



# Model Curriculum

**QP Name: Chauffeur**

**QP Code: ASC/Q9711**

**NSQF Level: 4**

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

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## Training Parameters

<b>Sector</b>	Automotive
<b>Sub-Sector</b>	Road Transportation
<b>Occupation</b>	Driving
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/8322.0101
<b>Minimum Educational Qualification and Experience</b>	12th or equivalent with 1 year experience as LMV driver/Taxi Driver OR 10 <sup>th</sup> pass with 3 Years of relevant experience OR Certificate-NSQF (Taxi Driver Level 3) with 3 Years of experience
<b>Pre-Requisite License or Training</b>	1 year old LMV license mandatory as per CMVR act
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed on</b>	18/02/2025
<b>Next Review Date</b>	18/02/2028
<b>NSQC Approval Date</b>	18/02/2025
<b>Model Curriculum Creation Date</b>	18/02/2025
<b>Model Curriculum Valid Up to Date</b>	18/02/2028
<b>Minimum Duration of the Course</b>	300 Hours, 0 Minutes
<b>Maximum Duration of the Course</b>	300 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 will be able to:

- Apply health, hygiene, and safety practices at the workplace
- Discuss effective electricity conservation and waste management
- Employ appropriate practices to communicate effectively with customer, colleagues, and superiors to achieve a smooth workflow
- Perform the steps to drive the vehicle while conforming to the standard rules and regulations
- Apply appropriate procedure to pick-up and drop to the customer at desired location

### Compulsory Modules

The table lists the modules, their duration and mode of delivery.

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>00:00</b>	-	<b>05:00</b>
Module 1: Introduction to Automotive Industry and Chauffeur	05:00	00:00	00:00	-	05:00
<b>ASC/N9816 – Manage Work and Resources (Road Transportation)</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 4</b>	<b>15:00</b>	<b>40:00</b>	<b>00:00</b>	-	<b>55:00</b>
Module 2: Ensure Safety, Security and Quality Standard at the Workplace	07:00	20:00	00:00	-	27:00
Module 3: Perform Waste Disposal and Material Conservation Activities	08:00	20:00	00:00	-	28:00

<b>ASC/ N9704 – Drive Responsibly and Ensure Road Worthiness of Vehicle NOS Version No. 1.0 NSQF Level 4</b>	<b>60:00</b>	<b>60:00</b>	<b>30:00</b>	-	<b>150:00</b>
Module 4: Examine Roadworthiness of the Vehicle and Drive the LMV as per Standard	30:00	30:00	30:00	-	90:00
Module 5: Adhere to the Traffic Rules and Basic Troubleshooting Practices	30:00	30:00	00:00	-	60:00
<b>ASC/N9719- Drop the Customer Safely and Collect the Applicable Fare NOS Version No. 2.0 NSQF Level 4</b>	<b>20:00</b>	<b>40:00</b>	<b>00:00</b>	-	<b>60:00</b>
Module 6: Perform the Activities of Dropping off the Customer Safely at the Destination	10:00	20:00	00:00	-	30:00
Module 7: Maintain Customer Centricity and Perform Other Duties at Work	10:00	20:00	0:00	-	30:00
<b>DGT/VSQ/N0101 - Employability Skills (30 hours) NOS Version No. – 1.0 NSQF Level – 2</b>	<b>12:00</b>	<b>18:00</b>			<b>30:00</b>
Module 8: Introduction to Employability Skills	0.5:00	0.5:00			1:00
Module 9: Constitutional values - Citizenship	0.5:00	0.5:00			1:00
Module 10: Becoming a Professional in the 21st Century	0.5:00	0.5:00			1:00
Module 11: Basic English Skills	1:00	1:00			2:00
Module 12: Communication Skills	1.5:00	2.5:00			4:00
Module 13: Diversity & Inclusion	0.5:00	0.5:00			1:00

Module 14: Financial and Legal Literacy	1.5:00	2.5:00			4:00
Module 15: Essential Digital Skills	1:00	2:00			3:00
Module 16: Entrepreneurship	2.5:00	4.5:00			7:00
Module 17: Customer Service	1.5:00	2.5:00			4:00
Module 18: Getting ready for apprenticeship & Jobs	1:00	1:00			2:00
<b>Total Duration</b>	<b>112:00</b>	<b>158:00</b>	<b>30:00</b>	<b>-</b>	<b>300:00</b>

# Module Details

## Module 1: Introduction to Automotive Industry and Chauffeur *Bridge Module*

### Terminal Outcomes:

- Outline the overview of Skill India Mission
- Describe the scope of Automotive Industry
- Define the role and responsibilities of Chauffeur

<b>Duration:</b> 05:00	<b>Duration:</b> 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the objectives and benefits of the Skill India Mission</li> <li>• Describe the scope of Indian Automotive Industry and its sub-sectors</li> <li>• Explain basic terminologies and road safety signs used in Road Transport and Driving industry</li> <li>• Discuss job roles, responsibilities and opportunities for a Chauffeur in the Automotive Industry</li> <li>• Explain standard code of ethics and professional practices to be adhered by a Chauffeur</li> </ul>	NA
<b>Classroom Aids</b>	
Whiteboard, Flip Chart, Markers, Duster, Projector, Laptop with charger, Projector screen, Power Point Presentation, 2.1 Laptop External Speakers.	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Ensure Safety, Security and Quality Standard at the Workplace

### Mapped to ASC/ N9816, v 1.0

#### Terminal Outcomes:

- Explain the standard ways to deal with workplace hazards
- Describe the ways to minimize potential risks and accidents
- Apply appropriate practices to escalate any breach in health, safety and security policies

Duration: 07:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Elaborate the standard health, safety, security and emergency procedure to be followed by a Chauffeur</li> <li>• Discuss various hazardous activities at the workplace, causes of workplace hazards, risks and accidents, preventive measures to be taken as well as the procedures to deal with the same</li> <li>• State the importance of proper arrangement of all the tools, equipment, spare parts, etc. as per standards</li> <li>• Describe various methods to implement ways to manage time, resources and cost effectively</li> <li>• State the significance of taking accountability for timely completion of tasks</li> <li>• Discuss the standard procedure to report the hazards as well as limits of responsibility to deal with these hazards</li> <li>• Explain various types of safety signs and their meaning</li> <li>• Discuss relevant standards, procedures and policies related to 5S to be followed during working hours</li> <li>• Discuss the usage of the various materials and their storage norms</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate practices to identify various hazardous activities and possible causes of risks or accidents at the workplace</li> <li>• Roleplay on how to report breaches in health, safety and security policies and procedures during performing duty and escalate it to the designated person</li> <li>• Apply appropriate inspection methods to check the vehicle to avoid potential accident like, tyre air pressure, headlights working brakes, suspension as per standards</li> <li>• Demonstrate standard procedures to be followed in case of emergencies and the evacuation procedures for workers and visitors</li> <li>• Apply appropriate practices to ensure cleanliness in the work area</li> <li>• Employ appropriate practices to identify work requirements</li> <li>• Perform the activities to identify the work that does not comply with the requirements and quality standards and ensure corrective action for the same</li> <li>• Apply appropriate practices to analyse and validate the problem accurately and provide solution by communicating with the concerned person</li> <li>• Demonstrate appropriate first aid treatment in case of emergency, like bleeding, minor burns, eye injuries etc.</li> </ul>
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector screen, Power Point Presentation Laptop with charger, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers.	
Tools, Equipment and Other Requirements	
Personal Protection Equipment: Safety glasses, Sanitization kit, Hand gloves, Face masks, Safety shield, Fire extinguisher, First aid kit, etc.	

## Module 3: Perform Waste Disposal and Material Conservation Activities

### Mapped to ASC/N9816, v 1.0

#### Terminal Outcomes:

- Employ effective waste management practices
- Discuss various conservation practices at the workplace

<b>Duration: 08:00</b>	<b>Duration: 20:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• State the significance of greening</li> <li>• Describe the procedure and importance of efficient utilisation of resources like material and water</li> <li>• Discuss the basics of electricity and use of prevalent energy efficient devices</li> <li>• List the common practices for conserving electricity</li> <li>• Explain the common sources of pollution and ways to minimize it</li> <li>• Categorize types of waste, such as dry, wet, recyclable, non-recyclable items of single-use plastics, etc.</li> <li>• Explain to adopt effective waste management techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate practices to identify processes where material and energy/electricity utilization can be optimized</li> <li>• Roleplay on how to identify possibilities of using renewable energy and environment friendly fuels</li> <li>• Apply appropriate inspection method to checks for spills/leakages at the workplace</li> <li>• Show how to take corrective actions for spillage and leakage and escalate the issues of spillage or leakage to appropriate authority if unable to rectify</li> <li>• Apply appropriate practices to ensure recyclable, non-recyclable and hazardous wastes are segregated as per standards and standard mechanism is followed while collecting and disposing of non-recyclable, recyclable and reusable waste</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector screen, Power Point Presentation Laptop with charger, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers.	
<b>Tools, Equipment and Other Requirements</b>	
Different type of waste bins to collect and segregate waste for disposal	

## Module 4: Examine Roadworthiness of the Vehicle and Drive the LMV as per Standard

*Mapped to ASC/N9704, v 2.0*

### Terminal Outcomes:

- Perform the steps to examine the roadworthiness of the vehicles.
- Demonstrate the pre-driving and driving activities conforming to the LMV standard driving practices.

<b>Duration: 15:00</b>	<b>Duration: 45:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the legal, technical, safety and compliance requirements, like pollution test, load limit, etc. as well as roadworthiness parameters for Light Motor Vehicles.</li> <li>• Discuss the quality norms and standards prescribed in the Quality Manual by the organization.</li> <li>• Describe basic functionalities of the technical equipment of the vehicle.</li> <li>• State the importance of examining the standard check list for the vehicle before the trip.</li> <li>• Describe safe and fuel-efficient driving techniques.</li> <li>• Explain the standard escalation procedure regarding vehicle defects or deviation.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate techniques to perform routine checks on the vehicle for tyre pressure, fuel. (Petrol/diesel/CNG) level, working of headlights and brakes, CNG cylinder valves, gauges, warning lights, etc.</li> <li>• Employ appropriate practices to check vehicle service record for any history of technical defects or immediate need for servicing like oil/filter change, etc.</li> <li>• Prepare sample deviation report as per observation while carrying out checks</li> <li>• Draft a sample to-do list for repair requirement.</li> <li>• Demonstrate how to check the roadworthiness of the vehicle.</li> <li>• Create a sample report regarding actual or potential defects and deviations in the vehicle.</li> <li>• Display pre-driving activities like shoulder checking, adjusting IRVM/ORVM and releasing of handbrakes, etc.</li> <li>• Demonstrate the procedure of safe driving starting from inserting or pressing the ignition key/button.</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector Screen, Laptop with charger, Power Point Presentation, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers.	
<b>Tools, Equipment and Other Requirements</b>	
Light Motor Vehicle, Sample compliance requirements, like pollution test, load limit, etc.	

## Module 5: Adhere to the Traffic Rules and Basic Troubleshooting Practices

### Mapped to ASC/N9704, v 2.0

#### Terminal Outcomes:

- Describe the local and state specific traffic rules and regulations.
- Demonstrate basic troubleshooting in case of any malfunction in the vehicle.
- Explain the procedure of reporting the malfunction of the vehicle to the Supervisor.

Duration: 15:00	Duration: 45:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the related rules and sections of Motor Vehicle Act, 1988 as well as CMVR guidelines as stipulated by MoRTH and State Road Transport Authorities like RTOs.</li> <li>• List the local and state specific driving laws and traffic regulations, including overloading.</li> <li>• Discuss the road and traffic guidelines while driving, like avoiding excessive honking, speed, driving on high beam, loud music, and maintaining safe distance from other vehicles, keeping the vehicle within the prescribed speed limit at all times, etc.</li> <li>• Discuss basic troubleshooting techniques for Light Motor Vehicle.</li> <li>• Explain the standard procedure to take the vehicle to the service/repair point for corrective action, like parts replacements.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate practices to adhere to traffic rules while driving the vehicle.</li> <li>• Demonstrate how to stop and park the vehicle at appropriate spots.</li> <li>• Demonstrate how to monitor and respond appropriately to gauges, warning lights, CNG leakage etc. while driving.</li> <li>• Show how to carry out a diagnostic check and conduct basic troubleshooting in case of any malfunction in the vehicle.</li> <li>• Role play on how to report the exact nature of the problem to the Supervisor to get appropriate help from the command office.</li> </ul>
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop with charger, Presentation, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers.	
Tools, Equipment and Other Requirements	
Light Motor Vehicle, Related spare parts, Sample traffic signals and Road signs.	

## Module 6: Perform the Activities of Dropping off the Customer Safely at the Destination

*Mapped to ASC/N9719, v 2.0*

### Terminal Outcomes:

- Describe CMVR and State Guidelines related to the vehicle.
- Describe the reporting procedure for starting the duty.
- Perform the steps to pick-up and drop off the passenger safely.

<b>Duration: 10:00</b>	<b>Duration: 20:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Elaborate the standard policies on roadworthiness requirements, basic compliance to technical standards and safety requirements of a vehicle</li> <li>• Explain the quality norms and standards prescribed for the vehicle in the Instructional Manual or Standard Operating system (SOP)</li> <li>• Discuss the items of a standard check list required to examine the vehicle before the trip</li> <li>• Describe the CMVR guidelines issued by MoRTH, RTOs and other relevant authorities for the vehicle as well as different sections and rules of Motor Vehicle Act, 1988</li> <li>• Discuss the basic functionalities of technical equipment of a vehicle</li> <li>• Explain safe and fuel-efficient driving techniques</li> <li>• State the importance of wearing proper uniform that is allocated and reporting any deviations while carrying out duty</li> <li>• State the significance of understand different locations geographically to perform a given task well in terms of alternative routes, searching address, landmarks, etc.</li> <li>• State the importance of taking permission from passenger/owner to take an alternate route in case of jams, accidents, road block etc. to save both time and fuel</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatize a situation on how to report to the authorised person for starting the day's duty as per schedule or to report the reason for any absenteeism for the day</li> <li>• Demonstrate how to log into the system through the online application or manually sign the register to record attendance when starting the vehicle for the day</li> <li>• Roleplay on how to coordinate and communicate the status of previous journey completion and inform the authorized person about taking a different route for pick up from the pick-up point</li> <li>• Show how to calculate pick up/drop time or delays in arriving at the destination</li> <li>• Prepare a sample vehicle maintenance report</li> <li>• Roleplay on how to report about parts/items needed for vehicle maintenance, like topping up water/Coolant/brake fluid/power steering oil/engine oil within a certain interval of time, etc.</li> <li>• Dramatize a situation on how to confirm details of the passengers like name, booking ID, destination point etc before the pick up</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop with charger, Presentation, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers.	

### Tools, Equipment and Other Requirements

Vehicle, Related spare parts, etc.

## Module 7: Maintain Customer Centricity and Perform Other Duties at Work

Mapped to ASC/N9719, v 2.0

### Terminal Outcomes:

- Describe the ways to maintain customer centricity by a Chauffeur.
- Demonstrate the additional duties to be performed by a Chauffeur

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>Discuss latest traffic rules and regulations and implications of traffic violations</li> <li>State the importance of keeping sufficient stock levels of standard items in the vehicle e.g., drinking water, first aid kit, tissues, chargers, rain/ sun protection, reading material etc.</li> <li>Explain the standard procedure to take the vehicle to the service station for repair or parts replacement</li> <li>State the importance of understanding specific requirements of the passenger in terms of entertainment, comfort and privacy</li> <li>Discuss the standard escalation procedure to be followed by the Chauffeur</li> <li>State the significance of keeping emergency helpline numbers, fire extinguisher and spare wheel in case of an emergency</li> </ul>	<ul style="list-style-type: none"> <li>Apply appropriate practices to handle account keeping for toll, parking charges, fines, etc. entrusted to the chauffeur to keep record of the journey</li> <li>Roleplay on how to inform the control room about minor altercation with passengers/owner members of the family, reason for inability to reach the pick-up point on time or to arrange another vehicle in case of break down, any emergency situation, incidents, accidents, road rage, etc.</li> <li>Show how to maintain cleanliness of the vehicle both from inside and outside to meet the desired level and expectations of passenger/owner</li> <li>Apply appropriate practice to plan a new journey using mobile application or in-built vehicle navigation system (GPS) to reach the desired destination</li> <li>Show how to maintain a high standard of self-hygiene and cleanliness especially uniform, shoes etc.</li> <li>Demonstrate how to perform basic troubleshooting techniques of the vehicle</li> </ul>
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector Screen, Laptop with charger, Power Point Presentation, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers.	
Tools, Equipment and Other Requirements	
Vehicle with GPS	

## Module 8: Introduction to Employability Skills

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <0.5:00>
<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>Demonstrate Employability Skills</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 9: Constitutional values - Citizenship

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

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

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <0.5:00>
<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 10: Becoming a Professional in the 21st Century

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

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

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <0.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss 21st century skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 11: Basic English Skills

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Practice basic English speaking.

<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 basic English skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate basic English sentences/phrases while speaking</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 12: Communication Skills

### Mapped to DGT/VSQ/N0101

Terminal Outcomes:

- Practice basic communication skills.

<b>Duration:</b> <1.5:00>	<b>Duration:</b> <2.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss need of communication skills</li> <li>Describe importance of team work</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to communicate in a well-mannered way with others.</li> <li>Demonstrate working with others in a team</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 13: Diversity & Inclusion

### Mapped to DGT/VSQ/N0101

Terminal Outcomes:

- Describe PwD and gender sensitisation.

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <0.5:00>
<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>Show how to 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 14: Financial and Legal Literacy

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

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

<b>Duration:</b> <1.5:00>	<b>Duration:</b> <2.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of using financial products and services safely and securely.</li> <li>Explain the importance of managing expenses, income, and savings.</li> <li>Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways of managing expenses, income, and savings.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 15: Essential Digital Skills

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

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

<b>Duration:</b> <1:00>	<b>Duration:</b> <2:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <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> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 16: Entrepreneurship

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Describe opportunities as an entrepreneur.

<b>Duration:</b> <2.5:00>	<b>Duration:</b> <4.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 17: Customer Service

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Describe ways of maintaining customer.

<b>Duration:</b> <1.5:00>	<b>Duration:</b> <2.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Differentiate between types of customers.</li> <li>Explain the significance of identifying customer needs and addressing them.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Show 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 18: Getting ready for apprenticeship & Jobs

### Mapped to DGT/VSQ/N0101

#### Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

<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 the significance of dressing up neatly and maintaining hygiene for an interview</li> <li>Discuss how to search and register for apprenticeship opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Create a biodata</li> <li>Use various sources to search and apply for jobs</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	Any discipline	3	Driving	1	Driving	Should have 5 years old driving license of the same category
Graduate	Any discipline	4	Driving	0	Driving	
ITI	Mechanic Motor Vehicle	3	Driving	1	Driving	
ITI	Mechanic Motor Vehicle	4	Driving	0	Driving	

Trainer Certification	
Domain Certification	Platform Certification
Chauffeur", "ASC/Q9711, Version 2.0", 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	
Graduate	Any discipline	4	Driving	1	Driving	Should have 5 years old driving license of the same category
Graduate	Any discipline	5	Driving	0	Driving	
ITI	Mechanic Motor Vehicle	4	Driving	1	Driving	
ITI	Mechanic Motor Vehicle	5	Driving	0	Driving	

Assessor Certification	
Domain Certification	Platform Certification
Chauffeur", "ASC/Q9711, Version 2.0", 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

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

### 1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SDSM/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
- If the batch size is more than 30, then there should be 2 Assessors.

### 2. Testing Environment: Assessor must:

- 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.
- 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 created by the Subject Matter Experts (SME)
- Question papers created by the SME should be verified by the other subject Matter Experts along with the approval required from SSC
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 is for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA 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 and are stored in the Hard Drives

## References

## Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
<b>Occupational Standards (OS)</b>	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.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	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.
<b>Scope</b>	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.

<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organizational Context</b>	Organizational context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/Generic Skills (GS)</b>	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.
<b>Electives</b>	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.
<b>Options</b>	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.

## Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
OS	Occupational Standard
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
TVET	Technical and Vocational Education and Training
SOP	Standard Operating Procedure
OEM	Original Equipment Manufacturer
PPE	Personal Protective Equipment
GPS	Global Positioning System
RTO	Regional Transport Office
CMVR	Central Motor Vehicles Rules
HMI	Human Machine Interface
EIC	Electronic Instrument Cluster