

## Qualification Pack



# Driver Trainer

QP Code: ASC/Q9708

Version: 1.0

NSQF Level: 5

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

## Qualification Pack

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## Qualification Pack

### ASC/Q9708: Driver Trainer

#### Brief Job Description

Individuals at this job need to impart training for those programs that provide practical (behind-the-wheel) instruction with a focus on the development of competencies associated with the operation and control of a commercial vehicle.

#### Personal Attributes

This job requires the individual to be mobile across the training setup as he would have to impart both classroom and practical driving training as per requirement. Individual must be result oriented and independent in taking decisions. The individual should be able to demonstrate skills for information ordering, analytical and logical reasoning, observation, communication and comprehension.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [ASC/N0012: Practice HSE and security related guidelines](#)
2. [ASC/N9717: Design the training curriculum](#)
3. [ASC/N9718: Train vehicle drivers](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Automotive
<b>Sub-Sector</b>	Road Transportation
<b>Occupation</b>	Driving
<b>Country</b>	India
<b>NSQF Level</b>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/5165.0101
<b>Minimum Educational Qualification &amp; Experience</b>	I.T.I (Certificate in motor mechanics) with 5-10 Years of experience Minimum 8-10 years experience of driving any Vehicle (CV, LMV) OR Diploma (Mechanical Engineering) with 5-10 Years of experience Minimum 8-10 years experience of driving any Vehicle (CV, LMV)

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<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	CMVR Rules Motor Vehicle Act Training in road safety, familiarity with Features & basic repairs for Vehicles under control GPS/Navigation system Some training in stress management like yoga is recommended
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	20/10/2014
<b>Next Review Date</b>	30/06/2020
<b>Deactivation Date</b>	30/06/2020
<b>NSQC Approval Date</b>	20/07/2015
<b>Version</b>	1.0

## Qualification Pack

### ASC/N0012: Practice HSE and security related guidelines

#### Description

This OS unit is about being aware of, communicating and taking steps towards minimizing potential hazards and dangers of accidents on the job and maintaining a clean work environment

#### Elements and Performance Criteria

##### *Communicating potential accident points*

To be competent, the user/individual on the job must be able to:

- PC1.** spot and report potential safety issues while driving
- PC2.** follow rules and regulations laid down by transport authorities
- PC3..** follow company policy and rules to avoid safety, health and environmental problems

##### *Cleanliness and hygiene*

To be competent, the user/individual on the job must be able to:

- PC4..** ensure cleanliness of ambulance
- PC5.** escalate issues related to cleanliness and hygiene issues to concern department
- PC6..** escalate issues related to hazardous material to concerned authority internal and external

##### *Limit damage to people/client and public*

To be competent, the user/individual on the job must be able to:

- PC7..** take immediate and effective action to limit the danger or damage, without increasing the danger or threat to yourself or others
- PC8.** follow instructions or guidelines for limiting danger or damage in respect of equipment on board such as oxygen cylinders.
- PC9.** escalate the issue immediately if you cannot deal effectively with the danger
- PC10..** give clear information or instructions to others to allow them to take appropriate action
- PC11.** record and report details of the danger in line with operator guidelines
- PC12.** report any difficulties you have keeping to your organizations health and safety instructions or guidelines, giving full and accurate details
- PC13..** check the exhaust as per the recommended guideline and ensure the ambulance is meeting the emission norms. in case not get the ambulance retuned/ adjusted.
- PC14.** get the waste from routine cleaning, changed spare parts etc. disposed off as per environmental norms

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organization's instructions or guidelines relating to dealing with and reporting safety and emergency issues
- KU2.** what action you can take, and are authorized to take, to limit danger
- KU3.** methods of effective and appropriate communication to let others know about the safety, cleanliness and emergency situations

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- KU4.** where and how to get help in dealing with safety and emergency situations
- KU5.** how to use appropriate equipment and alarm systems to limit danger
- KU6.** alternate routes in case of natural calamity, road construction work etc.

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** to effectively communicate the safety, cleanliness and emergency issues
- GS2.** keep all the safety equipments in an organized manner so that there is no difficulty to find them
- GS3.** report potential sources of danger
- GS4.** follow prescribed procedure to address safety and emergency issues
- GS5.** learn from past mistakes regarding use of safety and emergency issues
- GS6.** spot safety and cleanliness issues
- GS7.** assess impact of hazardous material, activity, incident

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Communicating potential accident points</i>	<b>7</b>	<b>15</b>	-	-
<b>PC1.</b> spot and report potential safety issues while driving	3	5	-	-
<b>PC2.</b> follow rules and regulations laid down by transport authorities	2	5	-	-
<b>PC3..</b> follow company policy and rules to avoid safety, health and environmental problems	2	5	-	-
<i>Cleanliness and hygiene</i>	<b>7</b>	<b>15</b>	-	-
<b>PC4..</b> ensure cleanliness of ambulance	3	5	-	-
<b>PC5.</b> escalate issues related to cleanliness and hygiene issues to concern department	2	5	-	-
<b>PC6..</b> escalate issues related to hazardous material to concerned authority internal and external	2	5	-	-
<i>Limit damage to people/client and public</i>	<b>16</b>	<b>40</b>	-	-
<b>PC7..</b> take immediate and effective action to limit the danger or damage, without increasing the danger or threat to yourself or others	2	5	-	-
<b>PC8.</b> follow instructions or guidelines for limiting danger or damage in respect of equipment on board such as oxygen cylinders.	2	5	-	-
<b>PC9.</b> escalate the issue immediately if you cannot deal effectively with the danger	2	5	-	-
<b>PC10..</b> give clear information or instructions to others to allow them to take appropriate action	2	5	-	-
<b>PC11.</b> record and report details of the danger in line with operator guidelines	2	5	-	-
<b>PC12.</b> report any difficulties you have keeping to your organizations health and safety instructions or guidelines, giving full and accurate details	2	5	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13..</b> check the exhaust as per the recommended guideline and ensure the ambulance is meeting the emission norms. in case not get the ambulance retuned/ adjusted.	2	5	-	-
<b>PC14.</b> get the waste from routine cleaning, changed spare parts etc. disposed off as per environmental norms	2	5	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ASC/N0012
<b>NOS Name</b>	Practice HSE and security related guidelines
<b>Sector</b>	Automotive
<b>Sub-Sector</b>	Road Transportation
<b>Occupation</b>	Driving
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/07/2013
<b>Next Review Date</b>	30/07/2013
<b>NSQC Clearance Date</b>	28/09/2015

## Qualification Pack

### ASC/N9717: Design the training curriculum

#### Description

This OS unit is about the designing the curriculum and schedule for the enrolled commercial vehicle drivers as per the requirement

#### Scope

The unit/ task covers the following:

- complying to guidelines mentioned in CMVR and Motor Vehicle Act
- designing the course structure and duration

#### Elements and Performance Criteria

##### *Compliance to CMVR and Motor Vehicle Rules*

To be competent, the user/individual on the job must be able to:

- PC1.** ensure that the drivers being enrolled in the institute possess a minimum Learner or light motor/ Heavy Motor Vehicle driving license
- PC2.** must have driven the vehicle of the type in which instruction is imparted in the school
- PC3.** has the following apparatus , equipments and other requirements: chart on automatic signals and signals given by traffic controllers where there are no automatic signals, a service chart depicting a detailed view of all the components of a motor vehicle puncture kit with tyre lever, wheel brace, jack and type pressure gauge spanners (a set each of fix spanners, box spanners, pliers, screw drivers, screw spanners, and hammer), driving instructions manual, books on automobile mechanism, driving, road safety, traffic regulations, laws relating to motor vehicles and related subjects a fully equipped first-aid box for use in emergency at the premises must ensure that the syllabus for imparting training shall cover the following:
- PC4..** Types of Commercial/ motor vehicles: SCV LCV M/HCV ICV LMV MPV SUV
- PC5..** Traffic Education: Driving regulations Hand signals Traffic signs Hand signals of Traffic Constables/ Traffic warden. Introduction to automatic light signals. Introduction to road markings. Speed regulations on highways and city roads road junction types Bye-pass, subway, over-bridge and fly-overs Bus stop, bus terminus, bus stand Road markings Lane selection and lane discipline Parking at objectionable places Some important provisions of the Motor Vehicles Act, 1988-- Sections 122, 123, 125, 126 and 128 of the Motor Vehicles Act, 1988 Important provisions in Motor Vehicles Act, 1988 (59 of 1988), Central Motor Vehicles Rules, 1989, and the State Motor Vehicles Rules Test of competence to drive

## Qualification Pack

- PC6..** for theory classes of driving: Qualities of a good driver Knowledge of vehicle controls Response of controls Pre-driving checks Holding steering wheel Gear changing Manoeuvres like passing, merging, diverging, overtaking, crossing turning, cornering, reversing, parking etc. vehicle stopping methods Stopping distance --reaction distance, braking distance. Following distance calculation techniques Identification, prediction, decision and execution (IPDE) principle Defensive driving techniques - judgment, anticipation, escape route. Night driving Hill driving Emergency manoeuvres --Prevention is better than cure in case of skidding, horn stuck, Fire, wheels coming out, Brake failure --Broken stub axle, Burst of front tyre, Steering wobbling, Snapping of steering linkages, Jamming of accelerator pedal, Snapping of clutch rod etc. Driving under special conditions wet ,snowy ,rainy, desert ,extreme weather conditions & partial performance from brake/ engine/wipers/ steering Towing (trailer driving) --Procedure on tow-board, speed of towing reversing and positioning the vehicle with trailers. Fuel-saving methods Usage of maps , navigation systems Reports
- PC7..** for training to skill: Introduction of various instruments Pre-driving checks beginning to drive stopping, hand signals. Rural road driving Development of judgment Passing, overtaking, merging, diverging, Development of anticipation Turning, meeting, entering and emerging in junctions, lane selection and lane discipline, intersection, observation. Developing skill to drive in crowded streets Reversing and parking practice Licensing
- PC8..** for various types of fire hazards
- PC9..** for vehicle maintenance: Factors affecting the vehicle parts due to bad and negligent driving. General day-to-day maintenance and periodical maintenance. Battery maintenance. Tyre maintenance and tube vulcanising. Engine tune up Usage of tyre inflator, emergency brake release

- PC10.** for medical first aid

### *Designing the course structure*

To be competent, the user/individual on the job must be able to:

- PC11..** design the course structure for the following applications: general training imparted by institute training for driving license validation by RTOs training for SSB for bus transport corporations etc. training for special applications (school , ambulance etc.)
- PC12..** devise the course duration in no. of weeks/months based on the requirement of the trainee drivers
- PC13..** ensure that the course structure contains a pre-test i.e. before joining the program and post test i.e. after completion of the program as an important part of the evaluation criteria for all the courses
- PC14..** ensure that the syllabi of all the courses are aligned to the needs of the training covering the above mentioned CMVR guidelines
- PC15.** ensure that all the subjects covered in the theory classes are validated by practical exercises/tests of trainee drivers
- PC16..** if required , discuss the course related details with the institute incharge/senior management and seek their concurrence
- PC17..** ensure publishing of the printed material for distribution to the trainee drivers in classrooms, if required
- PC18.** constant evaluation of the trainee drivers during the course duration through tests, examinations etc

## Knowledge and Understanding (KU)

## Qualification Pack

The individual on the job needs to know and understand:

- KU1.** companys/training organization policies on: personnel management, duty reporting procedure and associated MIS compliance
- KU2.** reporting structure within organization
- KU3.** problem escalation procedure
- KU4.** the standards for driving and safety followed within the organization
- KU5.** CMVR and Motor Vehicle Act guidelines (esp. Rule 24 and Rule 31)
- KU6.** hands on driving experience for all kinds of commercial vehicles
- KU7.** in-depth knowledge about the road safety regulations and traffic signages
- KU8.** functional knowledge of commercial vehicle types and its individual components
- KU9.** candidate evaluation and assessment techniques both theory and practicals

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** fill in the requisite details for the trainee drivers and evaluate the written exams, tests etc. as applicable
- GS2.** prepare written subject material for trainee drivers if required
- GS3.** keep abreast by reading about new policies at an organization/regulatory level
- GS4.** communicate with the trainee drivers so that they understand the subject knowledge being imparted to them during classroom training
- GS5.** interact with the trainee drivers and ensure that they are well versed with the practical aspects of vehicle driving
- GS6.** distribute training workload among the team members in case of high enrollment of drivers
- GS7.** assist others who require help
- GS8.** share knowledge with co-workers/assistant
- GS9.** how to evaluate drivers based on the vehicle usage and course requirements
- GS10.** how to devise methods of training drivers based on their individual levels of grasping in order to impart the requisite knowledge efficiently to each

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Compliance to CMVR and Motor Vehicle Rules</i>	<b>20</b>	<b>41</b>	-	-
<b>PC1.</b> ensure that the drivers being enrolled in the institute possess a minimum Learner or light motor/ Heavy Motor Vehicle driving license	1	3	-	-
<b>PC2.</b> must have driven the vehicle of the type in which instruction is imparted in the school	1	3	-	-
<b>PC3.</b> has the following apparatus , equipments and other requirements: chart on automatic signals and signals given by traffic controllers where there are no automatic signals, a service chart depicting a detailed view of all the components of a motor vehicle puncture kit with tyre lever, wheel brace, jack and type pressure gauge spanners (a set each of fix spanners, box spanners, pliers, screw drivers, screw spanners, and hammer), driving instructions manual, books on automobile mechanism, driving, road safety, traffic regulations, laws relating to motor vehicles and related subjects a fully equipped first-aid box for use in emergency at the premises must ensure that the syllabus for imparting training shall cover the following:	3	5	-	-
<b>PC4..</b> Types of Commercial/ motor vehicles: SCV LCV M/HCV ICV LMV MPV SUV	2	4	-	-
<b>PC5..</b> Traffic Education: Driving regulations Hand signals Traffic signs Hand signals of Traffic Constables/ Traffic warden. Introduction to automatic light signals. Introduction to road markings. Speed regulations on highways and city roads road junction types Bye-pass, subway, over-bridge and fly-overs Bus stop, bus terminus, bus stand Road markings Lane selection and lane discipline Parking at objectionable places Some important provisions of the Motor Vehicles Act, Accidents 1988-- Sections 122, 123, 125, 126 and 128 of the Motor Vehicles Act, 1988 Important provisions in Motor Vehicles Act, 1988 (59 of 1988), Central Motor Vehicles Rules, 1989, and the State Motor Vehicles Rules Test of competence to drive	3	5	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<p><b>PC6..</b> for theory classes of driving: Qualities of a good driver Knowledge of vehicle controls Response of controls Pre-driving checks Holding steering wheel Gear changing Manoeuvres like passing, merging, diverging, overtaking, crossing turning, cornering, reversing, parking etc. vehicle stopping methods Stopping distance --reaction distance, braking distance. Following distance calculation techniques Identification, prediction, decision and execution (IPDE) principle Defensive driving techniques - judgment, anticipation, escape route. Night driving Hill driving Emergency manoeuvres --Prevention is better than cure in case of skidding, horn stuck, Fire, wheels coming out, Brake failure --Broken stub axle, Burst of front tyre, Steering wobbling, Snapping of steering linkages, Jamming of accelerator pedal, Snapping of clutch rod etc. Driving under special conditions wet ,snowy ,rainy, desert ,extreme weather conditions &amp; partial performance from brake/ engine/wipers/ steering Towing (trailer driving) -- Procedure on tow-board, speed of towing reversing and positioning the vehicle with trailers. Fuel-saving methods Usage of maps , navigation systems Reports</p>	3	5	-	-
<p><b>PC7..</b> for training to skill: Introduction of various instruments Pre-driving checks beginning to drive stopping, hand signals. Rural road driving Development of judgment Passing, overtaking, merging, diverging, Development of anticipation Turning, meeting, entering and emerging in junctions, lane selection and lane discipline, intersection, observation. Developing skill to drive in crowded streets Reversing and parking practice Licensing</p>	2	5	-	-
<p><b>PC8..</b> for various types of fire hazards</p>	1	3	-	-
<p><b>PC9..</b> for vehicle maintenance: Factors affecting the vehicle parts due to bad and negligent driving. General day-to-day maintenance and periodical maintenance. Battery maintenance. Tyre maintenance and tube vulcanising. Engine tune up Usage of tyre inflator, emergency brake release</p>	3	5	-	-
<p><b>PC10.</b> for medical first aid</p>	1	3	-	-
<p><i>Designing the course structure</i></p>	<b>10</b>	<b>29</b>	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11..</b> design the course structure for the following applications: general training imparted by institute training for driving license validation by RTOs training for SSB for bus transport corporations etc. training for special applications (school , ambulance etc.)	3	6	-	-
<b>PC12..</b> devise the course duration in no. of weeks/months based on the requirement of the trainee drivers	1	5	-	-
<b>PC13..</b> ensure that the course structure contains a pre-test i.e. before joining the program and post test i.e. after completion of the program as an important part of the evaluation criteria for all the courses	1	3	-	-
<b>PC14..</b> ensure that the syllabi of all the courses are aligned to the needs of the training covering the above mentioned CMVR guidelines	1	3	-	-
<b>PC15.</b> ensure that all the subjects covered in the theory classes are validated by practical exercises/tests of trainee drivers	1	3	-	-
<b>PC16..</b> if required , discuss the course related details with the institute incharge/senior management and seek their concurrence	1	3	-	-
<b>PC17..</b> ensure publishing of the printed material for distribution to the trainee drivers in classrooms, if required	1	3	-	-
<b>PC18.</b> constant evaluation of the trainee drivers during the course duration through tests, examinations etc	1	3	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ASC/N9717
<b>NOS Name</b>	Design the training curriculum
<b>Sector</b>	Automotive
<b>Sub-Sector</b>	Road Transportation
<b>Occupation</b>	Driving
<b>NSQF Level</b>	5
<b>Credits</b>	NA
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	15/09/2013
<b>Next Review Date</b>	15/09/2016
<b>NSQC Clearance Date</b>	20/07/2015

## Qualification Pack

### ASC/N9718: Train vehicle drivers

#### Description

This OS unit is about imparting training to the enrolled trainee drivers in both modes: classroom and hands-on

#### Scope

This unit/ task covers the following:

- imparting training to the enrolled drivers
- pre, mid and post evaluation of the drivers during the course

#### Elements and Performance Criteria

##### *Imparting training*

To be competent, the user/individual on the job must be able to:

- PC1..** ensure that a proper training schedule is prepared for the various batches of trainee drivers handled as per the course duration and strictly adhered to
- PC2..** ensure that the classroom training coverage is completely in line with the designated course syllabus
- PC3..** ensure that the mode of classroom training should consist of written , oral ,visual and if required audio visual content for better comprehension of the trainee drivers
- PC4..** during the practical hands-on training of the drivers , maintain the discipline and ensure that all the drivers are driving the vehicle in the designated locations and with safety precautions
- PC5..** if required , seek support from senior management for enriching the content of the training
- PC6.** check against the schedule completion of the subjects and introduce actions for this / subsequent batches..

##### *Pre , mid and postevaluation*

To be competent, the user/individual on the job must be able to:

- PC7.** ensure that each of the drivers enrolled for the course have gone through a pre-evaluation before joining the course
- PC8.** during the course as per the design , each and every trainee driver is evaluated on constant basis both through theory and practical modes
- PC9.** the performance evaluation results are shared with each driver within the designated batches
- PC10..** after completion of the course , ensure that each of the trained driver is evaluated and the certificate is distributed accordingly

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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- KU1.** companys policies on: road worthiness requirement; basic compliance to technical requirements and standards; safety and hazards
- KU2.** CMVR guidelines and other specific local regulations
- KU3.** organization structure
- KU4.** escalation procedure

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** fill in the requisite details for the trainee drivers and evaluate the written exams, tests etc. as applicable
- GS2.** prepare written subject material for trainee drivers if required
- GS3.** . keep abreast by reading about new policies at an organization/regulatory level
- GS4.** communicate with the trainee drivers so that they understand the subject knowledge being imparted to them during classroom training
- GS5.** interact with the trainee drivers and ensure that they are well versed with the practical aspects of vehicle driving
- GS6.** interact with the trainee drivers and discuss the performance evaluation results in a manner that the drivers comprehend it and understand the
- GS7.** interact with senior management for course designing , new apparatus and equipments addition for training purposes
- GS8.** distribute training workload among the team members in case of high enrollment of drivers
- GS9.** assist others who require help
- GS10.** share knowledge with co-workers/assistant
- GS11.** how to evaluate drivers based on the vehicle usage and course requirements
- GS12.** how to decide about the desired competency levels for an ideally trained driver specific to a course requirement
- GS13.** how to devise methods of training drivers based on their individual levels of grasping in order to impart the requisite knowledge efficiently to each
- GS14.** how to learn from past mistakes and identify potential problems

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Imparting training</i>	<b>18</b>	<b>42</b>	-	-
<b>PC1..</b> ensure that a proper training schedule is prepared for the various batches of trainee drivers handled as per the course duration and strictly adhered to	3	7	-	-
<b>PC2..</b> ensure that the classroom training coverage is completely in line with the designated course syllabus	3	7	-	-
<b>PC3..</b> ensure that the mode of classroom training should consist of written , oral ,visual and if required audio visual content for better comprehension of the trainee drivers	3	7	-	-
<b>PC4..</b> during the practical hands-on training of the drivers , maintain the discipline and ensure that all the drivers are driving the vehicle in the designated locations and with safety precautions	3	7	-	-
<b>PC5..</b> if required , seek support from senior management for enriching the content of the training	3	7	-	-
<b>PC6.</b> check against the schedule completion of the subjects and introduce actions for this / subsequent batches..	3	7	-	-
<i>Pre , mid and postevaluation</i>	<b>12</b>	<b>28</b>	-	-
<b>PC7.</b> ensure that each of the drivers enrolled for the course have gone through a pre-evaluation before joining the course	3	7	-	-
<b>PC8.</b> during the course as per the design , each and every trainee driver is evaluated on constant basis both through theory and practical modes	3	7	-	-
<b>PC9.</b> the performance evaluation results are shared with each driver within the designated batches	3	7	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10..</b> after completion of the course , ensure that each of the trained driver is evaluated and the certificate is distributed accordingly	3	7	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ASC/N9718
<b>NOS Name</b>	Train vehicle drivers
<b>Sector</b>	Automotive
<b>Sub-Sector</b>	Road Transportation
<b>Occupation</b>	Driving
<b>NSQF Level</b>	5
<b>Credits</b>	NA
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	15/09/2013
<b>Next Review Date</b>	15/09/2016
<b>NSQC Clearance Date</b>	20/07/2015

## Qualification Pack

### Assessment Guidelines and Assessment Weightage

#### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ Performance Criteria (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 Element/ PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

**Recommended Pass % : 75**

#### Assessment Weightage

##### Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
ASC/N0012.Practice HSE and security related guidelines	30	70	-	-	100	20
ASC/N9717.Design the training curriculum	30	70	-	-	100	20
ASC/N9718.Train vehicle drivers	30	70	-	-	100	60
<b>Total</b>	<b>90</b>	<b>210</b>	<b>-</b>	<b>-</b>	<b>300</b>	<b>100</b>

## Qualification Pack

### Acronyms

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

## Qualification Pack

### Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	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.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	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.
<b>Scope</b>	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.

## Qualification Pack

<b>Knowledge and Understanding (KU)</b>	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.
<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	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.
<b>Electives</b>	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.
<b>Options</b>	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.