# Model Curriculum

**QP Name: Driver Trainer - LMV**

**QP Code: ASC/Q9708**

**QP Version: 2.0**

**NSQF Level: 5**

**Model Curriculum Version: 1.0**

Automotive Skill Development Council || 153, GF, Okhla Industrial Area,
Phase 3, New Delhi 110020

# Table of Contents

# Training Parameters

| Sector | Automotive |
|---|---|
| Sub-Sector | Road Transportation |
| Occupation | Driving |
| Country | India |
| NSQF Level | 5 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/NIL |
| Minimum Educational Qualification and Experience | I.T.I. with 6 years' experience of driving motor vehicle |
| Pre-Requisite License or Training | Valid LMV Permanent/Learner license, Assessment conducted only after permanent driving license |
| Minimum Job Entry Age | 20 years |
| Last Reviewed On | 30/09/2021 |
| Next Review Date | 30/09/2024 |
| NSQC Approval Date | 30/09/2021 |
| QP Version | 1.0 |
| 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 | 460 Hours, 0 Minutes |
| Maximum Duration of the Course | 460 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 will be able to:

- Apply health, hygiene, and safety practices at the workplace
- Discuss effective electricity conservation and waste management
- Employ appropriate practices to communicate effectively with customer, colleagues, and superiors to achieve a smooth workflow
- Perform the steps to drive the vehicle while conforming to the standard rules and regulations
- Apply proper process of preparing for training of LMV vehicle drivers
- Employ appropriate procedure to provide training for LMV vehicle drivers

## Compulsory Modules

The table lists the modules, their duration and mode of delivery.

| NOS and Module Details | Theory Duration | Practical Duration | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recommended) | Total Duration |
|---|---|---|---|---|---|
| **Bridge Module** | **08:00** | **00:00** | **00:00** | **00:00** | **08:00** |
| Module 1: Introduction to Automotive Industry and Driver Trainer-LMV | 08:00 | 00:00 | 00:00 | 00:00 | 08:00 |
| **ASC/N9816 – Manage Work and Resources (Road Transportation)** **NOS Version No. 1.0** **NSQF Level 5** | **24:00** | **36:00** | **00:00** | **00:00** | **60:00** |
| Module 2: Ensure Safety, Security and Quality Standard at the Workplace | 16:00 | 20:00 | 00:00 | 00:00 | 36:00 |
| Module 3: Perform Waste Disposal and Material Conservation Activities | 08:00 | 16:00 | 00:00 | 00:00 | 24:00 |
| **ASC/N9817 Interact Effectively with Team, Customers and Others (Road Transportation)** | **16:00** | **32:00** | **00:00** | **00:00** | **48:00** |

| | | | | | |
|---|---|---|---|---|---|
| **NOS Version No. 1.0**<br>**NSQF Level 5** | | | | | |
| Module 4: Maintain Effective Communication and Inclusivity at Workplace | 16:00 | 32:00 | 00:00 | 00:00 | 48:00 |
| **ASC/ N9704 – Drive Responsibly and Ensure Road Worthiness of Vehicle**<br>**NOS Version No. 1.0**<br>**NSQF Level 3** | **56:00** | **96:00** | **00:00** | **00:00** | **152:00** |
| Module 5: Examine Roadworthiness of the Vehicle and Drive the LMV as per Standard | 24:00 | 40:00 | 00:00 | 00:00 | 64:00 |
| Module 6: Adhere to the Traffic Rules and Basic Troubleshooting Practices | 32:00 | 56:00 | 00:00 | 00:00 | 88:00 |
| **ASC/N9717-Prepare for Training**<br>**NOS Version No. 2.0**<br>**NSQF Level 5** | **24:00** | **48:00** | **00:00** | **00:00** | **72:00** |
| Module 7: Prepare for Training | 24:00 | 48:00 | 00:00 | 00:00 | 72:00 |
| **ASC/N9718- Train LMV Vehicle Drivers**<br>**Version No. 2.0**<br>**NSQF Level 5** | **40:00** | **80:00** | **00:00** | **00:00** | **120:00** |
| Module 8: Conduct Training | 16:00 | 32:00 | 00:00 | 00:00 | 48:00 |
| Module 9: Perform Post-training Activities and Maintain Records | 24:00 | 48:00 | 00:00 | 00:00 | 72:00 |
| **Total Duration** | **168:00** | **292:00** | **00:00** | **00:00** | **460:00** |

# Module Details

## Module 1: Introduction to Automotive Industry and Driver Trainer-LMV
### Bridge Module

**Terminal Outcomes:**

- Outline the overview of Skill India Mission
- Describe the scope of Automotive Industry
- Define the role and responsibilities of Driver Trainer-LMV

| Duration: *08:00* | Duration: *00:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss the objectives and benefits of the Skill India Mission</li><li>Describe the scope of Indian Automotive Industry and its sub-sectors</li><li>Explain basic terminologies and road safety signs used in Road Transport and Driving industry</li><li>Discuss job role and opportunities for a Driver Trainer in the Automotive Industry</li><li>Explain standard code of ethics and professional practices to be adhered by a Driver Trainer</li></ul> | NA |
| **Classroom Aids** ||
| Whiteboard, Flip Chart, Markers, Duster, Projector, Laptop with charger, Projector screen, Power Point Presentation, 2.1 Laptop External Speakers. ||
| **Tools, Equipment and Other Requirements** ||
| NA ||

ASDC
AUTOMOTIVE SKILLS DEVELOPMENT COUNCIL

Skill India
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# Module 2: Ensure Safety, Security and Quality Standard at the Workplace
*Mapped to ASC/ N9816, v 1.0*

**Terminal Outcomes:**

- Explain the standard ways to deal with workplace hazards
- Describe the ways to minimize potential risks and accidents
- Apply appropriate practices to escalate any breach in health, safety and security policies

| **Duration**: *16:00* | **Duration**: *20:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Elaborate the standard health, safety, security and emergency procedure to be followed by a Chauffeur</li><li>Discuss various hazardous activities at the workplace, causes of workplace hazards, risks and accidents, preventive measures to be taken as well as the procedures to deal with the same</li><li>State the importance of proper arrangement of all the tools, equipment, spare parts, etc. as per standards</li><li>Describe various methods to implement ways to manage time, resources and cost effectively</li><li>State the significance of taking accountability for timely completion of tasks</li><li>Discuss the standard procedure to report the hazards as well as limits of responsibility to deal with these hazards</li><li>Explain various types of safety signs and their meaning</li><li>Discuss relevant standards, procedures and policies related to 5S to be followed during working hours</li><li>Discuss the usage of the various materials and their storage norms</li></ul> | <ul><li>Apply appropriate practices to identify various hazardous activities and possible causes of risks or accidents at the workplace</li><li>Roleplay on how to report breaches in health, safety and security policies and procedures during performing duty and escalate it to the designated person</li><li>Apply appropriate inspection methods to check the vehicle to avoid potential accident like, tyre air pressure, headlights working brakes, suspension as per standards</li><li>Demonstrate standard procedures to be followed in case of emergencies and the evacuation procedures for workers and visitors</li><li>Apply appropriate practices to ensure cleanliness in the work area</li><li>Employ appropriate practices to identify work requirements</li><li>Perform the activities to identify the work that does not comply with the requirements and quality standards and ensure corrective action for the same</li><li>Apply appropriate practices to analyse and validate the problem accurately and provide solution by communicating with the concerned person</li><li>Demonstrate appropriate first aid treatment in case of emergency, like bleeding, minor burns, eye injuries etc.</li></ul> |
| **Classroom Aids** | |
| Training kit (Trainer guide, Presentations), White board, Marker, Projector screen, Power Point Presentation Laptop with charger, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers. | |
| **Tools, Equipment and Other Requirements** | |

Personal Protection Equipment: Safety glasses, Sanitization kit, Hand gloves, Face masks, Safety shield, Fire extinguisher, First aid kit, etc.

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# Module 3: Perform Waste Disposal and Material Conservation Activities
## *Mapped to ASC/N9816 v 1.0*

**Terminal Outcomes:**

- Employ effective waste management practices
- Discuss various conservation practices at the workplace

| Duration: *08:00* | Duration: *16:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>State the significance of greening</li><li>Describe the procedure and importance of efficient utilisation of resources like material and water</li><li>Discuss the basics of electricity and use of prevalent energy efficient devices</li><li>List the common practices for conserving electricity</li><li>Explain the common sources of pollution and ways to minimize it</li><li>Categorize types of waste, such as dry, wet, recyclable, non-recyclable items of single-use plastics, etc.</li><li>Explain to adopt effective waste management techniques</li></ul> | <ul><li>Apply appropriate practices to identify processes where material and energy/electricity utilization can be optimized</li><li>Roleplay on how to identify possibilities of using renewable energy and environment friendly fuels</li><li>Apply appropriate inspection method to checks for spills/leakages at the workplace</li><li>Show how to take corrective actions for spillage and leakage and escalate the issues of spillage or leakage to appropriate authority if unable to rectify</li><li>Apply appropriate practices to ensure recyclable, non-recyclable and hazardous wastes are segregated as per standards and standard mechanism is followed while collecting and disposing of non-recyclable, recyclable and reusable waste</li></ul> |

| **Classroom Aids** |
|---|
| Training kit (Trainer guide, Presentations), White board, Marker, Projector screen, Power Point Presentation Laptop with charger, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers. |

| **Tools, Equipment and Other Requirements** |
|---|
| Different type of waste bins to collect and segregate waste for disposal |

# Module 4: Maintain Effective Communication and Inclusivity at Workplace
## *Mapped to ASC/N9817, v 1.0*

**Terminal Outcomes:**

- Explain professional protocols and etiquette of effective communication to be followed with customers, colleagues, and superiors.
- Discuss various ways to show sensitization towards different age groups, gender and persons with disabilities.

| **Duration**: *16:00* | **Duration**: *32:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>State the significance of showing respect towards customers as well as colleagues</li><li>Discuss different methods of communication as per the circumstances and how to follow standards, policies and procedures pertaining to written and verbal communication</li><li>State the importance of communicating clearly with team members regarding work requirements and significance of keeping the commitments and explain with valid reasons if there is any discrepancies</li><li>State the importance of effective communication and procedure for establishing good relationships at work with supervisor and team members</li><li>Discuss the standard guidelines, rights and duties at the workplace with regards to Persons with disability</li><li>State the importance of respecting personal space of colleagues and customers</li><li>Explain the gender-based concepts, issues and legislation as per standard</li></ul> | <ul><li>Role play a situation on how to welcome, greet and communicate with customers</li><li>Dramatize a situation on how to train the team members to report completed work and take feedback from seniors for improvements</li><li>Show how to encourage team members to rectify errors as per feedback for minimizing mistakes in future</li><li>Role play on how to escalate unresolved problems to superiors</li><li>Dramatize a situation on how to communicate, respect the differences and help the team members and customers of different genders and persons with disability as per standards</li></ul> |
| **Classroom Aids** | |
| Training kit (Trainer guide, Presentations), White board, Marker, Projector screen, Power Point Presentation Laptop with charger, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers. | |
| **Tools, Equipment and Other Requirements** | |
| Sample of escalation matrix and Organisation structure. | |

# Module 5: Examine Roadworthiness of the Vehicle and Drive the LMV as per Standard
## Mapped to ASC/N9704, v 2.0

**Terminal Outcomes:**

- Perform the steps to examine the roadworthiness of the vehicles.
- Demonstrate the pre-driving and driving activities conforming to the LMV standard driving practices.

| **Duration**: *24:00* | **Duration**: *40:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss the legal, technical, safety and compliance requirements, like pollution test, load limit, etc. as well as roadworthiness parameters for Light Motor Vehicles.</li><li>Discuss the quality norms and standards prescribed in the Quality Manual by the organization.</li><li>Describe basic functionalities of the technical equipment of the vehicle.</li><li>State the importance of examining the standard check list for the vehicle before the trip.</li><li>Describe safe and fuel-efficient driving techniques.</li><li>Explain the standard escalation procedure regarding vehicle defects or deviation.</li></ul> | <ul><li>Apply appropriate techniques to perform routine checks on the vehicle for tyre pressure, fuel. (Petrol/diesel/CNG) level, working of headlights and brakes, CNG cylinder valves, gauges, warning lights, etc.</li><li>Employ appropriate practices to check vehicle service record for any history of technical defects or immediate need for servicing like oil/filter change, etc.</li><li>Prepare sample deviation report as per observation while carrying out checks</li><li>Draft a sample to-do list for repair requirement.</li><li>Demonstrate how to check the roadworthiness of the vehicle.</li><li>Create a sample report regarding actual or potential defects and deviations in the vehicle.</li><li>Display pre-driving activities like shoulder checking, adjusting IRVM/ ORVM and releasing of handbrakes, etc.</li><li>Demonstrate the procedure of safe driving starting from inserting or pressing the ignition key/button.</li></ul> |
| **Classroom Aids** ||
| Training kit (Trainer guide, Presentations), White board, Marker, Projector Screen, Laptop with charger, Power Point Presentation, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers. ||
| **Tools, Equipment and Other Requirements** ||
| Light Motor Vehicle, Sample compliance requirements, like pollution test, load limit, etc. ||

# Module 6: Adhere to the Traffic Rules and Basic Troubleshooting Practices
## *Mapped to ASC/N9704, v 2.0*

**Terminal Outcomes:**

- Describe the local and state specific traffic rules and regulations.
- Demonstrate basic troubleshooting in case of any malfunction in the vehicle.
- Explain the procedure of reporting the malfunction of the vehicle to the Supervisor.

| **Duration**: *32:00* | **Duration**: *56:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss the related rules and sections of Motor Vehicle Act, 1988 as well as CMVR guidelines as stipulated by MoRTH and State Road Transport Authorities like RTOs.</li><li>Listthe local and state specific driving laws and traffic regulations, including overloading.</li><li>Discuss the road and traffic guidelines while driving, like avoiding excessive honking, speed, driving on high beam, loud music, and maintaining safe distance from other vehicles, keeping the vehicle within the prescribed speed limit at all times, etc.</li><li>Discuss basic troubleshooting techniques for Light Motor Vehicle.</li><li>Explain the standard procedure to take the vehicle to the service/repair point for corrective action, like parts replacements.</li></ul> | <ul><li>Apply appropriate practices to adhere to traffic rules while driving the vehicle.</li><li>Demonstrate how to stop and park the vehicle at appropriate spots.</li><li>Demonstrate how to monitor and respond appropriately to gauges, warning lights, CNG leakage etc. while driving.</li><li>Show how to carry out a diagnostic check and conduct basic troubleshooting in case of any malfunction in the vehicle.</li><li>Role play on how to report the exact nature of the problem to the Supervisor to get appropriate help from the command office.</li></ul> |
| **Classroom Aids** ||
| Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop with charger, Presentation, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers. ||
| **Tools, Equipment and Other Requirements** ||
| Light Motor Vehicle, Related spare parts, Sample traffic signals and Road signs. ||

# Module 7: Prepare for Training
## Mapped to ASC/N9717, v 2.0

**Terminal Outcomes:**

- Perform the steps to check the vehicles and related before training
- Apply proper process to assess and arrange training environment requirements like venue, tools, equipment, materials, space, layout and seating arrangements, stationery, etc.
- Describe the methods for preparing and modify of session plan for the class room training

| **Duration**: *24:00* | **Duration**: *48:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss the standard checklist for conducting basic checks on the vehicle and ensuring correct levels of the engine oil, coolant, battery fluid level, brake oil level, water in windshield storage tank, position of gear lever, rear differential, and working of clutch</li><li>State minimum pressure to be maintained in all vehicle's tyre</li><li>List the types of tools to be kept in tool box</li><li>Explain the procedure to check for any damages in the vehicle, ensuring all vehicle lights, wiper, steering and horn are in good working condition and report to the authorized person in case of any malfunctioning</li><li>Explain standard training and assessment system policies and procedures such as candidate selection, rationale and purpose of competency-based assessment as well as training documentation to determine acceptable standards of knowledge and performance required from the trainee drivers</li><li>Discuss the procedure to obtain details of the trainees from authorized sources and identify them on the basis of group and individual trainee driver needs, and relevant characteristics</li><li>Describe the methods to prepare and modify lesson and session plans for the classroom training</li><li>Elaborate the procedure to set up training facilities, training equipment and tools during training session</li><li>State the significance of ensuring the</li></ul> | <ul><li>Show how to inspect all the tyres including spare tyre for inflation with checks made by pressure gauge to ensure correct pressure readings</li><li>Apply appropriate inspection techniques to check proper functioning of all vehicle lights, wipers, steering and horn as well as exterior and interior parts of the vehicle properly for any damages to outer body panels, head/tail/interior lights, front and rear wind shield, other glass parts and door mirrors</li><li>Apply proper process to assess training environment through venue, available tools, equipment's, materials, space, layout and proper seating arrangements, stationery, etc. as well as identify constraints impacting training delivery and relevant risks</li><li>Employ proper practices to assist senior management with session plans or activity cum lesson plan</li><li>Prepare a sample session plan and modify a pre-existing plan</li><li>Apply appropriate procedure to document the training session plans for each segment of the learning program in prescribed and standard templates</li></ul> |

| | |
|---|---|
| availability of adequate training material, facility, tools and equipment to ascertain risk free, and well-equipped training area with necessary health and safety resources<br>• List competency-based curriculum documents, learning materials and subjects to be included in training programme | |

**Classroom Aids**

Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop with charger, Presentation, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers.

**Tools, Equipment and Other Requirements**

Vehicle and Related spare parts, tools, equipment etc., Sample session plans or activity cum lesson plan

# Module 8: Conduct Training
## *Mapped to ASC/N9718, v 2.0*

**Terminal Outcomes:**

- Apply proper process to ensure that training schedule as per the number of participants to be trained and course duration defined in model curriculum (MC)
- Describe the methods of classroom training aids such as written, oral, visual, audio visual, etc.
- Employ proper practices to complete training within scheduled time

| **Duration**: *16:00* | **Duration**: *32:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss individual training needs and requirements</li><li>State the significance of ensuring the preparation of training schedule is as per the number of participants to be trained and prescribed duration in the MC</li><li>State the significance of checking and ensuring that each trainee enrolled for the course have gone through standard pre-evaluation process</li><li>Explain various classroom training aids such as written, oral, visual, audio visual, etc. and effective methods to utilize the training resources.</li><li>Describe effective pedagogies, subject matter and content design methods for training</li><li>Explain the standard procedure to conduct theory as well as practical training</li><li>Discuss the standard procedure to improve and enrich the content in coordination with senior management</li><li>Outline the importance of completing training within scheduled time</li></ul> | <ul><li>Roleplay how to deliver the training using effective and appropriate pedagogy as per the course content and participants</li><li>Show how to conduct practical training sessions on set route for practicing/testing the participants on vehicle driving</li><li>Dramatize a situation to maintain the discipline during the practical training session and ensure that all the trainees drive the vehicle within the designated locations only and follow health and safety guidelines during practical training</li><li>Apply proper methods to monitor trainee driver's progress to ensure achievement of training outcomes and fulfilment of individual trainee driver needs</li></ul> |
| **Classroom Aids** | |
| Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop with charger, Presentation, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers. | |
| **Tools, Equipment and Other Requirements** | |
| Vehicle,  Sample list of trainee and MC | |

# Module 9: Perform Post-training Activities and Maintain Records
## Mapped to ASC/N9718, v 2.0

**Terminal Outcomes:**

- Describe the post-training activities, such as address the queries, clear doubts and provide feedback to the participants etc.
- Apply proper procedure to conduct assessment of the trained driver as per ASDC assessment criteria
- Employ appropriate process to maintain and store trainee driver records according to requirements

| **Duration**: *24:00* | **Duration**: *48:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss various post-training activities</li><li>State the importance of ensuring cleanliness and tidiness of the training area/vehicle</li><li>Describe the procedure to conduct assessment of the trained driver as per ASDC assessment criteria</li><li>Explain effective performance evaluation methodologies and procedure to record trainee driver's performance feedback</li><li>State the significance of ensuring availability of necessary and adequate tools, equipment and materials for conducting assessment as per participating candidates</li><li>Describe the effective methods to record assessment procedures and maintain trainee driver assessment details</li><li>List the trainee driver records to be maintained during the training as per standard</li><li>State the significance of completing trainee driver assessment records accurately and submit or process in the specified timeframes</li></ul> | <ul><li>Role play on how to address the queries and doubts of the participants and provide them appropriate feedback</li><li>Apply proper process to store and maintain relevant records related to training and secure equipment and tools in safe places</li><li>Roleplay on how to observe and evaluate trainee driver's performance constantly on both theory and practical grounds as per performance criteria and provide feedback</li><li>Show how to record and share feedback on trainee driver performance with management as well as the trainee driver</li><li>Dramatize how to explain the purpose of the formative assessment to the trainee driver and assessment criteria before conducting the assessment</li><li>Apply proper process to assess the trainees as per assessment criteria using various modes of assessment</li><li>Employ appropriate methods to record the assessment process using the technology while conducting assessment activities such as video evidence of skills/performance, recording of oral evidence, computer-based/online testing, etc.</li><li>Prepare a sample document for the results of the participants on paper templates, online forms and templates</li><li>Apply appropriate practices to secure, label and pack the evidence accurately</li></ul> |

| | | as per standard procedures |
|---|---|---|

**Classroom Aids**

Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop with charger, Presentation, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers.

**Tools, Equipment and Other Requirements**

Sample training relevant records, Sample list of queries related to training, Required tools, equipment and materials for candidates, Sample assessment records , Sample template for document the results

# Annexure

## Trainer Requirements

### Trainer Prerequisites

| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training Experience | | Remarks |
|---|---|---|---|---|---|---|
| | | Years | Specialization | Years | Specialization | |
| Graduate | Any discipline | 3 | Driving | 1 | Driving | Should have 5 years old driving license of the same category |
| Graduate | Any discipline | 4 | Driving | 0 | Driving | |
| ITI | Mechanic Motor Vehicle | 3 | Driving | 1 | Driving | |
| ITI | Mechanic Motor Vehicle | 4 | Driving | 0 | Driving | |

### Trainer Certification

| Domain Certification | Platform Certification |
|---|---|
| "Driver Trainer - LMV", "ASC/Q9708, Version 2.0", Minimum accepted score is 80% | "Trainer", "MEP/Q2601, V1.0" with a scoring of minimum 80% |

## Assessor Requirements

| Assessor Prerequisites | | | | | | |
|---|---|---|---|---|---|---|
| **Minimum Educational Qualification** | **Specialization** | **Relevant Industry Experience** | | **Training Experience** | | **Remarks** |
| | | *Years* | *Specialization* | *Years* | *Specialization* | |
| Graduate | Any discipline | 4 | Driving | 1 | Driving | Should have 5 years old driving license of the same category |
| Graduate | Any discipline | 5 | Driving | 0 | Driving | |
| ITI | Mechanic Motor Vehicle | 4 | Driving | 1 | Driving | |
| ITI | Mechanic Motor Vehicle | 5 | Driving | 0 | Driving | |

| Assessor Certification | |
|---|---|
| **Domain Certification** | **Platform Certification** |
| "Driver Trainer - LMV", "ASC/Q9708, Version 2.0", Minimum accepted score is 80% | "Assessor", "MEP/Q2701, V1.0" with the scoring of minimum 80% |

# Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

1. Assessment System Overview:

   - Batches assigned to the assessment agencies for conducting the assessment on SDSM/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
   - If the batch size is more than 30, then there should be 2 Assessors.

2. Testing Environment: Assessor must:

   - 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.
   - 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 should be verified by the other subject Matter Experts along with the approval required from THSC
   - Questions are mapped with NOS and PC
   - Question papers are prepared considering that level 1 to 3 is for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
   - Assessor must be ToA 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 and are stored in the Hard Drives

# References

## Glossary

| | |
|---|---|
| **Sector** | Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests. |
| **Sub-sector** | Sub-sector is derived from a further breakdown based on the characteristics and interests of its components. |
| **Occupation** | Occupation is a set of job roles, which perform similar/ related set of functions in an industry. |
| **Job role** | Job role defines a unique set of functions that together form a unique employment opportunity in an organization. |
| **Occupational Standards (OS)** | OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts. |
| **Performance Criteria (PC)** | Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task. |
| **National Occupational Standards (NOS)** | NOS are occupational standards which apply uniquely in the Indian context. |
| **Qualifications Pack (QP)** | QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code. |
| **Unit Code** | Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N' |
| **Unit Title** | Unit title gives a clear overall statement about what the incumbent should be able to do. |
| **Description** | Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for. |
| **Scope** | Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required. |

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| **Knowledge and Understanding (KU)** | Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard. |
| **Organizational Context** | Organizational context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility. |
| **Technical Knowledge** | Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities. |
| **Core Skills/Generic Skills (GS)** | Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles. |
| **Electives** | Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives. |
| **Options** | Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options. |

## Acronyms and Abbreviations

| Term | Description |
|------|-------------|
| QP | Qualification Pack |
| OS | Occupational Standard |
| NSQF | National Skills Qualification Framework |
| NSQC | National Skills Qualification Committee |
| NOS | National Occupational Standards |
| TVET | Technical and Vocational Education and Training |
| SOP | Standard Operating Procedure |
| OEM | Original Equipment Manufacturer |
| PPE | Personal Protective Equipment |
| GPS | Global Positioning System |
| RTO | Regional Transport Office |
| CMVR | Central Motor Vehicles Rules |
| HMI | Human Machine Interface |
| EIC | Electronic Instrument Cluster |