedures • Precautions • Recording | 0.10 | 0.40 | 0.5 |
| 8. | Apply first aid for insect bites | <u>Apply first aid for insect bites:</u> <ul style="list-style-type: none"> • Concept • Needs • Procedures • Precautions • Recording | 0.05 | 0.20 | 0.25 |
| 9. | Apply first aid for animal bites | <u>Apply first aid for animal bites:</u> <ul style="list-style-type: none"> • Concept • Needs | 0.05 | 0.20 | 0.25 |

| | | | | | |
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| | | <ul style="list-style-type: none"> • Procedures • Precautions • Recording | | | |
| 10. | Apply first aid for frost bite | <u>Apply first aid for frost bite :</u> <ul style="list-style-type: none"> • Concept • Needs • Procedures • Precautions • Recording | 0.05 | 0.20 | 0.25 |
| 11. | Apply first aid for simple poisoning | <u>Apply first aid for simple poisoning:</u> <ul style="list-style-type: none"> • Concept • Needs • Procedures • Precautions • Recording | 0.05 | 0.20 | 0.25 |
| 12. | Apply first aid for electrical shock | <u>Apply first aid for electrical shock:</u> <ul style="list-style-type: none"> • Concept • Needs • Procedures • Precautions • Recording | 0.05 | 0.20 | 0.25 |
| 13. | Apply first aid for choking/ drowning | <u>Apply first aid for choking/ drowning:</u> <ul style="list-style-type: none"> • Concept • Needs • Procedures • Precautions • Recording | 0.05 | 0.20 | 0.25 |
| | Total: | | 1 | 4 | 5 |
| Sub module: 4: HIV/AIDS | | | | | |
| | Description: It consists of skills and knowledge related to safety measures to be followed for the prevention of HIV/AIDS including its management. | | | | |
| | Objectives: After its completion the trainees will be able: <ul style="list-style-type: none"> • To state the concept of HIV/AIDS • To apply safety measures for prevention of HIV/AIDS | | | | |
| | Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge: | | | | |
| | Th.(1 hrs) + Pr.(4hrs) = Tot.(5 hrs) | | Time(hrs) | | |
| SN | Tasks or skills/ steps | Related technical knowledge | Th. | Pr. | Tot. |
| 1. | State the concept of HIV/AIDS | <u>State the concept of HIV/AIDS:</u> <u>HIV:</u> | 0.5 | 2 | 2.5 |

| | | | | | |
|---|--|---|-----|---|-----|
| | <ol style="list-style-type: none"> 1. Define HIV 2. Enlist modes of transmission of HIV 3. Enlist signs and symptoms of HIV infected person 4. Enlist stages of HIV 5. Define AIDS 6. Enlist signs and symptoms of AIDS 7. Enlist current status of global HIV/AIDS 8. Enlist difference between HIV/AIDS | <ul style="list-style-type: none"> • Definition of HIV: • Modes of transmission of HIV • Signs and symptoms of HIV infected person • Stages of HIV <p><u>AIDS:</u></p> <ul style="list-style-type: none"> • Definition of AIDS • Signs and symptoms of AIDS • Current status of global HIV/AIDS • Difference between HIV and AIDS | | | |
| 2. | <p>Apply safety measures for prevention of HIV/AIDS:</p> <ol style="list-style-type: none"> 1. Keep touch with single partner for sexual intercourse 2. Ensure safe intercourse 3. Use condom carefully and consistently during each act of sexual intercourse in case of other than single sex partner 4. Keep away from sharing syringes, needles and other skin piercing instrument with HIV infected people 5. Keep away from sharing toothbrushes, blade razors or other instruments that could become contaminated from blood 6. Keep away from handling clothes or cloths that are visibly contaminated with blood 7. Follow positive health behavior 8. Get blood be tested to ensure HIV negative/positive | <p><u>Apply safety measures for prevention of HIV/AIDS:</u></p> <ul style="list-style-type: none"> • Keeping touch with single partner for sexual intercourse • Ensuring safe intercourse • Using condom carefully and consistently during each act of sexual intercourse in case of other than single sex partner • Keeping away from sharing syringes, needles and other skin piercing instrument with HIV infected people • Keeping away from sharing toothbrushes, blade razors or other instruments that could become contaminated from blood • Keeping away from handling clothes or cloths that are visibly contaminated with blood • Positive health behavior • Getting blood be tested to ensure HIV negative/positive | 0.5 | 2 | 2.5 |
| | Total: | | 1 | 4 | 5 |
| Sub module: 5: Communication | | | | | |
| Description: It consists of the skills and knowledge related to communication in the related occupation. Each task consists of its steps, related technical knowledge and hour | | | | | |

| | distribution. | | | | |
|----|---|---|-----|-----|-------------|
| | Objectives: After its completion the trainees will be able: | | | | |
| | <ul style="list-style-type: none"> • To handle telephone calls • To handle fax • To handle mail • To write letters • To write memos / tips / notes / notice • To perform internal communication • To perform external communication • To perform oral communication • To perform written communication | <ul style="list-style-type: none"> • To communicate with donors To communicate with financial institutes • To link with media • To disseminate information • Write job application • Prepare Resume. • Communicate with senior. • Communicate with juniors. • Deal with customers • Request / purchase tool, supplies, materials and equipment. • Fill up leave requisition form. | | | |
| | Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge: | | | | |
| | Th. (2 hrs.) + Pr. (8hrs) = Tot. (10 hrs.) | | | | Time (hrs.) |
| SN | Tasks or skills/ steps | Related technical knowledge | Th. | Pr. | Tot. |
| 1. | Handle telephone calls | <u>Handling telephone calls:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Operating principles and procedures • Care and maintenance • Safety precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 2. | Handle fax | <u>Handling fax:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Operating principles and procedures • Care and maintenance • Safety precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 3. | Handle mail | <u>Handling mail:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Operating principles and procedures • Care and maintenance • Safety precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 4. | Write letters | <u>Writing letters:</u> | 0.1 | 0.4 | 0.5 |

| | | | | | |
|----|--|--|-----|-----|-----|
| | | <ul style="list-style-type: none"> • Concept, need, and importance • Types of letter • Component parts of each type of letter • Format of each type of letter • Writing letters • Precautions to be taken • Keeping activity records | | | |
| 5. | Write memos / tips / notes / notice | <u>Writing memos / tips / notes / notice:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Component parts of memos / tips / notes / notice • Format of memos / tips / notes / notice • Writing memos / tips / notes / notice • Precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 6. | Prepare simple report | <u>Preparing simple report:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Component parts of a report • Format of a report • Writing a report • Precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 7. | Prepare simple proposal | <u>Preparing simple proposal:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Component parts of a proposal • Format of a proposal • Writing a proposal • Precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 8. | Perform internal/ external communication | <u>Performing internal/ external communication:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Principles, procedures, and application • Performing internal/ external communication • Precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |

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|-----|---|--|-----|-----|-----|
| 9. | Perform horizontal/vertical communication | <u>Performing horizontal/vertical communication:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Principles, procedures, and application • Performing horizontal/vertical communication • Precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 10. | Perform oral/ written communication | <u>Performing oral/ written communication:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Principles, procedures, and application • Performing oral/ written communication • Precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 11. | Communicate with financial institutes | <u>Communicating with financial institutes:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Principles, procedures, and application • Communicating with financial institutes • Precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 12. | Link with media | <u>Linking with media:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Principles, procedures, and application • Linking with media • Precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 13. | Disseminate information | <u>Disseminating information:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Principles, procedures, and application • Disseminating information • Precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 14. | Write job application | <u>Writing job application:</u> <ul style="list-style-type: none"> • Concept, need, and importance | 0.1 | 0.4 | 0.5 |

| | | | | | |
|-----|---|--|-----|-----|-----|
| | | <ul style="list-style-type: none"> • Component parts of job application • Format of job application • Writing job applications • Precautions to be taken • Keeping activity records | | | |
| 15. | Prepare resume | <u>Preparing resume:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Component parts of a resume • Format of a resume • Writing resume • Precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 16. | Communicate with senior. | <u>Communicating with senior:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Principles, procedures, and application • Communicating with senior • Precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 17. | Communicate with juniors. | <u>Communicating with juniors:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Principles, procedures, and application • Precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 18. | Deal with customers/stake holders | <u>Dealing with customers/stake holders:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Principles, procedures, and application • Communicating with juniors • Precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 19. | Request / purchase tool, supplies, materials and equipment. | <u>Requesting / purchasing tool, supplies, materials and equipment:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Principles, procedures, and application • Requesting / purchasing tool, supplies, materials and equipment • Precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |

| | | | | | |
|--|--|--|-------------|----------|-----------|
| 20. | Fill up leave requisition form | <u>Filling up leave requisition form:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Principles, procedures, and application • Filling up leave requisition form • Precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| | | Total: | 2 | 8 | 10 |
| Sub module: 6: Small enterprise development | | | | | |
| Description: It consists of the skills and knowledge related to small enterprise development in the related occupation. Each task consists of its steps, related technical knowledge and hour distribution. | | | | | |
| Objectives: After its completion the trainees will be able: <ul style="list-style-type: none"> • To be familiar with entrepreneurship development • To prepare a business plan | | | | | |
| Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge: | | | | | |
| Th. (4 hrs.) + Pr. (16 hrs.) = Tot. (20 hrs.) | | | Time (hrs.) | | |
| SN | Tasks or skills/ steps | Related technical knowledge | Th. | Pr. | Tot. |
| | <u>Entrepreneurship development:</u> | <u>Entrepreneurship development:</u> | | | |
| 1. | Be familiar with business / entrepreneurship | <u>Business / entrepreneurship:</u> <ul style="list-style-type: none"> • Concept, definitions, need, and importance • Precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 2. | Develop qualities of a successful entrepreneur | <u>Qualities of a successful entrepreneur:</u> <ul style="list-style-type: none"> • Concept and needs • Qualities of a successful entrepreneur • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 3. | Follow professional ethics | <u>Professional ethics:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Professional ethics • Interpretation • Precautions to be taken • Keeping activity records | 0.1 | 0.4 | 0.5 |
| 4. | Analyze prevailing rules / regulations/ laws /acts related to the profession | <u>Prevailing rules / regulations/ laws /acts related to the profession:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Prevailing rules / regulations/ laws /acts related to the | 0.1 | 0.4 | 0.5 |

| | | | | | |
|----|--|--|-----|-----|-----|
| | | <ul style="list-style-type: none"> profession • Interpretation • Precautions to be taken • Keeping activity records | | | |
| 5. | Develop skills of good governance | <u>Good governance:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Principles and procedures of good governance • Precautions to be taken • Keeping activity re | 0.1 | 0.4 | 0.5 |
| 6. | Be familiar with entrepreneurship development/ factors affecting the growth of entrepreneurship | <u>Entrepreneurship development/ factors affecting the growth of entrepreneurship:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Entrepreneurship development • Factors affecting the growth of entrepreneurship • Precautions to be taken • Keeping records | 0.1 | 0.4 | 0.5 |
| 7. | Develop an entrepreneurship competency development [ECD] program | <u>Entrepreneurship competency development [ECD] program:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Entrepreneurship competency development [ECD] • ECD program development • Precautions to be taken • Keeping records | 0.1 | 0.4 | 0.5 |
| 8. | Be familiar with identification / selection/appraising/gaining instructional a support of a project <ul style="list-style-type: none"> • Be familiar with identification of a project • Be familiar with selection of a project • Be familiar with appraising of a project • Be familiar with gaining instructional a support of a project | <u>Identification / selection/appraising/gaining instructional a support of a project:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Identification of a project • Selection of a project • Appraising of a project • Gaining instructional a support of a project • Precautions to be taken • Keeping records | 0.1 | 0.4 | 0.5 |
| 9. | Be familiar with the preparation of a comprehensive business plan for starting / acquiring | <u>Be familiar with the preparation of a comprehensive business plan for starting / acquiring / running a</u> | 0.1 | 0.4 | 0.5 |

| | | | | | |
|-----|--|--|-----|-----|-----|
| | /running a business | <u>business:</u> <ul style="list-style-type: none"> • Preparation of a comprehensive business plan for starting a business • Preparation of a comprehensive business plan for acquiring a business • Preparation of a comprehensive business plan for running a business • Precautions to be taken • Keeping records | | | |
| 10. | Be familiar with marketing of products | <u>Be familiar with marketing of products:</u> <ul style="list-style-type: none"> • Concept of product, price, place, promotion • marketing of products • Precautions to be taken • Keeping records | 0.1 | 0.4 | 0.5 |
| | | Sub-total: | 1 | 4 | 5 |
| | Business plan: | Business plan: | | | |
| 11. | Collect related information / data | <u>Collecting related information / data:</u> <ul style="list-style-type: none"> • Concept, need, and importance of data and information • Difference between data and information • Principles and procedures for collecting related information / data • Collecting related information / data • Precautions to be taken • Keeping records | 0.4 | 1.6 | 2 |
| 12. | Prepare production plan | <u>Preparing production plan:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Component parts • Format • Principles and procedures • Precautions to be taken • Keeping records | 0.4 | 1.6 | 2 |
| 13. | Prepare cost plan | <u>Preparing cost plan:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Component parts | 0.4 | 1.6 | 2 |

| | | | | | |
|-----|-------------------------|---|-----------|------------|------------|
| | | <ul style="list-style-type: none"> • Format • Principles and procedures • Precautions to be taken • Keeping records | | | |
| 14. | Prepare financial plan | <u>Preparing financial plan:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Component parts • Format • Principles and procedures • Precautions to be taken • Keeping records | 0.4 | 1.6 | 2 |
| 15. | Prepare marketing plan | <u>Preparing marketing plan:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Component parts • Format • Principles and procedures • Precautions to be taken • Keeping records | 0.4 | 1.6 | 2 |
| 16. | Prepare a business plan | <u>Preparing a business plan:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Component parts • Format • Principles and procedures • Precautions to be taken • Keeping records | 0.6 | 2.4 | 3 |
| 17. | Appraise business plan | <u>Appraising business plan:</u> <ul style="list-style-type: none"> • Concept, need, and importance • Principles and procedures • Precautions to be taken • Keeping records | 0.4 | 1.6 | 2 |
| | | Sub-total: | 3 | 12 | 15 |
| | | Total: | 4 | 16 | 20 |
| | | Common module total: | 14 | 56 | 70 |
| | | All total: | 50 | 340 | 390 |

Appendices

| Physical Facilities | | | |
|---|---|--|--|
| <ul style="list-style-type: none"> • Well-equipped workshop with adequate space | <ul style="list-style-type: none"> • Office room equipped with modern facilities • Well-furnished class room with adequate space | <ul style="list-style-type: none"> • Principle room equipped with modern facilities • Reception room equipped with modern facilities | |
| List of tools and equipment and materials | | | |
| <ul style="list-style-type: none"> • Spray gun with compressor • Roller • Paris blade (Patta) (different size and type) • Putting blade(Patta) • Hand brush (different size and type) • Paint brush • Broom • Scarer • Cutting blade • Sand paper • Emery roll (roll Khaaksi) • Measuring tape | <ul style="list-style-type: none"> • Bucket • Hanger • Aluminium ladder • Safety belt • Listic • Nail • Drum • Rope • Bamboo • Shoe brush • Malmal cloth • Life belt • Helmet • Glove • Apron • Wall putty • Metal putty • Wood & glass putty • Sprit • Tarpon oil • Thinner • Ramtilak | <ul style="list-style-type: none"> • Chapra (shellac) • Geru • Red oxide • Brown • White • Wall nut • Saw dust • Chalk powder • Fevicol (adhesive)/movicol • Liquor • Sealer • Melamine • Rose color • Orange color • Wood stain (different color) • White cement • Cement primer • Cement paint • Distemper • Interior emulsion • Exterior emulsion • Enamel paint | |
| Reading materials | | | |
| <ul style="list-style-type: none"> • Instructor selected related books /manuals /references' available in the market | <ul style="list-style-type: none"> • Instructor written related books /manuals/notes | <ul style="list-style-type: none"> • Internet search | |