



QUALIFICATION FILE

Paragliding Tandem pilot

☒ 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: 4.5

Submitted By:

Tourism and Hospitality Skill Council

#1216-1220, 12th 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.	Qualification Name	Paragliding Tandem pilot																			
2.	Sector/s	Tourism & Hospitality																			
3.	Type of Qualification: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: <i>(change to previous, once approved)</i> 2021/TH/THSSC/04482 & v1.0	Qualification Name of existing/previous version: Paragliding Tandem pilot																		
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>																				
5.	National Qualification Register (NQR) Code & Version <i>(Will be issued after NSQC approval)</i>	QG-4.5-TH-02445-2024-V2-THSC	6. NCrf/NSQF Level: 4.5																		
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other) <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Certificate																			
8.	Brief Description of the Qualification	A paragliding tandem pilot is responsible for taking one student/client at a time on an assisted paragliding flight in a controlled and evaluated environment. They plan and prepare for the flight and are responsible for flying along with the student/client while ensuring their safety.																			
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <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>2- year(relevant experience)</td> </tr> <tr> <td></td> <td>Previous relevant Qualification of NSQF Level 4.0</td> <td>1.5- year(relevant experience)</td> </tr> <tr> <td>a)</td> <td>Advanced First- Aid/CPR course</td> <td></td> </tr> <tr> <td>b)</td> <td>100 flying hours as a Non-Commercial Pilot on 5 different sites and 5 different paragliders</td> <td></td> </tr> <tr> <td>c)</td> <td>Paragliding Association of India P5 Rating Level or Association of Paragliding Pilots and Instructors (APPI) 5 rating or similar rated course</td> <td></td> </tr> </tbody> </table> b. Age- 20 years		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)		12th-grade pass or equivalent	2- year(relevant experience)		Previous relevant Qualification of NSQF Level 4.0	1.5- year(relevant experience)	a)	Advanced First- Aid/CPR course		b)	100 flying hours as a Non-Commercial Pilot on 5 different sites and 5 different paragliders		c)	Paragliding Association of India P5 Rating Level or Association of Paragliding Pilots and Instructors (APPI) 5 rating or similar rated course	
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10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	21	11. Common Cost Norm Category (I/II/III) (wherever applicable): III																		
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	NA																			
13.	Training Duration by Modes of Training Delivery (Specify Total Duration 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>216:00</td><td>300:00</td><td>516:00</td></tr> <tr> <td>Online</td><td>114:00</td><td></td><td></td><td>114:00</td></tr> </tbody> </table> (Refer Blended Learning Annexure for details)					Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	Total (Hours)	Classroom (offline)		216:00	300:00	516:00	Online	114:00			114:00
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Classroom (offline)		216:00	300:00	516:00																	
Online	114:00			114:00																	
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/-																			
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	HAP																			
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi																			
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																			
18.	Is the Job Role Amenable to Persons with Disability	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:																			
19.	How Participation of Women will be Encouraged	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.	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No THC/N9915: Maintain Safe, Healthy and Hygienic Practices THC/N9916: Follow and Maintain Green Practices																			

21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
22.	Name and Contact Details of Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	Name: Dr. Sunita Badhwar Email: sunita.badhwar@thsc.in Contact No.: 011-41608056/8057 Ext.1102 Website: www.thsc.in	
23.	Final Approval Date by NSQC: 30/04/2024	24. Validity Duration: 3 years	25. Next Review Date: 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.	Prepare for the Flight as a Paragliding Tandem Pilot	THC/N9001 & v2.0	Core	4.5	4	10	30	80	0	120	38	45	0	0	83	10
2.	Conduct the Flight as a Paragliding Tandem Pilot	THC/N9002 & v2.0	Core	4.5	5	10	26	114	0	150	32	49	0	0	81	15
3.	Conduct Post Flight Closure & Debrief as a Paragliding Tandem Pilot	THC/N9003 & v2.0	Core	4.5	3	10	25	55	0	90	6	3	0	0	9	15
4.	Assess and Mitigate Risks for Paragliding Tandem Flight	THC/N9004 & v2.0	Core	4.5	3	12	27	51	0	90	29	53	0	0	82	20
5.	Communicate with Customers and Colleagues	THC/N9913 & v2.0	Non-Core	4.5	1	12	18	0	0	30	34	39	0	0	73	10
6.	Follow Gender and Age Sensitive Practices	THC/N9914 & v2.0	Non-Core	4.5	1	12	18	0	0	30	7	3	0	0	10	5
7.	Maintain Safe, Healthy and Hygienic Practices	THC/N9915 & v2.0	Non-Core	4.5	1	12	18	0	0	30	32	16	0	0	48	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)
8.	Follow and Maintain Green Practices	THC/N9916 & v2.0	Non-Core	4.5	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
Duration (in Hours) / Total Marks					21	114	216	300	0	630	226	249	0	0	475	100

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.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	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.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	NA
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	NA

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Diploma / Degree / Post Graduate with 5 years of relevant industry experience (Paragliding/ Adventure Tourism)
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	NA
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	NA
4.	Assessment Mode (Specify the assessment mode)	Blended
5.	Tools and Equipment Required for Assessment	<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.	Latest Skill Gap Study (not older than 2 years) (Yes/No): No
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): No
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validation provided: 21
5.	Estimated nos. of persons to be trained and employed: NA
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: No If "No", why:

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors (Mandatory)	Attached
2.	Annexure: List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	Attached
3.	Annexure: Detailed Assessment Criteria (Mandatory)	Attached
4.	Annexure: Assessment Strategy (Mandatory)	Attached

5.	Annexure: Blended Learning (<i>Mandatory, in case selected Mode of delivery is "Blended Learning"</i>)	Attached
6.	Annexure: Multiple Entry-Exit Details (<i>Mandatory, in case qualification has multiple Entry-Exit</i>)	Attached
7.	Annexure: Acronym and Glossary (<i>Optional</i>)	Attached
8.	Supporting Document: Model Curriculum (<i>Mandatory – Public view</i>)	Attached
9.	Supporting Document: Career Progression (<i>Mandatory - Public view</i>)	Attached
10.	Supporting Document: Occupational Map (<i>Mandatory</i>)	Attached
11.	Supporting Document: Assessment SOP (<i>Mandatory</i>)	Attached
12.	Any other document you wish to submit:	-

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
Professional Theoretical Knowledge/Process	Advanced multidisciplinary and specialized knowledge <ul style="list-style-type: none"> Knowledge of the use of safety equipment in paragliding like harness, helmet, etc. Knowledge of the company SOP's on safety and service quality standards, e.g., quality and condition of all the equipment, weather reports, etc. The importance of how to plan and execute flights based on student's/client's prior experience, weather conditions and time availability. 	<ul style="list-style-type: none"> Paragliding Tandem Pilot plans and prepares for the flight and are responsible for flying along with the student/client while ensuring their safety. Hence level 4.5 	4.5
Professional and Technical Skills/ Expertise/ Professional Knowledge	Advanced Technical and Managerial Skills <ul style="list-style-type: none"> Communicate all flight developments and phases to the student/client as they are about to happen like landing and launch. 	<ul style="list-style-type: none"> A Paragliding Tandem pilot performs his job by applying professional skills as per the organizational safety and service standards. They need to be aware of a student's/client's limitations, 	4.5

	<ul style="list-style-type: none"> • Ensure briefing of the ground crew on the emergency action plan for the day. • Ensure that the activity area is safe and free of all hazards. • Demonstrate effective communication and instruction skills. • Respond to queries and information needs of all individuals. • Use basic reading and writing skills while filling up forms and post trip reports. • Ensure that the activity is called off or cancelled if the weather and wind conditions are not ideal. • Ensure environment friendly waste disposal practices. • Understand natural surroundings and respect local traditions and people • Communicate effectively with assistant guides, guests, and co-workers. • Be polite and courteous at all times 	<ul style="list-style-type: none"> needs and requirements and act accordingly. • They are required to apply cognitive and practical skills to innovate and change plans by applying basic methods, materials, tools and information. • Coordinate and deploy additional personnel and safety measures to cater to the requirements of persons with disabilities. • A Paragliding Tandem pilot should apply core skills such as understanding of social, political, communication, health, and hygiene and safety at workplace followed, etc. • The person should be able to communicate clearly with various people • The person should know the importance of effective listening, use of tone and pitch for communication. • Hence Level 4.5 	
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	Leadership, effective resource management <ul style="list-style-type: none"> • Communicate effectively using appropriate language • Behave politely and appropriately with all • Perform basic calculations • Solve problems effectively • Be careful and attentive at work • Use time effectively • Maintain hygiene and sanitisation to avoid infection 	<ul style="list-style-type: none"> • A Paragliding Tandem pilot should have good oral and written communication skills, Intermediate literacy and numeracy skills, basic self-employment/ entrepreneurial Mind-set, etc. 	4.5
Broad Learning Outcomes/Core Skill	Judgement in complex problems <ul style="list-style-type: none"> • Access and assess detailed itinerary and flight schedules from the organizer and 	<ul style="list-style-type: none"> • A Paragliding Tandem Pilot is responsible for collating and evaluating all information on the detailed flight schedules and 	4.5

	ensure SOPs, safety and service quality standards followed	ensure to inspect the take-off area and wind conditions for potential hazards and disturbances.	
Responsibility	Vertical/ Business unit management –Manager or Senior Manager <ul style="list-style-type: none"> Understands the job role and has complete knowledge of SOPs to be followed. Follows health and hygiene practises and safety regulations. Is environmentally conscious and takes measures not to harm the environment 	<ul style="list-style-type: none"> A Paragliding Tandem Pilot is responsible for receiving and understanding work from the organiser Responsible to obtain and assess detailed information about the students'/clients' age, gender, health issues(if any), special requests and past experience in paragliding (if any). Hence Level 4.5 	4.5

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	01
2.	Helmets	Standard	01
3.	Two-way radios	Standard	01
4.	Action cameras	Standard	01
5.	Personal flotation devices (PFD)	Standard	01
6.	Windspeed meter	Standard	01
7.	Wind direction socks	Standard	01
8.	Parachute and its connections	Standard	01
9.	Tow rope	Standard	01
10.	Knee and elbow pads	Standard	01
11.	Canopy, vehicle/boat	Standard	01
12.	Vehicle/boat	Standard	01
13.	First-aid kit	Standard	01
14.	Equipment logbooks	Standard	01
15.	Activity documents	Standard	01
16.	Writing tools	Standard	01
17.	Outdoor environment	Standard	01
18.	Bio-degradable bags	Standard	01
19.	Dustbins/Waste bins	Standard	01

20.	Fire Safety Equipment	Standard	01
21.	First Aid Equipment	Standard	01
22.	Physical Safety Equipment	Standard	01
23.	Personal Protective Equipment	Standard	01

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	LinkedIn Profile (if available)	Designation	E-mail ID	Contact Address	Contact Phone No
1	Multichannel Educational Institute Private Limited	Zubair Ahmad Gadda	Director	Khaliqa town Square Mall, Hospital Road, Ganderbal, Jammu & Kashmir, India 191201	9419257715/8713000062	director@meinstitute.org / directoradm@meinstitute.org / hairman@meinstitute.org	-
2.	Parveen Travels Private Limited	A.Afzal	Managing Director	148 Perambur Barracks Road Purusawalkam Chennai 600007	9840041999	Afzal@parveentravels.com	-
3.	Tajra Ventures Private Limited	Shehreyar Majeed	Director	Block-Z-23, Dayal Sir Colony, Uttam Nagar, New Delhi-110059, delhi	7006306075	info@tarjirventures.com	-
4.	Adventures	Sudesh Negi	Owner	Champavat	9012443372	sudeshnegi732@gmail.com	-

5.	The Glide Inn	Arun Rawat	CEO	Vill Seri, Junga Road, Shimla 173216 India	9779885135	info@theglideinn.com	-
6.	Wildlife Adventure	Vikram Singh Negi	Mountain Guide	8/222, Resettlement Colony, Block 8, Kalyan Puri, Delhi, 110091	8433105830	vikramnegi97@gmail.com	-
7.	Dev Bhoomi Hospitality	Devender	Proprietor	Mahananda Complex, Tapovan, Rishikesh	9811117198	DEVBHOOIHOSPITALITY@gmail.com	-
8.	Voyage En Himalaya		Proprietor	Dadgalya, Kalika,Ranikhet, Uttarakhand	98971717142	Service@VoyageenHimalaya.com	-
9.	Acorn International	Mr. Anup	Owner	Badrinath Road, opposite Balaknath Temple, Tapovan, Rishikesh, Uttarakhand 249192	9999877312	anup@acorninternational.in	-
10.	Green Escape safaris & Tours,	Mohan Chandar Joshi	Founder	1 st Floor, Siddheshwar market, Ramnagar,Nainital,Uttarakhand- 244715	6260384796	greenescapeuttarakhand@gmail.com	-
11.	Real Adventure	Meenakshi Rawat	Owner	Uttarakhand	992784985	Rawatmeenakshi756@gmail.com	-
12.	Red Chilli adventure	Vipin Sharma	Managing Director	Red Chilli Adventure Sports Lakshman Jhula Road, Tapovan, Rishikesh, Uttarakhand, Pin: 249192, India.	9412058021	info@redchilliadventure.com	-
13.	Gaurav Travel Solutions	Himanshu Tiruh	Founder Director	Corbett National Park	7906232011	Gauravtravelsolutions@gmail.com	-
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	nirat@ClimbingWorld.com	-
15.	Bayberry Adventures LLP	Wg Cdr Sudhir Kutty	Co-Founder & Director	2/25.Kalkaji Extension, New Delhi-110019	9818233988	bayberryadventure@gmail.com	-
16.	Offbeat travel and events Pvt.Ltd.	Mayank Ghildiyal	Director	Flat 8 D, Victoria Tower, Raisina Residency, Sector- 59, Gurgaon, Haryana, (National Capital Region of Delhi) India, 120011,	9759111305	offbeattravelandevents@gmail.com	-
17.	Bohemian Adventures LLP	Guneet puri	Designated partner	50/1, Vasant Vihar, Dehradun- 248001, Uttarakhand	9412088336	guneet@bohemianadventures.com	-

18.	Orient Express Pvt.Ltd	Mr Nitin Verma	Assistant Manager	70, Janpath, New Delhi	+91 9654 172900	travel@orientexpressltd.com	-
19.	Route on Wheels	Vivek Rauthan	Managing Director	B-69, Kumhar Gali, Mayapuri, Ajabpur Kalan, Dehradun, Uttarakhand	9899175374	routeonwheels@gmail.com	-
20.	Nature Connect	AJAY KANDARI	Director	369, Indira Nagar Dehradun -248001 Uttarakhand	7055800041	ajay@natureconnect.in	-
21	Three-point adventure Agency	Yashwant Singh Panwar	Owner	Ward No. 3 Gyansu Uttarkashi, Uttarakhand, India, PIN 249193	9456325820	3pointadventure.uki@gmail.com	-

Annexure: Training & 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 & Recommended Tools:**Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:**<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

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"> • Books/ e-books • Presentations • Reference Material • Audio / Video Modules 	
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	<ul style="list-style-type: none"> • Self-Learning Videos • Broadcasts • Mobile Learning • Curated Digital content 	
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners	<ul style="list-style-type: none"> • Video Content • E-Resource library • AR/ VR/ XR 	
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	<ul style="list-style-type: none"> • Training tools (tools list attached) • Video Play • Presentations 	
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	<ul style="list-style-type: none"> • Online Question Bank • Mobile Quick test app • MCQ based tests 	
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	<ul style="list-style-type: none"> • Assessment engine for Essays • Up-loadable file examinations • Mock test sessions 	
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	<ul style="list-style-type: none"> • Online tests • Offline assessments 	

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/N9001: Prepare for the Flight as a Paragliding Tandem Pilot	<i>Assess pre-flight information</i>	15	17	0	0
	PC1. obtain and assess detailed information about the students'/clients' age, gender, health issues (if any), special requests and past experience in paragliding (if any).	-	-	-	-
	PC2. access and assess detailed itinerary and flight schedules from the organizer.	-	-	-	-
	PC3. collate detailed equipment lists and procure paragliding gear and safety equipment based on the number of students/clients and their height/weight parameters.	-	-	-	-
	PC4. ensure to check the validity of pilot and liability insurances.	-	-	-	-
	PC5. ensure that the DGCA and local authorities are informed about the planned route.	-	-	-	-
		-	-	-	-
	PC6. ensure equipment logbooks and service record books are updated and carried to the activity site.	-	-	-	-
	PC7. ensure that documentation for flights with persons with disabilities has been logged and reported in advance.	-	-	-	-
	PC8. ensure to brief the ground crew on the emergency action plan for the day.				
	<i>Conduct equipment and weather checks</i>	12	11	0	0
	PC9. ensure to inspect the condition of the Paragliding gear for self and the students/clients like tandem paraglider, harnesses, helmets, safety parachute and spreader bars.	-	-	-	-
	PC10. ensure to inspect the main and reserve parachutes for appropriate connections, fittings, etc., before the flight.	-	-	-	-
	PC11. access and assess detailed weather reports and decide the altitude limit for the paragliding flight.	-	-	-	-
	PC12. ensure to inspect the take-off area and wind conditions for potential hazards and disturbances.	-	-	-	-
	PC13. ensure that the first-aid kit is fully stocked and on the activity site.	-	-	-	-
	<i>Welcome and brief the students/clients</i>	11	17	0	0
	PC14. welcome the students/clients and introduce oneself and the team in a loud, clear and friendly manner.	-	-	-	-
	PC15. ensure to collect signed indemnity waivers from the students/clients and hand over to the organizer.	-	-	-	-
	PC16. conduct a pre-flight briefing and demonstration for the students/clients on the use of paragliding equipment, clip in, clip out process, take-off and landing procedures, appropriate clothing for the flight, emergency procedures, etc.	-	-	-	-
	PC17.				

	PC18. brief the students/clients and make them practice essential flight communication terms and rescue signals to be followed in case emergencies.	-	-	-	-
	PC19. ensure the students/clients are made aware of preexisting medical conditions that disqualify them from paragliding.	-	-	-	-
	PC20. ensure to conduct a question/answer session for the students/clients addressing and clarifying all doubts before start of activity.	-	-	-	-
	PC21. ensure that students/clients with asthma carry their inhalers.	-	-	-	-
	Total Marks	38	45	0	0
THC/N9002: Conduct the Flight as a Paragliding Tandem Pilot	<i>Conduct the activity</i>	19	31	0	0
	PC1. ensure that the activity area is safe and free of all hazards.	-	-	-	-
	PC2. assess and identify wind conditions for a safe launch and choose a reverse or forward launch position depending on the direction of the wind.	-	-	-	-
	PC3. ensure that the student/client does not unclip from the pilot unless told to do so on command.	-	-	-	-
	PC4. ensure that the launch and landing phases are well timed for a safe and steady flight.	-	-	-	-
	PC5. ensure to maintain active radio communication with the crew chief informing them of all in-flight developments.	-	-	-	-
	PC6. communicate all flight developments and phases to the student/client as they are about to happen like landing and launch.	-	-	-	-
	PC7. assess the mental state of the student/client during the flight, ensuring to reassure the student/client in case of a panic attack or unruly behavior.	-	-	-	-
	PC8. ensure that the activity is called off or cancelled if the weather and wind conditions are not ideal.	-	-	-	-
	<i>Manage persons with disabilities</i>	7	13	0	0
	PC9. offer help to persons with disabilities, when asked for.	-	-	-	-
	PC10. empathize with and respect persons with disabilities.	-	-	-	-
	PC11. accommodate persons with disabilities in the activities, as far as possible, without compromising safety.	-	-	-	-
	PC12. coordinate and deploy additional personnel and safety measures to cater to the requirements of persons with disabilities.	-	-	-	-
	<i>Adhere to environmental conservation practices</i>	6	5	0	0
	PC13. adhere to "minimum impact" policies at every level, do not burn/throw waste materials, discarded wrappers and plastic bottles into the river or any of the activity grounds.	-	-	-	-
	PC14. ensure all non-biodegradable items like plastic, glass and tins are carried back to be disposed on reaching a town/city and that all leftover food/vegetables are buried in shallow pits covered with earth.	-	-	-	-
	PC15. ensure not to cause damage to the fragile habitats and environments (animal life, flora and fauna) found there.	-	-	-	-
	Total Marks	32	49	0	0

THC/N9003: Conduct Post Flight Closure & Debrief as a Paragliding Tandem Pilot	<i>Pack up equipment and submit trip report</i>	6	3	0	0
	PC1. debrief the students/clients after eachflight and obtain activity evaluation and written feedback.	-	-	-	-
	PC2. conduct post-flight equipment inspections and maintain a record of anydamages in the equipment logbook.	-	-	-	-
	PC3. maintain a detailed record of allincidents and submit trip reports andlogbooks to the organizer.	-	-	-	-
	Total Marks	6	3	0	0
THC/N9004: Assess and Mitigate Risks for Paragliding Tandem Flight	<i>Ensure to take safety measures and respond to emergency situations</i>	24	39	0	0
	PC1. perform a risk assessment of the activity areaand ensure that it is free from hazards or disturbances before initiating the flight.	-	-	-	-
	PC2. create a detailed evacuation/emergency planto be carried out on site and brief the rest of the team on the same.	-	-	-	-
	PC3. ensure that the team is aware of the emergency communication protocols between pilot and crew using two way radios and has quick accessto contacts of emergency response and rescue teams.	-	-	-	-
	PC4. ensure that evacuation routes are obstructionfree and easily accessible.	-	-	-	-
	PC5. ensure that only standardized and certified equipment is used.	-	-	-	-
	PC6. access and assess the weather forecast to determine if the paragliding activity can take place and avoid strong wind and thunderstorm conditions.	-	-	-	-
	PC7. verify the medical condition and the extent ofstudents/clients ailment in person on site and ensure that students/clients with heart or spinal issues, recent surgery, epilepsy, asthma, etc., are closely monitored and pregnant ladies/underage children are not allowed to participate in the activity.	-	-	-	-
	PC8. ensure that students/clients are properly attired, e.g., slippers and loose pants/pajamas should be discouraged and long hair should be tiedsecurely before starting the activity.	-	-	-	-
	PC9. ensure that nil wind launches are not attempted early and aerobatic maneuvers are notperformed with the students/clients in the air.	-	-	-	-
	PC10. ensure to weight the students/clients before the activity to balance the pilot/passenger weight aswell as to avoid over or under loading of equipment.	-	-	-	-
	PC11. ensure that the two way radio is carried forthe flight and always on.	-	-	-	-
	PC12. conform to the Visual Flight Rules (VFR) in Visual Meteorological Conditions (VMC) guidelines and ensure that no flights are conducted at night orin cloudy conditions.	-	-	-	-
	PC13. identify emergency situations and respond promptly, e.g., manage students'/clients' movementaway from the emergency and provide the necessary on spot first-aid/CPR to the students/clients in case of injuries.	-	-	-	-
	PC14. handle the media and family members of theinjured person in a sensitive manner in case of a serious accident.	-	-	-	-
	<i>Disaster management</i>	5	14	0	0

	PC15. choose activity site carefully to safeguard from rockfall, flooding and lightning, etc.	-	-	-	-
	PC16. evacuate students/clients from the danger zone and provide shelter till rescue arrives, in case of disasters.	-	-	-	-
	PC17. establish communication and organize air and land rescue in case of any disaster.	-	-	-	-
	PC18. maintain calm and be composed in an emergency situation.	-	-	-	-
	Total Marks	29	53	0	0
THC/N9913: Communicate with Customers and Colleagues	<i>Interacting with superiors and colleagues</i>	13	8	0	0
	PC1. exhibit trust, support and respect to all colleagues and superiors	-	-	-	-
	PC2. escalate unresolved problems or complaints to the relevant senior	-	-	-	-
	PC3. respond positively to the feedback and seek assistance from colleagues/superiors when required	-	-	-	-
	PC4. maintain etiquette with colleagues and superiors	-	-	-	-
	PC5. identify potential and existing conflicts with the colleagues and resolve them	-	-	-	-
	<i>Communicating effectively with guests</i>	21	31	0	0
	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				
	Total Marks	34	39	0	0
THC/N9914: Follow Gender and Age Sensitive Practices	<i>Providing different age and gender specific customer service</i>	7	3	0	0
	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	-	-	-	-
	Total Marks	7	3	0	0
	<i>Following standard safety procedures to avoid work hazards</i>	10	2	0	0

THC/N9915: Maintain Safe, Healthy and Hygienic Practices	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.	-	-	-	-
	PC13. use first aid equipment such as Automated External Defibrillator (AED) at emergency meeting points	-	-	-	-
	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>	7	4	0	0
	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>	7	4	0	0
	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>	8	6	0	0
	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	-	-	-	-
	Total Marks	32	16	0	0
THC/N9916: Follow and Maintain Green Practices	<i>Following material conservation practices</i>	7	4	0	0
	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>	13	5	0	0
	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>	8	2	0	0
	PC8. identify materials which can be replaced by environment friendly substitutes	-	-	-	-
	PC9. follow SOPs to conserve and re-use water	-	-	-	-
	Total Marks	28	11	0	0
DGT/VSQ/N0103: Employability Skills (90 Hours)	<i>Introduction to Employability Skills</i>	1	1	-	-
	PC1. understand the significance of employability skills in meeting the current job market requirement and future of work	-	-	-	-
	PC2. identify and explore learning and employability relevant portals	-	-	-	-
	PC3. research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
	<i>Constitutional values – Citizenship</i>	1	1	-	-
	PC4. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. for personal growth and the nation's progress	-	-	-	-
	PC5. follow environmentally sustainable practices	-	-	-	-
	<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
	PC6. recognize the significance of 21st Century Skills for employment	-	-	-	-
	PC7. 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	-	-	-	-
	PC8. adopt a continuous learning mindset for personal and professional development	-	-	-	-
	<i>Basic English Skills</i>	3	4	-	-
	PC9. use English as a medium of formal and informal communication while dealing with topics of everyday conversation in different contexts	-	-	-	-

PC10. read and understand routine information,notes, instructions, mails, letters etc. written in English	-	-	-	-
PC11. write short messages, notes, letters, e-mailsetc., using accurate English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-
PC12. identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
PC13. prepare a career development plan with short- and long-term goals	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC14. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC15. use active listening techniques for effective communication	-	-	-	-
PC16. communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
PC17. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	1	-	-
PC18. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC19. escalate any issues related to sexual harassment at the workplace in accordance with the POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC20. identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.	-	-	-	-
PC21. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-
PC22. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC23. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	5	-	-
PC24. operate digital devices and use their features and applications securely and safely	-	-	-	-
PC25. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
PC26. display responsible online behaviour while using various social media platforms	-	-	-	-
PC27. create a personal email account, send and process received messages as per requirement	-	-	-	-
PC28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
PC29. utilize virtual collaboration tools to work effectively	-	-	-	-
<i>Entrepreneurship</i>	2	3	-	-

	PC30. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
	PC31. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
	PC32. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
	<i>Customer Service</i>	1	2	-	-
	PC33. identify different types of customers	-	-	-	-
	PC34. identify and respond to customer requests and needs in a professional manner	-	-	-	-
	PC35. use appropriate tools to collect customer feedback	-	-	-	-
	PC36. follow appropriate hygiene and grooming standards	-	-	-	-
	<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
	PC37. create a professional Curriculum vitae(Résumé)	-	-	-	-
	PC38. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
	PC39. apply to identified job openings using offline/online methods as per requirement	-	-	-	-
	PC40. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
	PC41. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
	Total Marks	20	30	-	-
	Grand Total	226	249	0	0

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 Paragliding Tandem Pilot) 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
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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
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training
DGCA	Directorate General of Civil Aviation
SOP	Standard Operating Procedure

VFR	Visual Flight Rules
VMC	Visual Meteorological Conditions
NOS	National Occupational Standards
Qualifications Pack	Qualifications Pack comprises the set of NOS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
OS	Occupational Standards

Glossary

Term	Description
National Occupational Standards (NOS)	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.
Qualification	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
Qualification File	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.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above.