



## QUALIFICATION FILE

### Parasailing (Equipment) Supervisor

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☐ Apprenticeship

☒ Upskilling ☐ Dual/Flexi Qualification ☐ For ToT ☐ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM

NCrF/NSQF Level: 5

Submitted By:

Tourism and Hospitality Skill Council

#301, 3rd Floor, Naurang House, Kasturba Gandhi Marg, Connaught Place New

Delhi – 110001, Landline # 011-41608056/8057 Ext.1102

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## Section 1: Basic Details

1.	<b>Qualification Name</b>	Parasailing (Equipment) Supervisor																						
2.	<b>Sector/s</b>	Tourism & Hospitality																						
3.	<b>Type of Qualification:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> <b>Has Electives/Options</b> <input type="checkbox"/> OEM	<b>NQR Code &amp; version of existing/previous qualification:</b> <i>(change to previous, once approved)</i> 2021/TH/THSSC/04484 and v3.0	<b>Qualification Name of existing/previous version:</b> Parasailing (Equipment) Supervisor																					
4.	<b>a. OEM Name</b> <b>b. Qualification Name</b> <i>(Wherever applicable)</i>																							
5.	<b>National Qualification Register (NQR) Code &amp; Version</b> <i>(Will be issued after NSQC approval)</i>	QG-05-TH-02450-2024-V2-THSC	<b>6. NCrf/NSQF Level:</b> 5																					
7.	<b>Award (Certificate/Diploma/Advance Diploma/ Any Other)</b> <i>(Wherever applicable specify multiple entry/exits also &amp; provide details in annexure)</i>	Certificate																						
8.	<b>Brief Description of the Qualification</b>	A Parasailing (Equipment) Supervisor is responsible teaching as well as for safely conducting a parasailing activity for students/clients by monitoring the sources of danger at land/deck, sea and air during every flight. The supervisor works in close coordination with the driver, launcher and receiver. In addition, a Parasailing (Equipment) Supervisor is also responsible for training the staff.																						
9.	<b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>	<b>a. Entry Qualification &amp; Relevant Experience:</b> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td></td> <td>12th grade pass or equivalent</td> <td>4-years (relevant experience)</td> </tr> <tr> <td></td> <td>Previous relevant Qualification of NSQF Level 4.5</td> <td>2.5-years (relevant experience)</td> </tr> <tr> <td>a)</td> <td>Worked for a minimum of 100 days as a parasailing (equipment) driver and have an experience of at least 70 flights in 1 year and</td> <td></td> </tr> <tr> <td>b)</td> <td>Valid driver's license for boat and four-wheel vehicle</td> <td></td> </tr> <tr> <td>c)</td> <td>Emergency First Responder (EFR) Course</td> <td></td> </tr> <tr> <td>d)</td> <td>Certificate of proficiency in swimming for sea parasailing from any recognized swimming club/ association/institute</td> <td></td> </tr> </tbody> </table> <b>b. Age-</b> 24 years		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)		12th grade pass or equivalent	4-years (relevant experience)		Previous relevant Qualification of NSQF Level 4.5	2.5-years (relevant experience)	a)	Worked for a minimum of 100 days as a parasailing (equipment) driver and have an experience of at least 70 flights in 1 year and		b)	Valid driver's license for boat and four-wheel vehicle		c)	Emergency First Responder (EFR) Course		d)	Certificate of proficiency in swimming for sea parasailing from any recognized swimming club/ association/institute	
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10.	<b>Credits Assigned to this Qualification, Subject to Assessment</b> (as per National Credit Framework (NCrF))	21	<b>11. Common Cost Norm Category (I/II/III)</b> (wherever applicable): III																		
12.	<b>Any Licensing requirements for Undertaking Training on This Qualification</b> (wherever applicable)	NA																			
13.	<b>Training Duration by Modes of Training Delivery</b> (Specify <b>Total Duration</b> as per selected training delivery modes and as per requirement of the qualification)	<input type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended <table border="1"> <thead> <tr> <th>Training Delivery Modes</th><th>Theory (Hours)</th><th>Practical (Hours)</th><th>OJT Mandatory (Hours)</th><th>Total (Hours)</th></tr> </thead> <tbody> <tr> <td>Classroom (offline)</td><td></td><td>236:00</td><td>270:00</td><td>506:00</td></tr> <tr> <td>Online</td><td>124:00</td><td></td><td></td><td>124:00</td></tr> </tbody> </table> (Refer Blended Learning Annexure for details)					Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	Total (Hours)	Classroom (offline)		236:00	270:00	506:00	Online	124:00			124:00
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14.	<b>Aligned to NCO/ISCO Code/s</b> (if no code is available mention the same)	NCO-2015/8350																			
15.	<b>Progression path after attaining the qualification</b> (Please show Professional and Academic progression)	This is the highest position in Parasailing																			
16.	<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	Hindi																			
17.	<b>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																			
18.	<b>Is the Job Role Amenable to Persons with Disability</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:																			
19.	<b>How Participation of Women will be Encouraged</b>	The inclusion of women in the workplace is important as there is an increase in the number of educated women. Despite progress in some areas, women still face significant challenges and barriers to their full participation in the workforce. This can be addressed by formulating policy measures on skilling, job creation and support services. To increase the proportion of women in the workforce, various support measures like childcare facilities, close proximity to the workplace, safe transportation, gender acceleration plans and return to work (allowing women to re-join the workforce after motherhood) should be provided. Organisations should provide flexible work arrangements like part-time or remote work options. This not only helps the organisation to retain talented women employees, but it also helps women to balance work and family responsibilities.																			
20.	<b>Are Greening/ Environment Sustainability Aspects Covered</b> (Specify the NOS/Module which covers it)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  THC/N9916: Follow and Maintain Green Practices																			
21.	<b>Is Qualification Suitable to be Offered in Schools/Colleges</b>	Schools <input type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																			

22.	<b>Name and Contact Details of Submitting / Awarding Body SPOC</b> <i>(In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs)</i>	<b>Name:</b> Dr. Sunita Badhwar <b>Email:</b> sunita.badhwar@thsc.in <b>Contact No.:</b> 011-41608056/8057 Ext.1102 <b>Website:</b> <a href="http://www.thsc.in">www.thsc.in</a>	
23.	<b>Final Approval Date by NSQC: 30/04/2024</b>	<b>24. Validity Duration:</b> 3 years	<b>25. Next Review Date:</b> 30/04/2027

## Section 2: Module Summary

## NOS/s of Qualifications

(In exceptional cases these could be described as components)

## Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

**Th.**-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory **Training Rec.**-Recommended **Proj.**-Project

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Conduct Pre-Flight Checks as a Parasailing (Equipment) Supervisor	THC/N9006 &v2.0	Core	5	2	12	28	20	0	60	19	25	0	0	44	15
2.	Conduct the Parasailing Activity as a Parasailing (Equipment) Supervisor	THC/N9007 &v2.0	Core	5	9	20	60	190	0	270	47	71	0	0	118	15
3.	Conduct Post-Flight Closure and Debrief as a Parasailing (Equipment) Supervisor	THC/N9008 &v2.0	Core	5	2	10	20	30	0	60	12	14	0	0	26	10
4.	Assess and Mitigate Risks as a Parasailing (Equipment) Supervisor	THC/N9009 &v2.0	Core	5	2	10	20	30	0	60	28	34	0	0	62	15
5.	Communicate with Customers and Colleagues	THC/N9913 &v2.0	Non-Core	5	1	12	18	0	0	15	34	39	0	0	73	10

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
6.	Follow Gender and Age Sensitive Practices	THC/N9914 &v2.0	Non-Core	5	1	12	18	0	0	15	7	3	0	0	10	10
7.	Maintain Safe, Healthy and Hygienic Practices	THC/N9915 &v2.0	Non-Core	5	1	12	18	0	0	30	32	16	0	0	48	10
8.	Follow and Maintain Green Practices	THC/N9916 &v2.0	Non-Core	5	1	12	18	0	0	30	28	11	0	0	39	10
9.	Employability Skills (60 Hours)	DGT/VSQ/ N0102 &v1.0	Non-Core	4	2	24	36	0	0	60	20	30	0	0	50	5
<b>Duration (in Hours) / Total Marks</b>					<b>21</b>	<b>124</b>	<b>236</b>	<b>270</b>	<b>0</b>	<b>630</b>	<b>227</b>	<b>243</b>	<b>0</b>	<b>0</b>	<b>470</b>	<b>100</b>

#### Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

**Minimum Pass Percentage – Aggregate at qualification level: 70%** (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

**Minimum Pass Percentage – NOS/Module-wise:   %** (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

#### Section 3: Training Related

1.	<b>Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b>	Certificate / Diploma / Degree / Post Graduate (specialization in Tour & Travel) with 5 years of relevant industry experience (Tourism) and 1-year of training experience (Tourism)
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b>	NA
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)

4.	<b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>	NA
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## Section 4: Assessment Related

1.	<b>Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	Diploma / Degree / Post Graduate with 5 years of relevant industry experience (Parasailing/ Adventure Tourism)
2.	<b>Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	NA
3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	NA
4.	<b>Assessment Mode (Specify the assessment mode)</b>	Blended
5.	<b>Tools and Equipment Required for Assessment</b>	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)

## Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	<b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> No
2.	<b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b> No
3.	<b>Government /Industry initiatives/ requirement (Yes/No):</b> Yes
4.	<b>Number of Industry validation provided:</b> 21
5.	<b>Estimated nos. of persons to be trained and employed:</b> NA
6.	<b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> No If "No", why:

## Section 6: Annexure &amp; Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	<b>Annexure:</b> NCrf/NSQF level justification based on NCrf level/NSQF descriptors (Mandatory)	Attached
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2.	<b>Annexure:</b> List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	Attached
3.	<b>Annexure:</b> Detailed Assessment Criteria (Mandatory)	Attached
4.	<b>Annexure:</b> Assessment Strategy (Mandatory)	Attached
5.	<b>Annexure:</b> Blended Learning (Mandatory, in case selected Mode of delivery is "Blended Learning")	Attached
6.	<b>Annexure:</b> Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)	Attached
7.	<b>Annexure:</b> Acronym and Glossary (Optional)	Attached
8.	<b>Supporting Document:</b> Model Curriculum (Mandatory – Public view)	Attached
9.	<b>Supporting Document:</b> Career Progression (Mandatory - Public view)	Attached
10.	<b>Supporting Document:</b> Occupational Map (Mandatory)	Attached
11.	<b>Supporting Document:</b> Assessment SOP (Mandatory)	Attached
12.	<b>Any other document you wish to submit:</b>	-

## Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
<b>Professional Theoretical Knowledge/Process</b>	<b>Multidisciplinary and specialized knowledge</b> <ul style="list-style-type: none"> <li>Knowledge of vehicle and/or boatdriving techniques. Knowledge of the use of the use andcertifications of equipment in parasailing such as PFD (Personal Floatation Device), harness and knee/elbow pads, parasailing wing, etc.</li> <li>Know how to check, identify and repairfaulty or damaged equipment based onthe manufacture's guidelines.</li> <li>Knowledge of the company SOP's onsafety and service quality standards, e.g., quality and condition of allthe equipment, weather reports, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Parasailing (Equipment) Supervisor ensures to supervise and instruct the parasailingreceiver/launcher in attaching the parachute to the vehicle/boat.</li> <li>Parasailing (Equipment) Supervisor collates detailed equipment lists and procure paragliding gear and safety equipment based on the number of students/clients and theirheight/weight.</li> <li>Hence level 5</li> </ul>	5

<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	<b>Range of skills along with specialized domain skills</b> <ul style="list-style-type: none"> <li>Communicate all flight developments and phases to the student/client as they are about to happen like landing and launch.</li> <li>Ensure briefing of the ground crew on the emergency action plan for the day.</li> <li>Ensure that the activity area is safe and free of all hazards.</li> <li>Demonstrate effective communication and supervising skills.</li> <li>Brief and demonstrate emergency protocols, procedures and call out signals to students/clients</li> <li>Respond to queries and information needs of all individuals.</li> <li>Use basic reading and writing skills while filling up forms and post trip reports.</li> <li>Establish communication with the vehicle/boat driver as and when required using a two-way radio.</li> <li>Ensure to control the speed while towing up and bringing down the student/client safely.</li> <li>Accommodate persons with disabilities in the activities, as far as possible, without compromising safety.</li> <li>Ensure environment friendly waste disposal practices.</li> <li>Understand natural surroundings and respect local traditions and people</li> <li>Communicate effectively with assistant guides, guests, and co-workers.</li> <li>Be polite and courteous at all times</li> </ul>	<ul style="list-style-type: none"> <li>A Parasailing (Equipment) Supervisor performs his job by applying professional skills as per the organizational safety and service standards.</li> <li>They need to be aware of a student's/client's limitations, needs and requirements and act accordingly.</li> <li>They are required to apply cognitive and practical skills to innovate and change plans by applying basic methods, materials, tools and information.</li> <li>Coordinate and deploy additional personnel and safety measures to cater to the requirements of persons with disabilities.</li> <li>A Parasailing Supervisor should apply core skills such as understanding of social, political, communication, health, and hygiene and safety at workplace followed, etc.</li> <li>The person should be able to communicate clearly with various people</li> <li>The person should know the importance of effective listening, use of tone and pitch for communication.</li> <li>Hence Level 5</li> </ul>	5
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<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	<b>Entrepreneurial mindset, self- management</b> <ul style="list-style-type: none"> <li>• Read and write different types of documents/instructions/correspondence</li> <li>• Communicate effectively using appropriate language in formal and informal settings</li> <li>• Behave politely and appropriately with all</li> <li>• How to work in a virtual mode</li> <li>• Perform calculations efficiently</li> <li>• Solve problems effectively</li> <li>• Pay attention to details</li> <li>• Manage time efficiently</li> <li>• Maintain hygiene and sanitization to avoid infection</li> </ul>	<ul style="list-style-type: none"> <li>• A Parasailing (Equipment) Supervisor should have good oral and written communication skills, advanced literacy and numeracy skills, organisation and time management skills, good understanding of social, political and work environment, etc.</li> </ul>	5
<b>Broad Learning Outcomes/Core Skill</b>	<b>Judgement / decision making – specialized</b> <ul style="list-style-type: none"> <li>• Access and assess detailed itinerary and flight schedules from the organizer and ensure SOPs, safety and service quality standards followed</li> </ul>	<ul style="list-style-type: none"> <li>• A Parasailing (Equipment) Supervisor is responsible teaching as well as for safely conducting a parasailing activity for students/clients by monitoring the sources of danger at land/deck, sea and air during every flight.</li> <li>• The supervisor works in close coordination with the driver, launcher and receiver. In addition, a parasailing supervisor is also responsible for training the staff.</li> <li>• Hence Level 5</li> </ul>	5
<b>Responsibility</b>	<b>Team leader – Junior technical supervisor,</b> <ul style="list-style-type: none"> <li>• Understands the job role and has complete knowledge of SOPs to be followed.</li> <li>• Follows health and hygiene practises and safety regulations.</li> <li>• Is environmentally conscious and takes measures not to harm the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• A Parasailing (Equipment) Supervisor is responsible accessing and assessing work instructions and flight schedule from the parasailing organizer/tour operator.</li> <li>• Responsible to coordinate with the boat/vehicle driver and launcher/receiver and ensure vehicle related pre- flight checks are completed like the condition of the engine, gear box, steering, storage system, brakes and control systems of the boat/vehicle.</li> </ul>	5

		• Hence Level 5	
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## Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1.	Body harnesses	Standard	1
2.	Helmets	Standard	1
3.	Two-way radios	Standard	1
4.	Action cameras	Standard	1
5.	Personal flotation devices (PFD)	Standard	1
6.	Windspeed meter	Standard	1
7.	Wind direction socks	Standard	1
8.	Parachute and its connections	Standard	1
9.	Tow rope	Standard	1
10.	Knee and elbow pads	Standard	1
11.	Canopy, vehicle/boat	Standard	1
12.	Vehicle/boat	Standard	1
13.	First-aid kit	Standard	1
14.	Equipment logbooks	Standard	1
15.	Activity documents	Standard	1
16.	Writing tools	Standard	1
17.	Outdoor environment	Standard	1
18.	Bio-degradable bags	Standard	1
19.	Dustbins/Waste bins	Standard	1
20.	Fire Safety Equipment	Standard	1
21.	First Aid Equipment	Standard	1
22.	Physical Safety Equipment	Standard	1
23.	Personal Protective Equipment	Standard	1
24.	Fire Safety Equipment	Standard	1

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Whiteboard
2. Flip Chart
3. Duster
4. Projector
5. Projector screen

6. Computer/ Laptop with charger
7. Power Point Presentation
8. Laptop External Speakers
9. Training kit (Trainer guide, Presentations)
10. Participant Handbook and Related Standard Operating Procedures
11. Markers
12. Chalk

#### Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Multichannel Educational Institute Private Limited	Zubair Ahmad Gadda	Director	Khaliqa town Square Mall, Hospital Road, Ganderbal, Jammu & Kashmir, India 191201	9419257715/8713000062	<a href="mailto:director@meinstitute.org">director@meinstitute.org</a> <a href="mailto:directoradm@meinstitute.org">directoradm@meinstitute.org</a> <a href="mailto:chairman@meinstitute.org">chairman@meinstitute.org</a>	-
2.	Parveen Travels Private Limited	A.Afzal	Managing Director	148 Perambur Barracks Road Purusawalkam Chennai 600007	9840041999	<a href="mailto:Afzal@parveentravels.com">Afzal@parveentravels.com</a>	-
3.	Tajra Ventures Private Limited	Shehreyar Majeed	Director	Block-Z-23, Dayal Sir Colony, Uttam Nagar, New Delhi-110059, delhi	7006306075	<a href="mailto:info@tarjirventures.com">info@tarjirventures.com</a>	-
4.	Adventures	Sudesh Negi	Owner	Champavat	9012443372	<a href="mailto:sudeshnegi732@gmail.com">sudeshnegi732@gmail.com</a>	-
5.	The Glide Inn	Arun Rawat	CEO	Vill Seri, Junga Road, Shimla 173216 India	9779885135	<a href="mailto:info@theglideinn.com">info@theglideinn.com</a>	-
6.	Wildlife Adventure	Vikram Singh Negi	Mountain Guide	8/222, Resettlement Colony, Block 8, Kalyan Puri, Delhi, 110091	8433105830	<a href="mailto:vikramnegi97@gmail.com">vikramnegi97@gmail.com</a>	-
7.	Dev Bhoomi Hospitality	Devender	Proprietor	Mahananda Complex, Tapovan, Rishikesh	9811117198	<a href="mailto:DEVBHOOMIHOSPITALITY@gmail.com">DEVBHOOMIHOSPITALITY@gmail.com</a>	-

8.	Voyage En Himalaya		Proprietor	Dadgalya, Kalika,Ranikhet, Uttarakhand	98971717142	<a href="mailto:Service@VoyageenHimalaya.com">Service@VoyageenHimalaya.com</a>	-
9.	Acorn International	Mr. Anup	Owner	Badrinath Road, opposite Balaknath Temple, Tapovan, Rishikesh, Uttarakhand 249192	9999877312	<a href="mailto:anup@acorninternational.in">anup@acorninternational.in</a>	-
10.	Green Escape safaris & Tours,	Mohan Chandar Joshi	Founder	1 <sup>st</sup> Floor, Siddheshwar market, Ramnagar,Nainital,Uttarakhand-244715	6260384796	<a href="mailto:greenescapeuttarakhand@gmail.com">greenescapeuttarakhand@gmail.com</a>	-
11.	Real Adventure	Meenakshi Rawat	Owner	Uttarakhand	992784985	<a href="mailto:Rawatmeenakshi756@gmail.com">Rawatmeenakshi756@gmail.com</a>	-
12.	Red Chilli adventure	Vipin Sharma	Managing Director	Red Chilli Adventure Sports Lakshman Jhula Road, Tapovan, Rishikesh, Uttarakhand, Pin: 249192, India.	9412058021	<a href="mailto:info@redchilliadventure.com">info@redchilliadventure.com</a>	-
13.	Gaurav Travel Solutions	Himanshu Tiruh	Founder Director	Corbett National Park	7906232011	<a href="mailto:Gauravtravelsolutions@gmail.com">Gauravtravelsolutions@gmail.com</a>	-
14.	ATOAI (Adventure Tour Operators Association of India)	Nirat Bhatt	Hon Treasurer-ATOAI	F-190,Ground Floor, Opp.hanuman Mandir, Lado Sarai, New Delhi-110030	9909904442	<a href="mailto:nirat@ClimbingWorld.com">nirat@ClimbingWorld.com</a>	-
15.	Bayberry Adventures LLP	Wg Cdr Sudhir Kutty	Co-Founder & Director	2/25.Kalkaji Extension, New Delhi-110019	9818233988	<a href="mailto:bayberryadventure@gmail.com">bayberryadventure@gmail.com</a>	-
16.	Offbeat travel and events Pvt.Ltd.	Mayank Ghildiyal	Director	Flat 8 D, Victoria Tower, Raisina Resdency, Sector-59, Gurgaon, Haryana, (National Capital Region of Delhi) India, 120011,	9759111305	<a href="mailto:offbeattravelandevents@gmail.com">offbeattravelandevents@gmail.com</a>	-
17.	Bohemian Adventures LLP	Guneet puri	Designated partner	50/1, Vasant Vihar, Dehradun-248001, Uttarakhand	9412088336	<a href="mailto:guneet@bohemiandventures.com">guneet@bohemiandventures.com</a>	-
18.	Orient Express Pvt.Ltd	Mr Nitin Verma	Assistant Manager	70, Janpath, New Delhi	+91 9654 172900	<a href="mailto:travel@orientexpressltd.com">travel@orientexpressltd.com</a>	-

19.	Route on Wheels	Vivek Rauthan	Managing Director	B-69, Kumhar Gali, Mayapuri, Ajabpur Kalan, Dehradun, Uttarakhand	9899175374	<a href="mailto:routeonwheels@gmail.com">routeonwheels@gmail.com</a>	-
20.	Nature Connect	AJAY KANDARI	Director	369, Indira Nagar Dehradun -248001 Uttarakhand	7055800041	<a href="mailto:ajay@natureconnect.in">ajay@natureconnect.in</a>	-
21	Three-point adventure Agency	Yashwant Singh Panwar	Owner	Ward No. 3 Gyansu Uttarkashi, Uttarakhand, India, PIN 249193	9456325820	<a href="mailto:3pointadventure.uki@gmail.com">3pointadventure.uki@gmail.com</a>	-

## Annexure: Training &amp; Employment Details

## Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
	NA	NA	NA	NA	NA	NA

Data to be provided year-wise for next 3 years

## Training, Assessment, Certification, and Placement Data for previous versions of qualifications: NA

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

## List Schemes in which the previous version of Qualification was implemented:

1. NA

## Content availability for previous versions of qualifications:

☐ Participant Handbook ☐ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☐ Any Other:

## Languages in which Content is available:

## Annexure: Blended Learning

## Blended Learning Estimated Ratio &amp; Recommended Tools:

**Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:**

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	<ul style="list-style-type: none"> <li>• Books/ e-books</li> <li>• Presentations</li> <li>• Reference Material</li> <li>• Audio / Video Modules</li> </ul>	
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	<ul style="list-style-type: none"> <li>• Self-Learning Videos</li> <li>• Broadcasts</li> <li>• Mobile Learning</li> <li>• Curated Digital content</li> </ul>	
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners	<ul style="list-style-type: none"> <li>• Video Content</li> <li>• E-Resource library</li> <li>• AR/ VR/ XR</li> </ul>	
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	<ul style="list-style-type: none"> <li>• Training tools (tools list attached)</li> <li>• Video Play</li> <li>• Presentations</li> </ul>	
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	<ul style="list-style-type: none"> <li>• Online Question Bank</li> <li>• Mobile Quick test app</li> <li>• MCQ based tests</li> </ul>	
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	<ul style="list-style-type: none"> <li>• Assessment engine for Essays</li> <li>• Up-loadable file examinations</li> <li>• Mock test sessions</li> </ul>	
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	<ul style="list-style-type: none"> <li>• Online tests</li> <li>• Offline assessments</li> </ul>	



## Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
THC/N9006: Conduct Pre-Flight Checks as a Parasailing Supervisor	<i>Access and assess pre-flight information</i>	11	14	0	0
	PC1. access and assess work instructions and flightschedule from the parasailing organizer/touroperator.	-	-	-	-
	PC2. collate and assess detailed information aboutthe students'/clients' age, gender, healthissues orspecial requests (if any) and prior experience in parasailing (if any).	-	-	-	-
	PC3. assess the height/weight information provided by the students/clients and ensure thatthe manufacturer's minimum and maximum weight limits are met, inform any ineligible students/clientsin advance.	-	-	-	-
	PC4. collate detailed equipment lists and procureparagliding gear and safety equipmentbased on the number of students/clients and their height/weight parameters.	-	-	-	-
	PC5. access and assess the weather and seaconditions for the day and coordinate with the parasailing driver about altitude and speeds tobemaintained for parasailing accordingly.	-	-	-	-
	PC6. ensure to collate and share emergencycontact numbers of ambulances, nearest hospitalswith the team.	-	-	-	-
	PC7. ensure to check the validity of liabilityinsurances.	-	-	-	-
	<i>Conduct equipment checks</i>	8	11	0	0
	PC8. coordinate with the boat/vehicle driver andlauncher/receiver and ensure vehicle related pre- flight checks are completed like the condition of theengine, gear box, steering, storage system, brakes and control systems of the boat/vehicle.	-	-	-	-
	PC9. ensure to inspect the certification and condition of all the parasailing equipment such as wind speed meter, wind direction socks, parachute and its connections, tow rope, body harness, helmet, personal flotation device (PFD), knee and elbow pads, canopy, radios for communication, etc.	-	-	-	-
	PC10. ensure to log all damaged and faulty equipment in the pre-flight logbook and repair orreplace (as required) based on the manufacturer'sspecifications.	-	-	-	-
	PC11. ensure that the parasailing driver has loadedthe vehicle/boat with adequate fuel for the activity.	-	-	-	-
	PC12. ensure to supervise and instruct the parasailing receiver/launcher in attaching the parachute to the vehicle/boat.	-	-	-	-
	<b>Total Marks</b>	<b>19</b>	<b>25</b>	<b>0</b>	<b>0</b>
	<i>Welcome and brief the students/clients</i>	11	17	0	0

<b>THC/N9007: Conduct the Parasailing Activity as a Parasailing Supervisor</b>	PC1. welcome the students/clients and introduceoneself and the team in a loud, clearand friendlymanner.	-	-	-	-
	PC2. ensure that students/clients are properly attired, e.g., slippers and loose pants/pajamas should be discouraged and long hair should betiedsecurely before starting the activity.	-	-	-	-
	PC3. ensure to collect signed indemnity waiversfrom the students/clients and hand over to the organizer.	-	-	-	-
	PC4. brief the students/clients on the use safetyequipment and assist them in wearing the harness,helmet, knee/elbow pads and PFD (in case of water-based parasailing).	-	-	-	-
	PC5. brief and demonstrate emergency protocols, procedures and call out signals tostudents/clients.	-	-	-	-
	PC6. brief the students/clients and demonstrate appropriate posture to be maintained during theflight.	-	-	-	-
	PC7. brief the students/clients on the maximumaltitude and duration of the flight.	-	-	-	-
	<i>Conduct the parasailing activity</i>	<b>28</b>	<b>42</b>	<b>0</b>	<b>0</b>
	PC8. assess the wind direction with the help ofa wind sock/meter and launch the flight accordingly.	-	-	-	-
	PC9. ensure that the student/client is securely clipped to the parachute and all the safety gear islocked in place.	-	-	-	-
	PC10. coordinate with the student/client, parasailing driver and the receiver/launcher andcheck if they are ready for launch.	-	-	-	-
	PC11. ensure that the driver starts the boat/vehicleand the launcher launches the parachute only on their express command.	-	-	-	-
	PC12. ensure that the boat/vehicle is moving according to the speed/altitude decided before theactivity.	-	-	-	-
	PC13. ensure to watch the student/client tosee ifthey are alright.	-	-	-	-
	PC14. establish communication with the vehicle/boat driver as and when required using atwo-way radio.	-	-	-	-
	PC15. ensure to stay alert for signals from thedriver and student/client in case of any emergencyand respond promptly.	-	-	-	-
	PC16. coordinate with the driver to conductdippingmaneuvers for the student/client.	-	-	-	-
	PC17. ensure to control the speed while towingupand bringing down the student/client safely.	-	-	-	-
	PC18. ensure to signal and coordinate with thereceiver to be alert and ready to receive the student/client for landing.	-	-	-	-
	PC19. ensure to supervise the student's/client's landing and instruct them tobend their knees atthe time of landing.	-	-	-	-
	PC20. ensure to schedule and executetheparasailing to wrap up before sundown.	-	-	-	-

	PC21. assist the students/clients during the activity while maintaining appropriate physical distance.	-	-	-	-
	PC22. ensure to immediately stop the parasailing activity in case of a hazardous situation, unfavorable weather conditions or injury to the student/client.	-	-	-	-
	PC23. ensure to promptly approach and assist a struggling student/client in case of an emergency.	-	-	-	-
	<i>Manage persons with disabilities</i>	4	8	0	0
	PC24. offer help to persons with disabilities, when asked for.	-	-	-	-
	PC25. empathize with and respect persons with disabilities.	-	-	-	-
	PC26. accommodate persons with disabilities in the activities, as far as possible, without compromising safety.	-	-	-	-
	PC27. coordinate and deploy additional personnel and safety measures to cater to the requirements of persons with disabilities.	-	-	-	-
	<i>Adhere to environmental conservation practices</i>	4	4	0	0
	PC28. adhere to "minimum impact" policies at every level, do not burn/throw waste materials, discarded wrappers and plastic bottles into the sea or any of the activity grounds.	-	-	-	-
	PC29. ensure not to cause damage to the fragile habitats and environments (animal life, flora and fauna) found there.	-	-	-	-
	<b>Total Marks</b>	<b>47</b>	<b>71</b>	<b>0</b>	<b>0</b>
<b>THC/N9009: Assess and Mitigate Risks as a Parasailing (Equipment) Supervisor</b>	<i>Ensure to take safety measures and respond to emergency situations</i>	<b>20</b>	<b>26</b>	<b>0</b>	<b>0</b>
	PC1. perform a risk assessment of the parasailing site and ensure take-off and landing zones are free from any hazard or obstruction such as trees, rocks, other tourists or vehicles/boats.	-	-	-	-
	PC2. ensure that no activity is conducted in heavy winds, thunderstorms, low visibility and turbulent sea conditions.	-	-	-	-
	PC3. ensure that all safety equipment such as PFD's are worn by self, team and students/clients before operating the water/land parasailing activity.	-	-	-	-
	PC4. inspect the parasail wings and ensure they are certified from recognized bodies such as APCUL (Association des Constructeurs de Parapente Ultra Légers), DHV (Deutscher Hängegleiter Verband), CEN (European Committee for Standardization) or by FAI (Fédération Aéronautique Internationale).	-	-	-	-
	PC5. ensure that all parasails in use are inspected by a maintenance professional annually.	-	-	-	-
	PC6. ensure to follow the manufacturer's guidelines on equipment maintenance and repairs.	-	-	-	-
	PC7. ensure that a stretcher (spinal board) is available at the site and a first-aid kit is carried in each vehicle/boat.	-	-	-	-
	PC8. ensure that the team is up to date with and follows the organization's emergency action plan.	-	-	-	-
	PC9. ensure that the team and one's first aid/CPR certifications are up to date.	-	-	-	-

	PC10.ensure that contacts for emergency response providers, transportation vendors, etc.,are up to date and easily accessible at all times.	-	-	-	-
	PC11.ensure that the two-way radio is on at all times during the activity and that the team is up to date on all emergency call out procedures.	-	-	-	-
	PC12.handle the media and family members of the injured person in a sensitive manner in case of a serious accident.	-	-	-	-
	<i>Disaster management</i>	8	8	-	-
	PC13.identify emergency situations and respond promptly, e.g., manage students'/clients' movement away from the emergency and provide the necessary on spot first-aid/CPR to the students/clients in case of injuries.	-	-	-	-
	PC14. evacuate students/clients from the danger zone and provide shelter till rescue arrives, in case of disasters.	-	-	-	-
	PC15. establish communication and organize air and land rescue in case of any disaster.	-	-	-	-
	PC16. maintain calm and be composed in an emergency situation.	-	-	-	-
	<b>Total Marks</b>	<b>28</b>	<b>34</b>	<b>0</b>	<b>0</b>
<b>THC/N9008: Conduct Post-Flight Closure and Debrief as a Parasailing Supervisor</b>	<i>Inspect equipment and submit activity report</i>	<b>12</b>	<b>14</b>	<b>0</b>	<b>0</b>
	PC1. supervise the parasailing driver to cleanandreturn the vehicle/boat to the organizer.	-	-	-	-
	PC2. inspect, clean and store all theequipment,post the activity.	-	-	-	-
	<b>PC3.</b> supervise and assist the parasailinglauncher/receiver in packing all equipment andreturn it to the organizer.	-	-	-	-
	<b>PC4.</b> maintain a log of students/clients towed, howmany hours each equipment was used for,any damaged/faulty equipment, incidents, accidents and health related problems and submit the reportto the organizer.	-	-	-	-
	<b>PC5.</b> collect and collate written feedback from thestudents/clients and submit it to the organizer.	-	-	-	-
	<b>PC6.</b> ensure to document the driver's and receiver's/launcher's work hours and job performance and submit a report to the organizeras well as provide feedback to the staff.	-	-	-	-
	<b>PC7.</b> suggest changes in running the activityor the daily schedule based on the students'/clients'feedback as well as the performance of the staff.	-	-	-	-
	<b>Total Marks</b>	<b>12</b>	<b>14</b>	<b>0</b>	<b>0</b>
<b>THC/N9913: Communicate with Customers and Colleagues</b>	<i>Interacting with superiors and colleagues</i>	<b>13</b>	<b>8</b>	<b>0</b>	<b>0</b>
	PC1. exhibit trust, support and respect toallcolleagues and superiors	-	-	-	-
	PC2. escalate unresolved problems orcomplaintsto the relevant senior	-	-	-	-
	PC3. respond positively to the feedback andseekassistance from colleagues/superiors when required	-	-	-	-
	PC4. maintain etiquette with colleagues andsuperiors	-	-	-	-
	PC5. identify potential and existing conflictswiththe colleagues and resolve them	-	-	-	-

	<i>Communicating effectively with guests</i>	<b>21</b>	<b>31</b>	<b>0</b>	<b>0</b>
	PC6. brief guests clearly and in a polite, professional and friendly manner	-	-	-	-
	PC7. build effective and impersonal relationship with the guests	-	-	-	-
	PC8. use appropriate language and tone with guests	-	-	-	-
	PC9. listen actively in a two-way communication	-	-	-	-
	PC10. identify guest's expectations correctly and provide appropriate solutions	-	-	-	-
	PC11. Identify reasons for guest's dissatisfaction and address their complaints effectively	-	-	-	-
	PC12. maintain proper body language, dress code, gestures and etiquette while interacting with guests	-	-	-	-
	PC13. ensure guests are not subjected to any negative questions and statements	-	-	-	-
	PC14. inform the guests on any issues or problems before hand and also on the developments involving them	2	1	-	-
	PC15. ensure minimum response time to guests for any messages/feedback	-	-	-	-
	PC16. seek regular feedback from guests on current service, complaints, and improvements to be made, etc.	-	-	-	-
	PC17. engage with guests without intruding on their privacy	-	-	-	-
	<b>Total Marks</b>	<b>34</b>	<b>39</b>	<b>0</b>	<b>0</b>
<b>THC/N9914: Follow Gender and Age Sensitive Practices</b>	<i>Providing different age and gender specific customer service</i>	<b>7</b>	<b>3</b>	<b>0</b>	<b>0</b>
	PC1. provide appropriate service keeping in mind their unique needs and diverse cultural backgrounds	-	-	-	-
	PC2. make arrangement to cater for varied age group	-	-	-	-
	PC3. conduct activities so as to involve guests across all age groups and genders	-	-	-	-
	<b>Total Marks</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>THC/N9915: Maintain Safe, Healthy and Hygienic Practices</b>	<i>Following standard safety procedures to avoid work hazards</i>	<b>10</b>	<b>2</b>	<b>0</b>	<b>0</b>
	PC1. assess the various hazards in the work areas and take necessary steps to eliminate or minimize them	-	-	-	-
	PC2. follow organisational safety procedures	-	-	-	-
	PC3. ensure guests have access to first aid kit when needed	-	-	-	-
	PC4. implement correct emergency procedures	-	-	-	-
	PC5. read the manufacturer's manual carefully before using any equipment	-	-	-	-
	PC6. use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies	-	-	-	-
	PC7. practice ergonomic lifting, bending, or moving equipment and supplies	-	-	-	-
	PC8. display safety signs at places where necessary	-	-	-	-
	PC9. comply with the established safety procedures of the workplace	-	-	-	-
	PC10. report to the supervisor on any problems and hazards identified	-	-	-	-
	PC11. use physical safety equipment/personal protective equipment and clothing, wash hands etc.	-	-	-	-
	PC12. use fire safety equipment such as fire extinguisher, fire blanket, fire hose, etc.	-	-	-	-

THC/N9916: Follow and Maintain Green Practices	PC13. use first aid equipment such as Automated External Defibrillator (AED) at emergency meetingpoints	-	-	-	-
	PC14. follow hazard symbols such as general warning, health hazard, biohazard, harmful irritant, poison/toxic material, carcinogen hazard, explosive hazard, electrical hazard, hot surface, low temperature warning symbol etc.	-	-	-	-
	<i>Ensuring cleanliness around workplace</i>	<b>7</b>	<b>4</b>	<b>0</b>	<b>0</b>
	PC15. keep the surroundings clean and clear of food waste or other litter	-	-	-	-
	PC16. ensure that waste is disposed-off as per prescribed standards for waste disposal	-	-	-	-
	PC17. maintain cleanliness records	-	-	-	-
	PC18. ensure safe and clean handling of accommodation, public areas etc.	-	-	-	-
	<i>Following personal hygiene practices</i>	<b>7</b>	<b>4</b>	<b>0</b>	<b>0</b>
	PC19. clean hands on a regular basis using soap, sanitisers and other accepted industry and government norms to run adventure operations	-	-	-	-
	PC20. clean cups, glasses or other cutlery before and after using them	-	-	-	-
	PC21. maintain personal hygiene by taking daily bath, using clean clothing, footwear, head gear, trimming nails, etc.	-	-	-	-
	PC22. maintain dental hygiene in terms of brushing teeth every day, avoiding smoke at workplace, etc.	-	-	-	-
	<i>Taking precautionary health measures</i>	<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>
	PC23. report personal health issues related to injury and infectious diseases	-	-	-	-
	PC24. ensure not to go to work if unwell, to avoid the risk of spreading infection to other people	-	-	-	-
	PC25. cover the mouth with elbow/handkerchief and/or turn away from people while sneezing or coughing	-	-	-	-
	PC26. coordinate for the provision of adequate clean drinking water	-	-	-	-
	PC27. ensure regular vaccinations to avoid transmission of diseases	-	-	-	-
	PC28. undergo preventive health check-ups at regular intervals and take prompt treatment from the doctor in case of illness	-	-	-	-
	<b>Total Marks</b>	<b>32</b>	<b>16</b>	<b>0</b>	<b>0</b>
	<i>Following material conservation practices</i>	<b>7</b>	<b>4</b>	<b>0</b>	<b>0</b>
	PC1. identify ways to optimize usage of material including water in various tasks/activities	-	-	-	-
	PC2. check for spills/leakages, plug them and escalate to appropriate authority if unable to rectify	-	-	-	-
	PC3. ensure electrical equipment and appliances are switched off when not in use	-	-	-	-
	<i>Ensuring effective waste management/recycling practices</i>	<b>13</b>	<b>5</b>	<b>0</b>	<b>0</b>
	PC4. identify recyclable and non-recyclable, and hazardous waste generated	-	-	-	-
	PC5. dispose non-recyclable waste appropriately	-	-	-	-
	PC6. follow processes specified for disposal of hazardous waste	-	-	-	-
	PC7. ensure reuse and recycling of waste wherever applicable	-	-	-	-

	<i>Ensuring use of eco-friendly practices</i>	<b>8</b>	<b>2</b>	<b>0</b>	<b>0</b>
	PC8. identify materials which can be replaced by environment friendly substitutes	-	-	-	-
	PC9. follow SOPs to conserve and re-use water	-	-	-	-
	<b>Total Marks</b>	<b>28</b>	<b>11</b>	<b>0</b>	<b>0</b>
<b>DGT/VSQ/N0102: Employability Skills (60 Hours)</b>	<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
	PC1. identify employability skills required for jobs in various industries	-	-	-	-
	PC2. identify and explore learning and employability portals	-	-	-	-
	<i>Constitutional values – Citizenship</i>	<b>1</b>	<b>1</b>	-	-
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
	PC4. follow environmentally sustainable practices	-	-	-	-
	<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
	PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
	PC6. practice the 21st Century Skills such as Self- Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
	<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
	PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
	PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
	PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
	<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-
	PC10. understand the difference between job and career	-	-	-	-
	PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
	<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
	PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
	PC13. work collaboratively with others in a team	-	-	-	-
	<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>2</b>	-	-
	PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
	PC15. escalate any issues related to sexual harassment at workplace	-	-	-	-



	according to POSH Act				
	<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-
	PC16. select financial institutions, products and services as per requirement	-	-	-	-
	PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
	PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
	PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
	<i>Essential Digital Skills</i>	<b>3</b>	<b>4</b>	-	-
	PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
	PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
	PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
	<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-
	PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
	PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
	PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
	<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
	PC26. identify different types of customers	-	-	-	-
	PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
	PC28. follow appropriate hygiene and grooming standards	-	-	-	-
	<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
	PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
	PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
	PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-



	PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
	PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
	<b>Total Marks</b>	<b>20</b>	<b>30</b>	-	-
	<b>Grand Total</b>	<b>227</b>	<b>243</b>	-	-

#### Annexure: Assessment Strategy

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

##### <1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

##### 2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

##### 3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

##### 4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

##### 5. Method of verification or validation:

- Surprise visit to the assessment location

##### 6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

##### On the Job:

1. Each module (which covers the job profile of Parasailing (Equipment) Supervisor) will be assessed separately.
2. The candidate must score 70% in each module to successfully complete the OJT.

3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
  - Videos of Trainees during OJT
  -
4. Assessment of each Module will ensure that the candidate is able to:
  - Effective engagement with the customers
  - Understand the working of various tools and equipment
  - .....>

## Annexure: Acronym and Glossary

## Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training
SOP	Standard Operating Procedure
VFR	Visual Flight Rules
VMC	Visual Meteorological Conditions

## Glossary

Term	Description
<b>National Occupational Standards (NOS)</b>	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
<b>Qualification</b>	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
<b>Qualification File</b>	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
<b>Sector</b>	A grouping of professional activities on the basis of their main economic function, product, service or technology.
<b>Long Term Training</b>	Long-term skilling means any vocational training program undertaken for a year and above.