



# Model Curriculum

**QP Name: Two Wheeler Service Assistant**

**QP Code: ASC/Q1423**

**QP Version: 2.0**

**NSQF Level: 3**

**Model Curriculum Version: 1.0**

Automotive Skill Development Council  
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# Table of Contents

## Contents

Training Parameters .....	4
Program Overview .....	5
Training Outcomes .....	5
Compulsory Modules .....	5
Module Details.....	7
Module 1 - Introduction to the Role of a Two Wheeler Service Assistant .....	7
Bridge Module .....	7
Module 2 - Work Effectively and Efficiently .....	8
Module 3 - Optimize Resource Utilization.....	10
Module 4 - Communicate Effectively and Efficiently.....	11
Module 5 – Assist in Service, Maintenance and Repair .....	12
Module 6: Introduction to Employability Skills .....	13
Mapped to DGT/VSQ/N0101.....	13
Module 7: Constitutional values - Citizenship.....	14
Mapped to DGT/VSQ/N0101.....	14
Module 8: Becoming a Professional in the 21st Century .....	14
Mapped to DGT/VSQ/N0101.....	14
Module 9: Basic English Skills .....	15
Mapped to DGT/VSQ/N0101.....	15
Module 10: Communication Skills.....	15
Mapped to DGT/VSQ/N0101.....	15
Module 11: Diversity & Inclusion .....	16
Mapped to DGT/VSQ/N0101.....	16
Module 12: Financial and Legal Literacy .....	16
Mapped to DGT/VSQ/N0101.....	16
Module 13: Essential Digital Skills.....	17
Mapped to DGT/VSQ/N0101.....	17
Module 14: Entrepreneurship .....	17
Mapped to DGT/VSQ/N0101.....	17
Module 15: Customer Service .....	18
Mapped to DGT/VSQ/N0101.....	18

Module 16: Getting ready for apprenticeship & Jobs .....	18
Mapped to DGT/VSQ/N0101.....	18
Annexure .....	19
Trainer Requirements.....	19
Assessor Requirements .....	20

## Training Parameters

<b>Sector</b>	Automotive
<b>Sub-Sector</b>	Automotive Vehicle Service
<b>Occupation</b>	Technical Service and Repair
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7231.0501
<b>Minimum Educational Qualification &amp; Experience</b>	5th Class pass with 4 years of relevant experience OR 8th Class with 1 year of relevant experience OR 9th Class pass OR Certificate-NSQF (Automotive Washer L2) with 2 years of relevant experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	29/01/2021
<b>Next Review Date</b>	29/01/2026
<b>NSQC Approval Date</b>	29/01/2021
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	29/01/2021
<b>Model Curriculum Valid Up to Date</b>	29/01/2026
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	390 Hours, 0 Minutes
<b>Maximum Duration of the Course</b>	390 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.

- Work effectively and efficiently as per schedules and timelines while complying with the health and hygiene
- Implement safety practices.
- Optimize the use of resources to ensure less wastage and maximum conservation.
- Communicate, develop interpersonal skills
- Develop sensitization towards gender and person with disability (PwD)
- Perform servicing maintenance and repair of a two-wheeler under supervision

## Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module</b>	<b>05:00</b>	<b>00:00</b>	-	-	<b>05:00</b>
Module 1- Introduction to the Role of a Two Wheeler Service Assistant	05:00	00:00	-	-	05:00
<b>ASC/N9801 – Organize work and resources (Service)</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 3</b>	<b>25:00</b>	<b>30:00</b>	-	-	<b>55:00</b>
Module 2- Work effectively and efficiently	10:00	15:00	-	-	25:00
Module 3- Optimize resource utilization	15:00	15:00	-	-	30:00
<b>ASC/N9802 – Interact effectively with colleagues, customers and others</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 3</b>	<b>10:00</b>	<b>20:00</b>	-	-	<b>30:00</b>
Module 4- Communicate effectively and efficiently	10:00	20:00	-	-	30:00

<b>ASC/N1434 – Assist in service, maintenance and repair of two wheelers</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 3</b>	<b>90:00</b>	<b>150:00</b>	<b>30:00</b>	-	<b>270:00</b>
Module 5- Assist in Service, Maintenance and Repair	90:00	150:00	30:00	-	270:00
<b>DGT/VSQ/N0101 - Employability Skills (30 hours)</b> <b>NOS Version No. – 1.0</b> <b>NSQF Level – 2</b>	<b>12:00</b>	<b>18:00</b>			<b>30:00</b>
Module 6: Introduction to Employability Skills	0.5:00	0.5:00			1:00
Module 7: Constitutional values - Citizenship	0.5:00	0.5:00			1:00
Module 8: Becoming a Professional in the 21st Century	0.5:00	0.5:00			1:00
Module 9: Basic English Skills	1:00	1:00			2:00
Module 10: Communication Skills	1.5:00	2.5:00			4:00
Module 11: Diversity & Inclusion	0.5:00	0.5:00			1:00
Module 12: Financial and Legal Literacy	1.5:00	2.5:00			4:00
Module 13: Essential Digital Skills	1:00	2:00			3:00
Module 14: Entrepreneurship	2.5:00	4.5:00			7:00
Module 15: Customer Service	1.5:00	2.5:00			4:00
Module 16: Getting ready for apprenticeship & Jobs	1:00	1:00			2:00
<b>Total Duration</b>	<b>142:00</b>	<b>218:00</b>	<b>30:00</b>	-	<b>390:00</b>

# Module Details

## Module 1 - Introduction to the Role of a Two Wheeler Service Assistant

### *Bridge Module*

#### Terminal Outcomes:

- Identify the role, responsibilities of a Two Wheeler Service Assistant

Duration: 05:00	Duration: 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the role and responsibilities of a two wheeler service assistant such as identification of parts to be repaired, performing minor repairs etc.</li> <li>• List the SOP to be followed for service and minor repair of two wheelers</li> <li>• Identify the tools, equipment and accessories to be used for service, maintenance and repair of two wheelers</li> <li>• Identify the storage location for tools and equipment</li> <li>•</li> <li>• List the safety, health and environment policy to be followed for the automotive sector</li> <li>• Identify the type, code and quality of components at the time of replacement of parts</li> <li>• List the parameters for performing pollution check</li> </ul>	
<b>Classroom Aids:</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
Tools, required equipment, service manual, PUC software	

## Module 2 - Work Effectively and Efficiently Mapped to NOS ASC/N9801, v1.0

### Terminal Outcomes:

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

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



White board/black board marker/chalk, duster, computer or Laptop attached to LCD projector

#### **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: 15:00	Duration: 15:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"><li>• Explain the ways to optimize usage of resources.</li><li>• Discuss various methods of waste management and its disposal.</li><li>• List the different categories of waste for the purpose of segregation</li><li>• Differentiate between recyclable and non-recyclable waste</li><li>• State the importance of using appropriate colour dustbins for different types of waste.</li><li>• Discuss the common sources of pollution and ways to minimize it.</li></ul>	<ul style="list-style-type: none"><li>• Perform basic checks to identify any spills and leaks and that need to be plugged /stopped.</li><li>• Demonstrate different disposal techniques depending upon different types of waste.</li><li>• Employ different ways to check if equipment/machines are functioning as per requirements and report malfunctioning, if observed.</li><li>• Employ ways for efficient utilization of material and water</li><li>• Use energy efficient electrical appliances and devices to ensure energy conservation</li></ul>
<b>Classroom Aids:</b>	
White board/black board marker/chalk, duster, computer or Laptop attached to LCD projector	
<b>Tools, Equipment and Other Requirements</b>	
Different type of waste bins to collect and segregate waste for disposal	

## Module 4 - Communicate Effectively and Efficiently

### Mapped to NOS 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: 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>● 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 and customers.</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>	
White board/black board marker/chalk, duster, computer or Laptop attached to LCD projector	
<b>Tools, Equipment and Other Requirements</b>	
Sample of escalation matrix, organisation structure.	

## Module 5 – Assist in Service, Maintenance and Repair Mapped to NOS ASC/N1434, v1.0

### Terminal Outcomes:

- Apply appropriate steps to prepare for service, maintenance and repair of the vehicle.
- Discuss how to assist seniors in repair and maintenance related tasks
- Perform the steps to check the pollution level and prepare the PUC certificate.

Duration: 90:00	Duration: 180:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the auto component manufacturer specifications of various vehicles.</li> <li>• List the various precautions to be taken to avoid any damage to the vehicle/ components.</li> <li>• Recall the types of errors or defects in the tools/equipment.</li> <li>• List various standard operating procedures (SOP)/service manuals to be followed for repairing, servicing, routine maintenance, using workshop tools and equipment etc.</li> <li>• Outline the SOPs related to receiving vehicles, opening job card, allocation of work, vehicle delivery, etc.</li> <li>• Discuss the importance of recording the service and repair activities performed as specified by OEM.</li> <li>• Discuss the various policies related to activities such as disposing off materials/used oils and returning tools/leftovers.</li> <li>• Outline the details of the Automotive industry in India, workshop structure and role and responsibilities of different people in the workshop.</li> <li>• Discuss the safety, health and environmental policies and regulations for the workplace as well as for automotive trade in general.</li> <li>• Identify the right materials for the job such as lubricants, seals, etc.</li> <li>• Explain the basic technology used in and functioning of various components and aggregates of the vehicle.</li> <li>• Outline organisational and professional code of ethics and standards of practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate steps to position the vehicle on the platform for service, maintenance/repair.</li> <li>• Show how to inspect and service the vehicle/aggregate.</li> <li>• Perform routine service/maintenance and repairs in the vehicle/aggregate as instructed by technician.</li> <li>• Employ different ways of dismantling components/aggregates such as engine, axles etc.</li> <li>• Perform steps for collecting/fetching required service tools etc.</li> <li>• Use various measuring and servicing tools and equipment like feeler gauge, torque wrench, fuel pressure testers, etc.</li> <li>• Apply basic housekeeping practices to clean the work area and place tools/equipment in an organised manner as per the policies.</li> <li>• Demonstrate how to report malfunction in vehicles, tools and equipment that are beyond one’s scope of work to concerned person.</li> <li>• Use appropriate software and hardware to perform PUC (Pollution Under Control) check as per SOP.</li> <li>• Prepare a report of the PUC readings and compare it with the set standards</li> <li>• Role play on how to escalate any discrepancy in PUC reading to the concerned person.</li> <li>• Prepare a PUC certificate using appropriate software, if required by taking details from previous/existing certificate.</li> </ul>

<ul style="list-style-type: none"> <li>List the documentation required for each procedure.</li> </ul>	<ul style="list-style-type: none"> <li>Read the values of measuring instruments such as vernier calliper, multi-meter, pressure indicator etc. as per OEM specification.</li> <li>Demonstrate how to use computers.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
Hydraulic 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.	

## Module 6: 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 7: 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 8: 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 13: 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 14: 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>	



# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI	Mechanic Motor Vehicle	3	Two/Four Wheeler Service	1	Two/Four Wheeler Service	<b>NA</b>
ITI	Mechanic Motor Vehicle	4	Two/Four Wheeler Service	0	Two/Four Wheeler Service	<b>NA</b>
Diploma	Automobile Engineering/ Mechanical Engineering	2	Two/Four Wheeler Service	1	Two/Four Wheeler Service	<b>NA</b>
Diploma	Automobile Engineering/ Mechanical Engineering	3	Two/Four Wheeler Service	0	Two/Four Wheeler Service	<b>NA</b>

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Two Wheeler Service Assistant” “ASC/Q1423”, Minimum accepted score is 80%	Recommended that the Trainer is certified for the Job Role: “MEP/Q2601, Trainer (VET and Skills), Version-2”, Minimum accepted score is 80%

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI	Mechanic Motor Vehicle	4	Two/Four Wheeler Service	1	Two/Four Wheeler Service	<b>NA</b>
ITI	Mechanic Motor Vehicle	5	Two/Four Wheeler Service	0	Two/Four Wheeler Service	<b>NA</b>
Diploma	Automobile Engineering/ Mechanical Engineering	3	Two/Four Wheeler Service	1	Two/Four Wheeler Service	<b>NA</b>
Diploma	Automobile Engineering/ Mechanical Engineering	4	Two/Four Wheeler Service	0	Two/Four Wheeler Service	<b>NA</b>

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Two Wheeler Service Assistant” “ASC/Q1423”, Minimum accepted score is 80%	Recommended that the Assessor is certified for the Job Role: “MEP/Q2701, Assessor (VET and Skills), Version-2”



## References

## Glossary

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

## Acronyms and Abbreviations

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