



Model Curriculum

QP Name: Automotive Maintenance Assistant

QP Code: ASC/Q6806

QP Version: 2.0

NSQF Level: 3

Model Curriculum Version: 1.0

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Training Parameters

Sector	Automotive
Sub-Sector	Manufacturing
Occupation	Plant and Equipment Maintenance
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7412.0801
Minimum Educational Qualification and Experience	8th Class + 2 year ITI with 1 year of relevant experience OR 8th Class + 1 year ITI with 2 years of relevant experience OR 10th Class with 2 years relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 years
Last Reviewed On	30/09/2021
Next Review Date	30/09/2024
NSQC Approval Date	30/09/2021
QP Version	2.0
Model Curriculum Creation Date	30/09/2021
Model Curriculum Valid Up to Date	30/09/2024
Model Curriculum Version	1.0
Minimum Duration of the Course	280 Hours 00 Minutes
Maximum Duration of the Course	280 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.

- Support maintenance technician in preparatory activities such as lifting of workpiece, inspection of tools and equipment etc.
- Support maintenance technician during maintenance activities.
- Support maintenance technician in post- maintenance activities such as documentation, storing, cleaning etc.
- 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
Bridge Module					
Module 1: Introduction to the role of an Automotive Maintenance Assistant	8:00	0:00			8:00
ASC/N9803 – Organize work and resources (Manufacturing) NOS Version No. – 1.0 NSQF Level – 3	16:00	24:00			40:00
Module 2: Organize work and resources according to safety and conservation standards	16:00	24:00			40:00
ASC/N9802 – Interact effectively with colleagues, customers and others NOS Version No. – 1.0 NSQF Level - 3	12:00	20:00			32:00
Module 3: Communicate effectively and efficiently	12:00	20:00			32:00
ASC/N6808 – Support the Maintenance Technician in routine maintenance activities NOS Version No. – 2.0 NSQF Level - 3	64:00	136:00			176:00
Module 4: Prepare for maintenance activities	28:00	68:00			96:00
Module 5: Support in maintenance and post-	36:00	68:00			104:00

maintenance activities					
Total Duration	100:00	180:00			280:00

Module Details

Module 1: Introduction to the role of an Automotive Maintenance Assistant

Bridge module

Terminal Outcomes:

- Discuss the role and responsibilities of an Automotive Maintenance Assistant.

Duration: <08:00>	Duration: <00:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the role and responsibilities of an Automotive Maintenance Assistant. • Discuss the job opportunities of an Automotive Maintenance Assistant. • Explain about Indian automotive manufacturing market. • List various automobile Original Equipment Manufacturers (OEMs) and different products/ models manufactured by them. • Discuss the maintenance standards and procedures followed in organisation. • Identify the standard checklists and schedules recommended by OEM. 	
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	
Sample checklist of tools and equipment	

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: <16:00>	Duration: <24:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the potential workplace related risks and hazards, their causes and preventions. • Identify PPE to be used at workplace. • Identify various warning signs used at the workplace. • Describe appropriate strategies to deal with emergencies and accidents at the workplace. • Outline the organizational structure to be followed to report about health, safety and security breaches to the concerned authorities. • Discuss the importance of keeping work area clean and tidy. • Discuss the significance of conforming to basic hygiene practices such as washing hands, using alcohol based hand sanitizers or soap. • Discuss organizational hygiene and sanitation guidelines and ways of reporting breaches/gaps if any to the concerned authorities. • Discuss the ways of dealing with stress and anxiety. • Discuss how to complete the given work within the stipulated time period. • Explain how to maintain a proper balance between team and individual goals. • Explain 5S guidelines at workplace. • List the various materials used at the workplace. • Explain organisational recommended procedure for storage of tools, equipment and material after completion of work. • Explain the ways to optimize usage of resources. • Discuss various methods of waste management and its disposal. 	<ul style="list-style-type: none"> • Apply appropriate safety practices to ensure safety of people at the workplace • Display the correct way of wearing and removing PPE such as face masks, hand gloves, face shields, PPE suits, etc. • Demonstrate the use of fire extinguisher. • Apply basic first aid procedure in case of emergencies. • Perform routine cleaning of tools, equipment and machines. • Employ various techniques for checking malfunctions in the equipment as per Standard Operating Procedure (SOP). • 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. • Demonstrate how to evacuate the workplace in case of an emergency. • Demonstrate sorting of materials, tools and equipment and spare parts after completion of work. • Demonstrate the steps involved in storage of tools, equipment and material after completion of work. • Perform basic checks to identify any spills and leaks and that need to be plugged /stopped. • Demonstrate different disposal techniques depending upon 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

<ul style="list-style-type: none"> • 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. 	<p>material and water.</p>
<p>Classroom Aids:</p>	
<p>Whiteboard, marker pen, projector</p>	
<p>Tools, Equipment and Other Requirements</p>	
<ul style="list-style-type: none"> • 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.

Duration: <12:00>	Duration: <20:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the organizational structure for communicating with colleagues, seniors and others. • Discuss the ways to adjust the communication styles to reflect sensitivity towards gender and persons with disability (PwD). • Explain the importance of respecting personal space of colleagues. • State the procedure to receive work instructions and report problems to the supervisor. • List the various organizational policies and procedures to be followed at the workplace. • Describe different ways to rectify commonly occurring errors. • Explain the importance of complying with the instructions/guidelines and procedures while performing tasks related to the job specifications. • Discuss the importance of PwD and gender sensitization. 	<ul style="list-style-type: none"> • Employ different means of communication depending upon the requirement while interacting with others. • Demonstrate using new ways to maintain good relationships with colleagues and supervisor. • Prepare a sample report to send the work status to the supervisor. • Demonstrate how to communicate with different genders and persons with disability (PwD) in a sensitive manner.
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	
Sample of escalation matrix, organisation structure.	

Module 4: Prepare for maintenance activities

Mapped to ASC/N6808, v2.0

Terminal Outcomes:

- Identify tools and equipment required for maintenance activities.
- Perform the steps to carry out preparatory activities such as arranging and inspection of tools and equipment etc.

Duration: <28:00>	Duration: <68:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Define maintenance. • Classify various types of maintenance. • Discuss how to collect the information from technicians about the work requirements for maintenance of mechanical and electrical equipment. • List tools, equipment, accessories, consumables and spare parts required during the maintenance work. • Summarise the steps to be performed for checking the tools and spare parts before use. • Describe the organisational process of collecting the various documents such as history sheets, maintenance check sheets, breakdown slips, spares stocks and other maintenance related documentation. 	<ul style="list-style-type: none"> • Role play a situation on co-ordinating with maintenance technicians to identify the work requirements for maintenance of mechanical and electrical equipment. • Apply appropriate ways of checking the tools and spare parts for defects before use. • Demonstrate the standard operating procedures for using tools and equipment required during job.
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	
<ul style="list-style-type: none"> • Mechanical and electrical 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 	

Module 5: Support in maintenance and post-maintenance activities

Mapped to ASC/N6808, v2.0

Terminal Outcomes:

- Demonstrate how to support maintenance technician during maintenance activities.
- Perform the steps to carry out post- maintenance activities.

Duration: <36:00>	Duration: <68:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe maintenance and repair process of the equipment. • Discuss ways for safe handling and no damage of equipment during lifting. • 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. • Discuss correct way of holding tools during the maintenance activities. • List the steps to be performed for assembling back the equipment as per SOP. • Discuss the safety practices to avoid any hazard and accident during maintenance activities. • Discuss post-maintenance activities like inspection, cleaning, maintenance etc. • Discuss various cleaning methods to clean the tools, equipment and work area. • Describe the organisational process of collecting and storing the tools and equipment from store. • Summarise the documents, records and information to be maintained related to the maintenance and repairing done. • Describe the organisational process of storing the maintenance related documentation as per SOP. • List different methods for disposing off waste material. 	<ul style="list-style-type: none"> • Show how to lift the equipment securely manually or by using lifting equipment. • Demonstrate organizational specified procedure of dismantling the equipment and repairing or replacing the consumables, spare parts and faulty components as per SOP. • Employ appropriate ways for cleaning, repairing or replacing the components in the equipment. • Show how to hold the tools during maintenance activities in the correct manner and safely. • Demonstrate organizational specified procedure of assembling back the equipment and preparing it for trials as per SOP. • Show how to support technician in conducting trials of the equipment and observing any abnormalities in its functioning. • Apply appropriate cleaning methods to clean the tools and equipment. • Demonstrate the organisational procedure involved in storage of tools and equipment after completion of work. • Show how to dispose waste as per organisational guidelines.
Classroom Aids:	
Whiteboard, marker pen, projector	
Tools, Equipment and Other Requirements	
<ul style="list-style-type: none"> • Mechanical and electrical 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/Diploma	Automobile Engineering/ Mechanical Engineering/ Motor Vehicle Mechanic	3	Four Wheeler Service	1	Four Wheeler Service	NA
ITI/Diploma	Automobile Engineering/ Mechanical Engineering/ Motor Vehicle Mechanic	4	Four Wheeler Service	0	Four Wheeler Service	NA
Certificate NSQF- Level 5	Automotive Maintenance Lead Technician- Electrical/ Automotive Maintenance Lead Technician- Mechanical	3	Maintenance	1	Maintenance	NA

Trainer Certification	
Domain Certification	Platform Certification
“Automotive Maintenance Assistant, ASC/Q6806, 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/Diploma	Automobile Engineering/ Mechanical Engineering/ Motor Vehicle Mechanic	3	Four Wheeler Service	1	Four Wheeler Service	NA
ITI/Diploma	Automobile Engineering/ Mechanical Engineering/ Motor Vehicle Mechanic	4	Four Wheeler Service	0	Four Wheeler Service	NA
Certificate NSQF- Level 5	Automotive Maintenance Lead Technician- Electrical/ Automotive Maintenance Lead Technician- Mechanical	3	Maintenance	1	Maintenance	NA

Assessor Certification	
Domain Certification	Platform Certification
“Automotive Maintenance Assistant, ASC/Q6806, 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
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
SOP	Standard Operating Procedure
WI	Work Instructions
PPE	Personal Protective equipment