



Model Curriculum

QP Name: Two Wheeler Service Technician

QP Code: ASC/Q1411

QP Version: 4.0

NSQF Level: 4

Model Curriculum Version: 1.0

Automotive Skill Development Council
153, Gr Floor, Okhla Industrial Area, Phase – III, Leela Building, New Delhi – 110020

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Training Parameters

| | |
|---|--|
| Sector | Automotive |
| Sub-Sector | Automotive Vehicle Service |
| Occupation | Technical Service and Repair |
| Country | India |
| NSQF Level | 4 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/7231.0501 |
| Minimum Educational Qualification & Experience | 10th Class + 2 years ITI (Mechanic Motor Vehicle/Mechanic Auto Electrical and Electronics) OR 10th Class pass with 2 years relevant experience OR 12th Class pass with 1 year relevant experience OR Certificate-NSQF (Two Wheeler Service Assistant Level 3) with 2 Years of Experience |
| Pre-Requisite License or Training | Driving License and Basic Computer Skills |
| Minimum Job Entry Age | 18 Years |
| Last Reviewed On | 22/09/2020 |
| Next Review Date | 22/09/2025 |
| NSQC Approval Date | 22/09/2020 |
| Version | 4.0 |
| Model Curriculum Creation Date | 22/09/2020 |
| Model Curriculum Valid Up to Date | 22/09/2025 |
| Model Curriculum Version | 1.0 |
| Minimum Duration of the Course | 480 Hours, 0 Minutes |
| Maximum Duration of the Course | 480 Hours, 0 Minutes |

Program Overview

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

Training Outcomes

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

- Perform routine service/maintenance/minor repairs of the vehicle.
- Work effectively and efficiently as per schedules and timelines while complying with the health and hygiene norms.
- Implement safety practices.
- Optimize the use of resources to ensure less wastage and maximum conservation.
- Interact effectively with others using interpersonal skills.

Compulsory Modules

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

| NOS and Module Details | Theory Duration | Practical Duration | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recommended) | Total Duration |
|---|-----------------|--------------------|--|--|----------------|
| Bridge Module | 05:00 | 00:00 | - | - | 05:00 |
| Module 1: Introduction to Role of a Two Wheeler Service Technician <i>Bridge Module</i> | 05:00 | 00:00 | - | - | 05:00 |
| ASC/N9801 - Organize Work and Resources (Service) NOS Version No. 1.0 NSQF Level 4 | 20:00 | 35:00 | - | - | 55:00 |
| Module 2: Work effectively and efficiently | 10:00 | 15:00 | - | - | 25:00 |
| Module 3: Optimize resource utilization | 10:00 | 20:00 | - | - | 30:00 |
| DGT/VSQ/N0102 - Employability Skills (60 hours) NOS Version No. – 1.0 NSQF Level – 5 | 24:00 | 36:00 | | | 60:00 |
| Module 4: Introduction to Employability Skills | 0.5:00 | 1:00 | | | 1.5:00 |
| Module 5: Constitutional values - Citizenship | 0.5:00 | 1:00 | | | 1.5:00 |
| Module 6: Becoming a Professional in the 21st Century | 1:00 | 1.5:00 | | | 2.5:00 |

| | | | | | |
|---|---------------|---------------|--------------|---|---------------|
| Module 7: Basic English Skills | 4:00 | 6:00 | | | 10:00 |
| Module 8: Career Development & Goal Setting | 1:00 | 1:00 | | | 2:00 |
| Module 9: Communication Skills | 2:00 | 3:00 | | | 5:00 |
| Module 10: Diversity & Inclusion | 1:00 | 1.5:00 | | | 2.5:00 |
| Module 11: Financial and Legal Literacy | 2:00 | 3:00 | | | 5:00 |
| Module 12: Essential Digital Skills | 4:00 | 6:00 | | | 10:00 |
| Module 13: Entrepreneurship | 3:00 | 4:00 | | | 7:00 |
| Module 14: Customer Service | 2:00 | 3:00 | | | 5:00 |
| Module 15: Getting ready for apprenticeship & Jobs | 3:00 | 5:00 | | | 8:00 |
| ASC/N1420 – Perform routine servicing and minor repairs NOS Version No. 2.0 NSQF Level 4 | 90:00 | 240:00 | 30:00 | - | 360:00 |
| Module 16: Perform Service, Maintenance and Repair | 90:00 | 240:00 | 30:00 | - | 360:00 |
| Total Duration | 139:00 | 311:00 | 30:00 | - | 480:00 |

Module Details

Module 1: Introduction to Role of a Two Wheeler Service Technician

Bridge Module

Terminal Outcomes:

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

| | |
|--|--|
| Duration: 05:00 | Duration: 00:00 |
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • List the role and responsibilities of a two wheeler service technician • Explain the basic structure and technology used in different models of a two wheeler • Discuss the standard operating procedures (SOP) to be followed for service and minor repair of two wheelers and for using tools and equipment • Outline the safety, health and environment policy to be followed for the automotive sector • List the standard checklists and schedules recommended by OEM • Discuss the documentation involved in the different processes such as job sheet, status report, etc. • Describe how to work as per organisational policies and professional code of conduct | |
| Classroom Aids: | |
| Laptop, white board, marker, projector, Documents of standard operating procedures, code of conduct, checklists, schedules | |
| Tools, Equipment and Other Requirements | |
| | |

Module 2: Work Effectively and Efficiently

Mapped to NOS ASC/N9801, v1.0

Terminal Outcomes:

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

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

Personal Protection Equipment: safety glasses, head protection, rubber gloves, safety footwear, warning signs and tapes, fire extinguisher and first aid kit
Sanitization kit, disinfectants, alcohol-based sanitizers, different types of face masks, shields, suits, etc.

Module 3: Optimize Resource Utilization

Mapped to NOS ASC/N9801, v1.0

Terminal Outcomes:

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

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

Module 4: Introduction to Employability Skills

Mapped to DGT/VSQ/N0102

Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

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

Module 5: Constitutional values - Citizenship

Mapped to DGT/VSQ/N0102

Terminal Outcomes:

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

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

Module 6: Becoming a Professional in the 21st Century

Mapped to DGT/VSQ/N0102

Terminal Outcomes:

- Demonstrate professional skills required in 21st century

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

Module 7: Basic English Skills

Mapped to DGT/VSQ/N0102

Terminal Outcomes:

- Practice basic English speaking.

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

Module 8: Career Development & Goal Setting

Mapped to DGT/VSQ/N0102

Terminal Outcomes:

- Demonstrate Career Development & Goal Setting skills.

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

Module 9: Communication Skills

Mapped to DGT/VSQ/N0102

Terminal Outcomes:

- Practice basic communication skills.

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

Module 10: Diversity & Inclusion

Mapped to DGT/VSQ/N0102

Terminal Outcomes:

- Describe PwD and gender sensitisation.

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

Module 11: Financial and Legal Literacy

Mapped to DGT/VSQ/N0102

Terminal Outcomes:

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

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

Module 12: Essential Digital Skills

Mapped to DGT/VSQ/N0102

Terminal Outcomes:

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

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

Module 13: Entrepreneurship

Mapped to DGT/VSQ/N0102

Terminal Outcomes:

- Describe opportunities as an entrepreneur.

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

Module 14: Customer Service

Mapped to DGT/VSQ/N0102

Terminal Outcomes:

- Describe ways of maintaining customer.

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

Module 15: Getting ready for apprenticeship & Jobs

Mapped to DGT/VSQ/N0102

Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

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

Module 16: Perform Service, Maintenance and Repair Mapped to NOS ASC/N1420, v1.0

Terminal Outcomes:

- Demonstrate how to perform service, maintenance and repair of a two wheeler vehicle

| Duration: 90:00 | Duration: 240:00 |
|---|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain the technology used in functioning of various components of the two-wheeler such as engine, cooling system, drum brakes system etc. Discuss the manufacturer specifications and safety requirement with respect to (w.r.t) components/aggregates of the vehicle • Discuss the job card with lead technician to plan servicing, maintenance and repair activities • List the various sources of information required to assess service/repair requirements • List the types of tools, equipment and accessories to be used for checking deviation at the time of service, such as pressure indicators, pullers, special wrenches etc. • Discuss ways to check for any repair requirements in braking or suspension systems and notify the concerned person/specialist • Discuss the symptoms of wear and tear which lead to replacement of components such as filters, belts, wipers, etc. • Explain the importance of using appropriate spare parts and other material for service/maintenance such as grade of oil, lubricants, grease, etc. • Discuss the symptoms of technical faults, their causes and rectification procedures • Explain the precautions to be taken while servicing/repairing a vehicle to avoid any kind of damages • Discuss the documents to be maintained for each procedure | <ul style="list-style-type: none"> • Demonstrate how to do test ride of the vehicle to assess service and repair requirements • Employ appropriate techniques to identify errors/defects in tools, equipment and accessories • Employ appropriate procedure to report malfunction in vehicles, tools and equipment beyond scope of work to concerned person • Perform the steps for calibration, adjustments and alignment of various components such as engine, chassis, electrical components etc. • Analyse if any repair work was done by local garage/outside source on the vehicle • Demonstrate how to check vehicle condition against the maintenance checklist and releasing vehicle only on task completion • Perform the steps for fitting the replaced part after cleaning the same • Employ different ways to take corrective actions for common faults and failures • Analyse any other repair requirements to be escalated further for inspection • Employ different ways to check if lubricants/fluids need refilling/topping up and collect the same from stores to fill up • Apply appropriate ways to dispose off faulty components and replaced oil, lubricants, grease etc. as well as return leftover consumable/parts, tools/equipment back to the store • Demonstrate how to use computer-based diagnostic tools to identify faults in vehicle's electronics/electrical aggregates • Apply ways to properly maintain the workshop by conducting scheduled |

| | |
|--|--|
| | check/calibration/repairs of tools, equipment and workstations |
| Classroom Aids: | |
| Laptop, white board, marker, projector | |
| Tools, Equipment and Other Requirements | |
| Automated ramp, manual operated hydraulic ramp, vehicle washer, spark plug cleaner & tester, PUC monitor, waste oil collection trolley, moisture separator, pneumatic tools, screw driver, wrenches, battery tester, oil dispenser, lubricating machine, garage air compressors etc. | |

Annexure

Trainer Requirements

| Trainer Prerequisites | | | | | | |
|-----------------------------------|---|------------------------------|-------------------|---------------------|-------------------|---------|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| ITI | Mechanic Motor Vehicle/ Mechanic Auto Electrical and Electronics | 4 | 2 wheeler Service | 1 | 2 wheeler service | NA |
| ITI | Mechanic Motor Vehicle/ Mechanic Auto Electrical and Electronics | 5 | 2 wheeler Service | 0 | 2 wheeler service | NA |
| Diploma | Automobile Engineering/ Mechanical Engineering | 3 | 2 wheeler Service | 1 | 2 wheeler Service | NA |
| Diploma | Automobile Engineering/ Mechanical Engineering | 4 | 2 wheeler Service | 0 | 2 wheeler Service | NA |

| Trainer Certification | |
|--|--|
| Domain Certification | Platform Certification |
| “Two Wheeler Service technician”, “ASC/Q1411”, minimum accepted score is 80% | “Trainer”, “MEP/Q2601”, with scoring of minimum 80%. |

Assessor Requirements

| Assessor Prerequisites | | | | | | |
|-----------------------------------|---|------------------------------|-------------------|---------------------|-------------------|---------|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| ITI | Mechanic Motor Vehicle/ Mechanic Auto Electrical and Electronics | 5 | 2 wheeler Service | 1 | 2 wheeler service | NA |
| ITI | Mechanic Motor Vehicle/ Mechanic Auto Electrical and Electronics | 6 | 2 wheeler Service | 0 | 2 wheeler service | NA |
| Diploma | Automobile Engineering/ Mechanical Engineering | 4 | 2 wheeler Service | 1 | 2 wheeler Service | NA |
| Diploma | Automobile Engineering/ Mechanical Engineering | 5 | 2 wheeler Service | 0 | 2 wheeler Service | NA |

| Assessor Certification | |
|--|--|
| Domain Certification | Platform Certification |
| “Two Wheeler Service technician”, “ASC/Q1411”, minimum accepted score is 80% | “Assessor”, “MEP/Q2701”, with scoring of minimum 80% |

Assessment Strategy

1. Assessment System Overview:

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

2. Testing Environment:

The assessor should:

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

3. Assessment Quality Assurance levels/Framework:

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

4. Types of evidence or evidence-gathering protocol:

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

5. Method of verification or validation:

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

6. Method for assessment documentation, archiving, and access

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

References

Glossary

| Term | Description |
|------------------------------|---|
| Declarative Knowledge | 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. |
| Key Learning Outcome | 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). |
| OJT (M) | On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site |
| OJT (R) | On-the-job training (Recommended); trainees are recommended the specified hours of training on site |
| Procedural Knowledge | 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. |
| Training Outcome | Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training. |
| Terminal Outcome | 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

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