

Qualification Pack



Four Wheeler Service Technician

QP Code: ASC/Q1402

Version: 7.0

NSQF Level: 4

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Qualification Pack

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ASC/Q1402: Four Wheeler Service Technician

Brief Job Description

A Four Wheeler Service Technician is responsible for the repair, routine servicing and maintenance (including electrical and mechanical aggregates) of vehicles

Personal Attributes

An individual in this job must have good communication and interpersonal skills. The person should be patient, organised, team-oriented, customer centric and have the ability to work for long hours in adverse conditions. The individual should be a keen observer and have an eye for detail and quality.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [ASC/N9801: Organize work and resources \(Service\)](#)
2. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)
3. [ASC/N1402: Assist in performing diagnosis of vehicle for repair requirements](#)
4. [ASC/N1403: Carry out routine service and minor repairs](#)

Qualification Pack (QP) Parameters

| | |
|--------------------------------------|----------------------------|
| Sector | Automotive |
| Sub-Sector | Automotive Vehicle Service |
| Occupation | Technical Service & Repair |
| Country | India |
| NSQF Level | 4 |
| Credits | 16 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/3115.0602 |

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| | |
|---|---|
| Minimum Educational Qualification & Experience | 10th grade pass plus 2-year NTC (/NAC) OR 10th grade pass with 3 Years of experience OR 11th grade pass with 1-2 Years of experience OR Previous relevant Qualification of NSQF Level (Four Wheeler Service Assistant Level 3) with 3 Years of experience |
| Minimum Level of Education for Training in School | 10th Class |
| Pre-Requisite License or Training | Driving License and Basic Computer Skills |
| Minimum Job Entry Age | 18 Years |
| Last Reviewed On | NA |
| Next Review Date | 27/08/2027 |
| NSQC Approval Date | 27/08/2024 |
| Version | 7.0 |
| Reference code on NQR | QG-04-AU-02943-2024-V2-ASDC |
| NQR Version | 2 |

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ASC/N9801: Organize work and resources (Service)

Description

This NOS unit is about implementing safety, planning work, adopting sustainable practices for optimising use of resources

Scope

The scope covers the following :

- Maintain safe and secure working environment
- Perform work as per quality standards
- Health and hygiene
- Material/energy conservation practices
- Effective waste management practices

Elements and Performance Criteria

Maintain safe and secure working environment

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

- PC1.** organise work as per organisation's current health, safety and security policies and procedures
- PC2.** report any identified breaches in health, safety, and security policies and procedures to the designated person
- PC3.** identify the risks and hazards associated with work activities, their causes and prevention

Perform work as per quality standards

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

- PC4.** ensure work area is clean and tidy
- PC5.** ensure that work is accomplished as per the requirements within the specified timeline
- PC6.** ensure team goals are given preference over individual goals

Health and hygiene

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

- PC7.** sanitize workstation and equipment regularly
- PC8.** clean hands with soap, alcohol-based sanitizer regularly
- PC9.** avoid contact with ill people and self-isolate in a similar situation
- PC10.** wear and dispose PPEs regularly and appropriately
- PC11.** report advanced hygiene and sanitation issues to appropriate authority
- PC12.** follow stress and anxiety management techniques

Material/energy conservation practices

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

- PC13.** identify ways to optimise usage of material in various tasks/activities/processes
- PC14.** use resources, including water, in a responsible manner

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- PC15.** check for spills/leakages in various tasks/activities/processes
- PC16.** plug spills/leakages and escalate to appropriate authority if unable to rectify
- PC17.** carry out routine cleaning of tools, machines and equipment
- PC18.** check if the equipment/machine is functioning normally before commencing work and rectify wherever required
- PC19.** report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment
- PC20.** ensure electrical equipment and appliances are properly connected and turned off when not in use

Effective waste management practices

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

- PC21.** identify recyclable and non-recyclable, and hazardous waste generated
- PC22.** segregate waste into different categories
- PC23.** dispose non-recyclable waste appropriately
- PC24.** deposit recyclable and reusable material at identified location
- PC25.** follow processes specified for disposal of hazardous waste

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organisation procedures for health, safety and security, and individual role and responsibilities in this context
- KU2.** the organisations emergency procedures for different emergency situations and the importance of following the same
- KU3.** evacuation procedures for workers and visitors
- KU4.** how and when to report hazards as well as the limits of responsibility for dealing with hazards
- KU5.** potential hazards, risks and threats based on the nature of work
- KU6.** the implications of own work on the schedule and work of others
- KU7.** efficient utilisation of material and water
- KU8.** basics of electricity and prevalent energy efficient devices
- KU9.** ways to recognise common electrical problems
- KU10.** common practices of conserving electricity
- KU11.** common sources of pollution and ways to minimize it
- KU12.** categorisation of waste into dry, wet, recyclable, non-recyclable and items of single-use plastics
- KU13.** usage of different colours of dustbins
- KU14.** waste management and methods of waste disposal
- KU15.** significance of greening
- KU16.** organisation's policies to maintain personal health and hygiene at workplace

Generic Skills (GS)

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

- GS1.** read instructions/guidelines/standard operating procedures
- GS2.** complete statutory documents relevant to safety and hygiene
- GS3.** modify work practices to improve them
- GS4.** ask for clarifications from superior about the job requirement
- GS5.** work with supervisors/team members to carry out work related tasks
- GS6.** complete tasks efficiently and accurately within stipulated time
- GS7.** inform/report to concerned person in case of any problem
- GS8.** make timely decisions for efficient utilization of resources
- GS9.** write in at least one language and complete written work with attention to detail
- GS10.** record data on waste disposal at workplace
- GS11.** be punctual, utilize time and manage workload efficiently
- GS12.** evaluate strategies to maintain, enhance or reduce the intensity of heightened emotional response

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Maintain safe and secure working environment</i> | 8 | 4 | - | 3 |
| PC1. organise work as per organisation's current health, safety and security policies and procedures | - | 2 | - | 1 |
| PC2. report any identified breaches in health, safety, and security policies and procedures to the designated person | 3 | 1 | - | - |
| PC3. identify the risks and hazards associated with work activities, their causes and prevention | 5 | 1 | - | 2 |
| <i>Perform work as per quality standards</i> | 12 | 8 | - | 6 |
| PC4. ensure work area is clean and tidy | 4 | 2 | - | - |
| PC5. ensure that work is accomplished as per the requirements within the specified timeline | 6 | 4 | - | 2 |
| PC6. ensure team goals are given preference over individual goals | 2 | 2 | - | 4 |
| <i>Health and hygiene</i> | 12 | 8 | - | 5 |
| PC7. sanitize workstation and equipment regularly | 2 | 2 | - | 2 |
| PC8. clean hands with soap, alcohol-based sanitizer regularly | 2 | 1 | - | - |
| PC9. avoid contact with ill people and self-isolate in a similar situation | 2 | 1 | - | - |
| PC10. wear and dispose PPEs regularly and appropriately | 2 | 2 | - | 1 |
| PC11. report advanced hygiene and sanitation issues to appropriate authority | 2 | 2 | - | 2 |
| PC12. follow stress and anxiety management techniques | 2 | - | - | - |
| <i>Material/energy conservation practices</i> | 10 | 4 | - | 3 |
| PC13. identify ways to optimise usage of material in various tasks/activities/processes | 2 | - | - | 1 |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC14. use resources, including water, in a responsible manner | 2 | - | - | - |
| PC15. check for spills/leakages in various tasks/activities/processes | - | 1 | - | - |
| PC16. plug spills/leakages and escalate to appropriate authority if unable to rectify | - | 1 | - | 1 |
| PC17. carry out routine cleaning of tools, machines and equipment | 2 | - | - | - |
| PC18. check if the equipment/machine is functioning normally before commencing work and rectify wherever required | - | 1 | - | 1 |
| PC19. report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment | 2 | 1 | - | - |
| PC20. ensure electrical equipment and appliances are properly connected and turned off when not in use | 2 | - | - | - |
| <i>Effective waste management practices</i> | 8 | 6 | - | 3 |
| PC21. identify recyclable and non-recyclable, and hazardous waste generated | 2 | - | - | 1 |
| PC22. segregate waste into different categories | - | 2 | - | - |
| PC23. dispose non-recyclable waste appropriately | 2 | 2 | - | 1 |
| PC24. deposit recyclable and reusable material at identified location | 2 | 1 | - | - |
| PC25. follow processes specified for disposal of hazardous waste | 2 | 1 | - | 1 |
| NOS Total | 50 | 30 | - | 20 |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---------------------------------------|
| NOS Code | ASC/N9801 |
| NOS Name | Organize work and resources (Service) |
| Sector | Automotive |
| Sub-Sector | Generic |
| Occupation | Generic |
| NSQF Level | 3 |
| Credits | 2 |
| Version | 2.0 |
| Last Reviewed Date | 27/08/2024 |
| Next Review Date | 27/08/2027 |
| NSQC Clearance Date | 27/08/2024 |

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DGT/VSQ/N0102: Employability Skills (60 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
- Career Development & Goal Setting
- 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.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values – Citizenship

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

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

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

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- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

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

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

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

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

Diversity & Inclusion

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

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

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

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

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

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

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

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

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

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

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PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC29. create a professional Curriculum vitae (Résumé)

PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

PC31. apply to identified job openings using offline /online methods as per requirement

PC32. answer questions politely, with clarity and confidence, during recruitment and selection

PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills and different learning and employability related portals

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 English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

KU6. importance of career development and setting long- and short-term goals

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

KU10. different types of financial institutes, products, and services

KU11. how to compute income and expenditure

KU12. importance of maintaining safety and security in offline and online financial transactions

KU13. different legal rights and laws

KU14. different types of digital devices and the procedure to operate them safely and securely

KU15. how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

GS1. read and write different types of documents/instructions/correspondence

GS2. communicate effectively using appropriate language in formal and informal settings

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- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Introduction to Employability Skills</i> | 1 | 1 | - | - |
| PC1. identify employability skills required for jobs in various industries | - | - | - | - |
| PC2. identify and explore learning and employability portals | - | - | - | - |
| <i>Constitutional values – Citizenship</i> | 1 | 1 | - | - |
| PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc. | - | - | - | - |
| PC4. follow environmentally sustainable practices | - | - | - | - |
| <i>Becoming a Professional in the 21st Century</i> | 2 | 4 | - | - |
| PC5. recognize the significance of 21st Century Skills for employment | - | - | - | - |
| PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life | - | - | - | - |
| <i>Basic English Skills</i> | 2 | 3 | - | - |
| PC7. use basic English for everyday conversation in different contexts, in person and over the telephone | - | - | - | - |
| PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English | - | - | - | - |
| PC9. write short messages, notes, letters, e-mails etc. in English | - | - | - | - |
| <i>Career Development & Goal Setting</i> | 1 | 2 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC10. understand the difference between job and career | - | - | - | - |
| PC11. prepare a career development plan with short- and long-term goals, based on aptitude | - | - | - | - |
| <i>Communication Skills</i> | 2 | 2 | - | - |
| PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings | - | - | - | - |
| PC13. work collaboratively with others in a team | - | - | - | - |
| <i>Diversity & Inclusion</i> | 1 | 2 | - | - |
| PC14. communicate and behave appropriately with all genders and PwD | - | - | - | - |
| PC15. escalate any issues related to sexual harassment at workplace according to POSH Act | - | - | - | - |
| <i>Financial and Legal Literacy</i> | 2 | 3 | - | - |
| PC16. select financial institutions, products and services as per requirement | - | - | - | - |
| PC17. carry out offline and online financial transactions, safely and securely | - | - | - | - |
| PC18. identify common components of salary and compute income, expenses, taxes, investments etc | - | - | - | - |
| PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation | - | - | - | - |
| <i>Essential Digital Skills</i> | 3 | 4 | - | - |
| PC20. operate digital devices and carry out basic internet operations securely and safely | - | - | - | - |
| PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively | - | - | - | - |
| PC22. use basic features of word processor, spreadsheets, and presentations | - | - | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Entrepreneurship</i> | 2 | 3 | - | - |
| PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research | - | - | - | - |
| PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion | - | - | - | - |
| PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity | - | - | - | - |
| <i>Customer Service</i> | 1 | 2 | - | - |
| PC26. identify different types of customers | - | - | - | - |
| PC27. identify and respond to customer requests and needs in a professional manner. | - | - | - | - |
| PC28. follow appropriate hygiene and grooming standards | - | - | - | - |
| <i>Getting ready for apprenticeship & Jobs</i> | 2 | 3 | - | - |
| PC29. create a professional Curriculum vitae (Résumé) | - | - | - | - |
| PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively | - | - | - | - |
| PC31. apply to identified job openings using offline /online methods as per requirement | - | - | - | - |
| PC32. answer questions politely, with clarity and confidence, during recruitment and selection | - | - | - | - |
| PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements | - | - | - | - |
| NOS Total | 20 | 30 | - | - |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---------------------------------|
| NOS Code | DGT/VSQ/N0102 |
| NOS Name | Employability Skills (60 Hours) |
| Sector | Cross Sectoral |
| Sub-Sector | Professional Skills |
| Occupation | Employability |
| NSQF Level | 4 |
| Credits | 2 |
| Version | 1.0 |
| Last Reviewed Date | 27/08/2024 |
| Next Review Date | 27/08/2027 |
| NSQC Clearance Date | 27/08/2024 |

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ASC/N1402: Assist in performing diagnosis of vehicle for repair requirements

Description

This NOS unit is about assisting the lead technician in fault diagnosis of the vehicle, including both mechanical and electrical aggregates

Scope

The scope covers the following :

- Assist in fault diagnosis of the vehicle
- Perform post diagnosis routine

Elements and Performance Criteria

Assist in fault diagnosis of the vehicle

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

- PC1.** review the job card to understand customer complaints
- PC2.** conduct test drive of the vehicle to assist the lead technician in identifying the faults
- PC3.** assist in diagnosing the faults in the various sub-assemblies of the vehicle, using workshop tools, equipment, checklists and standard OEM operating procedures w.r.t. improper servicing, low levels of oils etc.
- PC4.** take precautions to avoid damage to the vehicle and its components during diagnosis or troubleshooting the faults

Perform post diagnosis routine

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

- PC5.** maintain the documentation related to procedures of inspecting/diagnosing the faults
- PC6.** arrange appropriate tools and equipment required for the job
- PC7.** report the malfunctions if any, in the tools/equipment to the person concerned for rectification
- PC8.** report the malfunctions/repairs in the vehicle beyond own scope to the concerned person
- PC9.** move and park the vehicle safely in the workshop, especially when some aggregate to be diagnosed is to be disassembled

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** different types of faults, their causes and rectification procedures
- KU2.** typical symptoms of common technical faults in a vehicle
- KU3.** Standard Operating Procedures for inspection and diagnosis of faults in a vehicle as prescribed by the OEM

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- KU4.** functioning of different types of engines and systems such as air induction, fuel, cooling, emission and exhaust, ignition, lubrication, steering, suspension, brake
- KU5.** functioning of drive line or drive train-clutch, gearbox (transmission) or transaxle (manual), propeller shaft, differential, drive axles, wheels, wheel rims and tyres
- KU6.** functioning of batteries and power storage system, power-generating systems (including charging systems especially for electrical and hybrid vehicles), electrical wire harness, starting, lighting, horn, wiper and air-conditioning systems etc., energy recuperation systems, electronic systems including active and passive safety, media and other systems
- KU7.** OEM/auto component manufacturer specifications related to the various components/aggregates in the vehicle
- KU8.** Standard Operating Procedures recommended by the dealership/OEM for using tools and equipment for diagnosis/troubleshooting of various aggregates
- KU9.** the various sources of information available for assessing service and repair requirements of the vehicle, including diagnostic displays, visual inspections, test drives, vehicle/equipment manufacturer specifications, standard operating procedures for diagnosis
- KU10.** the values and tolerance limits of various components across the mechanical/electrical aggregates
- KU11.** safety requirements for equipment and components during the diagnosis or troubleshooting the various aggregates for root cause analysis of the fault
- KU12.** documentation requirements for each procedure as specified by OEM for the diagnosis/troubleshooting of the vehicle for faults
- KU13.** organisational and professional code of ethics and standards of practice

Generic Skills (GS)

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

- GS1.** read and interpret workplace related documentation
- GS2.** interpret the needs of customers by understanding the key issues
- GS3.** communicate using terms, names, grades and other nomenclature pertaining to the automotive trade
- GS4.** analyse, evaluate and apply the information gathered from observation, experience, reasoning or communication to act efficiently
- GS5.** recognise a workplace problem or a potential problem and take suitable action
- GS6.** read various sources of information available for vehicle diagnosis including service manual as well as diagnostic and visual displays put up in the workshop
- GS7.** write any work related information
- GS8.** communicate effectively at the workplace
- GS9.** complete and maintain workplace records on inspection and diagnosis
- GS10.** write in English/regional language
- GS11.** analyse the complexity of work to determine if it can be successfully carried out or needs to be referred to a superior/specialist

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Assist in fault diagnosis of the vehicle</i> | 11 | 26 | - | 10 |
| PC1. review the job card to understand customer complaints | 5 | - | - | - |
| PC2. conduct test drive of the vehicle to assist the lead technician in identifying the faults | - | 8 | - | - |
| PC3. assist in diagnosing the faults in the various sub-assemblies of the vehicle, using workshop tools, equipment, checklists and standard OEM operating procedures w.r.t. improper servicing, low levels of oils etc. | 6 | 10 | - | 5 |
| PC4. take precautions to avoid damage to the vehicle and its components during diagnosis or troubleshooting the faults | - | 8 | - | 5 |
| <i>Perform post diagnosis routine</i> | 19 | 24 | - | 10 |
| PC5. maintain the documentation related to procedures of inspecting/diagnosing the faults | 4 | - | - | - |
| PC6. arrange appropriate tools and equipment required for the job | 5 | 8 | - | 5 |
| PC7. report the malfunctions if any, in the tools/equipment to the person concerned for rectification | 5 | - | - | - |
| PC8. report the malfunctions/repairs in the vehicle beyond own scope to the concerned person | 5 | 8 | - | 5 |
| PC9. move and park the vehicle safely in the workshop, especially when some aggregate to be diagnosed is to be disassembled | - | 8 | - | - |
| NOS Total | 30 | 50 | - | 20 |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | ASC/N1402 |
| NOS Name | Assist in performing diagnosis of vehicle for repair requirements |
| Sector | Automotive |
| Sub-Sector | Automotive Vehicle Service |
| Occupation | Technical Service & Repair |
| NSQF Level | 4 |
| Credits | 5 |
| Version | 3.0 |
| Last Reviewed Date | 27/08/2024 |
| Next Review Date | 27/08/2027 |
| NSQC Clearance Date | 27/08/2024 |

Qualification Pack

ASC/N1403: Carry out routine service and minor repairs

Description

This NOS unit is about an four wheeler service technician carrying out service, repairs and maintenance activities of various aggregates, including electrical and mechanical aggregates

Scope

The scope covers the following :

- Prepare to carry out routine service and minor repairs
- Perform routine service and minor repairs of mechanical & electrical aggregates
- Perform post service/repair routine

Elements and Performance Criteria

Prepare to carry out routine service and minor repairs

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

- PC1.** identify the auto component manufacturer specifications related to the various components/aggregates in the vehicle
- PC2.** review the job card and understand work to be carried out
- PC3.** conduct test drive to assess calibration, other adjustments and repairs if any, in the electrical/mechanical aggregates of the vehicle
- PC4.** inspect the machining/repair done by outside source/local machining garages
- PC5.** use checklist for confirming routine servicing tasks and coordinate with superior for non-routine service or repair, if any

Perform routine service and minor repairs of mechanical & electrical aggregates

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

- PC6.** use workshop tools and equipment for service and minor aggregate repairs, as per standard operating procedures
- PC7.** perform routine service/maintenance of various parts and aggregates including engine, sub-assemblies and systems, drive line, chasis, suspension, brake, electrical components etc.
- PC8.** collect the correct spare parts and appropriate grade of lubricants, coolant, oils and grease for routine maintenance and service
- PC9.** inspect the components requiring replacement due to continuous wear and tear such as filters, belts, wiper blades, brake linings and pads
- PC10.** clean and condition dismantled components, including mechanical and electrical aggregates, prior to assembly
- PC11.** dispose off materials such as waste oil, scrap of failed parts/aggregates, as per organisation's policies
- PC12.** take precautions to avoid damage to the vehicle and its components while working on other aggregates
- PC13.** complete the tasks assigned before releasing vehicle for the next procedure and record all repairs carried out

Qualification Pack

Perform post service/repair routine

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

- PC14.** carry out scheduled checks, calibration and timely repairs for workshop tools, equipment and workstations
- PC15.** return leftover consumable/parts, tools/equipment, and report if any malfunctions are observed to the person concerned
- PC16.** check the performance of vehicle/aggregate post repair and report to supervisor/service advisor if further inspection is required by other specialist

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** different components/aggregates as well as auto component manufacturer specifications
- KU2.** the various sources of information available for assessing service and repair requirements of the vehicle including repair, diagnostic, and wiring manuals etc.
- KU3.** standard schedules and checklists recommended by the OEM/auto component manufacturer for servicing of vehicles
- KU4.** Standard Operating Procedures recommended by OEM for using tools and equipment related to aggregates/components (including electrical and mechanical aggregates)
- KU5.** safety precautions for equipment and components prescribed by the OEM such as preventing/dealing with oil spillage and inflammable materials
- KU6.** the tools used to assess deviations from specifications during routine servicing, maintenance and repair including use of pressure indicators: oil pressure gauges, tire pressure gauges etc., pullers: ball joint separators, bearing pullers, etc., gasket scrapers, etc., measuring equipment: Vernier callipers, micrometre, multi-metre, dial gauge etc., hand tools, power tools, lifting/jacking equipment, tools for other tasks such as wheel alignment, AC gas charging etc.
- KU7.** Standard Operating Procedures for servicing and minor repair of vehicles as prescribed by the OEM
- KU8.** the basic technology used in and functioning of various systems and components of the vehicle including engine and sub-assemblies such as turbocharger, cooling, lubrication, drive line - clutch, gear box, differential, steering, suspension, brake, electrical, electronic, media and other systems including active and passive safety.
- KU9.** the right materials for the job such as seals, sealants, fittings, gaskets, joints, fasteners etc.
- KU10.** the type and quality of consumables and components specified by the OEM for use such as grade of lubricants, coolants etc.
- KU11.** corrective actions for common faults and failures in engine, components/aggregates (including electrical and mechanical aggregates) and other units
- KU12.** how to dispose-off replaced failed components and changed oil, lubricant, grease etc. in accordance with safety, health and environmental policies and regulations
- KU13.** safety, health and environmental policies and regulations for the work place as well as for automotive trade in general
- KU14.** specific precautions when working with alternative fuel/hybrid vehicles, to ensure that no damage is caused to the vehicle, including its electrical and mechanical aggregates

Qualification Pack

- KU15.** documentation required on the job (including job cards, work sheets, etc.) regarding the basic details of repair, maintenance and service performed

Generic Skills (GS)

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

- GS1.** read and interpret workplace related documentation
- GS2.** interpret the needs of customers by evaluating job cards and interacting with service advisors and superiors
- GS3.** read various sources of information available for assessing service and repair requirements including service manual, diagnostic and visual displays put up in the workshop
- GS4.** analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently
- GS5.** analyse information and evaluate results to choose the best solution and solve problems
- GS6.** plan and organise work according to the principles of 5S
- GS7.** write any work related information
- GS8.** communicate effectively at the work place
- GS9.** write in English/regional language
- GS10.** recognise a workplace problem or a potential problem and take suitable action
- GS11.** communicate using terms, names, grades and other nomenclature pertaining to the automotive trade, tools, specific workshop equipment etc.

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Prepare to carry out routine service and minor repairs</i> | 11 | 10 | - | 2 |
| PC1. identify the auto component manufacturer specifications related to the various components/aggregates in the vehicle | 5 | - | - | - |
| PC2. review the job card and understand work to be carried out | 3 | - | - | - |
| PC3. conduct test drive to assess calibration, other adjustments and repairs if any, in the electrical/mechanical aggregates of the vehicle | - | 5 | - | - |
| PC4. inspect the machining/repair done by outside source/local machining garages | - | 5 | - | 2 |
| PC5. use checklist for confirming routine servicing tasks and coordinate with superior for non-routine service or repair, if any | 3 | - | - | - |
| <i>Perform routine service and minor repairs of mechanical & electrical aggregates</i> | 13 | 35 | - | 15 |
| PC6. use workshop tools and equipment for service and minor aggregate repairs, as per standard operating procedures | - | 5 | - | 2 |
| PC7. perform routine service/maintenance of various parts and aggregates including engine, sub-assemblies and systems, drive line, chasis, suspension, brake, electrical components etc. | - | 5 | - | 3 |
| PC8. collect the correct spare parts and appropriate grade of lubricants, coolant, oils and grease for routine maintenance and service | 2 | 4 | - | - |
| PC9. inspect the components requiring replacement due to continuous wear and tear such as filters, belts, wiper blades, brake linings and pads | 2 | 5 | - | 2 |
| PC10. clean and condition dismantled components, including mechanical and electrical aggregates, prior to assembly | 2 | 4 | - | 2 |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC11. dispose off materials such as waste oil, scrap of failed parts/aggregates, as per organisation's policies | 2 | 4 | - | 2 |
| PC12. take precautions to avoid damage to the vehicle and its components while working on other aggregates | 3 | 4 | - | 2 |
| PC13. complete the tasks assigned before releasing vehicle for the next procedure and record all repairs carried out | 2 | 4 | - | 2 |
| <i>Perform post service/repair routine</i> | 6 | 5 | - | 3 |
| PC14. carry out scheduled checks, calibration and timely repairs for workshop tools, equipment and workstations | - | 5 | - | 3 |
| PC15. return leftover consumable/parts, tools/equipment, and report if any malfunctions are observed to the person concerned | 3 | - | - | - |
| PC16. check the performance of vehicle/aggregate post repair and report to supervisor/service advisor if further inspection is required by other specialist | 3 | - | - | - |
| NOS Total | 30 | 50 | - | 20 |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | ASC/N1403 |
| NOS Name | Carry out routine service and minor repairs |
| Sector | Automotive |
| Sub-Sector | Automotive Vehicle Service |
| Occupation | Technical Service & Repair |
| NSQF Level | 4 |
| Credits | 7 |
| Version | 3.0 |
| Last Reviewed Date | 27/08/2024 |
| Next Review Date | 27/08/2027 |
| NSQC Clearance Date | 27/08/2024 |

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) (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 theory part will be based on knowledge bank of questions created by the SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below).
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training centre based on these criteria.
5. In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.
6. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

Qualification Pack

Minimum Aggregate Passing % at QP Level : 70

(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 |
|---|--------------|-----------------|---------------|------------|-------------|------------|
| ASC/N9801.Organize work and resources (Service) | 50 | 30 | 0 | 20 | 100 | 15 |
| DGT/VSQ/N0102.Employability Skills (60 Hours) | 20 | 30 | 0 | 0 | 50 | 10 |
| ASC/N1402.Assist in performing diagnosis of vehicle for repair requirements | 30 | 50 | 0 | 20 | 100 | 25 |
| ASC/N1403.Carry out routine service and minor repairs | 30 | 50 | 0 | 20 | 100 | 50 |
| Total | 130 | 160 | - | 60 | 350 | 100 |

Qualification Pack

Acronyms

| | |
|-------------|---|
| NOS | National Occupational Standard(s) |
| NSQF | National Skills Qualifications Framework |
| QP | Qualifications Pack |
| TVET | Technical and Vocational Education and Training |
| PwD | Persons with Disability |

Qualification Pack

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. |

Qualification Pack

| | |
|---|--|
| 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. |
| 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. |