



Helper Construction Painter

QP Code: CON/Q0501

Version: 3.0

NSQF Level: 2

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CON/Q0501: Helper Construction Painter

Brief Job Description

A Helper Construction Painter is responsible for handling, shifting and storing materials and tools relevant to painting, and preparation of paints and surfaces, mixing of colours and paints, assisting in erecting and dismantling temporary scaffold.

Personal Attributes

The individual should be physically fit to work for long durations in varying locations and environmental conditions. The person should be able to work as per the given instructions and in coordination with others. The individual should have basic verbal and written communication skills.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [CON/N0501: Handle and store relevant tools, equipment and painting materials](#)
2. [CON/N0502: Prepare different types of surfaces for painting](#)
3. [CON/N0101: Erect and dismantle temporary scaffold up to 3.6 meter height](#)
4. [CON/N9001: Work according to personal health, safety and environment protocols at construction site](#)
5. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Construction
Sub-Sector	Real Estate and Infrastructure construction
Occupation	Construction Painting
Country	India
NSQF Level	2
Credits	8
Aligned to NCO/ISCO/ISIC Code	NCO-2015/9313.0701



Qualification Pack



Minimum Educational Qualification & Experience	No formal education prescribed OR Ability to read and write
Minimum Level of Education for Training in School	Ability to read and write
Pre-Requisite License or Training	Recommended training period of 6-8 weeks as per QP of Helper Construction Painter
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	29/02/2024
Deactivation Date	29/02/2024
NSQC Approval Date	31/08/2023
Version	3.0
Reference code on NQR	QG-02-CO-00804-2023-V2-CSDCI
NQR Version	1



CON/N0501: Handle and store relevant tools, equipment and painting materials

Description

This unit is about handling and storing relevant tools, equipment and painting materials.

Scope

The scope covers the following :

- Select tools and materials for painting
- Store tools and painting materials

Elements and Performance Criteria

Select tools, equipment and materials for painting

To be competent, the user/individual on the job must be able to:

- PC1.** select appropriate painting materials for painting, such as thinner, turpentine oil, sealing compound, different paints, additives, caulking putty etc., as per the supervisor's instructions
- PC2.** select appropriate tools for painting, such as roller, brush, dusting brush, tack rags, paint stirrer, strainer, sand paper, masking tape, wall scrapers, etc., as instructed
- PC3.** check the tools and equipment for usability
- PC4.** carry out basic repair and maintenance of tools and equipment, and report issues requiring expert assistance to the superior
- PC5.** use appropriate hand and power tools relevant to the task
- PC6.** set up and use basic leveling devices, such as spirit level, water level and straight edge

Store tools, equipment and painting materials

To be competent, the user/individual on the job must be able to:

- PC7.** maintain a safe and clean work area while moving, handling and storing paint materials
- PC8.** follow the appropriate technique to lift and shift to transfer required tools and materials
- PC9.** follow the standard methods and sequence of loading and unloading materials such as paint, putty, sealers, varnish, additives, thinner and turpentine oil
- PC10.** organize the materials appropriately in the storage, stacking them appropriately to allow their easy identification and retrieval
- PC11.** follow the appropriate handling and storing technique for hazardous and flow-able materials, such as adhesive, admixture, thinners, etc
- PC12.** collect and dispose of the waste appropriately, following appropriate procedures for the handling of hazardous materials

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the classification of different materials based on their type and usage
- KU2.** the importance of maintaining hygiene and safety in the work area



Qualification Pack



- KU3.** standard practices relevant to painting
- KU4.** the safety regulations concerning the handling and storage of relevant hazardous materials
- KU5.** the importance of personal protection and the use of relevant safety gear and equipment
- KU6.** the standard size and types of different painting tools and their maintenance
- KU7.** the use of different painting tools and materials
- KU8.** the use of basic levelling tools, such as plumb bob, spirit level, water level, straight edge, etc
- KU9.** how to transfer levels using basic leveling devices
- KU10.** the use of different painting materials as per their application and compositions
- KU11.** basic material handling techniques/ procedures
- KU12.** the appropriate height for staking materials as per their nature, size and shape
- KU13.** the safety procedures concerning the handling and stacking of hazardous/ inflammable materials
- KU14.** how to use the conveyance equipment for the movement of materials
- KU15.** the importance of arranging and shifting construction material on the construction site safely and effectively
- KU16.** the selection and use of appropriate tools and equipment for handling various materials
- KU17.** the applicable housekeeping procedures

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** maintain the appropriate data and records
- GS2.** read the appropriate reports and literature concerning the field of work
- GS3.** communicate professionally with all the stakeholders
- GS4.** listen attentively to understand the information/ instructions being shared and take appropriate action
- GS5.** coordinate with the co-workers to achieve the work objectives
- GS6.** plan and execute tasks based on priority
- GS7.** identify possible disruptions to work and take appropriate mitigation measures
- GS8.** take prompt action to deal with workplace emergencies and accidents
- GS9.** evaluate all possible solutions to work-related problems and select the best one
- GS10.** follow the recommended practices for the timely completion of work and achievement of organizational objectives



Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Select tools, equipment and materials for painting</i>	15	30	-	5
PC1. select appropriate painting materials for painting, such as thinner, turpentine oil, sealing compound, different paints, additives, caulking putty etc., as per the supervisor’s instructions	-	-	-	-
PC2. select appropriate tools for painting, such as roller, brush, dusting brush, tack rags, paint stirrer, strainer, sand paper, masking tape , wall scrapers, etc., as instructed	-	-	-	-
PC3. check the tools and equipment for usability	-	-	-	-
PC4. carry out basic repair and maintenance of tools and equipment, and report issues requiring expert assistance to the superior	-	-	-	-
PC5. use appropriate hand and power tools relevant to the task	-	-	-	-
PC6. set up and use basic leveling devices, such as spirit level, water level and straight edge	-	-	-	-
<i>Store tools, equipment and painting materials</i>	15	30	-	5
PC7. maintain a safe and clean work area while moving, handling and storing paint materials	-	-	-	-
PC8. follow the appropriate technique to lift and shift to transfer required tools and materials	-	-	-	-
PC9. follow the standard methods and sequence of loading and unloading materials such as paint, putty, sealers, varnish, additives, thinner and turpentine oil	-	-	-	-
PC10. organize the materials appropriately in the storage, stacking them appropriately to allow their easy identification and retrieval	-	-	-	-
PC11. follow the appropriate handling and storing technique for hazardous and flow-able materials, such as adhesive, admixture, thinners, etc	-	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. collect and dispose of the waste appropriately, following appropriate procedures for the handling of hazardous materials	-	-	-	-
NOS Total	30	60	-	10



Qualification Pack



National Occupational Standards (NOS) Parameters

NOS Code	CON/N0501
NOS Name	Handle and store relevant tools, equipment and painting materials
Sector	Construction
Sub-Sector	Real Estate and Infrastructure construction
Occupation	Construction Painting
NSQF Level	2.0
Credits	2
Version	3.0
Last Reviewed Date	31/08/2023
Next Review Date	29/02/2024
NSQF Clearance Date	31/08/2023



CON/N0101: Erect and dismantle temporary scaffold up to 3.6 meter height

Description

This unit describes the skills and knowledge required to erect and dismantle 3.6 meter temporary scaffold

Scope

The scope covers the following :

- Erect and dismantle temporary scaffold

Elements and Performance Criteria

Erect and dismantle temporary scaffold

To be competent, the user/individual on the job must be able to:

- PC1.** carry out levelling in the area where scaffold needs to be erected and check for ground compactness
- PC2.** shift and stack the materials, components, tools and tackles required for erecting scaffolding, at the identified location
- PC3.** place base plates and sole boards on the ground as per the markings and given instructions
- PC4.** use appropriate components and follow the standard procedure for erecting temporary scaffold up to 3.6 m in height
- PC5.** assist in checking the verticality of scaffold at the first level of erection and take appropriate corrective measures, as required, before moving to the next level
- PC6.** assist in checking the rigidity, stability and support of erected scaffold
- PC7.** set up walk-boards, guard rails, toe-boards and other components on the scaffold's working platform
- PC8.** follow the standard procedure for dismantling the temporary scaffold, i.e. removing guard rails, toe boards, walk boards and other components sequentially
- PC9.** clean and stack all components properly after dismantling
- PC10.** follow the recommended safety measures, including the use of appropriate PPE and being careful while working on heights

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the use of different types of scaffolds (e.g. cup-lock, frame scaffold)
- KU2.** the use of tools and tackles in scaffolding, including tools for erecting and dismantling 3.6 meter temporary scaffold
- KU3.** the identification and use of different scaffolding components
- KU4.** the standard size of scaffolding components
- KU5.** the standard procedure for erecting and dismantling 3.6 m temporary scaffold



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Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** maintain the appropriate data and records
- GS2.** read the appropriate reports and literature concerning the field of work
- GS3.** communicate professionally with all the stakeholders
- GS4.** listen attentively to understand the information/ instructions being shared and take appropriate action
- GS5.** coordinate with the co-workers to achieve the work objectives
- GS6.** identify possible disruptions to work and take appropriate mitigation measures
- GS7.** take prompt action to deal with workplace emergencies and accidents
- GS8.** evaluate all possible solutions to work-related problems and select the best one
- GS9.** follow the recommended practices for the timely completion of work and achievement of organizational objectives



Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Erect and dismantle temporary scaffold</i>	30	60	-	10
PC1. carry out levelling in the area where scaffold needs to be erected and check for ground compactness	-	-	-	-
PC2. shift and stack the materials, components, tools and tackles required for erecting scaffolding, at the identified location	-	-	-	-
PC3. place base plates and sole boards on the ground as per the markings and given instructions	-	-	-	-
PC4. use appropriate components and follow the standard procedure for erecting temporary scaffold up to 3.6 m in height	-	-	-	-
PC5. assist in checking the verticality of scaffold at the first level of erection and take appropriate corrective measures, as required, before moving to the next level	-	-	-	-
PC6. assist in checking the rigidity, stability and support of erected scaffold	-	-	-	-
PC7. set up walk-boards, guard rails, toe-boards and other components on the scaffold's working platform	-	-	-	-
PC8. follow the standard procedure for dismantling the temporary scaffold, i.e. removing guard rails, toe boards, walk boards and other components sequentially	-	-	-	-
PC9. clean and stack all components properly after dismantling	-	-	-	-
PC10. follow the recommended safety measures, including the use of appropriate PPE and being careful while working on heights	-	-	-	-
NOS Total	30	60	-	10



Qualification Pack



National Occupational Standards (NOS) Parameters

NOS Code	CON/N0101
NOS Name	Erect and dismantle temporary scaffold up to 3.6 meter height
Sector	Construction
Sub-Sector	Generic
Occupation	Masonry
NSQF Level	3.0
Credits	2
Version	7.0
Last Reviewed Date	31/08/2023
Next Review Date	29/02/2024
NSQF Clearance Date	31/08/2023



DGT/VSQ/N0101: Employability Skills (30 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

To be competent, the user/individual on the job must be able to:

PC1. understand the significance of employability skills in meeting the job requirements

Constitutional values - Citizenship

To be competent, the user/individual on the job must be able to:

PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices

Becoming a Professional in the 21st Century

To be competent, the user/individual on the job must be able to:

PC3. explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.

Basic English Skills

To be competent, the user/individual on the job must be able to:

PC4. speak with others using some basic English phrases or sentences

Communication Skills

To be competent, the user/individual on the job must be able to:

PC5. follow good manners while communicating with others

PC6. work with others in a team

Diversity & Inclusion



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To be competent, the user/individual on the job must be able to:

PC7. communicate and behave appropriately with all genders and PwD

PC8. report any issues related to sexual harassment

Financial and Legal Literacy

To be competent, the user/individual on the job must be able to:

PC9. use various financial products and services safely and securely

PC10. calculate income, expenses, savings etc.

PC11. approach the concerned authorities for any exploitation as per legal rights and laws

Essential Digital Skills

To be competent, the user/individual on the job must be able to:

PC12. operate digital devices and use its features and applications securely and safely

PC13. use internet and social media platforms securely and safely

Entrepreneurship

To be competent, the user/individual on the job must be able to:

PC14. identify and assess opportunities for potential business

PC15. identify sources for arranging money and associated financial and legal challenges

Customer Service

To be competent, the user/individual on the job must be able to:

PC16. identify different types of customers

PC17. identify customer needs and address them appropriately

PC18. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

To be competent, the user/individual on the job must be able to:

PC19. create a basic biodata

PC20. search for suitable jobs and apply

PC21. identify and register apprenticeship opportunities as per requirement

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use basic spoken English language

KU6. Do and dont of effective communication

KU7. inclusivity and its importance

KU8. different types of disabilities and appropriate communication and behaviour towards PwD

KU9. different types of financial products and services

KU10. how to compute income and expenses

KU11. importance of maintaining safety and security in financial transactions



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- KU12.** different legal rights and laws
- KU13.** how to operate digital devices and applications safely and securely
- KU14.** ways to identify business opportunities
- KU15.** types of customers and their needs
- KU16.** how to apply for a job and prepare for an interview
- KU17.** apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** communicate effectively using appropriate language
- GS2.** behave politely and appropriately with all
- GS3.** perform basic calculations
- GS4.** solve problems effectively
- GS5.** be careful and attentive at work
- GS6.** use time effectively
- GS7.** maintain hygiene and sanitisation to avoid infection



Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values - Citizenship</i>	1	1	-	-
PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
PC3. explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC4. speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	1	1	-	-
PC5. follow good manners while communicating with others	-	-	-	-
PC6. work with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	1	-	-
PC7. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC8. report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	3	4	-	-
PC9. use various financial products and services safely and securely	-	-	-	-
PC10. calculate income, expenses, savings etc.	-	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	4	6	-	-
PC12. operate digital devices and use its features and applications securely and safely	-	-	-	-
PC13. use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	3	5	-	-
PC14. identify and assess opportunities for potential business	-	-	-	-
PC15. identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	2	2	-	-
PC16. identify different types of customers	-	-	-	-
PC17. identify customer needs and address them appropriately	-	-	-	-
PC18. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	1	3	-	-
PC19. create a basic biodata	-	-	-	-
PC20. search for suitable jobs and apply	-	-	-	-
PC21. identify and register apprenticeship opportunities as per requirement	-	-	-	-
NOS Total	20	30	-	-



National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0101
NOS Name	Employability Skills (30 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	2
Credits	1
Version	1.0
Last Reviewed Date	20/11/2025
Next Review Date	20/11/2028
NSQC Clearance Date	20/11/2025

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the knowledge part will be based on knowledge bank of questions created by Assessment Bodies subject to approval by SSC.
3. Individual assessment agencies will create unique question papers for knowledge/theory part for assessment of candidates as per assessment criteria given below.
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on assessment criteria.
5. The passing percentage for each QP will be 50%. To pass the Qualification Pack, every trainee should score a minimum of 50% individually in each NOS.
6. The Assessor shall check the final outcome of the practices while evaluating the steps performed to achieve the final outcome.
7. The trainee shall be provided with a chance to repeat the test to correct his procedures in case of



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improper performance, with a deduction of marks for each iteration.

8. After the certain number of iteration as decided by SSC the trainee is marked as fail, scoring zero marks for the procedure for the practical activity.

9. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack within the specified timeframe set by SSC.

10. Minimum duration of Assessment of each QP shall be of 4hrs/trainee.

Minimum Aggregate Passing % at QP Level : 50

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
CON/N0501.Handle and store relevant tools, equipment and painting materials	30	60	0	10	100	45
CON/N0502.Prepare different types of surfaces for painting	30	60	0	10	100	30
CON/N0101.Erect and dismantle temporary scaffold up to 3.6 meter height	30	60	0	10	100	15
CON/N9001.Work according to personal health, safety and environment protocols at construction site	30	70	0	0	100	5
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	-	-	50	5
Total	140	280	0	30	450	100



Qualification Pack



Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training
EHS	Environmental, Health, and Safety
MCQ	Multiple-Choice Questions
PPE	Personal Protective Equipment



Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.



Qualification Pack



Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.