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Transforming the skill landscape



Facilitator Guide



Sector
Automotive

Sub-Sector
Automotive Vehicle Service

Occupation
Technical Service & Repair

Reference ID: ASC/Q1421
NSQF LEVEL: 2

Automotive Washer



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Shri Narendra Modi
Prime Minister of India

“ Skilling is building a better India.
If we have to move India towards
development then Skill Development
should be our mission. ”

Acknowledgements

Automotive Skill Development Council (ASDC) would like to express its gratitude to all the individuals and institutions who contributed in different ways towards the preparation of this "Facilitator Guide". Without their contribution it would not have been completed. Special thanks are extended to those who collaborated in the preparation of its different modules. Sincere appreciation is also extended to all who provided peer review for these modules. The preparation of this Guide would not have been possible without the Automotive Industry's support. Industry feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the Industry. This handbook is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavours.

About this Book

The Facilitator Guide is designed for the Trainers to enable training for a specific job role and enhance the quality of executing the training program. This particular Facilitator Guide is designed for enabling the training program for the job role of "Automotive Washer" in the Automotive Sector.

This course is aligned to Qualification Pack, Automotive Washer, Reference ID: ASC/Q1421

This Qualification pack is developed by Automotive Skill Development Council (ASDC). This course encompasses all 3 National Occupational Standards (NOS).

Each unit starts with learning objectives, followed by relevant activities and corresponding training methodology. Upon successful completion of this course, the participant will be able to:

1. ASC/N9801: Organize Work and Resources (Service)
2. ASC/N1432: Perform Vehicle Washing and Cleaning

Besides, it has been endeavored to follow the facilitator guide guidelines prescribed by the National Skill Development Corporation.

Symbols Used



Key Learning Outcomes



Elaborate



Exercise



Activity



Facilitation Notes



Unit Objectives



Demonstrate



Do



Explain



Say



Ask



Team Activity



Summary



Resources



Tips



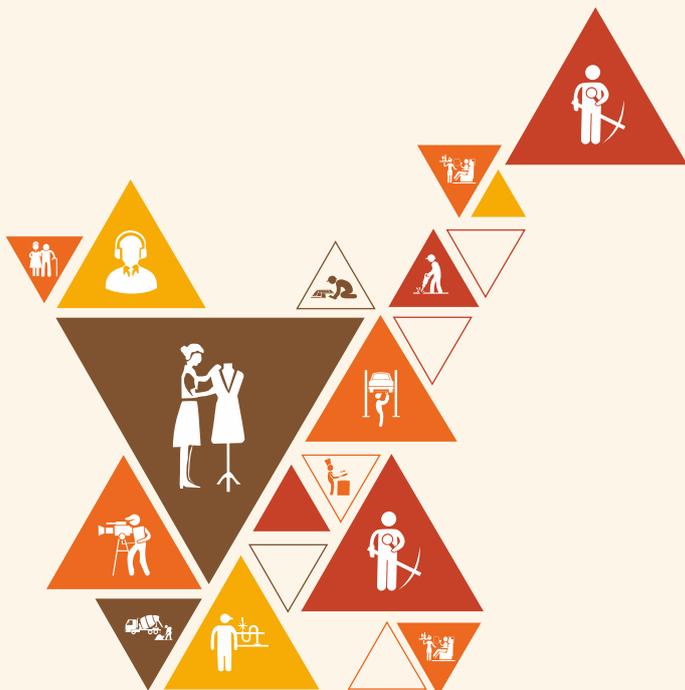
Field Visit



1. Introduction to the Role of an Automotive Washer

Unit 1.1 - Roles and Responsibilities of an Automotive Washer

Unit 1.2 - Scope of Work for and Automotive Washer



Key Learning Outcomes

At the end of this module, trainee will be able to:

1. Discuss how to work as per the defined role and responsibilities of an Automotive Washer
2. Discuss the scope of work for an Automotive Washer

Unit 1.1 Roles and Responsibilities of an Automotive Washer

Unit Objectives

At the end of this unit, the trainee will be able to:

1. Describe the role and responsibilities of an automotive washer
2. List the documents required to carry out the job, such as job sheet and checklist

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Flipchart
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.

Say

- Start the class by saying, "This training program is developed to impart specific knowledge and skills relevant to the job required to be performed as a "Automotive Washer", in the "Automotive Sector/Industry."
- Talk about the Qualification Pack (QP), and National Occupational Standards (NOS).
- List the compulsory NOSs to the QP "Automotive Washer".
- Say, "Before we start the program let's play a small game".

Group Activity

Objective	The purpose of this activity is to Get-to-know- each other
Materials required	Paper, Pen, Bowl

Steps/procedure	<ol style="list-style-type: none"> 1. This is an ice-breaker activity. 2. Ask the participants to write three hints about themselves on a piece of paper. 3. Then instruct them to fold the paper and place it in a bowl. 4. Ask the students to pick each chit from the bowl. 5. Everyone now picks a piece of chit and attempts to identify the person who wrote on it. 6. Students must stand next to the person they choose to be a hint partner. 7. Once they've found their friend, they must bring that individual up ahead of the class and describe what they learned about their friend using the three hints listed on the sheet of paper. 8. Based on the game, the next class winner will be declared. 9. The Facilitator will sum up the activity within 20 minutes.
Conclusion / what has been achieved	This activity will assist participants to understand and connect each other.

Say

- “I hope you all liked this small activity/game.”
- “In today's session, we will learn about the role and responsibilities of an automotive washer and the documents required to carry out the job.”

Explain

- Explain the background of automotive industry.
- Explain key segments of automotive vehicles with the help of Fig.1.1 given in the Participant Handbook.
- Explain skills required to be an automotive washer with the help of Fig. 1.2 given in the Participant Handbook.
- Explain roles and responsibilities of an automotive washer with the help of Fig. 1.3 given in the Participant Handbook.

Elaborate



- Elaborate the following topics:
 - GMP/Documentation
 - List of documents required in a vehicle shop with the help of (Fig. 1.4)

Ask



- What is the difference between light vehicle and heavy vehicle?
- What types of documents are commonly used in Vehicle Workshop?

Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize



- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise



- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 1.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - Answers to Question I
 1. Hint - Refer to section 1.1.1
 2. Hint - Refer to section 1.1.2 (fig 1.2)
 - Answers to Question II
 1. Accurate and relevant
 2. Automotive washer
 3. Automotive

Unit 1.2 Scope of Work for an Automotive Washer

Unit Objectives

At the end of this unit, the trainee will be able to:

1. Explain different methods of cleaning the vehicles' interiors and exterior surfaces, such as scraping, brushing, etc.
2. List the various tools, equipment and machines, and their operating techniques, used for washing and cleaning of vehicles and work area
3. Discuss the standard operating procedure for vehicle washing and using various equipment
4. Differentiate between different types of grimes and various ways to clean them
5. Describe the process of lubrication for preserving and protecting different parts of a vehicle

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Flipchart
- Whiteboard, Marker, and Duster

Say

- “In the last unit, we gained an understanding of roles and responsibilities of an automotive washer”.
- “In today's session, we will understand the scope of work of automotive washer.”

Explain

- Explain cleaning methods for vehicle with the help of Fig.1.5 given in the Participant Handbook.
- Explain various tools and equipment used for vehicle cleaning with the help of Fig. 1.6 given in the Participant Handbook.
- Explain standard operating procedure for vehicle cleaning with the help of Fig. 1.7 given in the Participant Handbook.
- Explain different types of grimes and stains on vehicle with the help of Fig.1.8 given in the Participant Handbook.
- Explain various methods to remove grimes and stains.

Elaborate

- Elaborate the following topics:
 - Lubrication
 - Basic functions of lubricants with the help of (Fig. 1.9)
 - Process of lubricating auto parts with the help of (Fig. 1.10)

Ask

- What is the basic function of lubricant?
- What is the use of the following tools and equipment for vehicle cleaning?
 - Automatic Rotating Brushes
 - Carts and Hoists
- What is the definition of standard operating procedure?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 1.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - Answers to Question I
 1. Hint - Refer to section 1.2.1
 2. Hint - Refer to section 1.2.5
 3. Hint – Refer to section 1.2.4

Scan the QR Code to watch the related video



www.youtube.com/watch?v=PJP7xVBLBL8
Introduction to Automotive Industry



www.youtube.com/watch?v=L2Z78KPPctY
Workshop Standard Operating Procedure

Key Learning Outcomes

At the end of this module, trainee will be able to:

1. List the potential workplace related risks and hazards, their causes and preventions
2. Identify safety measures during work
3. Display the correct way of wearing and removing PPE such as face masks, hand gloves, face shields, PPE suits, etc.
4. Show how to deal with a fire accident
5. Demonstrate how to evacuate the workplace in case of an emergency
6. Demonstrate basic first aid techniques during electric shock, burns and choking
7. State the methods to keep the work area clean and tidy
8. Perform routine cleaning of tools, equipment and machines
9. Apply basic housekeeping practices to ensure that the work area is clean, such as mopping spills and leaks, cleaning grease stains etc
10. Discuss how to complete the given work within the stipulated time period
11. Discuss ways to maintain a proper balance between team and individual goals
12. Discuss epidemics and pandemics and their impact on society at large
13. Explain the significance of following prescribed rules and guidelines during an epidemic or a pandemic
14. Discuss the significance of conforming to basic hygiene practices such as washing hands, using alcohol-based hand sanitizers
15. Show how to sanitize and disinfect one's work area regularly
16. Demonstrate the correct way of washing hands using soap and water
17. Demonstrate the correct way of sanitizing hands
18. Demonstrate appropriate social and behavioural etiquette (greeting and meeting people, spitting/ coughing/sneezing, etc.)
19. Discuss the ways of dealing with stress and anxiety during an epidemic or a pandemic

Unit 2.1 Safe Working Practices

Unit Objectives

At the end of this unit, the trainee will be able to:

1. Elaborate importance of safety at workplace
2. List the potential workplace related risks and hazards, their causes and preventions
3. Identify safety measures during work
4. Display the correct way of wearing and removing PPE such as face masks, hand gloves, face shields, PPE suits, etc.

Resources to be Used

- Available objects such as white board, marker pens, duster, PPE.
- PC with LCD Projector or Flip Chart
- Participant Handbook

Do

- Welcome and greet the participants.
- Revise the learnings of the previous sessions and ask them if they have any doubts.

Say

- Start the session by saying, "The health and safety of employees are crucial since it affects economic and social factors. "Workplace safety plays an important role in the organization as it boosts productivity."
- "If the workers in the organization feel safe, they can work with their full capabilities and potential, and it also reflects positivism in the working environment."
- "Measures need to be taken to eliminate risks at work and ensure a safe and comfortable environment for the employees."

Ask

- What are the important aspects of safety in automobile industry?
- List essential elements necessary for safety.
- What are the good safety practices?
- What they think about safety in automobile service industry?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate the following topics:
 - Importance of safe & secure working place
 - The condition of the work place environment e.g., means of access, physical safety, housekeeping, and safe place of work etc.
 - The training and competence of the employees which include ability to understand apply and respond to safe systems of work
 - Preventative procedures need to follow
 - Responsibilities of the employers and employees for maintaining safe workplace

Say

- “A hazard is something that has the potential to cause injury, disease, or death in a workplace.”
- “Aspects for the development of a safe workplace environment are development policies, the consultative process, hazard identification, and control.”
- “Always follow the safety signage to ensure safety at the workplace and ensure the control measures.”

Ask

- List different types of hazards.
- Can anyone name three hazard warning signs?
- What are the most common hazards in a vehicle service and repair workshop?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following topics:
 - Hazard
 - Categories of hazard
 - Types of hazards
 - Physical hazard
 - Chemical hazard
 - Biological hazard
 - Psychological hazard
 - Electrical hazard
 - Common causes of hazard

Do

- Conduct a group activity in the class to learn all about hazard warning sign and their differences with help of signage chart or given in the Participant Handbook.
- Ask the various techniques to avoid and control from hazards.
- Give trainees some time to think about effects of hazard on our body.

Activity

Objective	The purpose of this activity is to learn about hazards signage and its importance at workplace.
Materials required	Hazard signage chart
Steps / procedure	<ol style="list-style-type: none"> 1. Divide the participants into groups of 4-5. 2. Ask the students to assemble together. 3. Explain the hazard and the types of hazards. 4. Show the hazard signage chart to trainees and tell them to identify hazard signage one by one.

Steps / procedure	<p>5. Call each student one by one and ask him/her to identify the name of hazard sign showing on the chart.</p> <p>6. The Facilitator will sum up the activity within 20 minutes.</p>
Conclusion / what has been achieved	This activity will help them to identify different hazard signage placed at their workplace.

Say

- “There are safe practices that need to be considered for avoiding general workshop hazards.”
- “Use of personal protective equipment is the first step towards safety.”
- “Personal protective equipment serves as the last resort for controlling hazards and is one, but not the only, ancillary or temporary measure.”

Ask

- What are the safe practices for avoiding general shop hazards?
- List type of PPE is required for a vehicle servicing technician?
- What are the benefits of PPE at workplace?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate the following topics:
 - Safe practices to avoid automobile workshop hazards
 - Safe practices while using tools and power tools
 - Personal protective equipment and their use with the help of Fig.2.1.1.

Do 

- Show them the PPE.
- Demonstrate the use and requirement of PPE.

Field Visit 

- Plan a visit in the industry and show PPE used and safe working practices followed in the industry.

Summarize 

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

Unit 2.2 Emergencies, Rescue and First Aid Procedures

Unit Objectives

At the end of this unit, the trainee will be able to:

1. Discuss the causes of the fire on the shop floor
2. Demonstrate steps of emergency procedures
3. Demonstrate steps to evacuate in an emergency situation
4. Demonstrate basic first aid techniques

Resources to be Used

- Available objects such as white board, marker pens, duster, different types of fire extinguisher, fire alarm, PPE, sample emergency plan and first-aid kit
- PC with LCD Projector or Flip Chart
- Participant Manual

Do

- Welcome and greet the participants.
- Revise the learnings of the previous sessions and ask them if they have any doubts.

Say

- “Fire is defined as a self-sustaining combustion process in which a substance (fuel) combines with oxygen in the air to produce immense heat and light.”
- “Fire hazards pose threats to life and property.”
- “There are four classes of fire, i.e., Class A, Class B, Class C, and Class D.”
- “A fire extinguisher is an active fire protection device used to extinguish or control small fires, often in emergencies.”

Ask

- What is fire?
- What are the common types of fire safety equipment used in industry?
- What is fire extinguisher and how you can use it?

Explain

- Explain fire and types of fire.
- Explain the ways and effects of fire hazard.
- Explain emergency instructions in case of fire.

Elaborate

- Elaborate the following topics:
 - Ways for fire prevention
 - Fire-fighting equipment and fire extinguisher
 - Types of fire extinguisher, their color codification and classification according to classes of fire
 - Use of fire extinguisher

Do

- Tell them about the fire-fighting equipment.
- Show them the equipment and explain their use.
- Demonstrate them the use of fire extinguisher.
- Explain them about different types of fire extinguishers.

Field Visit

- Take the trainees into the workshop.

Demonstrate

- Demonstrate the steps of using fire extinguisher with the help of Fig.2.2.1.

Activity

Objective	The purpose of this activity is to understand how a fire extinguisher works.
Materials required	Fire extinguisher, PPE
Steps / procedure	<ol style="list-style-type: none"> 1. This is a class practical activity. 2. Divide the participants into groups of 4-5. 3. Provide each group of participants with a body suit (PPE) one by one. 4. Explain the working of a fire extinguisher and safety measures and guild lines to be followed by using a fire extinguisher. 5. Demonstrate the different types of extinguishers classified by the types of fires (green, red, blue, orange, black). 6. Ask each group to come forward one by one and perform the practical. 7. Support them in using a fire extinguisher properly. 8. Go around and make sure they are doing it properly. 9. Each team had to demonstrate the use of fire extinguishers one by one. 10. After this, the facilitator will sum up the activity by summarizing the fire extinguisher how to use an extinguisher.
Conclusion / what has been achieved	This activity will help them to learn about the use of fire extinguishers.

Say

- “Every workplace has an emergency plan for dealing with emergencies. You should be instructed about plan through refresher trainings or fire drills time to time.”

Elaborate

- Elaborate the following topics:
 - Emergency plan during emergencies
 - Emergency service number
 - Medical emergency procedures
 - Evacuation procedures for workers & visitors in case of emergency

Explain

- Explain how to follow emergency procedures during an emergency.
- Explain the need of attending trainings or fire drills organized by organization.

Do/Demonstrate

- Take the trainees into the workshop and demonstrate how to follow emergency and evacuation procedures during an emergency.

Activity

Objective	The purpose of this activity is to understand emergency procedures during accidents and hazards.
Materials required	Fire extinguisher, PPE
Steps / procedure	<ol style="list-style-type: none"> 1. This is a class activity. 2. Make 5 groups of trainees. 3. Ask the students to assemble together. 4. Give each group a different emergency situation and tell them to do a role play and demonstrate how to follow emergency procedures in it. 5. Support them in preparing the role play. 6. Allow each group one by one to present their play. 7. Praise them after completion of play. 8. After this, the Facilitator will sum up by summarizing the activity.
Conclusion / what has been achieved	This activity will help them to learn about how to follow emergency procedures.

Say

- “It is extremely important to report accidents and incidents right away, no matter how minor they may be.”
- “Reporting of incidents and accidents is required under the Work Health and Safety (WHS) legislation.”
- “Always report an accident to management immediately. There should be a form at each workplace that you (or the person involved) and any witnesses can fill out, where possible; otherwise, it can be completed by a health and safety representative (HSR) if necessary.”

Elaborate

- Elaborate the following topics:
 - Hazard reports can take a number of different forms:
 - The standard hazard report used by workers for all hazards
 - Reports of infections
 - Near-miss incident reports
 - Reports of damage and faulty tools, equipment and machines
 - Routine inspection reports
 - Structure of an accident report:
 - Description of the occurrence
 - Nature of injury or disease
 - Injury or disease happened as a result of the occurrence?
 - First aid, medical treatment or hospital admission
 - Part of the body affected
 - Source of injury
 - Probable cause or causes of injury
 - Investigation
 - Notification checklist
 - Preventative action
 - Witness details

Ask

- What are the areas covered in accident report?
- Why reporting and documentation is necessary?
- What are the important things to remember filling reports and documents?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Activity

Objective	The purpose of this activity is to learn how to report fire accident at workplace.
Materials required	Checklist
Steps / procedure	<ol style="list-style-type: none"> 1. This is a class activity. 2. Ask the students to assemble together. 3. Make pairs of students. 4. Tell them to imagine a fire accident and prepare a fire accident reports. 5. Provide them a fire hazard situation for making report. 6. Go around and make sure they are doing it properly. 7. Share your inputs and insight to encourage the trainees and add onto what they are doing. 8. After this, the Facilitator will sum up by summarizing the activity.
Conclusion / what has been achieved	This activity will help them to prepare a fire accident report at workplace.

Say

- “If you suspect someone has received an electric shock, proceed with extreme caution and administer basic first aid to save the victim's life.”

Ask



- What are the basic steps of first aid?
- What is CPR process?

Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Do/Demonstrate



- Trainer can make a group of few trainees to demonstrate the steps of first-aid in following situations:
 - Free a person from electrocution
 - Bleeding and Wounds
 - Burns
 - Chemical or Compressed Gas Burns
 - Heat or Electrical Burns
 - Choking
 - Basic techniques of banding
 - Artificial respiration and the CPR Process
 - Correct method to move injured people during an emergency

Activity



Objective	The purpose of this activity is to understand and learn about first-aid practices in workplace.
Materials required	Mannequin, first-aid box
Steps / procedure	<ol style="list-style-type: none"> 1. This is a class activity. 2. Ask the students to assemble together. 3. Tell them to divide into six groups. 4. Tell them to prepare a role play of an accident and demonstrate the first-aid steps need to perform for saving the victim. 5. Support the teams in preparation of role play.

Steps / procedure	<p>5. Praise their effort during the demonstration.</p> <p>6. After this, the Facilitator will sum up by summarizing the activity.</p>
Conclusion / what has been achieved	This activity will create awareness about first-aid practices.

Field Visit



- Plan a visit to any of the industry and show the firefighting equipment.
- With the help of field visit show the trainees where we need to various firefighting equipment and how to use them.
- Show them fire drill session. With the help of field visit explain them the importance of fire drill for safety.

Summarize



- Summarize the main points of the session with the participants.
- Ask them if they have any query pertaining to the topics taught in the session.
- Encourage them to ask questions and answer their queries satisfactorily.

Unit 2.3 Workplace Quality Standards

Unit Objectives

At the end of this unit, the trainee will be able to:

1. State the methods to keep the work area clean and tidy
2. Apply basic housekeeping practices to ensure that the work area is clean, such as mopping spills and leaks, cleaning grease stains etc
3. Perform routine cleaning of tools, equipment and machines
4. Discuss how to complete the given work within the stipulated time period
5. Discuss ways to maintain a proper balance between team and individual goals

Resources to be Used

- Available objects such as white board, marker pens, duster, cleaning equipment
- PC with LCD Projector or Flip Chart

Do

- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about housekeeping practices, organization policies and procedure, time management and team work.

Say

- “Housekeeping includes keeping work areas tidy and arranged; keeping floors free of slip and trip accidents; clearing of waste materials and other fire hazards.”
- “Good housekeeping is a basic step for preventing accidents and fire hazards. Poor housekeeping and hiding hazards can cause frequent accidents, which can cause injuries. The great majority of all work accidents are caused during the handling of goods or materials, and by people falling, being hit by falling objects, or striking against objects in the workplace. All these causes can be reduced by good housekeeping practices.”
- “Examples of housekeeping are excessive material, waste or chips in the working area, congested aisles, tools left on machines, waste containers overflowing, lockers and workrooms in disorder, acids in open containers, broken glass, etc.”

Explain



- Explain the principle of housekeeping.
- Explain the benefits of housekeeping.
- Explain the checklist of housekeeping program.

Elaborate



- Elaborate the following topics:
 - Elements of housekeeping program checklist are:
 - Buildings
 - Floors
 - Aisles
 - Machinery and equipment
 - Stock and material
 - Tools
 - Grounds
 - Waste disposal

Ask



- What are the housekeeping concerns in the automobile industry?
- What are the areas and objects that need to be taken care of under an effective housekeeping program in an industry?

Field Visit



- Arrange a visit to any of the servicing center and show the housekeeping program following there. With the help of field visit you could show the benefits and importance of housekeeping.

Say

- “Most of the organizations usually formulate a set of policies, principles, and guidelines to achieve long-term goals.”
- “The policies and procedures are designed by the organization to control and establish decisions. This helps the organization to take corrective action and activities within the organization take place within the set boundaries.”
- “A policy is a set of procedures which define the guidelines for dealing with human resource management issues in the organization. It communicates an organization's values and the organization's expectations of an employee's behaviors and performance.”

Ask

- What is the need for organizational policies and procedures?
- List general policies and procedures followed in the automobile industry.

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate the following topics:
 - Benefits of organizational policies & procedure
 - Common workplace policies
 - How to work in line with organization policies & procedures

Say

- “Time management” is the process of planning and practicing control over the time given to a specific task, especially to increase effectiveness, efficiency, and productivity. It is an activity to increase the overall advantage of a set of activities within the limited conditions of a limited time.
- Certain strategies must be considered for better time management. Time management does not mean working harder or for a longer period, but it helps us work smartly so that we can finish our work easily and quickly.
- “In this session, we will learn how to manage time smartly and effectively.”

Ask

- What is the need for time management?
- List factors that need to consider for time management.

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate the following topics:
 - Benefits of time management
 - Obstacles to effective time management
 - Ways to resolve obstacles

Explain

- Explain various obstacles of effective time management.
- Explain ways to resolve obstacles and manage time effectively.

Say

- “To accomplish many things in your time of office, first you have to define your targets and ensure your struggles are always absorbed toward their accomplishment.”

Ask

- What is the need of time management?
- List factors need to consider for time management.

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate the following topics:
 - Effective goals should be SMART i.e.
 - Specific
 - Measurable
 - Achievable
 - Realistic
 - Time-based

Explain

- Explain how to set SMART goals.

Say

- “Now, to manage the time you have to prioritize the task. It is always good and safe to clarify that you cannot do everything, thus it is important to make a list of tasks periodically that confront you and prioritize them.”

Ask

- What is the need of prioritizing tasks?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate the following topics:
 - Techniques for prioritizing tasks are:
 - Do
 - Delegate
 - Delay until another time
 - Delete
 - Ways to prioritize task:
 - Address the urgent
 - Accomplish what you can do early
 - Attach deadlines to things you delay

Explain

- Explain techniques for prioritizing tasks.

Say

- “After prioritizing tasks and setting deadlines, now you have to organize your plans and actions.”
- “Some time we use paper and pencil to organize our plans, now in today's environment we can use planner as it includes calendar and enough space to make notes.”

Ask

- What is the need of organizing tasks?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Explain



- Explain ways to organize tasks and prepare planners.

Say



- "In your daily routine, you have to manage many activities, and you cannot cut yourself from this fact. There is no way around this fact. But you have to keep in mind and concentrate completely on the current task."
- "Concentration can be difficult when you have a lot on your mind. But there are ways we can also manage this."

Elaborate



- Elaborate the following topics:
 - Ways for concentrating on your tasks.
 - How to focus on goals and avoid interruptions.

Activity



Objective	The purpose of this activity is to help you appreciate and educate about time management.
Materials required	Lemon, balloon etc.
Steps / procedure	<ol style="list-style-type: none"> 1. This is an outdoor activity. 2. Ask the students to assemble in groups of 9-10 in ground. 3. Organize a race with multiple stages, such as a lemon race, one-leg race, and balloon race. 4. Ask the team members to decide among themselves who will do what. 5. The team that would be able to complete the task within a time of 4mins/ at the earliest would be the winner. 6. On the basis of the activity, discuss the factors that caused the team members lag behind and which factors enabled them to carry it within the assigned time. 7. Relate it to the wider arena- that is to time management (when more than 1 person is involved) in general sense.

Activity

Steps / procedure	8. After this, the Facilitator will sum up the activity by summarizing the main topic.
Conclusion / what has been achieved	This activity will focus on the importance of time management.

Ask

- What is the need and importance of teamwork?
- List advantages of teamwork.

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Say

- "The current trend of working in an organization is to work in form of teams. While working in an organization they have to support and guide other team members also."
- "A good team is the one that motivates its members to have a positive attitude and perform better."
- "Teamwork is a very important part of working life. They can have a big impact on the profitability of an organization, team and individual performance, company reputation, etc."
- "The three important determinants of teamwork are leadership, and the building of the right kind of groups or teams for better productivity."

Do

- Read the following paragraph to the class and elaborate on the following story:

Say

**Lessons from the Geese:**

- “At work, teams are far more effective than individuals. Let's look at an example from Mother Nature to learn how an effective team works.”
- “The geese fly in a group on their long flight of migration.”
- “The flapping of the geese that are in front of the formation creates a draught for the geese at the rear, reducing air resistance. This indicates their true sense of responsibility towards their fellow beings.”
- “When the leader of the flock of geese becomes tired, it returns to the rear, and another goose steps forward to lead the flock of geese. So, these geese have no fixed leadership or hierarchy.”
- “No goose wants to fly out of formation because it gets tired quickly. Even if it does fly out of formation, it quickly comes back to its place. So, geese have amazing team sense!”
- “Geese also make a lot of noise while they fly. But it's interesting to note that the noise is not made by the geese leading the formation, but by the geese in the back of the formation, which serve to support and keep everyone going. Isn't that the unique voice of support?”
- If one goose becomes ill and falls out of formation, a few others stay with it until it recovers or dies. Now, that's what we call “team spirit!”
- “Geese are a one-of-a-kind team. The team behaves as a cohesive whole, with a common goal of reaching a particular destination in mind. Team members help each other because they can achieve much more collectively than they can individually. As with the geese, as humans, if we share a common set of directions and have considered our community, we can move quickly and achieve our goal in a shorter period because we move with trust in each other. We are willing to accept help from others and offer our help to others.”
- “It is beneficial to take turns doing difficult tasks and to share leadership. As with geese, people are interdependent on their skills, capabilities, and unique arrangements of gifts, talents, and resources.”
- “We need to make sure we are encouraging each other in the team. In teams where there is encouragement, the production is much higher.”
- “If we have as much sense as geese, we will stand by each other in difficult times as well as when we are strong. Now, what do you say to that?”

Explain



- Explain the following topics:
 - Teamwork checklist need to follow at the workplace.
 - Advantages of teamwork

Activity

Objective	The purpose of this activity is to help the students to understand the importance and educate themselves about time management.
Materials required	Newspaper, gum, cello tapes
Steps / procedure	<ol style="list-style-type: none"> 1. Divide students into teams and give them equal amounts of newspaper, gum, cello tapes – no scissors or blade should be used. Ask them to construct a castle in 30 mins. Best team will be identified based upon the following criteria. <ol style="list-style-type: none"> 1. Which team can build the tallest, structurally-sound castle? 2. Which team can build a castle the fastest? 2. Go around and make sure they are doing it properly. 3. Praise them for their efforts. 4. Examine a student's work. 5. Give feedback based on the student's work.
Conclusion / what has been achieved	This activity will highlight the significance of time management.

Say

- “Conflict can be defined as a serious disagreement or argument.”
- “Conflict exists in almost all organizations and sometimes it is also considered positive as it helps in the healthy exchange of ideas and creativity.”
- “Unsolved problems may lead to increased levels of bitterness and frustration. By deciding not to say something that would make you sound aggressive or frustrated, you can avoid unnecessary conflicts.”
- “Conflicts take place when people are rigid and are not willing to cooperate.”

Elaborate

- Elaborate the following topics:
 - Different steps to use to resolve conflicts in a team
 - Methods for depersonalizing conflicts
 - Do's and don'ts to resolve complaints
 - Do's and don'ts to respond to a Transactional Crisis

Notes for Facilitation

- Select a student at random and ask them to describe an event in which they had a dispute with a buddy that caused more issues at school and became a source of emotional stress.

Explain

- Explain the importance of resolving conflicts for a person's mental peace, maintaining order, and a healthy environment in the workplace.

Summarize

- Summarize the main points of the session with the participants.
- Ask them if they have any query pertaining to the topics taught in the session.
- Encourage them to ask questions and answer their queries satisfactorily.

Unit 2.4 Health and Hygiene During an Epidemic and Pandemic

Unit Objectives

At the end of this unit, the trainees will be able to:

1. Discuss epidemics and pandemics and their impact on society at large
2. Elaborate the significance of following prescribed rules and guidelines during an epidemic or a pandemic
3. Discuss the significance of conforming to basic hygiene practices such as washing hands, using alcohol-based hand sanitizers
4. Show how to sanitize and disinfect one's work area regularly
5. Demonstrate the correct way of washing hands using soap and water
6. Demonstrate the correct way of sanitizing hands
7. Demonstrate appropriate social and behavioural etiquette (greeting and meeting people, spitting/ coughing/sneezing, etc.)
8. Discuss the ways of dealing with stress and anxiety during an epidemic or a pandemic

Resources to be Used

- Available objects such as white board, marker pens, soap, sanitizer, water etc.
- PC with LCD Projector or Flip Chart

Do

- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.

Say

- “As we are all facing a pandemic of coronavirus, we need to follow certain procedures while working in the workshop for the safety of ourselves and others.”
- “In this session, we will discuss safety procedures related to health and hygiene to keep everyone safe and secure and manage stress during an epidemic and pandemic.”

Ask

- What are an epidemic and pandemics?
- What are the safety practices that need to follow during an epidemic and pandemic?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate the following topics:
 - Difference between epidemic and pandemic
 - Safety protocols during an epidemic and pandemic at workplace
 - Workplace hygiene
 - Importance of hygiene at workplace
 - How to maintain hygiene in the workplace
 - Personal grooming
 - Differentiate between hygiene and sanitization
 - Workplace and personal sanitization

Do

- Show how to follow safety protocols during an epidemic or pandemic.
- Give some tips to maintain personal hygiene at workplace.
- Give some tips to slow the spread of germs specifically through cleaning and disinfecting.
- Show how to maintain personal sanitization.
- Show how to clean hands properly by soap or sanitizer.

Say

- “During an epidemic or pandemic, mostly people face mental problems due to Fear and worry about their health and the health of their loved ones, financial situation or job, or loss of support services you rely on.”
- “So, there are some ways which can support us in managing mental stress during an epidemic or pandemic.”

Elaborate

- Elaborate the following topics:
 - Effect of stress on our mental health and daily life
 - Ways to handle stress

Notes for Facilitation

- Select a few trainees at random.
- Ask them to describe instances of the coronavirus pandemic that have caused them emotional stress and how it has affected their lives.
- Look for additional similar incidents in their life.

Explain

- Explain the importance and ways of managing stress for mental peace, maintaining order and healthy environment in workplace on the basis of their experiences shared in activity.

Summarize

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 5.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - Answers to Question I
 1. a
 2. a
 3. b
 4. a
 5. d
 6. d
 7. b
 8. b
 9. b
 10. b
 11. a
 12. c
 13. c
 14. b
 15. b
 16. True
 17. As discussed during training
 18. As discussed during training

Scan the QR Code to watch the related video



www.youtube.com/watch?v=88PGRvB-Scs
Workplace etiquettes



www.youtube.com/watch?v=QGHbq50EsBM
Effective communication at workplace

Key Learning Outcomes

At the end of this module, trainee will be able to:

1. List the ways to optimize usage of resources. Identify safety measures during work
2. Employ ways for efficient utilization of material and water
3. Use energy efficient electrical appliances and devices to ensure energy conservation
4. Discuss various methods of waste management and its disposal
5. List the different categories of waste for the purpose of segregation
6. Differentiate between recyclable and non-recyclable waste
7. State the importance of using appropriate colour dustbins for different types of waste
8. Demonstrate different disposal techniques depending upon different types of waste

Unit 3.1 Resource Optimization

Unit Objectives

At the end of this unit, the trainee will be able to:

1. List the ways to optimize usage of resources
2. Employ ways for efficient utilization of material and water
3. Use energy efficient electrical appliances and devices to ensure energy conservation

Resources to be Used

- Available objects such as white board, marker pens, duster
- PC with LCD Projector or Flip Chart
- Participant Manual

Do

- Welcome and greet the participants.
- Revise the learnings of the previous sessions and ask them if they have any doubts.

Say

- "In today's world, every automobile organization is aiming to reduce production costs without any change in the quality of the product, customer satisfaction, and safety of the passengers in their automobiles."
- "Energy efficiency is crucial to reduce pollutant emissions into the atmosphere, and automakers find it challenging to increase the output of their products by adhering to energy efficiency practices."

Ask

- What do you understand by term energy??
- What is energy conservation?
- What is the need for energy conservation?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate the following topics:
 - Energy conservation
 - Ways of conserving energy
 - Energy management programs and systems followed in industry
 - Efficient HVAC measures to conserve energy
 - Need and ways of maintenance check
 - Environment friendly design and structure of automobile
 - Ways to leaks in equipment, compressor and pipes
 - Need of upgrading equipment
 - Need of installation of energy-efficient lighting
 - Need of reducing power consumption by the equipment
 - Improvement in process heating

Say

- “Like energy conservation, it is also necessary to conserve water to avoid a water crisis in the future.”

Elaborate

- Elaborate the following topics:
 - Water conservation
 - Need of water conservation
 - Ways of water conservation

Explain

- Explain the need and ways of energy conservation and water conservation to avoid crisis of energy and water in future.

Field Visit

- Arrange a visit to any of the automobile industry and show them the ways implemented by them to conserve energy and water.
- With the help of field visit you could show the benefits and importance of energy and water conservation.

Summarize

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

Unit 3.2 Waste Management

Unit Objectives

At the end of this unit, trainees will be able to:

1. Discuss various methods of waste management and its disposal
2. List the different categories of waste for the purpose of segregation
3. Differentiate between recyclable and non-recyclable waste
4. State the importance of using appropriate colour dustbins for different types of waste
5. Demonstrate different disposal techniques depending upon different types of waste

Resources to be Used

- Available objects such as white board, marker pens, duster
- PC with LCD Projector or Flip Chart

Do

- Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.

Say

- “Waste management is the collection, transport, processing, recycling or disposal of waste materials.”
- “Waste may be classified as garbage, rubbish, industrial wastes, mining wastes etc.”
- “Industrial waste can be of the following types: liquid waste, solid waste, organic waste, recyclable rubbish, and hazardous waste.”

Ask

- What are the elements of waste management strategy?
- What are the different methods of waste management?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Explain

- Explain different types of industrial waste.
- Explain different methods of waste management segregation, composting, landfill and recycling.

Field Visit

Arrange a visit to any of the automobile industry and show the waste management system and how they do the segregation of waste.

Summarize

- Summarize the main points.
- Ask participants if they have any doubts.
- Share your inputs and insight to encourage the trainees.
- Wrap the session up after summarizing the key points and answering questions.

Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 5.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - Answers to Question I
 1. Using stair case
 2. c
 3. True
 4. b
 5. c
 6. b

Scan the QR Code to watch the related video



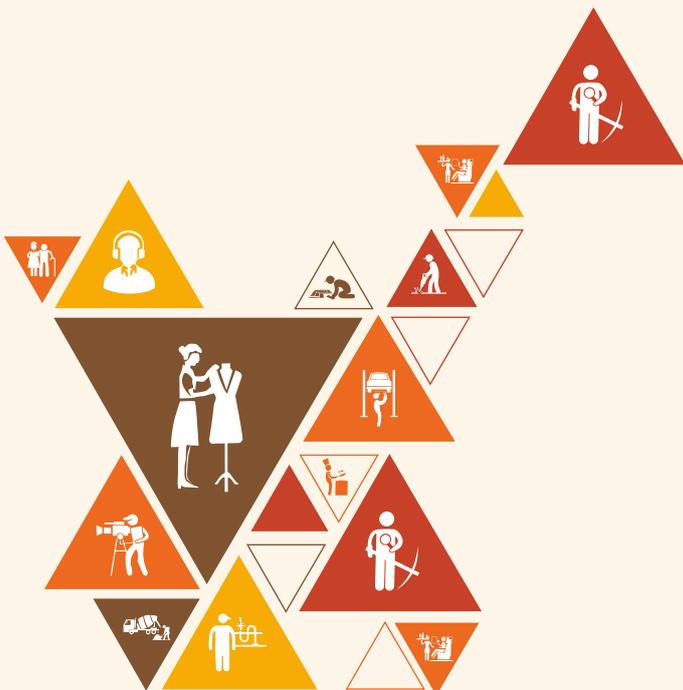
www.youtube.com/watch?v=42UHIRVwxec

Waste management and its disposal

4. Perform Vehicle Washing and Cleaning

Unit 5.1 - Prepare for cleaning the vehicle

Unit 5.2 - Perform cleaning activities



Key Learning Outcomes

At the end of this module, trainee will be able to:

1. Perform the steps of cleaning and washing the vehicles and their aggregates

Unit 4.1 Prepare for Cleaning the Vehicle

Unit Objectives

At the end of this unit, the trainee will be able to:

1. List the various parts of the vehicle to be cleaned
2. Describe the importance of collecting appropriate material, tools & equipment from the store
3. Explain the reporting procedure to be followed for informing the supervisor in case of any malfunctions/discrepancies in tools, equipment and materials
4. Discuss the importance of checking customer belongings before cleaning the vehicle
5. Explain the process of obtaining instructions from the supervisor regarding washing and cleaning requirements

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Say

- “In the last unit, we have covered inclusive work environment, ways of inclusive work practices, sensitivity towards PWD and opposite genders.
- “Now, we will try to understand the cleaning of the vehicle.”
- “Let's start this session by understand the significance of supervisor's instructions for vehicle cleaning.”
- “Supervisors are primarily responsible for monitoring and supervising the performance of employees under their control. They play a significant role, as their work instructions are critically important for the automotive washer to carry out each cleaning process of the vehicle.”

Explain

- Explain supervisor's instructions for vehicle cleaning.
- Explain procedure for obtaining supervisor's instructions for vehicle cleaning with the help of Fig. 5.1 given in the Participant Handbook.
- Explain important tips and instructions for vehicle cleaning with the help of Fig.5.2 given in the Participant Handbook.

- Explain importance of checking customer's belonging before vehicle cleaning with the help of Fig. 5.3 given in the Participant Handbook.

Elaborate

- Elaborate the following topics:
 - Importance of collecting appropriate tools and materials from store skills required for technical support engineer (Fig.5.4)
 - Importance of reporting faulty tools and equipment (Fig.5.5)
 - Reporting procedure for faulty equipment, tools and materials (Fig.5.6)

Ask

- What is the role of a supervisor in cleaning vehicles?
- Can you mention a few tips and instructions important for vehicle cleaning?
- What are the critical tasks involved in the cleaning of the interior and exterior of the vehicle?
- Can you name any three materials used in the interior parts of a vehicle?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Explain

- Explain various parts of vehicle for cleaning with the help of Table. 5.1 given in the Participant Handbook.
- Explain critical tasks involved in the cleaning of interior and exterior of the vehicle with the help of Fig.5.7 given in the Participant Handbook.
- Explain various materials used in interior parts of vehicle with the help of Fig. 5.8 given in the Participant Handbook.
- Explain various machinery and equipment used for vehicle cleaning with the help of Fig. 5.9 given in the Participant Handbook.

Elaborate

- Elaborate the following topics:
 - Use of PPEs during vehicle washing (Fig.5.10)
 - Cleaning solutions and agents for vehicle (Fig.5.11)

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 5.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - Answers to Questions I.
 1. Hint - Refer to section 5.1.3
 2. Hint - Refer to section 5.1.6
 3. Hint- Refer to section 5.1.4
 - Answers to Questions II.
 1. Upholstery shampoo cleaner
 2. Oil, dirt and any other grime
 3. Supervisor's instructions
 4. Equipment
 5. Interior cleaning and detailing of vehicle

Unit 4.2 Perform Cleaning Activities

Unit Objectives

At the end of this unit, the trainee will be able to:

1. Discuss the documentation to be maintained for washing and other treatments performed on the vehicle
2. Explain the correct method/technique for washing the engine compartment
3. Discuss the importance of following OEM SOPs for washing and cleaning of various segment and surfaces of the vehicle
4. Describe the safety, health and environmental policies and regulations while working in pits/under vehicle

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Say

- "In the last session, we discussed various parts of vehicle cleaning, as well as the importance of collecting appropriate materials, tools, and equipment from the store, as well as the procedure for obtaining supervisor instructions connected to vehicle cleaning preparation."
- "Today, we will cover how to perform cleaning of vehicle."
- "Let's start today's session, with job card documentation".
- "An automotive job card is a record for documenting the cleaning service's details. It is a detailed list of all the cleaning tasks, the time taken, the labor involved, and the necessary materials required for the task".
- "Let us study in detail.

Explain

- Explain the significance of an automobile job card.
- Explain list of details required for job card documentation with the help of Fig. 5.11 given in the Participating Handbook.
- Explain standard procedure for exterior cleaning of vehicle.

- Explain procedure of pre-wash operation with the help of Fig. 5.14 given in the Participant Handbook.
- Explain the workflow process of washing operation for the exterior parts of the vehicle with the help of Fig. 5.15 given in the Participant Handbook.
- Explain steps for cleaning engine compartment with the help of (Fig. 5.16) given in the Participant Handbook.

Ask



- What is a job card?
- What is the standard procedure for exterior cleaning of vehicle?
- What are the steps for cleaning engine compartment?

Elaborate



- Elaborate the following topics:
 - Rubbing and polishing methods
 - Benefits of rubbing & waxing (Fig. 5.18)
 - Different kinds of surface contaminants found on the exterior parts of the vehicle (Table. 5.2)
 - Clay bar deposit removal (Fig. 5.20)
 - Compounding method (Fig. 5.22)
 - Polishing process

Ask



- Can anyone suggest a few advantages of the rubbing and waxing procedure?
- What is compounding method?
- What do you understand by swirl marks and dulling and fading of surface contaminants?

Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Explain



- Explain the manual process of polishing and workflow operation of polishing machine with the help of Fig. 5.23 and Fig. 5.25 given in the Participant Handbook.
- Explain waxing and detailing with the help of Fig. 5.27 given in the Participant Handbook.
- Explain tips for wax application on the vehicle with the help of (Fig.5.28) given in the Participant Handbook.
- Explain interim cleaning method with the help of (Fig.5.29) given in the Participant Handbook.

Elaborate



- Elaborate the following topics:
 - Interior cleaning procedures for vehicle
 - Standard precautions for interior cleaning (Fig.5.30)
 - Vacuuming and dusting process (Fig. 5.31)
 - Trim cleaning method
 - Instructions and methods for various trim materials (Fig 5.32)
 - Process of carpet and upholstery cleaning (Fig. 5.34)

Ask



- Can you name a few tips for wax application on the vehicle?
- What precautions should be taken for interior cleaning?
- What do you understand by black trim and metal trim of trim cleaning methods?
- What is the pre-wash operation for vehicle cleaning?
- What is the washing operation for the exterior parts of the vehicle?

Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Explain

- Explain other surface cleaning.
- Explain Cleaning tips for other cleaning surfaces with the help of Fig. 5.35 given in the Participant Handbook.
- Explain odor elimination.
- Explain the cleaning methods of windows and mirrors in a vehicle.

Elaborate

- Elaborate the following topics:
 - Cleaning methods for windows and mirrors (Fig.5.38)
 - Glass polishing
 - Safety rules and regulations for vehicle cleaning (Fig. 5.39)
 - Safety rules and regulations while working under vehicle (Fig. 5.40)
 - Post-cleaning activities (Fig. 5.41)

Ask

- Can you name few tips for wax application on the vehicle?
- What precautions should be taken for interior cleaning?
- What is odor elimination?
- Can anyone explain the cleaning methods for windows and mirrors?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarize

- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 5.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - Answers to Questions I.
 1. Hint - Refer to section 5.1.3
 2. Hint -Refer to section 5.2.3
 3. Hint- Refer to section 5.2.2.3
 4. Hint – Refer to section 5.2.2
 5. Hint – Refer to section 5.2.2.2
 - Answers to Questions II.
 1. False
 2. True
 3. False
 4. True
 5. False

QR Code

Scan the QR Code to watch the related video



youtube.com/watch?v=AC5noPvHiEg

Machinery and Equipment for Vehicle Cleaning



youtube.com/watch?v=ONSWwLEJVGI

Detailed and Deep Cleaning of a vehicle



youtube.com/watch?v=dXzXjZ-2nxs

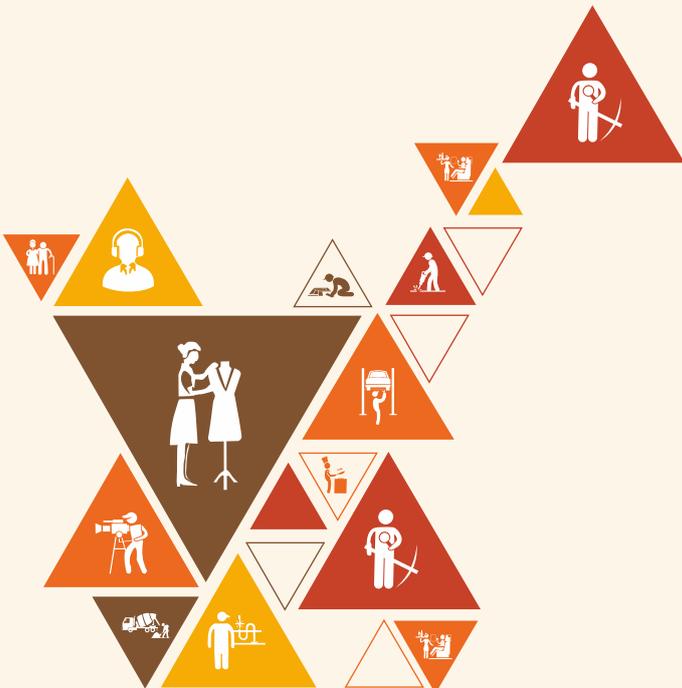
Clay Bar How-To: What Does It Do, When To Clay, & More



5. Employability and Entrepreneurship Skills



<https://eskillindia.org/NewEmployability>



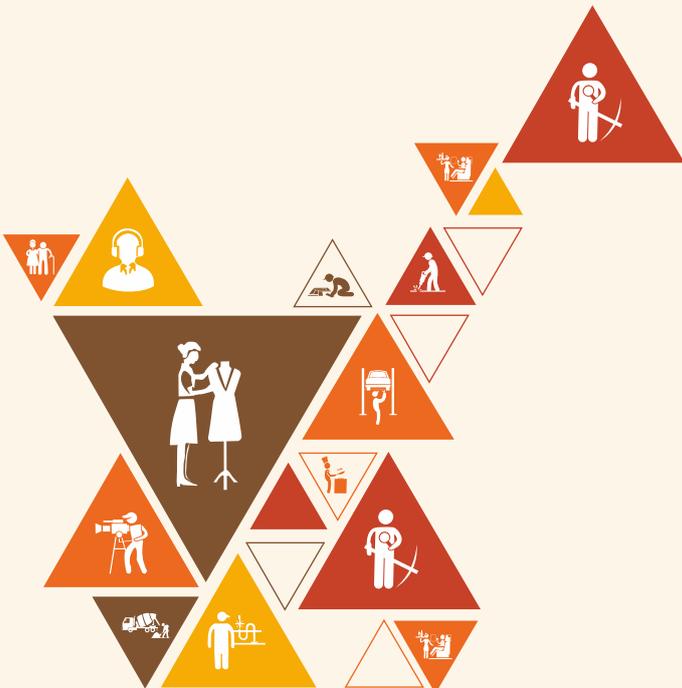


6. Annexures

Annexure I : QR Codes

Annexure II : Training Delivery Plan

Annexure III : Assessment Criteria



Annexure I - QR Code

Serial No.	Module No.	Unit Number	Topic Name	Page No.	URL	QR Code
1.	Introduction to the Role of an Automotive Washer	Unit 1.1 - Roles and Responsibilities of an Automotive Washer	Introduction to Automotive Industry	8	www.youtube.com/watch?v=PJP7xVBLBL8	
		Unit 1.2 - Scope of Work for An Automotive Washer	Workshop Standard Operating Procedure		www.youtube.com/watch?v=L2Z78KPPctY	
2.	Work Effectively and Efficiently	Workplace etiquettes	Workplace etiquettes	38	www.youtube.com/watch?v=88PGRvB-Scs	
		Effective communication at workplace	Effective communication at workplace		www.youtube.com/watch?v=QGHBq5OEsBM	
3.	Optimize Resource Utilization	Unit 3.2 Waste Management	Waste management and its disposal	46	www.youtube.com/watch?v=42UHIRVwxec	

Annexure I - QR Code

Serial No.	Module No.	Unit Number	Topic Name	Page No.	URL	QR Code
4.	Perform Vehicle Washing and Cleaning	Unit 4.1- Prepare for cleaning the vehicle	Machinery and Equipment for Vehicle Cleaning	56	youtube.com/watch?v=AC5noPvHiEg	
		Unit 4.2- Perform cleaning activities	Detailed and Deep Cleaning of a vehicle		youtube.com/watch?v=ONSWwLEJVgl	
			Clay Bar How-To: What Does It Do, When To Clay, & More		youtube.com/watch?v=dXzXjZ-2nxs	
5.	Employability and Entrepreneurship Skills		Employability and Entrepreneurship Skills	57	https://eskillindia.org/NewEmployability	
			Effective communication		www.youtube.com/watch?v=I6IAhXM-vps	

Annexure I - QR Code

Serial No.	Module No.	Unit Number	Topic Name	Page No.	URL	QR Code
			Gender sensitivity in workplace		www.youtube.com/watch?v=SsqGxFx9-QE	

Annexure II

Training Delivery Plan

Training Delivery Plan			
Program Name	Automotive Washer		
Qualification Pack, Name and Reference ID	Automotive Washer ASC/Q1421, v4.0		
Version No.	4.0	Version Update Date	17/11/2022
Pre-requisites to Training (If any)	NA		
Training Outcome	<p>After completing this programme, the trainee will be able to:</p> <ol style="list-style-type: none"> 1. Work effectively and efficiently as per schedules and timelines and specified health and hygiene norms. 2. Implement safety practices. 3. Optimize the use of resources to ensure less wastage and maximum conservation. 4. Interact effectively with others using interpersonal skills. 5. Clean and wash a vehicle appropriately. 		

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
1.	Introduction to Role of an Automotive Washer	Roles and Responsibilities of an Automotive Washer	<ol style="list-style-type: none"> Describe the role and responsibilities of an automotive washer List the documents required to carry out the job, such as job sheet and checklist 	N/A Bridge Module	Group Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T : 2 P : 0
		Scope of Work for and Automotive Washer	<ol style="list-style-type: none"> Explain different methods of cleaning the vehicles' interiors and exterior surfaces, such as scraping, brushing, etc List the various tools, equipment and machines, and their operating techniques, used for washing and cleaning of vehicles and work area Discuss the standard operating procedure for vehicle washing and using various equipment Differentiate between different types of grimes and various ways to clean them Describe the process of lubrication for preserving and protecting different parts of a vehicle 		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T : 3 P : 0

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
2.	Work Effectively and Efficiently	Safe Working Practices	<ol style="list-style-type: none"> 1. Elaborate importance of safety at workplace 2. List the potential workplace related risks and hazards, their causes and preventions 3. Identify safety measures during work 4. Display the correct way of wearing and removing PPE such as face masks, hand gloves, face shields, PPE suits, etc 	ASC/N9801	Interactive Lecture in the Class, Team Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T : 2 P : 5
		Emergency, Rescue and First-aid Procedures	<ol style="list-style-type: none"> 1. Discuss the causes of fire at the shop floor; 2. Demonstrate steps of emergency procedures 3. Demonstrate steps to evacuate in emergency situation 4. Demonstrate basic first aid techniques 		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T : 2 P : 5
		Workplace Quality Standards	<ol style="list-style-type: none"> 1. Apply basic housekeeping practices to ensure that the work area is clean, such as mopping spills and leaks, cleaning grease stains etc 2. Perform routine cleaning of tools, equipment and machines 		Interactive Lecture in the Class, Team Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T : 3 P : 3

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Workplace Quality Standards	<ol style="list-style-type: none"> 3. Discuss how to complete the given work within the stipulated time period 4. Discuss ways to maintain a proper balance between team and individual goals 	ASC/N9801			
		Health and Hygiene During an Epidemic and Pandemic	<ol style="list-style-type: none"> 1. Discuss epidemics and pandemics and their impact on society at large 2. Discuss the significance of conforming to basic hygiene practices such as washing hands, using alcohol-based hand sanitizers 3. Show how to sanitize and disinfect one's work area regularly 4. Demonstrate appropriate social and behavioural etiquette (greeting and meeting people, spitting/coughing/sneezing, etc.) 5. Discuss the ways of dealing with stress and anxiety during an epidemic or a pandemic 		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T : 3 P : 2

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
3.	Optimize Resource Utilization	Resource optimization	1. List the ways to optimize usage of resources.	ASC/N9801	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T : 1 P : 2
		Resource Optimization (Contd.)	2. Employ ways for efficient utilization of material and water				T : 3 P : 5
		Resource Optimization (Contd.)	3. Use energy efficient electrical appliances and devices to ensure energy conservation				T : 1 P : 2
		Waste management	1. Discuss various methods of waste management and its disposal		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T : 1.5 P : 4
		Waste management (Contd.)	2. List the different categories of waste for the purpose of segregation				T : 1.5 P : 3
		Waste management (Contd.)	3. State the importance of using appropriate colour dustbins for different types of waste				T : 2 P : 3
		Waste management (Contd.)	4. Demonstrate different disposal techniques depending upon different types of waste				T : 2 P : 4

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
4.	Perform Vehicle Washing and Cleaning	Prepare for cleaning the vehicle	1. List the various parts of the vehicle to be cleaned	ASC/N 1432	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T : 3 P : 5
		Prepare for cleaning the vehicle (Contd.)					T : 2 P : 6
		Prepare for cleaning the vehicle (Contd.)	2. Describe the importance of collecting appropriate material, tools & equipment from the store				T : 3 P : 5
		Prepare for cleaning the vehicle (Contd.)					T : 2 P : 6
		Prepare for cleaning the vehicle (Contd.)	3. Explain the reporting procedure to be followed for informing the supervisor in case of any malfunctions/discrepancies in tools, equipment and materials				T : 3 P : 5
		Prepare for cleaning the vehicle (Contd.)					T : 2 P : 6
		Prepare for cleaning the vehicle (Contd.)	4. Discuss the importance of checking customer belongings before cleaning the vehicle				T : 3 P : 5
		Prepare for cleaning the vehicle (Contd.)					T : 2 P : 6
		Prepare for cleaning the vehicle (Contd.)	5. Explain the process of obtaining instructions from the supervisor regarding washing and cleaning requirements				T : 3 P : 5
		Prepare for cleaning the vehicle (Contd.)					T : 2 P : 6

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Perform cleaning activities	1. Discuss the documentation to be maintained for washing and other treatments performed on the vehicle		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T : 2 P : 2
		Perform cleaning activities (Contd.)	2. Explain the correct method/technique for washing the engine compartment				T : 4 P : 4
							T : 2 P : 6
							T : 1 P : 5
							T : 0 P : 5
		Perform cleaning activities (Contd.)	3. Discuss the importance of following OEM SOPs for washing and cleaning of various segment and surfaces of the vehicle				T : 4 P : 4
							T : 2 P : 6
							T : 1 P : 5
					T : 0 P : 5		
		Perform cleaning activities (Contd.)	4. Describe the safety, health and environmental policies and regulations while working in pits/under vehicle		T : 2 P : 4		
					T : 2 P : 4		
5.	Employability Skills (30 hours)	Introduction to Employability Skills	1. Discuss the importance of Employability Skills in meeting the job requirements	DGT/V SQ/N0 101	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T : 0.5 P : 0.5

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Constitutional values - Citizenship	1. Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.	DGT/V SQ/N0 101	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Becoming a Professional in the 21st Century	1. Discuss 21st century skills.				T : 0.5 P : 0.5
		Basic English Skills	1. Discuss need of basic English skills.				T : 1 P : 1
		Communication Skills	1. Discuss need of communication skills 2. Describe importance of team work				T : 1.5 P : 2.5
		Diversity & Inclusion	1. Discuss the significance of reporting sexual harassment issues in time				T : 0.5 P : 0.5
		Financial and Legal Literacy	1. Discuss the significance of using financial products and services safely and securely. 2. Explain the importance of managing expenses, income, and savings.				T: 1.5 P: 2.5

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
			3. Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws				T : 1.5 P : 2.5
		Essential Digital Skills	1. Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T : 1 P : 2
		Entrepreneurship	1. Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenge				T : 2.5 P : 4.5
		Customer Service	1. Differentiate between types of customers. 2. Explain the significance of identifying customer needs and addressing them. 3. Discuss the significance of maintaining hygiene and dressing appropriately.				T : 1.5 P : 2.5

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Getting ready for apprenticeship & Jobs	<ol style="list-style-type: none"> Discuss the significance of dressing up neatly and maintaining hygiene for an interview Discuss how to search and register for apprenticeship opportunities 		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T : 1 P : 1
Total (In Hours)					Theory		82
					Practical		158
					On-the-Job Training		30
					*Grand Total (in Hours)		270 hours

Annexure III

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Automotive Washer	
Job Role	Automotive Washer
Qualification Pack	ASC/Q1421, v4.0
Sector Skill Council	Automotive

Sr. No. Guidelines for Assessment	
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2.	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3.	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below).
4.	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training centre based on these criteria.
5.	In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.
6.	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Total Marks: 400	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
1. ASC/N9801. Organize work and resources (Service)	Maintain safe and secure working environment	8	4	-	3
	PC1. organize work as per organization's current health, safety and security policies and procedures	-	2	-	1
	PC2. report any identified breaches in health, safety and security policies and procedures to the designated person	3	1	-	-
	PC3. identify any risks and hazards associated with work activities, their causes and prevention	5	1	-	2
	Perform work as per quality standards	12	8	-	6
	PC4. ensure work area is cleaned and tidy	4	2	-	-
	PC5. ensure that work is accomplished as per the requirements within the specified	6	4	-	2
	PC6. ensure team goals are given preference over individual goals	2	2	-	4
	Health and hygiene	12	8	-	5
	PC7. sanitize workstation and equipment regularly	2	2	-	2
	PC8. clean hands with soap, alcohol-based sanitizer regularly	2	1	-	-
	PC9. avoid contact with ill people and self-isolate in a similar situation	2	1	-	-
	PC10. wear and dispose PPEs regularly and appropriately	2	2	-	1
	PC11. report advanced hygiene and sanitation issues to appropriate authority	2	2	-	2
	PC12. follow stress and anxiety management techniques	2	-	-	-
Material/energy conservation practices	10	4	-	3	
PC13. identify ways to optimise usage of material in various tasks/activities/processes	2	-	-	1	

Total Marks: 300	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC14. use resources, including water, in a responsible manner	2	-	-	-
	PC15. check for spills/leakages in various tasks/activities/processes	-	1	-	-
	PC16. plug spills/leakages and escalate to appropriate authority if unable to rectify	-	1	-	1
	PC17. carry out routine cleaning of tools, machines and equipment	2	-	-	-
	PC18. check if the equipment/machine is functioning normally before commencing work and rectify wherever required	-	1	-	1
	PC19. report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment	2	1	-	-
	PC20. ensure electrical equipment and appliances are properly connected and turned off when not in use	2	-	-	-
	Effective waste management practices	8	6	-	3
	PC21. identify recyclable and non-recyclable, and hazardous waste generated	2	-	-	1
	PC22. segregate waste into different categories	-	2	-	-
	PC23. dispose non-recyclable waste appropriately	2	2	-	1
	PC24. deposit recyclable and reusable material at identified location	2	1	-	-
	PC25. follow processes specified for disposal of hazardous waste	2	1	-	1
	NOS Total	50	30	-	20
2. DGT/VSQ/ N0101: Employability Skills (30 Hours)	Introduction to Employability Skills	1	1	-	-
	PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
	<i>Constitutional values – Citizenship</i>	1	1	-	-
	PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-

Total Marks: 300	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	Becoming a Professional in the 21st Century	1	3	-	-
	PC3. explain 21st Century Skills such as Self- Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-	-
	Basic English Skills	2	3	-	-
	PC4. speak with others using some basic English phrases or sentences	-	-	-	-
	Communication Skills	1	1	-	-
	PC5. follow good manners while communicating with others	-	-	-	-
	PC6. work with others in a team	-	-	-	-
	Diversity & Inclusion	1	1	-	-
	PC7. communicate and behave appropriately with all genders and PwD	-	-	-	-
	PC8. report any issues related to sexual harassment	-	-	-	-
	Financial and Legal Literacy	3	4	-	-
	PC9. use various financial products and services safely and securely	-	-	-	-
	PC10. calculate income, expenses, savings etc.	-	-	-	-
	PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
	Essential Digital Skills	4	6	-	-
	PC12. operate digital devices and use its features and applications securely and safely	-	-	-	-
	PC13. use internet and social media platforms securely and safely	-	-	-	-

Total Marks: 300	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	Entrepreneurship	3	5	-	-
	PC14. identify and assess opportunities for potential business	-	-	-	-
	PC15. identify sources for arranging money and associated financial and legal challenges	-	-	-	-
	Customer Service	2	2	-	-
	PC16. identify different types of customers	-	-	-	-
	PC17. identify customer needs and address them appropriately	-	-	-	-
	PC18. follow appropriate hygiene and grooming standards	-	-	-	-
	Getting ready for apprenticeship & Jobs	1	3	-	-
	PC19. create a basic biodata	-	-	-	-
	PC20. search for suitable jobs and apply	-	-	-	-
	PC21. identify and register apprenticeship opportunities as per requirement	-	-	-	-
	NOS Total	20	30	-	-
3. ASC/N1432. Perform vehicle washing and cleaning	Prepare for cleaning of exterior and interior of vehicle	8	28	-	9
	PC1. identify various interior exterior segments of the vehicle, such as seat, dash panel, engine compartment, bonnet, dicky etc. and detachable accessories such as foot-mats, mobile charger etc.	2	7	-	3
	PC2. obtain the instructions from the supervisor regarding the routine washing, cleaning and any other specific cleaning requirements	1	2	-	2
	PC3. identify and collect appropriate material, tools & equipment such as cleaning agent, polish, mops, vacuum cleaner, washer, steamer etc. and notify supervisor in case of any malfunctions	2	7	-	3
	PC4. mix cleaning solutions, abrasive compositions or other compounds as advised by supervisor and pre-soak or rinse given mechanical parts	2	3	-	1

Total Marks: 300	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC5. transport materials, removed parts/components or supplies to or from work areas, using carts or hoists	-	3	-	-
	PC6. work carefully to ensure no damage is caused to any aggregate/component of the vehicle	1	3	-	-
	PC7. remove detachable items and check that no customer belongings are left inside the vehicle, and if found, deposit with service advisor	-	3	-	-
	Perform cleaning of exterior and interior of vehicle	7	17	-	6
	PC8. rinse removable/detachable objects and place them on drying racks	-	2	-	-
	PC9. perform washing and cleaning of various segment and surfaces of the vehicle body as per OEM Standard Operating Procedure	3	5	-	2
	PC10. use cloth, squeegees or air compressors to clean and dry the surfaces	1	3	-	1
	PC11. perform various surface treatment on different surfaces as per OEM Standard Operating Procedure (SOP) and specifications	2	5	-	5
	PC12. record the details of various treatment and washing completion in job card	1	2	-	2
	Perform post cleaning activities	5	15	-	5
	PC13. clean washing platform post vehicle wash	3	5	-	3
	PC14. sweep, shovel or vacuum loose debris or scrap into containers	1	5	-	1
	PC15. dispose debris/scrap containers as per organisation's policy	1	5	-	1
	NOS Total	20	60	-	20

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 organisation.
- **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.
- **Knowledge and Understanding (KU):** Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.



Skill India
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GOVERNMENT OF INDIA
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