



सत्यमेव जयते

Government of India

OFFICE OF THE DIRECTOR GENERAL OF CIVIL AVIATION

Opposite Safdarjung Airport, New Delhi-110003

**CIVIL AVIATION REQUIREMENT
SECTION 7 – FLIGHT CREW STANDARDS
TRAINING AND LICENSING
SERIES ‘G’ PART III
22ND MARCH 2010**

EFFECTIVE: FORTHWITH

F. No. 8-19/2008-LII

Subject: English for Aviation Language - Training, Assessment, Test and Certification

1. Introduction:

- 1.1 Clause 6A of Section A of Schedule II of the Aircraft Rules, 1937 stipulates that an applicant for the issue of Private Pilot’s Licence (Aeroplanes/ Helicopters); Commercial Pilot’s Licence (Aeroplanes/ Helicopters); Airline Transport Pilot’s Licence (Aeroplanes/ Helicopters); Flight Engineer’s Licence; and Flight Navigator’s Licence shall have the ability to speak and understand the English language used for radiotelephony communications to the level of proficiency specified by the Director General. Further, the rule stipulates that the level of proficiency shall be evaluated in accordance with the procedures specified by the licensing authority.
- 1.2 This Civil Aviation Requirement (CAR) is issued under the provisions of Schedule II and Rule 133A of the Aircraft Rules, 1937 and lays down the levels of proficiency including the procedures for the evaluation and endorsement of the level of proficiency on the licences specified in the said rule.

2. Applicability

The requirements of this CAR are applicable to:

- 2.1 Holders/ applicants of Private Pilot’s Licence (Aeroplanes/ Helicopters); Commercial Pilot’s Licence (Aeroplanes/ Helicopters); Airline Transport Pilot’s Licence (Aeroplanes/ Helicopters); holders/ applicants of Flight Engineer’s Licence; or holders/ applicants of Flight Navigator’s Licence who shall demonstrate the ability to speak and understand the English language used for radiotelephony communications to the level specified in Appendix I.

- 2.2 Examiners conducting English language proficiency assessment on behalf of DGCA.
- 2.3 Language Assessment Bodies including Airlines/ Flying Training Institutes/ Clubs
3. **Pilots (Private Pilot's Licence (Aeroplanes/ Helicopters); Commercial Pilot's Licence (Aeroplanes/ Helicopters); Airline Transport Pilot's Licence (Aeroplanes/ Helicopters)); Flight Engineer's Licence; or Flight Navigator's Licence**
 - 3.1 Pilots/ Flight engineers/ flight navigators shall not use radiotelephone unless they demonstrate an operational level of the ability to speak and understand English language used in radiotelephony and have the assessment level (Level 4 and above) endorsed on their licences.
 - 3.2 All holders of licences specified in clause 6A of Schedule II of Aircraft Rules, 1937, shall from 1.10.2010 undergo an assessment to demonstrate an operational level of the ability to speak and understand English language used in radiotelephony and have the assessment level (Level 4 and above) endorsed on their licence before 5th March 2011.
 - 3.3 From 1.10.2010, all applicants for the issue of licences specified in clause 6A of Schedule II of Aircraft Rules, 1937 shall undergo training and assessment to demonstrate an operational level of the ability to speak and understand English language used in radiotelephony and shall submit a certificate containing the level and validity of the language endorsement issued by a DGCA approved Examiner/ assessment team for endorsement on the licence.
 - 3.4 The applicant/ pilot for a language proficiency endorsement shall demonstrate an operational level of language proficiency both in the use of phraseologies and plain language. To do so, the applicant/pilot shall demonstrate the ability to:
 - 3.4.1 communicate effectively in voice only and in face to face situations;
 - 3.4.2 communicate on common and work related topics with accuracy and clarity;
 - 3.4.3 use appropriate communicative strategies, to exchange messages and to recognize and resolve misunderstandings in a general or work related context;
 - 3.4.4 handle successfully the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine work situation or communicative task with which they are otherwise familiar; and
 - 3.4.5 use a dialect or accent which is intelligible to the aeronautical community.
 - 3.5 Except for pilots who have demonstrated language proficiency at an expert level (Level 6), in accordance with Appendix I, the language proficiency endorsement shall be reevaluated every:
 - 3.5.1 3 years if the level demonstrated is operational level (Level 4) in accordance with Appendix I; or
 - 3.5.2 6 years if the level demonstrated is extended level (Level 5) in accordance with Appendix I.

Level	Description	Acceptability	Re-evaluation period
6	Expert	Yes	Re-evaluation not required
5	Extended		6 years
4	Operational		3 years
3	Pre-operational	No	Further training required
2	Elementary		
1	Pre-elementary		

4. **Conduct of English language proficiency assessment on behalf of DGCA.**
- 4.1 A Board constituted by DGCA shall approve Examiners for conducting English language proficiency assessment on behalf of DGCA.
- 4.2 The assessment shall be performed as per the guidelines given in Appendix II of this CAR.
- 4.3 The examiners nominated for approval to conduct English language proficiency assessment shall be aviation specialists. The examiner shall have the following qualification:
- a) Hold or have held an Indian professional pilot licence with at least 3 years experience in civil aviation operations;
 - b) Hold a Line Instructor Pilot appointment within his respective organization, a Qualified Flying Instructor rating, Authorised Flight Examiner certificate or Simulator Flight Instructor;
 - c) Be certified to Level 6 proficiency; and
 - d) Have attended a course on language assessment approved by DGCA.
- 4.4 The nominated examiners shall be trained on the specific requirements of the assessment.
- 4.5 Examiners shall not test applicants to whom they have given language training.
- 4.6 In case, an airline so desires, an assessment team consisting of an operational expert and a language expert may also be approved to carry out English language proficiency assessment. The operational expert/ language expert shall have the following qualifications:
- a) Operational Expert:
 - (i) Hold an Indian professional pilot licence with at least 3 years experience in civil aviation operations;
 - (ii) Hold a Qualified Flying Instructor rating or be an approved Flight Examiner; and
 - (iii) Be certified to Level 6 proficiency.
 - b) Language Expert
 - (i) Hold a Master's degree (English); and
 - (ii) Have at least 2 years teaching experience in an Aviation English programme, or English for specific purpose teaching.

4.7 The examiner/ assessment team shall provide the applicant, with a copy to DGCA (Attn Directorate of Training and Licensing), a certificate containing the level and validity of the language endorsements as per the format given at Appendix III. On the basis of the statement, DGCA will endorse the licence with the level of proficiency.

4.8 DGCA reserves the right to withdraw the approval (after following due process of law) of an Examiner/ operational expert/ language expert at any point of time if there are reasonable grounds to believe that the particular person has failed to discharge his/her duties in a professional manner.

5. English language Training

5.1 No organization may impart training in English Language Proficiency without approval of DGCA. DGCA shall approve an airline or a flying training institute to conduct English language proficiency training.

5.2 In order to be approved, the organisations including Airlines/ Flying Training Institutes shall develop and submit programmes to DGCA for approval.

5.3 The programme developed shall take into account many factors that influence the language learning process including a blend of skills, knowledge and cultural awareness combining physical components with mental and communicative components.

5.4 The target trainees will need to be taken into account while developing the course. In the case of ab initio students, there will be a great deal of technical or operational subject matter that cannot be taken for granted, while the resolution of an in-flight emergency or a navaid malfunction are topics that are relevant and motivating for experienced professionals. Similarly, the four forces of flight and the function of the ailerons, which may motivate ab initio students, will hardly seem to be relevant subject matter to professional pilots.

5.5 Understanding the specialisation required in the development of the language training programme, an airline or a flying training institute may, enter into a written agreement to share linguistic resources and development of training programme and its review with another capable language training institution. Such arrangement will form part of the programme evaluation by DGCA prior to its approval.

5.6 As a general guide to the English language training programme, the following shall be taken into account:

5.6.1 designed to facilitate the acquisition of the required communicative competence in speaking and understanding of the English language to Operational Level (Level 4) of the rating scale;

5.6.2 be content-based, combining the language learning with focus on subject matter content relevant to individual areas of operations;

5.6.3 cover all the six skills (Holistic Descriptors) of pronunciation, structure, vocabulary, fluency, comprehension and interaction and the Standards for Operational level 4 each of which will form a performance objective;

- 5.6.4 blended learning approach be used using computer, classroom activities based on language functions, events, domains and tasks associated with air traffic operations;
 - 5.6.5 be delivered in modules which will be sequenced progressively from simple to complex language acquisition; and
 - 5.6.6 include test(s) to allow the instructors to observe whether each skill has actually been acquired.
- 5.7 The training programme shall be of a minimum 100 hours duration and shall include the following:

5.7.1 Overview of the six ICAO Rating Scale and six descriptors skill areas:

- (a) **Pronunciation:** Pronunciation, stress, rhythm, and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding.
- (b) **Structure:** Both basic and complex grammatical structures and sentence patterns are consistently well controlled.
- (c) **Vocabulary:** Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics. Vocabulary is idiomatic, nuanced, and sensitive to register.
- (d) **Fluency:** Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasize a point. Uses appropriate discourse markers and connectors spontaneously.
- (e) **Comprehension:** Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.
- (f) **Interactions:** Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately.

5.7.2 Language and communicational skills required in areas of:

- (a) Aerodrome communication
- (b) En-route communication
- (c) Pilot/controller and Controller/ controller interactions
- (d) Triggering actions in aeronautical communication
- (e) Sharing information in aeronautical communication
- (f) Incident reporting in aeronautical communication
- (g) Aviation related lexis
- (h) Miscellaneous language of aeronautical communication such as managing an emergency with other cabin and flight deck crews; calming unruly or distressed passengers; handling hijackers, terrorists, etc.; and liaising with fire crews and emergency services.

5.8 Qualifications And Training Requirements Of Instructors

- 5.8.1 The instructor shall be a qualified instructor who has successfully attended instructional techniques covering, the learning process elements of effective teaching, student evaluation and testing, course development, lesson planning, use of training aids and skill in human relations among others.

- 5.8.2 The instructor shall be a subject matter expert and thus shall be a holder or have held professional pilot licence.
- 5.8.3 The instructor should be conversant with the approved English language training programme developed for delivery and should have achieved a competent level of proficiency in relation to the level of students they are teaching.
- 5.8.4 The instructor shall remain current on English language teaching and the programme by at least attending refresher training on the English language teaching methodology and development once every two years.

5.9 Teaching Facilities

- 5.9.1 An ATO requesting for training the aviation personnel to meet the requirements in English language proficiency shall have facilities appropriate for the maximum number of trainees expected to be trained at any time. The optimum number of students recommended per class is twelve (12).
- 5.9.2 The minimum facilities recommended include:
 - (a) an enclosed soundproof classroom;
 - (b) white board and power point projector;
 - (c) relevant reference materials;
 - (d) recording, playback and hearing devices;
 - (e) IT connectivity for individual access to on line tuitions.

5.10 Managing the Programme

- 5.10.1 Management and delivery of the English Language training programme shall be in line with the requirements of this CAR, in particular as related to training records, quality assurance among others.
- 5.10.2 Occasionally and at predetermined intervals course evaluation should be carried out and the programme reviewed. As an input into these reviews, trainees should be required to give their opinions on the delivery of the course with reference to quality, relevance and effectiveness through filling of appropriately questionnaires which should be evaluated and records of such evaluation kept.
- 5.10.3 Where the approved organization is using a programme development by another institution as described in paragraph 6.4 there shall be a working systems which enables the approved organization to receive any review or improvements made on the programme. Instructors should be kept abreast and current of those developments.

6. **Assessment of English language proficiency by Language Assessment Bodies including Airlines/ Flying Training Institutes**
 - 6.1 DGCA may approve Language Assessment Bodies including Airlines/ Flying Training Institutes/ Clubs to conduct English language proficiency assessment.
 - 6.2 In order to be approved, the Language Assessment Bodies including Airlines/ Flying Training Institutes shall apply to DGCA and before the grant of approval demonstrate:
 - 6.2.1 Appropriate management and staffing,
 - 6.2.2 Quality System established and maintained to ensure compliance with, and adequacy of, assessment requirements, standards and procedures,
 - 6.2.3 In case of organizations other than airlines/ flying training institute, show formal arrangement with an airline/ flying training institute, and
 - 6.2.4 Nominate suitable examiners/ assessment team for approval of DGCA to conduct language proficiency assessment.
 - 6.3 The Quality system established by a language assessment body shall address the following:
 - 6.3.1 Management
 - 6.3.2 Policy and strategy
 - 6.3.3 Processes
 - 6.3.4 The relevant provisions of ICAO / this CAR, standards and assessment procedures
 - 6.3.5 Organisational structure
 - 6.3.6 Responsibility for the development, establishment and management of the Quality System
 - 6.3.7 Documentation
 - 6.3.8 Quality Assurance Programme
 - 6.3.9 Human Resources and training (initial, recurrent)
 - 6.3.10 Assessment requirements
 - 6.3.11 Customer satisfaction
 - 6.4 In order to ensure an impartial assessment process, the organizations shall ensure that the language assessment is independent of the language training.
 - 6.5 The assessment documentation and records shall be kept for a minimum period of six years and shall be made available to DGCA, on requisition.
 - 6.6 The assessment documentation shall include at least the following:
 - 6.6.1 Assessment objectives
 - 6.6.2 Assessment layout, time scale, technologies used, assessment samples, voice samples
 - 6.6.3 Assessment criteria and standards (at least for the levels 4, 5 and 6 of the Rating Scale)
 - 6.6.4 Documentation demonstrating the assessment validity, relevance and reliability
 - 6.6.5 Assessment procedures and responsibilities

- Preparation of individual assessment
- Administration: location(s), identity check and invigilation, assessment discipline, confidentiality/security
- Reporting and documentation provided to DGCA and/or to the applicant, including sample certificate
- Retention of documents and records

NOTE: Refer to the 'Manual on the Implementation of ICAO Language Proficiency Requirements' (ICAO Doc 9835) for further guidance.

7. The Certificate of English Language Proficiency issued by other organizations recognized by ICAO or by member contracting States of ICAO, shall also be accepted.
8. The authority for appeal shall rest with the DGCA.



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Director General of Civil Aviation

ICAO LANGUAGE PROFICIENCY RATING SCALE

Appendix I

1.1 Expert, extended and operational level						
LEVEL	PRONUNCIATION Assumes a dialect and/or accent intelligible to the aeronautical community.	STRUCTURE Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task.	VOCABULARY	FLUENCY	COMPREHENSION	INTERACTIONS
Expert 6	Pronunciation, stress, rhythm, and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding.	Both basic and complex grammatical structures and sentence patterns are consistently well controlled.	Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics. Vocabulary is idiomatic, nuanced, and sensitive to register.	Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasize a point. Uses appropriate discourse markers and connectors spontaneously.	Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.	Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately.
Extended 5	Pronunciation, stress, rhythm, and intonation, though influenced by the first language or	Basic grammatical structures and sentence patterns are consistently	Vocabulary range and accuracy are sufficient to communicate effectively on	Able to speak at length with relative ease on familiar topics but may not vary speech flow as	Comprehension is accurate on common, concrete, and workrelated topics and mostly accurate when	Responses are immediate, appropriate, and informative. Manages the

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	regional variation, rarely interfere with ease of understanding.	well controlled. Complex structures are attempted but with errors which sometimes interfere with meaning.	common, concrete, and work-related topics. Paraphrases consistently and successfully. Vocabulary is sometimes idiomatic.	a stylistic device. Can make use of appropriate discourse markers or connectors.	the speaker is confronted with a linguistic or situational complication or an unexpected turn of events. Is able to comprehend a range of speech varieties (dialect and/or accent) or registers.	speaker/ listener relationship effectively.
Operational 4	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding.	Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.	Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.	Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting.	Comprehension is mostly accurate on common, concrete, and workrelated topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.	Responses are usually immediate, appropriate, and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming, or clarifying.

1.2 Pre-operational, elementary and pre-elementary levels						
LEVEL	PRONUNCIATION Assumes a dialect and/or accent intelligible to the aeronautical community.	STRUCTURE Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task.	VOCABULARY	FLUENCY	COMPREHENSION	INTERACTIONS
Preoperational 3	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding.	Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.	Vocabulary range and accuracy are often sufficient to communicate on common, concrete, or work-related topics, but range is limited and the word choice often inappropriate. Is often unable to paraphrase successfully when lacking vocabulary.	Produces stretches of language, but phrasing and pausing are often inappropriate. Hesitations or slowness in language processing may prevent effective communication. Fillers are sometimes distracting.	Comprehension is often accurate on common, concrete, and workrelated topics when the accent or variety used is sufficiently intelligible for an international community of users. May fail to understand a linguistic or situational complication or an unexpected turn of events.	Responses are sometimes immediate, appropriate, and informative. Can initiate and maintain exchanges with reasonable ease on familiar topics and in predictable situations. Generally inadequate when dealing with an unexpected turn of events.
Elementary 2	Pronunciation, stress, rhythm, and	Shows only limited control of	Limited vocabulary range	Can produce very short, isolated,	Comprehension is limited to isolated,	Response time is slow and often

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	intonation are heavily influenced by the first language or regional variation and usually interfere with ease of understanding.	a few simple memorized grammatical structures and sentence patterns.	consisting only of isolated words and memorized phrases.	memorized utterances with frequent pausing and a distracting use of fillers to search for expressions and to articulate less familiar words.	memorized phrases when they are carefully and slowly articulated.	inappropriate. Interaction is limited to simple routine exchanges.
Preelementary 1	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.
<p><i>Note.— The Operational Level (Level 4) is the minimum required proficiency level for radiotelephony communication. Levels 1 through 3 describe Pre-elementary, Elementary, and Pre-operational levels of language proficiency, respectively, all of which describe a level of proficiency below the ICAO language proficiency requirement. Levels 5 and 6 describe Extended and Expert levels, at levels of proficiency more advanced than the minimum required Standard. As a whole, the scale will serve as benchmarks for training and testing, and in assisting candidates to attain the ICAO Operational Level (Level 4).</i></p>						

ASSESSMENT FOR LANGUAGE PROFICIENCY

1. Assessment for Language proficiency

1.1 The language proficiency assessment shall be designed to reflect a range of tasks undertaken by pilots but with the specific focus on language rather than operational procedures.

1.2 The assessment shall determine the applicant's ability to: communicate effectively using standard radiotelephony phraseology; and deliver and understand messages in plain language in both usual and unusual situations that necessitate departure from standard radiotelephony phraseology.

Note: Refer to the 'Manual on the Implementation of ICAO Language Proficiency Requirements' (ICAO Doc 9835), Appendix A Part III and Appendix B for further guidance.

1.3 The assessment may be subdivided into three elements, as follows:

- (a) Listening – assessment of comprehension
- (b) Speaking – assessment of pronunciation, fluency, structure and vocabulary
- (c) Interaction

1.4 The three elements mentioned above may be combined and they can be covered by using a wide variety of means/technologies.

1.5 Where appropriate, some or all of these elements may be achieved through the use of the radiotelephony testing arrangements.

1.6 When the elements of the testing are assessed separately, the final assessment shall be consolidated in the language proficiency endorsement issued by DGCA.

1.7 The assessment may be conducted during one of the several existing checking or training activities, such as licence issue or rating issue and revalidation, line training, operator line checks or proficiency checks.

2. Basic Assessment Requirements

2.1 The aim of the assessment is to determine the ability of an applicant for a pilot licence or a licence holder to speak and understand the language used for radiotelephony communications.

2.2 The assessment should determine the ability of the applicant to use both:

Standard radiotelephony phraseology; and
Plain language, in situations when standardised phraseology cannot serve an intended transmission.

2.3 The assessment shall include:

- Voice only and/or face to face situations
 - common, concrete and work related topics for pilots.
- 2.4 The applicants shall demonstrate their linguistic ability in dealing with an unexpected turn of events, and in solving apparent misunderstandings.
- 2.5 The assessment should determine the applicant's speaking and listening abilities. Indirect assessments, of grammatical knowledge, reading and writing, are not appropriate.
- 2.6 The assessment should determine the language skills of the applicant in the following areas:
- (a) Pronunciation:
- the extent to which the pronunciation, stress, rhythm and intonation are influenced by the applicant's first language or national variations; and
 - how much they interfere with ease of understanding.
- (b) Structure:
- The ability of the applicant to use both basic and complex grammatical structures; and
 - The extent to which the applicant's errors interfere with the meaning.
- (c) Vocabulary:
- The range and accuracy of the vocabulary used; and
 - The ability of the applicant to paraphrase successfully when lacking vocabulary
- (d) Fluency:
- Tempo hesitancy
 - Rehearsed versus spontaneous speech
 - Use of discourse markers and connectors
- (e) Comprehension:
- on common, concrete and work related topics; and
 - when confronted with a linguistic or situational complication or an unexpected turn of events,

NOTE: The accent or variety of accents used in the test material should be sufficiently intelligible for an international community of users.

(f) Interactions

- quality of response (immediate, appropriate, and informative)
- the ability to initiate and maintain exchanges:
 - on common, concrete and work related topics; and
 - when dealing with an unexpected turn of events
- the ability to deal with apparent misunderstandings by checking, confirming or clarifying.

NOTE: The assessment of the language skills in the areas mentioned above is conducted using the Rating Scale below.

2.7 When the assessment is not conducted in a face-to-face situation, it should use appropriate technologies for the assessment of the applicant's abilities in listening and speaking, and for enabling interactions (for example: simulated pilot/controller communication).

ENGLISH LANGUAGE ASSESSMENT CERTIFICATE		
1. PERSONAL DETAILS		
Computer No.	File No	
DGCA Licence Type	DGCA Licence No.	
Title	First Name	Last Name
Place of birth		Date of Birth
Country of birth		Nationality
Correspondence address		Permanent address
2. CERTIFICATE OF ENGLISH LANGUAGE ASSESSMENT		
<p>a) The person named above has been assessed for English Language Proficiency in accordance with requirements given in CAR Section 7 Series 'G' Part IV and the ICAO language proficiency rating scale:</p> <p style="text-align: center;">Tick as appropriate YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p>b) The demonstrated Level of Proficiency is <input type="checkbox"/></p> <p style="text-align: center;"><i>(Specify the demonstrated level 1-6*)</i></p>		
DGCA Approval No.	Date	
Examiner's Name/ Assessment Board	Signature	
<p>* Level 6 – Expert; Level 5 – Extended; Level 4 – Operational; Level 3 – Pre-operational; Level 2 – Elementary; Level 1 – Pre-elementary</p>		