

# Program Guide

for

## Junior House Painter

*A short term Apprenticeship Curriculum  
for  
International Labour Organisation/ Time Bound Program  
and  
World Education/Brighter Future Project*



Council for Technical Education and Vocational Training  
**CURRICULUM DEVELOPMENT DIVISION**  
Sanothimi, Bhaktapur  
2004.

## **Introduction**

The International Programme on the Elimination of Child Labour (IPEC) of the International Labour Organisation (ILO) has promoted a variety of measures to progressively eliminate child labour, giving priority to the eradication of the worst forms of child labour in Nepal. IPEC's interventions are implemented in partnership with the government, trade unions, employer's associations and non-governmental organizations. One of the innovative programmes promoted by IPEC include the Time Bound Programme (TPB), which aims to prevent and eliminate selected worst forms of child labour, as defined in ILO Convention No. 182, within a defined period of time.

The objective of the Time-Bound Programme (TBP) is to contribute to the Master Plan of His Majesty's Government of Nepal for the Elimination of Child Labour. The Time-Bound Programme is going to take various steps in eliminating the identified seven worst forms of child labour in Nepal: child porters, child domestics, children in trafficking, child raggickers, children in carpet factories, children in mine/stone quarries and child bonded labour.

The educational interventions of the TBP in Nepal have been among the most effective instruments for the prevention of child labour and the rehabilitation of former child workers. The TBP & Brighter Future Programme (BFP) of World Education (WEI) measures promote access to free education and appropriate vocational training and apprenticeship opportunities for all children and youth removed from the identified worst forms of child labour. In this context, ILO and World Education (WEI) have taken the initiative to design apprenticeship-training programs in various trade areas for the older children working in the worst forms of child labour.

## **Rational of the programme**

The vocational trainings in Nepal have resulted mixed outcomes. Although, there is a rapid proliferation of the technical and vocational training providers and the youth enrolment has been in increasing trend, there are some fundamental problems. Basically, the training programmes are much structured and the training delivery is made in institution-based environment. Similarly, there are minimum standard that needs to be maintained for enrolment. Considering the low literacy background of children engaged in the identified worst forms of child labour, the standard for admission to vocational training institutes is too high. Furthermore, many vocational training institutes have a very high cost. Therefore, ILO and WEI have taken the initiative to look more carefully into apprenticeship models as an alternative to vocational training for older working children.

According to IPEC Nepal and WEI, the term apprenticeship for TBP refers to supervised on-the-job training that provides practical skills and theoretical knowledge and also the experience of a work environment. It is a learning method that prepares a young person at least 14 years of age for a real job by giving him/her a set of well-defined occupational abilities through close supervision and guidance from a potential employer, or from a mentor. Apprenticeship can build confidence in young people, and remind them that they have a positive role to play in their community, and in their country.

## **Overall objectives**

The overall objective of the programme is to eliminate exploitative and hazardous child labour by providing them with skills and knowledge to attain better employment and economic opportunities and linking them to national development efforts including economic, educational and labour market policies of Nepal.

### **Terminal objectives**

After the completion of this course an apprentice will be able:

- to perform preparation works for painting,
- to paint wall, wooden and concrete surface, and
- to prepare necessary putty and colours.

### **Course description**

This course is designed to help the apprentices to provide basic knowledge and skills on house painting. The apprentices will develop their competencies working in the house painting works under the supervision of a senior painter in an unstructured way. This course especially provides skills focusing on preparing the surface and painting new and old surface. This course also provides skills on simple estimate of the painting works and preparing necessary putty and colours.

### **Target group**

This programme is targeted to the older children engaged in the worst forms of child labour who are above 14 years old. In Nepal, the worst form of child labour include;

1. Domestic child labourers,
2. Child porters,
3. Child bonded labourers,
4. Children involved in trafficking,
5. Rag picking children,
6. Child labourers in carpet industry, and
7. Child labourers in stone quarries and mines.

### **Group size**

The number of apprentice can vary depending upon the facilities available with the apprenticeship-training providers. **Ideally, this should not exceed five in numbers.**

### **Entry criteria**

An apprentice must be or have

1. Engaged in the worst form of child labour.
2. Between 14 to 18 years old.
3. Interest and commitment in apprenticeship training.
4. Current employer's/guardian's consent.
5. Basic literacy.

### **Duration**

Three to five months (2 to 3 hours per day and 5 to 6 days a week) OR as per the agreement between apprenticeship provider and TBP implementing organisation. However, the theory and practical time should be arranged in the ratio of 20:80.

**Medium of instruction** Nepali.

### **Pattern of attendance**

The apprentice should secure 90% attendance during the training period.

### **Certificate requirements**

National Skill Testing Board (The Skill Testing Division of the Council for Technical Education and Vocational Training, CTEVT) according to its requirement administers skill tests and provides certificate to apprentice.

### **Apprenticeship provider's qualification**

An apprenticeship provider must have:

1. Enthusiasm and motivation to train the older children in the worst form of child labour
2. Qualification and experience in training.
3. Proper tools, equipment and space for training.
4. Safe working environment.
5. Possibility of employment opportunity.

### **Trainees evaluation**

The apprenticeship-training providers will continuously evaluate the apprentice based on their performance.

### **Equipment, tools and materials**

Depending upon the frequency of uses and the number of apprentice the number/quantity of tools/equipment/material varies.

<b>S.No.</b>	<b>Name of the tools/equipment</b>	<b>Units</b>
	Blade (different size and type)	
	Brush (different size and type)	
	Cutting blade	
	Sand paper	
	Measuring tape	
	Thread	
	Broom	
	Wire brush	
	Spray gun (optional)	
	Roller (optional)	

### Summary of Duties and Competencies

S. No	Duties and Competencies/Tasks/Skills	Time (in hours)		
		Th.	Prac.	Total
<b>A.</b>	<b>Assist to estimate</b>			
	A.1. Assist to calculate wall area	1	1	2
	A.2. Assist to calculate ceiling area	½	½	1
	A.3. Assist to calculate door/window area	½	½	1
	A.4. Assist to calculate beam area	½	½	1
	A.5. Assist to calculate column area	½	½	1
	A.6. Assist to measure length (Top, stair-flight, skirting)	½	½	1
<b>B.</b>	<b>Identify tools/equipment/materials</b>			
	B.1. Identify blades	½	½	1
	B.2. Identify metal brush	½	½	1
	B.3. Identify paint brush	½	½	1
	B.4. Identify shoe brush	½	½	1
	B.5. Identify sand paper (Roller Pech, Water Proof, Simple)	½	½	1
	B.6. Identify brooms	½	½	1
	B.7. Identify putty blade	½	½	1
	B.8. Identify thinner	½	½	1
	B.9. Identify spirit	½	½	1
	B.10. Identify Turpentine	½	½	1
	B.11. Identify Hels (readymade) Putty	½	½	1
	B.12. Identify primer (red oxide, cement primer, wood)	1	½	1
	B.13. Identify cement paint	½	½	1
	B.14. Identify distemper (washable, powder)	½	½	1
	B.15. Identify plastic emulsion	½	½	1
	B.16. Identify enamel	½	½	1
	B.17. Identify Varnish (Touch wood)	½	½	1
	B.18. Identify Chapara (white, brown)	½	½	1
	B.19. Identify Aluminium paint (Golden, Silver)	½	½	1
	B.20. Identify Terracotta	½	½	1
	B.21. Identify Chalk Powder	½	½	1
	B.22. Identify weather proof	½	½	1
	B.23. Identify Appex (Excel)	½	½	1
	B.24. Identify white cement	½	½	1
	B.25. Identify Ram Tilak	½	½	1
	B.26. Identify brown powder	½	½	1
	B.27. Identify whitening powder	½	½	1
	B.28. Identify adhesive (FEVICOL/ MOVICOLE)	½	½	1
	B.29. Identify lime	½	½	1
	B.30. Identify strain	½	½	1
<b>C.</b>	<b>Manage tools/equipment/materials</b>			
	C.1. Clean blade	½	½	1
	C.2. Clean brush	½	½	1
	C.3. Clean broom	½	½	1
	C.4. Clean polish brush	½	½	1

S. No	Duties and Competencies/Tasks/Skills	Time (in hours)		
		Th.	Prac.	Total
	C.5. Clean bucket	½	½	1
	C.6. Store oil based paints	½	½	1
	C.7. Store tools	½	½	1
	C.8. Store distemper	½	½	1
	C.9. Store excess materials (paint, enamel etc.)	½	½	1
<b>D.</b>	<b>Perform preparation works</b>			
	D.1. Install scaffolding	1	3	4
	D.2. Prepare putty	½	1	1½
	D.3. Clean/wash wall/ceiling /beam/ column	½	1	1½
	D.4. Wash/clean door/window	½	½	1
	D.5. Apply cement putty	½	1	1
	D.6. Apply wood putty	½	1	1½
	D.7. Apply Aster	½	1	1
	D.8. Smooth putty surface	½	1	1½
	D.9. Conduct minor repair of surface (wood/plaster)	½	1	1½
<b>E.</b>	<b>Prepare colours</b>			
	E.1. Prepare water based primer	½	1	1½
	E.2. Prepare oil based primer	½	1	1½
	E.3. Prepare cement paint	½	1	1½
	E.4. Prepare distemper	½	1	1½
	E.5. Prepare plastic emulsion	½	1	1½
	E.6. Prepare terracotta	½	1	1½
	E.7. Prepare weather coat/proof	½	1	1½
	E.8. Prepare Apex	½	1	1½
	E.9. Prepare white cement	½	1	1½
	E.10. Prepare Ram Tilak	½	1	1½
	E.11. Prepare lime	½	1	1½
	E.12. Prepare enamel	½	1	1½
	E.13. Assist to prepare different shade (colour mix)	½	1	1½
	E.14. Prepare <i>chapara</i> .	½	1	1½
<b>F.</b>	<b>Paint surface</b>			
	F.1. Apply primer.	½	2	2½
	F.2. Apply oil based primer.	½	2	2½
	F.3. Apply white cement.	½	2	2½
	F.4. Apply lime (first coat).	½	2	2½
	F.5. Apply enamel paint (first coat).	½	2	2½
	F.6. Assist to fix decorative paper.	½	2	2½
<b>G.</b>	<b>Grow professionally</b>			
	G.1. Consult house painter.	1	2	3
	G.2. Visit equipped working places/sights.	1	3	4
	G.3. Read related materials (Documents, manuals, brochures etc.).	1	3	4
	G.4. Seek trainings places /programs.	1	4	5
	G.5. Attend training/ seminar/workshops.	1	2	3
	G.6. Watch Audio-Visual.	1	2	3
	G.7. Browse World Wide Web.	1	2	3

S. No	Duties and Competencies/Tasks/Skills	Time (in hours)		
		Th.	Prac.	Total
<b>H.</b>	<b>Communicate with others</b>			
	H.1. Communicate with house painter.	1	2	3
	H.2. Communicate with client.	1	2	3
	H.3. Communicate with employer.	1	2	3
	H.4. Communicate with colleagues.	1	2	3
	H.5. Communicate with supervisor.	1	2	3
	H.6. Communicate with supplier.	1	2	3
	H.7. Communicate with visitor.	1	2	3
	H.8. Communicate with junior.	1	2	3
	H.9. Communicate with hardware shops.	1	2	3
	H.10. Receive telephone call.	1	2	3
	<b>Total</b>	<b>56</b>	<b>96</b>	<b>152</b>

**Duty 1: Assist to estimate.**

S. No	Competencies	Related Technical Knowledge	Time (in hours)		
			Th.	Prac.	Total
1.	Assist to calculate wall area	<input type="checkbox"/> Area calculation (length X breadth or width, height X length) <input type="checkbox"/> Measurement units (feet and meter) <input type="checkbox"/> Conversion of units (feet to meter and vice-versa) <input type="checkbox"/> Unit (m <sup>2</sup> ) <input type="checkbox"/> Deduction (door/window or other openings)	1	1	2
2.	Assist to calculate ceiling area	<input type="checkbox"/> Area calculation of ceiling (length X breadth).	½	½	1
3.	Assist to calculate door/window area	<input type="checkbox"/> Area calculation of door/window. <input type="checkbox"/> Door/window panel area calculation.	½	½	1
4.	Assist to calculate beam area	<input type="checkbox"/> Area calculation of beam faces (length X depth, length X breadth).	½	½	1
5.	Assist to calculate column area	<input type="checkbox"/> Area calculation of rectangular, square and circular column. <input type="checkbox"/> Concept of radius and diameter.	½	½	1
6.	Assist to measure length (Top, stair-flight, skirting)	<input type="checkbox"/> Linear measurement and its units (feet and meter)	½	½	1

**Duty 2: Identify tools/equipment/materials.**

S. No	Competencies	Related Technical Knowledge	Time (in hours)		
			Th.	Prac.	Total
1.	Identify blades	<input type="checkbox"/> Blades types and sizes. <input type="checkbox"/> Uses.	½	½	1
2.	Identify metal brush	<input type="checkbox"/> Metal brush types and sizes. <input type="checkbox"/> Uses.	½	½	1
3.	Identify paint brush	<input type="checkbox"/> Paintbrush types and sizes. <input type="checkbox"/> Uses.	½	½	1
4.	Identify shoe brush	<input type="checkbox"/> Shoe brush types and sizes. <input type="checkbox"/> Uses.	½	½	1
5.	Identify sand/glass paper (Roller Pech, Water Proof, Simple)	<input type="checkbox"/> Sand/glass paper types and grades. <input type="checkbox"/> Uses.	½	½	1
6.	Identify brooms.	<input type="checkbox"/> Broom types.	½	½	1

S. No	Competencies	Related Technical Knowledge	Time (in hours)		
			Th.	Prac.	Total
		☒ Uses.			
7.	Identify putty blade.	☒ Putty blades types and sizes. ☒ Uses.	½	½	1
8.	Identify thinner	☒ Properties of thinner. ☒ Uses.	½	½	1
9.	Identify spirit	☒ Properties of spirit. ☒ Uses.	½	½	1
10.	Identify Turpentine	☒ Properties of Turpentine ☒ Uses.	½	½	1
11.	Identify Hels (readymade) Putty	☒ Properties of readymade putty (Hels).	½	½	1
12.	Identify primer (red oxide, cement primer, wood)	☒ Types of primer (red oxide, cement primer and wood primer) ☒ Properties of red oxide, cement primer and wood primer. ☒ Purpose of applying primer.	1	½	1
13.	Identify cement paint	☒ Properties of cement paint. ☒ Purpose of applying cement paint.	½	½	1
14.	Identify distemper (washable, powder)	☒ Properties of distemper. ☒ Purpose of applying distemper.	½	½	1
15.	Identify plastic emulsion	☒ Properties of plastic emulsion. ☒ Purpose of applying plastic emulsion.	½	½	1
16.	Identify enamel.	☒ Properties of enamel. ☒ Purpose of applying enamel.	½	½	1
17.	Identify Varnish (Touch Wood)	☒ Properties of Varnish (Touch Wood). ☒ Purpose of applying plastic emulsion.	½	½	1
18.	Identify Shellac/ <i>Chapra</i> (white, brown)	☒ Properties of Shellac/ <i>Chapra</i> (white and brown). ☒ Purpose of applying Shellac/ <i>Chapra</i> .	½	½	1
19.	Identify Aluminium paint (Golden, Silver)	☒ Properties of Aluminium Paint (Golden and Silver). ☒ Purpose of applying Aluminium Paint.	½	½	1
20.	Identify Terracotta	☒ Properties of Terracotta. ☒ Purpose of applying Terracotta.	½	½	1
21.	Identify Chalk Powder	☒ Properties of Chalk Powder.	½	½	1

S. No	Competencies	Related Technical Knowledge	Time (in hours)		
			Th.	Prac.	Total
		☒ Purpose of applying Chalk Powder.			
22.	Identify weather proof.	☒ Properties of Weather Proof. ☒ Purpose of Weather Proof.	½	½	1
23.	Identify Appex (Excel)	☒ Properties of Appex (Excel). ☒ Purpose of Appex (Excel).	½	½	1
24.	Identify white cement.	☒ Properties of White Cement. ☒ Purpose of White Cement.	½	½	1
25.	Identify Ram Tilak	☒ Properties of Ram Tilak. ☒ Purpose of applying Ram Tilak.	½	½	1
26.	Identify brown powder	☒ Properties of brown powder. ☒ Purpose of brown powder.	½	½	1
27.	Identify Whitening Powder	☒ Properties of Whitening Powder. ☒ Purpose of Whitening Powder.	½	½	1
28.	Identify adhesives (FEVICOL/ MOVICOLE etc.)	☒ Properties of adhesives. ☒ Purpose of using adhesives.	½	½	1
29.	Identify lime.	☒ Properties of limes. ☒ Purpose of applying lime.	½	½	1
30.	Identify stain.	☒ Properties of Stain. ☒ Purpose of using Strain.	½	½	1

### Duty 3: Clean/store tools/equipment/materials.

S. No	Competencies	Related Technical Knowledge	Time (in hours)		
			Th.	Prac.	Total
1.	Clean blade	☒ Cleaning materials (water, oil, soap, brush). ☒ Cleaning procedure. ☒ Safety precautions.	½	½	1
2.	Clean brush	☒ Cleaning procedure. ☒ Safety precautions.	½	½	1
3.	Clean broom	☒ Cleaning procedure. ☒ Safety precautions.	½	½	1
4.	Clean polish brush	☒ Cleaning procedure. ☒ Safety precautions.	½	½	1
5.	Clean bucket	☒ Cleaning procedure. ☒ Safety precautions.	½	½	1
6.	Store oil based paints	☒ Air tightness of container lid.	½	½	1

S. No	Competencies	Related Technical Knowledge	Time (in hours)		
			Th.	Prac.	Total
		<input type="checkbox"/> Handling. <input type="checkbox"/> Safety precautions.			
7.	Store tools	<input type="checkbox"/> Issue and receiving back the tools. <input type="checkbox"/> Condition of tools (damage or malfunctioning, cleaned or not). <input type="checkbox"/> Proper placement in the toolbox. <input type="checkbox"/> Safety precautions.	½	½	1
8.	Store distemper	<input type="checkbox"/> Air tightness of container lid. <input type="checkbox"/> Handling. <input type="checkbox"/> Safety precautions.	½	½	1
9.	Store excess materials (paint, enamel etc.)	<input type="checkbox"/> Returning back the excess materials and its proper storage techniques. <input type="checkbox"/> Safety precautions.	½	½	1

#### Duty 4: Perform preparation works.

S. No	Competencies	Related Technical Knowledge	Time (in hours)		
			Th.	Prac.	Total
1.	Install scaffolding.	<input type="checkbox"/> Introduction. <input type="checkbox"/> Types of scaffolding. <input type="checkbox"/> Purpose of scaffolding. <input type="checkbox"/> Installation procedure. <input type="checkbox"/> Safety precautions.	1	3	4
2.	Prepare putty.	<input type="checkbox"/> Collection of the required material. <input type="checkbox"/> Preparation technique.	½	1	1½
3.	Clean/wash wall/ceiling /beam/ column.	<input type="checkbox"/> Cleaning tools and materials. <input type="checkbox"/> Cleaning procedure.	½	1	1½
4.	Wash/clean door/window.	<input type="checkbox"/> Cleaning door and window before and after applying colours.	½	½	1
5.	Apply cement putty.	<input type="checkbox"/> Applying procedure.	½	1	1
6.	Apply wood putty.	<input type="checkbox"/> Applying procedure.	½	1	1½
7.	Apply Aster.	<input type="checkbox"/> Applying procedure.	½	1	1
8.	Smooth putty surface.	<input type="checkbox"/> Surface smoothing procedure.	½	1	1½
9.	Conduct minor repair of surface (wood/plaster).	<input type="checkbox"/> Possible defects on wood and plaster. <input type="checkbox"/> Identification of minor defects.	½	1	1½

**Duty 5: Prepare colours.**

S. No	Competencies	Related Technical Knowledge	Time (in hours)		
			Th.	Prac.	Total
1.	Prepare water-based primer.	<input type="checkbox"/> Ingredient of water based primer. <input type="checkbox"/> Mixing ratio. <input type="checkbox"/> Safety precautions.	½	1	1½
2.	Prepare oil-based primer.	<input type="checkbox"/> Ingredient of oil based primer. <input type="checkbox"/> Mixing ratio. <input type="checkbox"/> Safety precautions.	½	1	1½
3.	Prepare cement paint.	<input type="checkbox"/> Ingredient of cement paint. <input type="checkbox"/> Mixing ratio. <input type="checkbox"/> Safety precautions.	½	1	1½
4.	Prepare distemper.	<input type="checkbox"/> Ingredient of distemper. <input type="checkbox"/> Mixing ratio. <input type="checkbox"/> Safety precautions.	½	1	1½
5.	Prepare plastic emulsion.	<input type="checkbox"/> Ingredient of plastic emulsion. <input type="checkbox"/> Mixing ratio. <input type="checkbox"/> Safety precautions.	½	1	1½
6.	Prepare terracotta.	<input type="checkbox"/> Ingredient of terracotta. <input type="checkbox"/> Mixing ratio. <input type="checkbox"/> Safety precautions.	½	1	1½
7.	Prepare weather coat/proof.	<input type="checkbox"/> Ingredient of weather coat/proof. <input type="checkbox"/> Mixing ratio. <input type="checkbox"/> Safety precautions.	½	1	1½
8.	Prepare Apex.	<input type="checkbox"/> Ingredient of Apex. <input type="checkbox"/> Mixing ratio. <input type="checkbox"/> Safety precautions.	½	1	1½
9.	Prepare white cement.	<input type="checkbox"/> Ingredient of water based primer. <input type="checkbox"/> Mixing ratio. <input type="checkbox"/> Safety precautions.	½	1	1½
10.	Prepare Ram Tilak.	<input type="checkbox"/> Ingredient of Ram Tilak. <input type="checkbox"/> Mixing ratio. <input type="checkbox"/> Safety precautions.	½	1	1½
11.	Prepare lime.	<input type="checkbox"/> Ingredient of lime. <input type="checkbox"/> Mixing ratio. <input type="checkbox"/> Safety precautions.	½	1	1½
12.	Prepare enamel.	<input type="checkbox"/> Ingredient of enamel. <input type="checkbox"/> Mixing ratio. <input type="checkbox"/> Safety precautions.	½	1	1½
13.	Assist to prepare different shade (colour mix).	<input type="checkbox"/> Principal colours (concept only). <input type="checkbox"/> Colour mixing procedure. <input type="checkbox"/> Safety precautions.	½	1	1½
14.	Prepare Shellac/Chapra.	<input type="checkbox"/> Ingredient of	½	1	1½

S. No	Competencies	Related Technical Knowledge	Time (in hours)		
			Th.	Prac.	Total
		Shellac/ <i>Chapara</i> . <input checked="" type="checkbox"/> Mixing ratio. <input checked="" type="checkbox"/> Safety precautions.			

**Duty 6: Paint surface.**

S. No	Competencies	Related Technical Knowledge	Time (in hours)		
			Th.	Prac.	Total
1.	Apply primer.	<input checked="" type="checkbox"/> Application procedure. <input checked="" type="checkbox"/> Safety precautions.	½	2	2½
2.	Apply oil-based primer.	<input checked="" type="checkbox"/> Application procedure. <input checked="" type="checkbox"/> Safety precautions.	½	2	2½
3.	Apply white cement.	<input checked="" type="checkbox"/> Application procedure. <input checked="" type="checkbox"/> Safety precautions.	½	2	2½
4.	Apply lime (first coat).	<input checked="" type="checkbox"/> Application procedure. <input checked="" type="checkbox"/> Safety precautions.	½	2	2½
5.	Apply enamel paint (first coat).	<input checked="" type="checkbox"/> Application procedure. <input checked="" type="checkbox"/> Safety precautions.	½	2	2½
6.	Assist to fix decorative paper.	<input checked="" type="checkbox"/> Application procedure. <input checked="" type="checkbox"/> Safety precautions.	½	2	2½

**Duty 7: Grow professionally.**

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Consult house painter.	<input checked="" type="checkbox"/> Importance of participating in career exploration activities with the house painter.	1	2	3
2.	Visit other's working place/ sight.	<input checked="" type="checkbox"/> Importance of learning from different workplaces and site visits.	1	3	4
3.	Read related materials (Documents, manuals, brochures)	<input checked="" type="checkbox"/> Importance of learning from trade relevant documents, manuals and other job related sheets.	1	3	4
4.	Attend training/ seminar/workshops	<input checked="" type="checkbox"/> Need of growing professionalism. <input checked="" type="checkbox"/> Importance of career development opportunities inside and outside the organization.	1	4	5
5.	Watch Audio-Visual.	<input checked="" type="checkbox"/> Familiarization of TVs	1	2	3

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
		channel/A/V aids. ☒ Importance of leaning from A/V.			
6.	Browse World Wide Web.	☒ Familiarization with computer. ☒ WWW browsing techniques.			
7.	Seek trainings places / programs	☒ Importance of trainings in career development. ☒ Possible training providers/institutes for refresher trainings.	1	2	3

**Duty 8: Communicate with others.**

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Communicate with house painter.	☒ Meaning and importance of communication. ☒ Type of communication (oral, sign/gesture and written). ☒ Oral communication techniques. ☒ Communication for cooperative/collaborative tasks. ☒ Learning and information sharing. ☒ Prior consultation on assigned work with the seniors. ☒ Uses of appropriate communication language (with higher and lower position staffs.)	1	2	3
2.	Communicate with client.	☒ Importance of listening and viewing the client's opinions (offering opinions, supporting statement and questions and clarification of the proposed job).	1	2	3

S. No	Competencies	Related Technical Knowledge	Time ( in hrs.)		
			Th.	Prac.	Total
3.	Communicate with employer.	<input checked="" type="checkbox"/> Refer to task 2	1	2	3
4.	Communicate with colleagues.	<input checked="" type="checkbox"/> Importance of interpretation and explanation of the proposed job with friends.	1	2	3
5.	Communicate with supervisor.	<input checked="" type="checkbox"/> Refer to task 1	1	2	3
6.	Communicate with supplier.	<input checked="" type="checkbox"/> Refer to task 2	1	2	3
7.	Communicate with visitor.	<input checked="" type="checkbox"/> Refer to task 2	1	2	3
8.	Communicate with junior.	<input checked="" type="checkbox"/> Refer to task 4	1	2	3
9.	Communicate with hardware shops.	<input checked="" type="checkbox"/> Demand and supply order. <input checked="" type="checkbox"/> Bill / invoice. <input checked="" type="checkbox"/> Material supply and delivery.	1	2	3
10.	Receive telephone call.	<input checked="" type="checkbox"/> Meaning, importance and purpose of telephone <input checked="" type="checkbox"/> Telephone receiving technique <input checked="" type="checkbox"/> Etiquette of receiving telephone call. <input checked="" type="checkbox"/> Message writing technique.	1	2	3