



# Model Curriculum

**QP Name: Automotive Material Handling Operator**

**QP Code: ASC/Q6103**

**QP Version: 2.0**

**NSQF Level: 3**

**Model Curriculum Version: 1.0**

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## Training Parameters

<b>Sector</b>	Automotive
<b>Sub-Sector</b>	Manufacturing
<b>Occupation</b>	Supply Chain Management
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/9329.0801
<b>Minimum Educational Qualification and Experience</b>	8th Class Pass with 1 year of relevant experience OR 8th Class Pass + ITI OR 10th Class pass OR Certificate Automotive Packing Assistant Level 2 with 1 year experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	31/08/2021
<b>Next Review Date</b>	31/08/2024
<b>NSQC Approval Date</b>	31/08/2021
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	31/08/2021
<b>Model Curriculum Valid Up to Date</b>	31/08/2024
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	300 Hours 00 Minutes
<b>Maximum Duration of the Course</b>	300 Hours 00 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.

- Demonstrate picking and issuing of material from stores as per organisational guidelines.
- Work effectively and efficiently as per schedules and timelines.
- Implement safety practices.
- Optimize the use of resources to ensure less wastage and maximum conservation.

### 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 an Automotive Material Handling Operator	5:00	0:00			5:00
<b>ASC/N9803 – Organize work and resources (Manufacturing) NOS Version No. – 1.0 NSQF Level – 3</b>	<b>15:00</b>	<b>30:00</b>			<b>45:00</b>
Module 2: Organize work and resources according to safety and conservation standards	15:00	30:00			45:00
<b>ASC/N9802 – Interact effectively with colleagues, customers and others NOS Version No. – 1.0 NSQF Level - 3</b>	<b>15:00</b>	<b>25:00</b>			<b>40:00</b>
Module 3: Communicate effectively and efficiently	15:00	25:00			40:00
<b>ASC/N6103 – Pick and issue the parts from stores as per BOM NOS Version No. – 2.0 NSQF Level - 3</b>	<b>90:00</b>	<b>120:00</b>			<b>210:00</b>
Module 4: Perform picking and issuing of material from stores	90:00	120:00			210:00
<b>Total Duration</b>	<b>125:00</b>	<b>175:00</b>			<b>300:00</b>

# Module Details

## Module 1: Introduction to the role of an Automotive Parts Picker

### Bridge module

#### Terminal Outcomes:

- Discuss the role and responsibilities of an Automotive Material Handling Operator.

<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>• List the role and responsibilities of an Automotive Material Handling Operator.</li> <li>• Discuss the job opportunities of an Automotive Material Handling Operator.</li> <li>• Explain about Indian automotive manufacturing market.</li> <li>• List various automobile Original Equipment Manufacturers (OEMs) and different products/ models manufactured by them.</li> <li>• Discuss the material picking and issuing procedures followed in organisation.</li> </ul>	
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 2: Organize work and resources according to safety and conservation standards

### Mapped to ASC/N9803, v1.0

#### Terminal Outcomes:

- Employ appropriate ways to maintain safe and secure working environment.
- Perform work as per the quality standards.
- Apply conservation practices at the workplace.

Duration: <15:00>	Duration: <30:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• List the potential workplace related risks and hazards, their causes and preventions.</li> <li>• Identify PPE to be used at workplace.</li> <li>• Identify various warning signs used at the workplace.</li> <li>• Describe appropriate strategies to deal with emergencies and accidents at the workplace.</li> <li>• Outline the organizational structure to be followed to report about health, safety and security breaches to the concerned authorities.</li> <li>• Discuss the importance of keeping work area clean and tidy.</li> <li>• Discuss the significance of conforming to basic hygiene practices such as washing hands, using alcohol based hand sanitizers or soap.</li> <li>• Discuss organizational hygiene and sanitation guidelines and ways of reporting breaches/gaps if any to the concerned authorities.</li> <li>• Discuss the ways of dealing with stress and anxiety.</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>• Explain 5S guidelines at workplace.</li> <li>• List the various materials used at the workplace.</li> <li>• Explain organisational recommended procedure for storage of tools, equipment and material after completion of work.</li> <li>• Explain the ways to optimize usage of resources.</li> <li>• Discuss various methods of waste management and its disposal.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate safety practices to ensure safety of people at the workplace</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 the use of fire extinguisher.</li> <li>• Apply basic first aid procedure in case of emergencies.</li> <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>• 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>• Demonstrate how to evacuate the workplace in case of an emergency.</li> <li>• Demonstrate sorting of materials, tools and equipment and spare parts after completion of work.</li> <li>• Demonstrate the steps involved in storage of tools, equipment and material after completion of work.</li> <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 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> </ul>

- List the different categories of waste for the purpose of segregation
- Differentiate between recyclable and non-recyclable waste
- State the importance of using appropriate colour dustbins for different types of waste.
- Discuss common practices for conserving electricity at workplace.
- Discuss the common sources of pollution and ways to minimize it.

**Classroom Aids:**

Whiteboard, marker pen, projector

**Tools, Equipment and Other Requirements**

- Housekeeping material: Cleaning agents, cleaning cloth, waste container, dust pan and brush set, liquid soap, hand towel, fire extinguisher
- Safety gears: Safety shoes, ear plug, goggles, gloves, helmet, first-aid kit

## Module 3: Communicate Effectively and Efficiently

### Mapped to ASC/N9802, v1.0

#### Terminal Outcomes:

- Use effective communication and interpersonal skills.
- Apply sensitivity while interacting with different genders and people with disabilities.

<b>Duration:</b> <15:00>	<b>Duration:</b> <25:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the organizational structure for communicating with colleagues, seniors and others.</li> <li>• Discuss the ways to adjust the communication styles to reflect sensitivity towards gender and persons with disability (PwD).</li> <li>• Explain the importance of respecting personal space of colleagues.</li> <li>• State the procedure to receive work instructions and report problems to the supervisor.</li> <li>• List the various organizational policies and procedures to be followed at the workplace.</li> <li>• Describe different ways to rectify commonly occurring errors.</li> <li>• Explain the importance of complying with the instructions/guidelines and procedures while performing tasks related to the job specifications.</li> <li>• Discuss the importance of PwD and gender sensitization.</li> </ul>	<ul style="list-style-type: none"> <li>• Employ different means of communication depending upon the requirement while interacting with others.</li> <li>• Demonstrate using new ways to maintain good relationships with colleagues and supervisor.</li> <li>• Prepare a sample report to send the work status to the supervisor.</li> <li>• Demonstrate how to communicate with different genders and persons with disability (PwD) in a sensitive manner.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	
Sample of escalation matrix, organisation structure.	



## Module 4: Perform picking and issuing of material from stores

### Mapped to ASC/N6103, v2.0

#### Terminal Outcomes:

- Perform the steps to carry out picking and issuing of material from stores.

Duration: <90:00>	Duration: <120:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>Illustrate layout of material storage locations in each plant.</li> <li>Discuss how to collect the information from supervisor about the material picking and issuing tasks.</li> <li>List the documents related to dispatch schedule and BOM for product/s being manufactured/shipped.</li> <li>List the parts being used for manufacturing of each product.</li> <li>Discuss the storage and preservation conditions required for each material.</li> <li>List the steps to be performed for selecting and picking the parts from the storage bin of stores.</li> <li>List the documents and items such as leaflets for usage, moisture restricting capsules, commercial papers, insurance documents etc. need to be kept with the spare parts /vehicles /aftermarket dispatches in the packing box.</li> <li>Discuss the details such as shipping address with contact details, orientation of box etc. needed to be mentioned correctly on the box as per WI / customer documentation.</li> <li>Discuss the selection criteria of appropriate material handling equipment for handling and lifting the parts.</li> </ul>	<ul style="list-style-type: none"> <li>Role play a situation on co-ordinating with supervisor for confirming the material picking and issuing tasks.</li> <li>Show how to select and pick the parts from the storage bin of stores as per the BOM and WI.</li> <li>Apply appropriate ways to check that parts are safely kept in storage locations of stores.</li> <li>Demonstrate how to count material, collect stock, tag the material etc. as per the WI.</li> <li>Perform steps to check the packing box of spare parts/ vehicles/ aftermarket dispatches for availability of required documents, items and details.</li> <li>Demonstrate the standard operating procedure to use material handling equipment such as trolley, forklift etc.</li> <li>Show how to select the required material handling equipment for handling and lifting the parts.</li> <li>Perform steps for issuing the parts as per the requirement by following SOP and organisational guidelines.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li><b>Material handling equipment:</b> Trolley, forklift</li> <li>Sample material/parts</li> <li><b>Packing material:</b> boxes, trolleys, strapping, rope</li> <li>Sample documents for identifying materials from store and issuing material for shopfloor/dispatch</li> <li><b>PPE:</b> Gloves, safety shoes, goggles, ear plugs, safety helmet</li> <li><b>Workshop safety:</b> Fire extinguishers, first-aid kit</li> </ul>	

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI	Fitter/Turner	3	Supply Chain	1	Supply Chain	NA
ITI	Fitter/Turner	4	Supply Chain	0	Supply Chain	NA
Diploma	Mechanical	2	Supply Chain	1	Supply Chain	NA
Diploma	Mechanical	3	Supply Chain	0	Supply Chain	NA

Trainer Certification	
Domain Certification	Platform Certification
“Automotive Material Handling Operator, ASC/Q6103, version 2.0”. Minimum accepted score is 80%.	“Trainer, MEP/Q2601 v1.0” Minimum accepted score is 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI	Engineering Trade	4	Supply Chain	1	Supply Chain	NA
ITI	Fitter/Turner	5	Supply Chain	0	Supply Chain	NA
Diploma	Mechanical	3	Supply Chain	1	Supply Chain	NA
Diploma	Mechanical	4	Supply Chain	0	Supply Chain	NA

Assessor Certification	
Domain Certification	Platform Certification
“Automotive Material Handling Operator, ASC/Q6103, version 2.0”. Minimum accepted score is 80%.	“Assessor; MEP/Q2701 v1.0” 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:
  - 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 created by the Subject Matter Experts (SME)
  - Question papers created by the SME 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 upon the completion of the training.
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. 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>SOP</b>	Standard Operating Procedure
<b>WI</b>	Work Instructions
<b>PPE</b>	Personal Protective equipment