



# Model Curriculum

**QP Name: Automotive Maintenance Technician - Mechanical**

**QP Code: ASC/Q6802**

**QP Version: 2.0**

**NSQF Level: 4**

**Model Curriculum Version: 1.0**

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

# Table of Contents

|   |    |
|---|----|
| Training Parameters .....   | 3  |
| Program Overview .....  | 4  |
| Training Outcomes .....   | 4  |
| Compulsory Modules.....   | 4  |
| Module 1: Introduction to the role of an Automotive Maintenance Technician - Mechanical ..... | 6  |
| Module 2: Organize work and resources according to safety and conservation standards .....    | 7  |
| Module 3: Communicate Effectively and Efficiently .....                                       | 9  |
| Module 4: Prepare for maintenance of mechanical equipment.....                                | 10 |
| Module 5: Perform maintenance of mechanical equipment .....                                   | 11 |
| Annexure .....  | 13 |
| Trainer Requirements.....   | 13 |
| Assessor Requirements .....   | 14 |
| Assessment Strategy.....  | 15 |
| References .....  | 16 |
| Glossary .....  | 16 |
| Acronyms and Abbreviations.....   | 17 |

# Training Parameters

|   |  |
|---|--|
| <b>Sector</b>   | <b>Automotive</b>  |
| <b>Sub-Sector</b>                                       | Manufacturing  |
| <b>Occupation</b>                                       | Plant and Equipment Maintenance  |
| <b>Country</b>  | India  |
| <b>NSQF Level</b>                                       | 4  |
| <b>Aligned to NCO/ISCO/ISIC Code</b>                    | NCO-2015/3115.0102   |
| <b>Minimum Educational Qualification and Experience</b> | 12th Class with minimum 1 Year of experience in Maintenance/Manufacturing<br>OR<br>I.T.I (Fitter/Turner)<br>OR<br>Certificate-NSQF (Automotive Maintenance Assistant Level 3) with minimum 2 Years of experience |
| <b>Pre-Requisite License or Training</b>                | NA   |
| <b>Minimum Job Entry Age</b>                            | 18 years   |
| <b>Last Reviewed On</b>                                 | 22/10/2020   |
| <b>Next Review Date</b>                                 | 22/10/2025   |
| <b>NSQC Approval Date</b>                               | 29/01/2021   |
| <b>QP Version</b>                                       | 2.0  |
| <b>Model Curriculum Creation Date</b>                   | 22/10/2020   |
| <b>Model Curriculum Valid Up to Date</b>                | 22/10/2025   |
| <b>Model Curriculum Version</b>                         | 1.0  |
| <b>Minimum Duration of the Course</b>                   | 320 Hours 00 Minutes   |
| <b>Maximum Duration of the Course</b>                   | 320 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.

- Identify the various equipment and machinery used in the maintenance process.
- Conduct breakdown maintenance of the mechanical systems of the equipment in the plant.
- Follow organizational policies and procedures while carrying out maintenance activities.
- Maintain records, documents and reports related to the maintenance activities done on the equipment.
- Work effectively and efficiently as per schedules and timelines.
- Implement safety practices.
- Optimize the use of resources to ensure less wastage and maximum conservation.
- Communicate effectively 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 |
|--|-----------------|--------------------|--|--|----------------|
| <b>Bridge Module</b>   | <b>8:00</b>     | <b>0:00</b>        |  |  | <b>8:00</b>    |
| Module 1- Introduction to the role of an Automotive Maintenance Technician - Mechanical  | 8:00            | 0:00               |  |  | 8:00           |
| <b>ASC/N9803 – Organize work and resources (Manufacturing)</b><br><b>NOS Version No. – 1.0</b><br><b>NSQF Level – 3</b>                | <b>16:00</b>    | <b>24:00</b>       |  |  | <b>40:00</b>   |
| Module 2- Organize work and resources according to safety and conservation standards   | 16:00           | 24:00              |  |  | 40:00          |
| <b>ASC/N9802 – Interact effectively with colleagues, customers and others</b><br><b>NOS Version No. – 1.0</b><br><b>NSQF Level - 3</b> | <b>12:00</b>    | <b>20:00</b>       |  |  | <b>32:00</b>   |
| Module 3- Communicate Effectively and Efficiently  | 12:00           | 20:00              |  |  | 32:00          |

|   |               |               |  |  |               |
|---|---------------|---------------|--|--|---------------|
| <b>ASC/N6813 – Perform maintenance of mechanical equipment<br/>NOS Version No. – 2.0<br/>NSQF Level - 4</b> | <b>32:00</b>  | <b>40:00</b>  |  |  | <b>72:00</b>  |
| Module 4- Prepare for maintenance of mechanical equipment   | 32:00         | 40:00         |  |  | 72:00         |
| <b>ASC/N6813 – Perform maintenance of mechanical equipment<br/>NOS Version No. – 2.0<br/>NSQF Level - 4</b> | <b>52:00</b>  | <b>116:00</b> |  |  | <b>168:00</b> |
| Module 5- Perform maintenance of mechanical equipment   | 52:00         | 116:00        |  |  | 168:00        |
| <b>Total Duration</b>   | <b>120:00</b> | <b>200:00</b> |  |  | <b>320:00</b> |

# Module Details

## Module 1

### Introduction to the role of an Automotive Maintenance Technician - Mechanical

#### *Bridge module*

#### Terminal Outcomes:

- Discuss the role and responsibilities of an Automotive Maintenance Technician - Mechanical.

| <b>Duration:</b> <08:00>  | <b>Duration:</b> <00:00>                 |
|---|--|
| <b>Theory – Key Learning Outcomes</b>   | <b>Practical – Key Learning Outcomes</b> |
| <ul style="list-style-type: none"> <li>• Describe the role and responsibilities of an Automotive Maintenance Technician - Mechanical.</li> <li>• List the job opportunities for an Automotive Maintenance Technician - Mechanical in Automotive industry.</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 maintenance standards and procedures followed in organisation.</li> <li>• Identify the standard checklists and schedules recommended by OEM.</li> </ul> |  |
| <b>Classroom Aids:</b>  |  |
| Whiteboard, marker pen, projector   |  |
| <b>Tools, Equipment and Other Requirements</b>  |  |
| <ul style="list-style-type: none"> <li>• Sample checklist of tools and equipment</li> </ul>   |  |

## 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.

| <b>Duration: &lt;16:00&gt;</b>  | <b>Duration: &lt;24:00&gt;</b>   |
|---|--|
| <b>Theory – Key Learning Outcomes</b>   | <b>Practical – Key Learning Outcomes</b>   |
| <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> </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> </ul> |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <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 common practices for conserving electricity at workplace.</li> <li>• Discuss the common sources of pollution and ways to minimize it.</li> </ul> | <ul style="list-style-type: none"> <li>• Employ ways for efficient utilization of material and water.</li> </ul> |
| <p><b>Classroom Aids:</b></p>   |  |
| <p>Whiteboard, marker pen, projector</p>  |  |
| <p><b>Tools, Equipment and Other Requirements</b></p>   |  |
| <ul style="list-style-type: none"> <li>• Housekeeping material: Cleaning agents, cleaning cloth, waste container, dust pan and brush set, liquid soap, hand towel, fire extinguisher</li> <li>• Safety gears: Safety shoes, ear plug, goggles, gloves, helmet, first-aid kit</li> </ul>   |  |



## 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: &lt;12:00&gt;</b>  | <b>Duration: &lt;20:00&gt;</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.</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

### Prepare for maintenance of mechanical equipment

#### Mapped to ASC/N6813 v2.0

#### Terminal Outcomes:

- Identify tools and equipment required for maintenance of mechanical equipment.
- Read the maintenance schedule and checklist for planning of maintenance activities.

| <b>Duration: &lt;32:00&gt;</b>   | <b>Duration: &lt;40:00&gt;</b>  |
|--|---|
| <b>Theory – Key Learning Outcomes</b>  | <b>Practical – Key Learning Outcomes</b>  |
| <ul style="list-style-type: none"> <li>• Define maintenance.</li> <li>• Classify various types of maintenance.</li> <li>• Discuss the information derived from the job order, equipment drawing and user manual of equipment.</li> <li>• Discuss how to check the equipment and collect information from operator or supervisor about the unusual conditions noticed in equipment.</li> <li>• Recall the information mentioned in the maintenance schedule regarding the maintenance work.</li> <li>• List tools, equipment, accessories, consumables and spare parts required during the maintenance work.</li> <li>• Describe the organisational process of collecting and arranging consumables, spare parts, tools etc. from the store.</li> </ul> | <ul style="list-style-type: none"> <li>• Read the job order, equipment drawing and user manual for identifying the information about the equipment used for service and repairing.</li> <li>• Read the maintenance schedule and equipment layout for planning of the schedule for maintenance activities.</li> <li>• Demonstrate the standard operating procedures for using tools and equipment required during job.</li> <li>• Read the maintenance checklist and discuss it with the superior for confirming the maintenance tasks.</li> </ul> |
| <b>Classroom Aids:</b>   |   |
| Whiteboard, marker pen, projector  |   |
| <b>Tools, Equipment and Other Requirements</b>   |   |
| <ul style="list-style-type: none"> <li>• Mechanical drawings</li> <li>• <b>Hand tools:</b> Hammer, screw driver set, files, torque, wrenches, and spanner.</li> <li>• <b>Cutting tools:</b> Hacksaw, grinding machine, shearing tool, drilling machine, chisel etc.</li> <li>• <b>Measuring equipment:</b> Vernier calliper, micrometer, feeler gauges, steel ruler, measuring tape, dial gauge etc.</li> <li>• Cables, nuts, bolts, fasteners, connectors.</li> <li>• Hydraulic/ pneumatic / electrical machines</li> <li>• <b>PPE:</b> Gloves, safety shoes, goggles, ear plugs, safety helmet</li> <li>• Workshop safety: Fire extinguishers, first-aid kit</li> </ul>  |   |

## Module 5

### Perform maintenance of mechanical equipment

#### Mapped to ASC/N6813 v2.0

#### Terminal Outcomes:

- Perform maintenance and repairing of mechanical equipment.
- Demonstrate how to conduct trials of the equipment for checking any abnormalities in the functioning of equipment.

| <b>Duration:</b> <52:00>   | <b>Duration:</b> <116:00>  |
|--|--|
| <b>Theory – Key Learning Outcomes</b>  | <b>Practical – Key Learning Outcomes</b>   |
| <ul style="list-style-type: none"> <li>• List the commonly occurring faults/failures in the equipment and corrective actions taken to resolve them.</li> <li>• List the steps to be performed for dismantling the equipment for inspection, cleaning, repairing or replacing the consumables, spare parts and faulty components as per SOP.</li> <li>• Explain the process of evaluating the geometric inaccuracies or internal conditions of the equipment with the specified quality standards.</li> <li>• Discuss breakdown maintenance process.</li> <li>• Explain methods of inspecting the leakages, breakages, unusual noise, under-rated performance etc. in the equipment.</li> <li>• Identify different methods for disposing off waste material and scrap.</li> <li>• Discuss the necessary precautions to avoid any hazard and accident during maintenance activities.</li> <li>• List the steps to be performed for assembling back the equipment as per SOP.</li> <li>• Summarise the documents, records and information to be maintained related to the maintenance and repairing done.</li> <li>• Explain the process of evaluating the equipment specified parameters for no abnormalities on increased duty conditions.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate organizational specified procedure of dismantling the equipment and repairing or replacing the consumables, spare parts and faulty components as per SOP.</li> <li>• Employ appropriate ways of checking the geometric inaccuracies or internal conditions of the equipment to test the expected conditions.</li> <li>• Apply appropriate methods for conducting breakdown maintenance and inspecting the defects, leakages, breakages etc. in the equipment.</li> <li>• Employ appropriate ways for cleaning, repairing or replacing the components in the equipment.</li> <li>• Show how to dispose waste as per organisational guidelines.</li> <li>• Demonstrate organizational specified procedure of assembling back the equipment and preparing it for trials as per SOP.</li> <li>• Employ appropriate ways for shifting and installing the equipment for next process.</li> <li>• Employ appropriate ways for conducting trials and running few cycles of equipment on increased duty conditions for checking any abnormalities in its functioning.</li> <li>• Show how to change the maintenance due/status sticker on the equipment.</li> <li>• Prepare a report for the superiors about the maintenance activity done.</li> </ul> |
| <b>Classroom Aids:</b>   |  |
| Whiteboard, marker pen, projector  |  |
| <b>Tools, Equipment and Other Requirements</b>   |  |

- Mechanical drawings
- **Hand tools:** Hammer, screw driver set, files, torque, wrenches, and spanner.
- **Cutting tools:** Hacksaw, grinding machine, shearing tool, drilling machine, chisel etc.
- **Measuring equipment:** Vernier calliper, micrometer, feeler gauges, steel ruler, measuring tape, dial gauge etc.
- Cables, nuts, bolts, fasteners, connectors.
- Hydraulic/ pneumatic / electrical machines
- **PPE:** Gloves, safety shoes, goggles, ear plugs, safety helmet
- Workshop safety: Fire extinguishers, first-aid kit

# Annexure

## Trainer Requirements

| Trainer Prerequisites             |   |                              |                |                     |                |         |
|-----------------------------------|---|------------------------------|----------------|---------------------|----------------|---------|
| Minimum Educational Qualification | Specialization                                  | Relevant Industry Experience |                | Training Experience |                | Remarks |
|                                   |   | Years                        | Specialization | Years               | Specialization |         |
| ITI                               | Fitter/Turner                                   | 2                            | Maintenance    | 1                   | Maintenance    | NA      |
| ITI                               | Fitter/Turner                                   | 3                            | Maintenance    | 0                   | Maintenance    | NA      |
| Certificate NSQF- Level 6         | Maintenance Manager – Mechanical and Electrical | 2                            | Maintenance    | 1                   | Maintenance    | NA      |
| Diploma                           | Mechanical                                      | 1                            | Maintenance    | 1                   | Maintenance    | NA      |
| Diploma                           | Mechanical                                      | 2                            | Maintenance    | 0                   | Maintenance    | NA      |

| Trainer Certification  |  |
|--|--|
| Domain Certification   | Platform Certification                                 |
| “Automotive Maintenance Technician - Mechanical, ASC/Q6802, version 2.0”. Minimum accepted score is 80%. | “Trainer, MEP/Q2601”<br>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                               | Fitter/Turner                                   | 3                            | Maintenance    | 1                              | Maintenance    | NA      |
| ITI                               | Fitter/Turner                                   | 4                            | Maintenance    | 0                              | Maintenance    | NA      |
| Certificate NSQ- Level 6          | Maintenance Manager – Mechanical and Electrical | 3                            | Maintenance    | 1                              | Maintenance    | NA      |
| Diploma                           | Mechanical                                      | 2                            | Maintenance    | 1                              | Maintenance    | NA      |
| Diploma                           | Mechanical                                      | 3                            | Maintenance    | 0                              | Maintenance    | NA      |

| Assessor Certification  |   |
|---|---|
| Domain Certification  | Platform Certification                                  |
| “Automotive Maintenance Technician - Mechanical, ASC/Q6802, version 2.0”.<br>Minimum accepted score is 80%. | “Assessor; MEP/Q2701”<br>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: The assessor shoulda
  - 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 <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>PPE</b>      | Personal Protective Equipment                   |
| <b>PwD</b>      | Person with Disability                          |
| <b>SOP</b>      | Standard Operating Procedure                    |
| <b>GD&amp;T</b> | Geometric Dimensioning & Tolerancing            |
| <b>CAD</b>      | Computer-Aided Drafting                         |
| <b>CAM</b>      | Computer-Aided Manufacturing                    |
| <b>CNC</b>      | Computerized Numerical Control                  |
| <b>WI</b>       | Work Instructions                               |
| <b>ISO</b>      | International Organization for Standardization  |