



# Model Curriculum

**QP Name: Four Wheeler Service Technician**

**QP Code: ASC/Q1402**

**NSQF Level: 4**

Automotive Skill Development Council  
E-113, Gr Floor, Okhla Industrial Area, Phase – III, New Delhi – 110020

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## Training Parameters

<b>Sector</b>	Automotive Skills Development Council
<b>Sub-Sector</b>	Automotive Vehicle Service
<b>Occupation</b>	Technical Service & Repair
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/3115.0602
<b>Minimum Educational Qualification &amp; Experience</b>	10th Class + 2 years NAC/NTC OR 10th Class pass with 3 years relevant experience OR 11th Class pass with 1.5 year relevant experience OR Certificate-NSQF (Four Wheeler Service Assistant Level 3) with 3 Years of relevant experience
<b>Pre-Requisite License or Training</b>	Driving License and Basic Computer Skills
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	27-08-2024
<b>Next Review Date</b>	27-08-2027
<b>NSQC Approval Date</b>	27-08-2024
<b>Model Curriculum Creation Date</b>	27-08-2024
<b>Model Curriculum Valid Up to Date</b>	27-08-2027
<b>Minimum Duration of the Course</b>	480 Hours, 0 Minutes
<b>Maximum Duration of the Course</b>	480 Hours, 0 Minutes

## Program Overview

This section summarizes the end objectives of the program along with its duration.

### Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Assist the lead technician in diagnosing repair requirements of the vehicle.
- Perform routine service/maintenance/minor repairs of the vehicle.
- Work effectively and efficiently as per schedules and timelines while complying with the health and hygiene norms.
- Implement safety practices.
- Optimize the use of resources to ensure less wastage and maximum conservation.
- Communicate effectively and develop interpersonal skills.

### Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module</b>	<b>05:00</b>	<b>00:00</b>	-	-	<b>05:00</b>
Module 1: Introduction to the Role of a Four Wheeler Service Technician <i>Bridge Module</i>	05:00	00:00	-	-	05:00
<b>ASC/N9801 - Organize Work and Resources (Service)</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 4</b>	<b>20:00</b>	<b>35:00</b>	-	-	<b>55:00</b>
Module 2: Work effectively and efficiently	10:00	15:00	-	-	25:00
Module 3: Optimize resource utilization	10:00	20:00	-	-	30:00

<b>DGT/VSQ/N0102 -Employability Skills (60 hours) NOS Version No. – 1.0 NSQF Level – 5</b>	<b>24:00</b>	<b>36:00</b>			<b>60:00</b>
Module 4: Introduction to Employability Skills	0.5:00	1:00			1.5:00
Module 5: Constitutional values - Citizenship	0.5:00	1:00			1.5:00
Module 6: Becoming a Professional in the 21st Century	1:00	1.5:00			2.5:00
Module 7: Basic English Skills	4:00	6:00			10:00
Module 8: Career Development & Goal Setting	1:00	1:00			2:00
Module 9: Communication Skills	2:00	3:00			5:00
Module 10: Diversity & Inclusion	1:00	1.5:00			2.5:00
Module 11: Financial and Legal Literacy	2:00	3:00			5:00
Module 12: Essential Digital Skills	4:00	6:00			10:00
Module 13: Entrepreneurship	3:00	4:00			7:00
Module 14: Customer Service	2:00	3:00			5:00
Module 15: Getting ready for apprenticeship & Jobs	3:00	5:00			8:00
<b>ASC/N1402 Assist in performing diagnosis of vehicle for repair requirements NOS Version No. 2.0 NSQF Level 4</b>	<b>45:00</b>	<b>90:00</b>	<b>15:00</b>	-	<b>150:00</b>
Module 5: Assist in Diagnosing Repair Requirements	45:00	90:00	15:00	-	150:00
<b>ASC/N1403 Carry out routine service and minor repairs NOS Version No. 2.0 NSQF Level 4</b>	<b>60:00</b>	<b>135:00</b>	<b>15:00</b>	-	<b>210:00</b>
Module 6: Perform Routine Service and Repairs	60:00	135:00	15:00	-	210:00
<b>Total Duration</b>	<b>154:00</b>	<b>296:00</b>	<b>30:00</b>	-	<b>480:00</b>

# Module Details

## Module 1: Introduction to the Role of a Four Wheeler Service Technician

### Bridge Module

#### Terminal Outcomes:

- Discuss how to work as per the defined the role and responsibilities of a Four Wheeler Service Technician.
- Discuss the scope of work of Four Wheeler Service Technician.

<b>Duration: 05:00</b>	<b>Duration: 00:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the role and responsibilities of a four wheeler service technician</li> <li>• Identify the various parts/components (inside as well as outside of a vehicle) of 4 wheeler vehicles</li> <li>• List the standard operating procedures (SOP) to be followed for use of tools and equipment, service and minor repairs</li> <li>• Discuss the documentation involved in the different processes of maintenance such as job sheet, status report, etc.</li> <li>• Identify the standard checklists and schedules recommended by OEM</li> <li>• Explain working as per SOP pertaining to processes, tools and pollution check</li> <li>• Describe how to work as per organisational policies and professional code of conduct</li> </ul>	
<b>Classroom Aids:</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
Documents of standard operating procedures, code of conduct, checklists, schedules	

## Module 2: Work Effectively and Efficiently

### Mapped to NOS ASC/N9801, v1.0

#### Terminal Outcomes:

- Employ appropriate ways to maintain a safe and secure working environment.
- Perform work as per the quality standards.

Duration: 10:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Outline the organizational structure to be followed to report about health, safety and security breaches to the concerned authorities.</li> <li>• List the potential workplace related risks and hazards, their causes and preventions.</li> <li>• State the methods to keep the work area clean and tidy.</li> <li>• Discuss how to complete the given work within the stipulated time period.</li> <li>• Explain how to maintain a proper balance between team and individual goals.</li> <li>• Discuss epidemics and pandemics and their impact on society at large.</li> <li>• Discuss the significance of conforming to basic hygiene practices such as washing hands, using alcohol-based hand sanitizers.</li> <li>• Discuss the use of proper PPE for maintaining health and hygiene at workplace and the process of wearing/discarding them.</li> <li>• Define self-quarantine or self-isolation.</li> <li>• Discuss the importance of identifying and reporting symptoms to the concerned authorities.</li> <li>• Explain the significance of following prescribed rules and guidelines during an epidemic or a pandemic.</li> <li>• Discuss organizational hygiene and sanitation guidelines and ways of reporting breaches/gaps if any.</li> <li>• Discuss the ways of dealing with stress and anxiety during an epidemic or a pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform routine cleaning of tools, equipment and machines.</li> <li>• Employ various techniques for checking malfunctions in the equipment as per Standard Operating Procedure (SOP).</li> <li>• Apply basic housekeeping practices to ensure that the work area is clean, such as mopping spills and leaks, cleaning grease stains etc.</li> <li>• Demonstrate how to evacuate the workplace in case of an emergency.</li> <li>• Show how to sanitize and disinfect one's work area regularly.</li> <li>• Demonstrate the correct way of washing hands using soap and water.</li> <li>• Demonstrate the correct way of sanitizing hands using alcohol-based hand rubs.</li> <li>• Display the correct way of wearing and removing PPE such as face masks, hand gloves, face shields, PPE suits, etc.</li> <li>• Demonstrate appropriate social and behavioural etiquette (greeting and meeting people, spitting/coughing/sneezing, etc.).</li> <li>• Prepare a list of relevant hotline/emergency numbers.</li> </ul>
<b>Classroom Aids:</b>	
White board/black board marker/chalk, duster, computer or Laptop attached to LCD projector	
<b>Tools, Equipment and Other Requirements</b>	



Personal Protection Equipment: safety glasses, head protection, rubber gloves, safety footwear, warning signs and tapes, fire extinguisher and first aid kit

Sanitization kit, disinfectants, alcohol-based sanitizers, different types of face masks, shields, suits, etc.

## Module 3: Optimize Resource Utilization

### Mapped to NOS ASC/N9801, v1.0

#### Terminal Outcomes:

- Use the resources efficiently.
- Apply conservation practices at the workplace.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the ways to optimize usage of resources.</li> <li>• Discuss various methods of waste management and its disposal.</li> <li>• List the different categories of waste for the purpose of segregation</li> <li>• Differentiate between recyclable and non-recyclable waste</li> <li>• State the importance of using appropriate colour dustbins for different types of waste.</li> <li>• Discuss the common sources of pollution and ways to minimize it.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform basic checks to identify any spills and leaks and that need to be plugged /stopped.</li> <li>• Demonstrate different disposal techniques depending upon different types of waste.</li> <li>• Employ different ways to check if equipment/machines are functioning as per requirements and report malfunctioning, if observed.</li> <li>• Employ ways for efficient utilization of material and water</li> <li>• Use energy efficient electrical appliances and devices to ensure energy conservation</li> </ul>
<b>Classroom Aids:</b>	
White board/black board marker/chalk, duster, computer or Laptop attached to LCD projector	
<b>Tools, Equipment and Other Requirements</b>	
Different type of waste bins to collect and segregate waste for disposal	

## Module 4: Introduction to Employability Skills

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the importance of Employability Skills in meeting the job requirements</li> </ul>	<ul style="list-style-type: none"> <li>List different learning and employability related GOI and private portals and their usage</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 5: Constitutional values - Citizenship

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Discuss about constitutional values to be followed to become a responsible citizen

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.</li> </ul>	<ul style="list-style-type: none"> <li>Show how to practice different environmentally sustainable practices</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 6: Becoming a Professional in the 21st Century

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Demonstrate professional skills required in 21<sup>st</sup> century

<b>Duration:</b> <1:00>	<b>Duration:</b> <1.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss 21st century skills.</li> <li>• Describe the benefits of continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 7: Basic English Skills

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Practice basic English speaking.

<b>Duration:</b> <4:00>	<b>Duration:</b> <6:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe basic communication skills</li> <li>• Discuss ways to read and interpret text written in basic English</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone</li> <li>• Read and interpret text written in basic English</li> <li>• Write a short note/paragraph / letter/e - mail using basic English</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 8: Career Development & Goal Setting

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Demonstrate Career Development & Goal Setting skills.

<b>Duration:</b> <1:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss need of career development plan</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to communicate in a well-mannered way with others.</li> <li>• Create a career development plan with well-defined short- and long-term goals</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 9: Communication Skills

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Practice basic communication skills.

<b>Duration:</b> <2:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of active listening for effective communication</li> <li>• Discuss the significance of working collaboratively with others in a team</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 10: Diversity & Inclusion

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Describe PwD and gender sensitisation.

<b>Duration:</b> <1:00>	<b>Duration:</b> <1.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of reporting sexual harassment issues in time</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 11: Financial and Legal Literacy

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Describe ways of managing expenses, income, and savings.

<b>Duration:</b> <2:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>List the common components of salary and compute income, expenditure, taxes, investments etc.</li> <li>Discuss the legal rights, laws, and aids</li> </ul>	<ul style="list-style-type: none"> <li>Outline the importance of selecting the right financial institution, product, and service</li> <li>Demonstrate how to carry out offline and online financial transactions, safely and securely</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 12: Essential Digital Skills

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Demonstrate procedure of operating digital devices and associated applications safely.

<b>Duration:</b> <4:00>	<b>Duration:</b> <6:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the role of digital technology in today's life</li> <li>• Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to operate digital devices and use the associated applications and features, safely and securely</li> <li>• Create sample word documents, excel sheets and presentations using basic features</li> <li>• Utilize virtual collaboration tools to work effectively</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 13: Entrepreneurship

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Describe opportunities as an entrepreneur.

<b>Duration:</b> <3:00>	<b>Duration:</b> <4:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the types of entrepreneurship and enterprises</li> <li>• Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan</li> <li>• Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Create a sample business plan, for the selected business opportunity</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 14: Customer Service

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

- Describe ways of maintaining customer.

<b>Duration:</b> <2:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the significance of identifying customer needs and addressing them.</li> <li>Explain the significance of identifying customer needs and responding to them in a professional manner.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to maintain hygiene and dressing appropriately.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 15: Getting ready for apprenticeship & Jobs

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

<b>Duration:</b> <3:00>	<b>Duration:</b> <5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of maintaining hygiene and confidence during an interview</li> <li>List the steps for searching and registering for apprenticeship opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Create a professional Curriculum Vitae (CV)</li> <li>Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively</li> <li>Perform a mock interview</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	



## Module 16: Assist in Diagnosing Repair Requirements

### Mapped to NOS ASC/N1402, v2.0

#### Terminal Outcomes:

- Demonstrate how to use different techniques for diagnosing the repair requirements of the vehicle

Duration: 45:00	Duration: 105:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the basics of driving and parking a four wheeler vehicle</li> <li>• Discuss the manufacturer specifications and safety requirement w.r.t. components/aggregates of the vehicle</li> <li>• Explain the basics of different types of engines, mechanical, electrical and other systems of the vehicle</li> <li>• List the types of tools and equipment used in different processes of vehicle maintenance</li> <li>• Discuss the symptoms of technical faults, their causes and rectification procedures</li> <li>• List the inspection parameters w.r.t coolants, oil, grease, etc. including value and tolerance limits of components</li> <li>• Distinguish between different types of repairs within one's scope and those beyond the scope of work</li> <li>• Identify the possible defects in various tools and equipment</li> <li>• Discuss the documents to be maintained w.r.t inspection and diagnosis of faults</li> <li>• Explain the safety measures w.r.t. equipment and components during fault diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the job card to plan diagnostic activities as per the complaints mentioned in the job card</li> <li>• Demonstrate how to do a test drive of the vehicle</li> <li>• Employ appropriate techniques to park the vehicle in the workshop's designated service/repair area as instructed by lead technician</li> <li>• Apply basic techniques to diagnose faults in the sub-assemblies of the vehicle</li> <li>• Demonstrate how to check the vehicle for the service and repair requirements based on the job card</li> <li>• Demonstrate how to use tools and equipment required for diagnosis as per standard operating procedures</li> <li>• Employ various precautions and safety measures to ensure that no damage is caused to the vehicle during diagnosis</li> <li>• Prepare documents required for diagnosis/troubleshooting of common issues</li> </ul>
<b>Classroom Aids:</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
Diagnostic tools, equipment and other sources of information such as diagnostic displays, etc., computer, vehicle, job card	
Vehicle, various body parts, engine, sub-assemblies, material, mechanical and electrical components/aggregates	

## Module 17: Perform Routine Service and Repairs

*Mapped to NOS ASC/N1403, v2.0*

### Terminal Outcomes:

- Demonstrate how to perform service and minor repairs of the vehicle

Duration: 60:00	Duration: 150:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the job card to clearly understand the service and repair requirements</li> <li>• List the various sources of information to assess service/repair requirements</li> <li>• Discuss how to gauge misfits or issues in the previous repair</li> <li>• Identify the parameters for inspection/routine service/non-routine repair work</li> <li>• Discuss the checklist for tasks to be performed for routine or non-routine service/repair</li> <li>• Explain the specifications w.r.t. quality and type of material/consumables/components required for routine service</li> <li>• Discuss the importance of using appropriate spare parts and other material for service/maintenance such as grade of oil, lubricants, grease, etc.</li> <li>• Discuss the symptoms of wear and tear w.r.t. components needing replacement such as filters, belts, wipers, etc.</li> <li>• Identify different methods for disposing off waste material such as waste oil, scrap, etc.</li> <li>• List the necessary precautions so as to avoid any kind of damage to aggregates/vehicle</li> <li>• Identify the defects/malfunctions in the tools/equipment and leftover consumables/parts to be reported further for rectification</li> <li>• Determine any other repair requirements to be escalated further for inspection</li> <li>• List the records/documents to be maintained w.r.t service/repair work</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to do a test drive of the vehicle to assess the service/repair/calibration requirements</li> <li>• Apply basic maintenance techniques to ensure that the tools and equipment are functioning as per SOP</li> <li>• Perform the process of routine service/maintenance as per standard operating procedures</li> <li>• Employ different corrective actions to be taken for common faults and failures</li> <li>• Demonstrate how to dismantle the aggregates that require servicing/repair as per SOP</li> <li>• Apply suitable cleaning techniques for cleaning and conditioning the dismantled aggregates</li> <li>• Perform final inspection at each stage to ensure completion of work as assigned by the service technician</li> <li>• Demonstrate how to record the basic repair and service inspections performed on the vehicle</li> <li>• Prepare a schedule for carrying out inspection, calibration and repairs of the tools, equipment, workstations, etc. to maintain workshop</li> <li>• Apply ways to maintain the workshop by conducting properly scheduled check/calibration/repairs of tools, equipment and workstations</li> </ul>
<b>Classroom Aids:</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	

Vehicle, various body parts, engine, tools and equipment, material, consumables, components/aggregates, lubricants, grease, oil, etc.

Pressure indicators: fuel pressure testers, manifold gauge sets, oil pressure gauges, tire pressure gauges etc., pullers: ball joint separators, bearing pullers, gear puller tools, slide hammers etc., trim or moulding tools: carbon scrapers, gasket scrapers, scrapers, spoons etc., measuring equipment: vernier calipers, micrometre, feeler gauges, multi-metre, flow metre, temp gauge, dial gauge etc., other tools: hand tools, power tools, lifting/jacking equipment, tensioning equipment, security activator etc., tools for other tasks such as cleaning of vehicles, brake bleeding, wheel alignment, AC gas charging etc.

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI	Mechanic Motor Vehicle/Mechanic Auto Electrical and Electronics/Diesel Mechanic	4	Four Wheeler Service	1	Four Wheeler Service	NA
ITI	Mechanic Motor Vehicle/Mechanic Auto Electrical and Electronics/Diesel Mechanic	5	Four Wheeler Service	0	Four Wheeler Service	NA
Certificate- NSQF Level 6	Four Wheeler Master Technician	3	Four Wheeler Service	1	Four Wheeler Service	NA
Diploma	Automobile Engineering/ Mechanical Engineering	3	Four Wheeler Service	1	Four Wheeler Service	NA
Diploma	Automobile Engineering/ Mechanical Engineering	4	Four Wheeler Service	0	Four Wheeler Service	NA

Trainer Certification	
Domain Certification	Platform Certification
“Four Wheeler Service technician”, “ASC/Q1402”, minimum accepted score is 80%	Recommended that the trainer is certified for the job role “Trainer (VET and Skills)”, Mapped to Qualification Pack: MEP/Q2601, V2.0” Minimum accepted score is 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI	Mechanic Motor Vehicle/Mechanic Auto Electrical and Electronics/Diesel Mechanic	5	Four Wheeler Service	1	Four Wheeler Service	NA
ITI	Mechanic Motor Vehicle/Mechanic Auto Electrical and Electronics/Diesel Mechanic	6	Four Wheeler Service	0	Four Wheeler Service	NA
Certificate- NSQF Level 6	Four Wheeler Master Technician	4	Four Wheeler Service	1	Four Wheeler Service	NA
Diploma	Automobile Engineering/ Mechanical Engineering	4	Four Wheeler Service	1	Four Wheeler Service	NA
Diploma	Automobile Engineering/ Mechanical Engineering	5	Four Wheeler Service	0	Four Wheeler Service	NA

Assessor Certification	
Domain Certification	Platform Certification
“Four Wheeler Service technician”, “ASC/Q1402”, minimum accepted score is 80%	Recommended that the Assessor is certified for the job role “Assessor (VET and Skills)”, Mapped to Qualification Pack: MEP/Q2701, V2.0” Minimum accepted score is 80%.

## Assessment Strategy

### 1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SDMS/SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

### 2. Testing Environment:

The assessor should:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

### 3. Assessment Quality Assurance levels/Framework:

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

### 4. Types of evidence or evidence-gathering protocol:

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

### 5. Method of verification or validation:

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

### 6. Method for assessment documentation, archiving, and access

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

## References

## Glossary

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

## Acronyms and Abbreviations

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training
<b>PwD</b>	Persons with Disability