



GOVERNMENT OF INDIA  
MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP  
DIRECTORATE GENERAL OF TRAINING

**COMPETENCY BASED CURRICULUM**

# HUMAN RESOURCE EXECUTIVE

(Duration: One Year)

**CRAFTSMEN TRAINING SCHEME (CTS)**

**NSQF LEVEL- 4**



**SECTOR –OFFICE ADMINISTRATION AND FACILITY  
MANAGEMENT**



Directorate General of Training

# HUMAN RESOURCE EXECUTIVE

(Non-Engineering Trade)

(Revised in 2019)

Version: 1.2

**CRAFTSMEN TRAINING SCHEME (CTS)**

**NSQF LEVEL - 4**

Developed By

Ministry of Skill Development and Entrepreneurship

Directorate General of Training

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## 1. COURSE INFORMATION

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During the one-year duration of “Human Resource Executive” trade, a candidate is trained on professional skill, professional knowledge and Employability skill related to job role. In addition to this, a candidate is entrusted to undertake project work and extracurricular activities to build up confidence. The broad components covered under Professional Skill subject are as below:-

The trainee learns about basic computer, internet skills, Elementary first aid. The trainee gets the idea of Communication skills, functional grammar Entrepreneurship, Quality concepts, advanced internet applications, Occupational safety & health, and basic concepts of economics. The trainee will practice about functional grammar to develop written skills required to work in any sector as well as the complete knowledge of MS- word, Excel, PowerPoint along with basic and advanced internet application. Trainee will also be able to prepare reports, role-playing, delivering presentations and they undergo training also. The trainee learns to use modern technology for collection of data and input recommendations.

The trainee practices on designing different kinds of formats, modules, review and feedback charts. The trainee is also made aware about the career opportunities available for them at entry level and what different job positions they can hold after joining the particular concern. The trainees are thoroughly acknowledged with the ideas of how to manage the database in the organization, designing wage and salary compensation, designing and implementing training programs, effective appraisal and evaluative manpower system, managing personnel issues and handling negotiations and how to inculcate workers participation for proper corporate governance. At the end of the semester, every trainee has to submit a project work done by him or her during his or her training time at the end of the year.

### 2.1 GENERAL

The Directorate General of Training (DGT) under Ministry of Skill Development & Entrepreneurship offers a range of vocational training courses catering to the need of different sectors of economy/ Labour market. The vocational training programmes are delivered under the aegis of Directorate General of Training (DGT). Craftsman Training Scheme (CTS) with variants and Apprenticeship Training Scheme (ATS) are two pioneer schemes of DGT for strengthening vocational training.

‘Human Resource Executive’ trade under CTS is one of the popular courses delivered nationwide through a network of ITIs. The course is of one year duration. It mainly consists of Domain area and Core area. The Domain area (Trade Theory & Practical) imparts professional skills and knowledge. While the core area (Employability Skill) imparts requisite core skills, knowledge and life skills. After passing out the training program, the trainee is awarded National Trade Certificate (NTC) by DGT which is recognized worldwide.

#### **Candidates broadly need to demonstrate that they are able to:**

- Read and interpret technical parameters/documents, plan and organize work processes, identify necessary materials and tools;
- Perform tasks with due consideration to safety rules, accident prevention regulations and environmental protection stipulations;
- Apply professional skill, knowledge & employability skills while performing jobs.
- Document the technical parameters related to the task undertaken.

### 2.2 PROGRESSION PATHWAYS

- Can join industry as Craftsman and will progress further as Senior Craftsman, Supervisor and can rise up to the level of Manager.
- Can become Entrepreneur in the related field.
- Can join Apprenticeship programs in different types of industries leading to a National Apprenticeship certificate (NAC).
- Can join Crafts Instructor Training Scheme (CITS) in the trade for becoming an instructor in ITIs.
- Can join Advanced Diploma (Vocational) courses under DGT as applicable.

## 2.3 COURSE STRUCTURE

Table below depicts the distribution of training hours across various course elements during a period of one year: -

S No.	Course Element	Notional Training Hours
1	Professional Skill (Trade Practical)	1200
2	Professional Knowledge (Trade Theory)	240
3	Employability Skills	160
	<b>Total</b>	<b>1600</b>

## 2.4 ASSESSMENT & CERTIFICATION

The trainee will be tested for his skill, knowledge and attitude during the period of course through formative assessment and at the end of the training programme through summative assessment as notified by the DGT from time to time.

a) The **Continuous Assessment** (Internal) during the period of training will be done by **Formative Assessment Method** by testing for assessment criteria listed against learning outcomes. The training institute has to maintain an individual trainee portfolio as detailed in assessment guideline. The marks of internal assessment will be as per the formative assessment template provided on [www.bharatskills.gov.in](http://www.bharatskills.gov.in)

b) The final assessment will be in the form of summative assessment method. The All India Trade Test for awarding NTC will be conducted by **Controller of examinations, DGT** as per the guidelines. The pattern and marking structure is being notified by DGT from time to time. **The learning outcome and assessment criteria will be the basis for setting question papers for final assessment. The examiner during final examination will also check** the individual trainee's profile as detailed in assessment guideline before giving marks for practical examination.

### 2.4.1 PASS REGULATION

For the purposes of determining the overall result, weightage of 100% is applied for six months and one year duration courses and 50% weightage is applied to each examination for two years courses. The minimum pass percent for Trade Practical and Formative assessment is 60% & for all other subjects is 33%. There will be no Grace marks.

## 2.4.2 ASSESSMENT GUIDELINE

Appropriate arrangements should be made to ensure that there will be no artificial barriers to assessment. The nature of special needs should be taken into account while undertaking the assessment. Due consideration should be given while assessing for teamwork, avoidance/reduction of scrap/wastage and disposal of scrap/waste as per procedure, behavioral attitude, sensitivity to the environment and regularity in training. The sensitivity towards OSHE and self-learning attitude are to be considered while assessing competency.

Assessment will be evidence based comprising the following:

- Job carried out in labs/workshop
- Record book/ daily diary
- Answer sheet of assessment
- Viva-voce
- Progress chart
- Attendance and punctuality
- Assignment
- Project work

Evidences and records of internal (Formative) assessments are to be preserved until forthcoming examination for audit and verification by examining body. The following marking pattern to be adopted while assessing:

Performance Level	Evidence
<b>(a) Weightage in the range of 60%-75% to be allotted during assessment</b>	
For performance in this grade, the candidate should produce work which demonstrates attainment of an acceptable standard of craftsmanship with occasional guidance, and due regard for safety procedures and practices	<ul style="list-style-type: none"> <li>• Demonstration of good skills and accuracy in the field of work/ assignments.</li> <li>• A fairly good level of neatness and consistency to accomplish job activities.</li> <li>• Occasional support in completing the task/ job.</li> </ul>
<b>(b)Weightage in the range of 75%-90% to be allotted during assessment</b>	
For this grade, a candidate should produce work which demonstrates attainment of a reasonable standard of craftsmanship, with little guidance, and regard for safety	<ul style="list-style-type: none"> <li>• Good skill levels and accuracy in the field of work/ assignments.</li> <li>• A good level of neatness and consistency to accomplish job activities.</li> </ul>

procedures and practices	<ul style="list-style-type: none"> <li>• Little support in completing the task/job.</li> </ul>
(c) Weightage in the range of more than 90% to be allotted during assessment	
<p>For performance in this grade, the candidate, with minimal or no support in organization and execution and with due regard for safety procedures and practices, has produced work which demonstrates attainment of a high standard of craftsmanship.</p>	<ul style="list-style-type: none"> <li>• High skill levels and accuracy in the field of work/ assignments.</li> <li>• A high level of neatness and consistency to accomplish job activities.</li> <li>• Minimal or no support in completing the task/ job.</li> </ul>



**Manpower Officer/Area Manager, Human Resource;** assesses manpower supply and requirements, prepares schemes for meeting shortages, conducts enquiry into employment market trends and other man power problems and makes plans for efficient utilization of human resources and achievement of nations major objectives. Plans, organizes and conducts surveys for collection of data regarding manpower availability and utilization in different spheres of economic activity, and analyses data from all available sources like census reports and special studies for preparation of reports on selected aspects of manpower problems. Identifies fields to which flow of manpower is not adequate and takes appropriate steps to accelerate flow. Studies problem; of manpower training, labour mobility, labour force participation, relationship of educational and training programmes to demand for special skills, and labour utilization in different fields of economic activity. May specialize in any field of study like problems relating to availability and utilization of scientific manpower, managerial personnel, technical and low-skilled personnel, or white-collar workers. May also examine recruitment and employment matters, service conditions etc., and advise on formulation of manpower policies.

**Human Resource Manager;** plans, directs, and co-ordinates human resource management activities of an organization to maximize the strategic use of human resources and maintain functions such as employee compensation, recruitment, personnel policies, and regulatory compliance. Administer compensation, benefits and performance management systems, and safety and recreation programmes. Advise managers on organizational policy matters such as equal employment opportunity and sexual harassment, and recommend needed changes. Allocate human resources, ensuring appropriate matches between personnel. Analyse statistical data and reports to identify and determine causes of personnel problems and develop recommendations for improvement of organization's personnel policies and practices. Analyze training needs to design employee development, language training and health and safety programmes. Conduct exit interviews to identify reasons for employee termination. Develop, administer and evaluate applicant tests. Identify staff vacancies and recruit, interview and select applicants. Maintain records and compile statistical reports concerning personnel related data such as hires, transfers, performance appraisals, and absenteeism rates. Negotiate bargaining agreements and help interpret labour contracts.

**Reference NCO-2015:**

- (i) 2424.0100 - Manpower Officer/Area Manager, Human Resource
- (ii) 2424.0300 - Human Resource Manager

## 4. GENERAL INFORMATION

<b>Name of the Trade</b>	<b>HUMAN RESOURCE EXECUTIVE</b>
<b>Trade Code</b>	DGT/1087
<b>NCO - 2015</b>	2424.0100, 2424.0300
<b>NSQF Level</b>	Level-4
<b>Duration of Craftsmen Training</b>	One Year (1600 Hours)
<b>Entry Qualification</b>	Passed 10 <sup>th</sup> class examination
<b>Minimum Age</b>	14 years as on first day of academic session.
<b>Eligibility for PwD</b>	LD,CP,LC,DW,AA,LV,AUTISM
<b>Unit Strength (No. of Student)</b>	24 (There is no separate provision of supernumerary seats)
<b>Space Norms</b>	50 Sq. m
<b>Power Norms</b>	4 KW
<b>Instructors Qualification for:</b>	
<b>(i) Human Resource Executive Trade</b>	<p>B.Voc/Degree in Human Resource Management from recognized UGC university/College with one year experience in the relevant field.</p> <p style="text-align: center;"><b>OR</b></p> <p>Diploma (Minimum 2 years) in Human Resource Management from recognized board of education or relevant Advanced Diploma (Vocational) from DGT with two years experience in the relevant field.</p> <p style="text-align: center;"><b>OR</b></p> <p>NTC/ NAC passed in the trade of “Human Resource Executive” with three years experience in the relevant field.</p> <p><b><u>Essential Qualification:</u></b> Relevant National Craft Instructor Certificate (NCIC) in any of the variants under DGT.</p> <p><b><i>Note: - Out of two Instructors required for the unit of 2(1+1), one</i></b></p>

	<i>must have Degree/Diploma and other must have NTC/NAC qualifications. However both of them must possess NCIC in any of its variants.</i>		
<b>(ii) Employability Skill</b>	MBA/ BBA / Any Graduate/ Diploma in any discipline with Two years' experience with short term ToT Course in Employability Skills from DGT institutes. (Must have studied English/ Communication Skills and Basic Computer at 12th / Diploma level and above) OR Existing Social Studies Instructors in ITIs with short term ToT Course in Employability Skills from DGT institutes.		
<b>(iii) Minimum Age for Instructor</b>	21 Years		
<b>List of Tools and Equipment</b>	As per Annexure – I		
<b>Distribution of training on hourly basis: (Indicative only)</b>			
<b>Total Hrs /week</b>	<b>Trade Practical</b>	<b>Trade Theory</b>	<b>Employability Skills</b>
40 Hours	30 Hours	6 Hours	4 Hours

## 5. LEARNING OUTCOME

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*Learning outcomes are a reflection of total competencies of a trainee and assessment will be carried out as per the assessment criteria.*

### 5.1 LEARNING OUTCOMES (TRADE SPECIFIC)

1. Develop communication skill on English language.
2. Identify and select various official English languages for official works.
3. Generate a personalized informal official letter of appropriate structure complying with MS office applications.
4. Display competence in oral, written, and visual communication.
5. Apply safe working practices with OSH legislations in India.
6. Select the appropriate search engines for creation of document and data record with proper internet skill.
7. Apply the proper corporate guidelines for women at work place
8. Identify the conceptual skills and quantitative skills in an economic context as per Indian scenario.
9. Perform a range of recognised time management techniques.
10. Identify and select key terms, theories/concepts and practices within the field of HRM.
11. Analyze the demand and need of the market for the trained / skilled personnel.
12. Recognize different ways of converting job evaluation point scores to wages.
13. Compare and contrast the different techniques involved in the performance appraisal process.
14. Develop, analyze and apply training strategies and specifications for the delivery of training programs.
15. Develop best practice of mediation and negotiation processes and bargaining.
16. Develop role of HR planning in functions such as training and development, health and safety at work.
17. Identify the Human Resource Management effective in workers participation in corporate governance.

## 6. ASSESSMENT CRITERIA

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1. Develop communication skill on English language.	Identify vowels and Consonants, word making with Pronunciation.
	Transform the Sentences, adjectives of Comparison, Voice Change and Narration.
	Change of tenses, Spellings and Vocabulary Building by using Synonym and Antonym and words often Confused.
	Identify Reading and its types like – Skimming, Scanning, Cognates.
	Develop text structures.
	Read current news and giving opinions.
	Engage into Group Discussions.
	Prepare of news Reports, elementary office reports, memos and notices.
2. Identify and select various official English language for official works.	Construct of Simple sentences.
	Prepare of news reports, paragraphs.
	Demonstration of form filling, addressing envelopes.
	Demonstration of layout of letters, writing requests, answering to queries.
	Draft of letters of application, letters of appointments.
	Draft of Office notification and job orders.
	Exercises of simple comprehension.
3. Generate a personalized informal official letter of appropriate structure complying with MS office applications.	Operate operating system and start with MS Word, how to type, edit a content, how to mail merge, how to print.
	Determining the compilation of reports and projects, password protection of documents and how to convert it into a pdf.
	MS Excel- getting started excel as a database manager, excel as a calculating application, some basic calculations and formulating Techniques.
	Performing few commands like how to edit and format and compilation of reports-targets or number driven, and password protection of excel sheets.
	MS PowerPoint- getting started, PowerPoint as a presentation

	<p>manager, how one can present business ideas using a slide system.</p> <p>Creating presentations, editing formatting a presentation and presentations on corporate business briefs.</p>
4. Display competence in oral, written, and visual communication.	<p>Speaking on self, career aspirations, on any given topics</p> <p>Speaking on the spot –extempore, just a minute, role-play, and dialogue deliveries.</p> <p>Demonstration of Group discussions and role-play</p> <p>How to use interjections while raising a query and answering a query.</p>
5. Apply safe working practices with OSH legislations in India.	<p>General guidelines of how to prevent an accident from happening – depending on job types.</p> <p>Humanity and helping colleagues, how to prevent oneself in emergency.</p> <p>Learning how and when to evacuate in case of an emergency – earthquake, fire, terror attack, etc.</p> <p>Workmen’s Compensation Act &amp; ESI Act to be explained with examples &amp; case studies.</p> <p>Practical aspects of Factories Act.</p>
6. Select the appropriate search engines for creation of document and data record with proper internet skill.	<p>How to open a mail account or use Outlook Express MS Outlook.</p> <p>Sending mails, answering mails.</p> <p>Security issues and passwords.</p> <p>Online marketing basics; ecommerce and m-commerce.</p> <p>Online marketing reports, software’s to convert data in different forms freeware; concepts of spyware, malware and internet security.</p> <p>Resume building, introductory notes, e-mail communication, request for meetings and written acknowledgements.</p>
7. Apply the proper corporate guidelines for women at work place	<p>Demonstration organizations role in enforcing OSH of employees.</p> <p>Demonstration Workplace Ergonomics and evacuations and first aid in case of emergency – earthquake, fire and terror attacks. And emergency numbers.</p> <p>Case studies related to the concept of Quarantine to deal and understand the diseases and Employment Politics.</p> <p>Describing the Govt. and corporate guidelines for women at</p>

	workplace, and also the legal defence sought by women in her working environment.
8. Identify the conceptual skills and quantitative skills in an economic context as per Indian scenario	Why do we need economics – case studies from real life examples?
	Demonstrating the different market structures and common problem like unemployment , inflation etc.
	Meaning of planned economy and comparison of Indian and Chinese economy.
	how the knowledge of economic growth help you as an entrepreneur
	How can modern economic thought involving National Economic Planning ensure the survival of the weakest.
	Review of the concepts- happy capitalism, trickle up theory, wealth at the bottom of the pyramid, Hindu growth rate.
9. Perform a range of recognized time management techniques.	Determining value of time for a business.
	Demonstrate how the time management leads to punctuality and regularity leads to positive attitude towards work
	Scheduling your day , prioritizing your work and planning of the goals
	Demonstration of project planning processes and respecting others time.
10. Identify and select key terms, theories/concepts and practices within the field of HRM.	Determine the concepts of HRM.
	Determining the HR jobs in India at the entry level.
	Demonstrating the HR models and HR wheels.
	Demonstration the hierarchy and working of HR department.
	Demonstrate operation of sprinkler irrigation system.
	Case studies on different Organisational Hierarchies-steep-flat-transparent and non-transparent.
11. Analyze the demand and need of the market for the trained / skilled personnel.	Difference in the concepts of selection and Recruitment.
	Describing the process of job analysis along with the need, demand and supply of labour.
	How to manage the database of an organisation
	Segregation of CVs as per the functional areas, filing and coding.
	Describing that how the organisation work towards meeting their internal demands and how they manage the demand and supply

	imbalances.
12. Recognize different ways of converting job evaluation point scores to wages.	Designing the procedures – what to pay, who to pay, what is the market rate, why rates are sometime same and sometime differ.
	Describing the basic framework of calculating compensation and how to communicate the packages.
	Describing what is included in the package and what is the concept of cost to the company.
	Describing difference in salary, minimum wage and governments' role.
	Demonstration the formulas of components in compensation like benefits, allowances, bonus, incentives.
	Scope of method of redressal in case any dispute arise on account of Compensation administration.
13. Compare and contrast the different techniques involved in the performance appraisal process.	Designing of effective appraisal system using the different techniques.
	Demonstrating the role of Jr., Hr Executive in the appraisal functions.
	How to fill the appraisal forms, managing the database.
	Coordination of data of head office with branch offices and feedback mechanism with secrecy to be maintained.
14. Develop, analyze and apply training strategies and specifications for the delivery of training programs.	Training need analysis- why to train, who to train, when to train and how to train.
	Creation of training manuals.
	Accumulation of data in HRIS.
	Demonstrating the contribution of training in Career advancement.
15. Develop best practice of mediation and negotiation processes and bargaining.	SWOT analysis of a simulated situation of negotiations and bargaining
	How the corrective actions needs to be taken in case of disputes arising at workplace.
	case studies adherence to Govt. jurisdiction and how to handle violent situations
	Describing the role of Supervisor, Plant Manager and Personnel Manager.



16. Develop role of HR planning in functions such as training and development, health and safety at work.	Demonstrating the welfare amenities and accident prevention techniques.
	Demonstrating the attire in work environment-helmet, gloves, boots, eye guards, earplugs.
	Working of employee grievance and redressal mechanism in an organization.
	Basic understanding of fringe benefits.
17. Identify the Human Resource Management effective in workers participation in corporate governance.	A brief orientation of European System.
	Case studies and Role plays concerning the social security.
	Orientation to legal role of employer in workers participation in management.

<b>SYLLABUS FOR HUMAN RESOURCE EXECUTIVE TRADE</b>			
<b>DURATION: ONE YEAR</b>			
<b>Duration</b>	<b>Reference Learning Outcome</b>	<b>Professional Skills (Trade Practical) With Indicative Hours</b>	<b>Professional Knowledge (Trade Theory)</b>
Professional Skill 30Hrs;  Professional Knowledge 06 Hrs	Develop communication skill on English language.	<ol style="list-style-type: none"> <li>1. Orientation to the programme expectations out of the student's aims and objectives of the course. (05 hrs.)</li> <li>2. Learning outcomes, the way forward with the programme /course breakup. (05 hrs.)</li> <li>3. Linking the job opportunities with the programme of study. (05 hrs.)</li> <li>4. Stress and accents, accentuation mode of pronunciation marks. (05 hrs.)</li> <li>5. Intonation using a particular tone. (05 hrs.)</li> <li>6. Diction use of word and speech using audio-visual aids. (05 hrs.)</li> </ol>	<p>General Introduction to Programme.</p> <p>Orientation to vowels and Consonants, word making, and Pronunciation. (06 hrs.)</p>
Professional Skill 90Hrs;  Professional Knowledge 18Hrs	Identify and select various official English languages for official works.	<ol style="list-style-type: none"> <li>7. Transformation of sentences. (08 hrs.)</li> <li>8. Adjectives of comparison. (05 hrs.)</li> <li>9. Voice change, narration, change of tense, spellings and vocabulary development. (07 hrs.)</li> </ol>	<p>Functional Grammar , developing grammatically correct statements- written and verbal</p> <p>Reading – purpose, skimming take the best part, scanning reading with attention, cognates relative words, text</p>

		<p>10. Reading simple English with preparations, news reports, elementary office reports/ memos/notices. (10hrs.)</p> <p>11. Reading current news and giving opinions or engaging into group discussions. (10hrs.)</p> <p>12. Construction of simple sentences. (10 hrs.)</p> <p>13. Preparation of news reports , paragraphs; form filling, addressing envelopes , layout of letters. (15hrs.)</p> <p>14. Writing requests. (10 hrs.)</p> <p>15. Answering to queries – written and over email, letters of application, letters of appointments, office notifications, job-orders, simple comprehension. (15 hrs.)</p>	<p>structures,</p> <p>Writing – how to put thoughts in written texts, minimizing errors, crosschecking for errors, filing reports. (18 hrs.)</p>
<p>Professional Skill 90Hrs;</p> <p>Professional Knowledge 18 Hrs</p>	<p>Generate a personalized informal official letter of appropriate structure complying with MS office applications.</p>	<p>16. Computer – its use and application. (01 hr.)</p> <p>17. How to put together the keyboard, the mouse, the monitor and the printer ports to the CPU tower. (01 hr.)</p> <p>18. Use Computer as an input and output device. (01 hr.)</p> <p>19. Identify Types of memory viz. hard disk, CD, pen drive, external hard disk. (01 hr.)</p> <p><b><u>MS Word –</u></b></p> <p>20. Getting started; (01 hr.)</p> <p>21. How to type, format, edit content. (10 hrs.)</p> <p>22. How to mail merge. (01 hr.)</p>	<p>Computer overview</p> <p>Office Application- MS word</p> <p>Office Applications – MS Excel</p> <p>Office Applications – MS PowerPoint</p> <p>Basic Internet application (18 hrs.)</p>

		<p>23. How to convert into a pdf. (01 hr.)</p> <p>24. How to print; compilation of project / business reports. (01 hr.)</p> <p>25. Password protection of documents. (02 hrs.)</p> <p><b><u>MS Excel –</u></b></p> <p>26. Getting started. (01 hr.)</p> <p>27. Excel as a database manager. (05 hrs.)</p> <p>28. Excel as a calculating application. (11hrs.)</p> <p>29. Some basic calculation and formulation techniques. (10 hrs.)</p> <p>30. How to edit and format. (03 hrs.)</p> <p>31. Password protection of excel sheets. (02 hrs.)</p> <p><b><u>MS PowerPoint</u></b></p> <p>32. Getting started. (01 hr.)</p> <p>33. PowerPoint as a presentation manager. (01 hr.)</p> <p>34. How one can present business ideas using a slide system, creating presentations, Editing and formatting a presentation; Real life presentations on corporate / business briefs. (20 hrs.)</p> <p>35. Presentation styles and types. (05 hrs.)</p> <p>36. Book presentations, movie presentations, corporate</p>	
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		<p>presentations . (05 hrs.)</p> <p>37. What is the internet, what are browsers and how to browse. (04 hr.)</p> <p>38. How to search on search engines. (01 hr.)</p> <p>39. How to create a document with data copied from the internet. (01 hr.)</p>	
<p>Professional Skill 60Hrs;</p> <p>Professional Knowledge 12 Hrs</p>	<p>Display competence in oral, written, and visual communication.</p>	<p>40. Speaking with preparation – on self, family, career aspirations, on any given topics. (20 hrs.)</p> <p>41. Radio jockeying, introducing seniors, initiating business conversations, sales pitching , ending business meetings , body language to impress others, reading other’s body language. (20 hrs.)</p> <p>42. Speaking on the spot extempore , Just a minute , flip-back; role plays , dialogues, group discussions, interjection , raising a query, answering a query . (20 hrs.)</p>	<p>Speaking – how to express yourself verbally, importance of good spoken communication in any field of advancement</p> <p>Business Communication – verbal (12 hrs.)</p>
<p>Professional Skill 30Hrs;</p> <p>Professional Knowledge 06 Hrs</p>	<p>Apply safe working practices with OSH legislations in India.</p>	<p>43. General guidelines of how to prevent an accident from happening – depending on job types.(05 hrs.)</p> <p>44. Humanity and helping colleagues, how to prevent oneself in emergency. (05 hrs.)</p> <p>45. Learning how and when to evacuate in case of an emergency – earthquake,</p>	<p>Accident prevention techniques,</p> <p>Occupational Safety and Health legislations in India (06 hrs.)</p>

		<p>fire, terror attack, etc.; how should office spaces be designed – workplace ergonomics; need for first aid, fire extinguisher and emergency numbers.(10 hrs.)</p> <p>46. Practical aspects of Factories Act. (05 hrs.)</p> <p>47. Workmen’s Compensation Act &amp; ESI Act to be explained with examples &amp; case studies. (05 hrs.)</p>	
<p>Professional Skill 30Hrs;</p> <p>Professional Knowledge 06 Hrs</p>	<p>Select the appropriate search engines for creation of document and data record with proper internet skill.</p>	<p>48. How to open a mail account or use Outlook Express MS Outlook. (02hrs.)</p> <p>49. Sending mails, answering mails. (02 hrs.)</p> <p>50. Security issues and passwords. (02 hrs.)</p> <p>51. Online marketing basics; ecommerce and m-commerce. (10 hrs.)</p> <p>52. Introduction to financial tools. Online marketing reports. (04 hrs.)</p> <p>53. Software’s to convert data in different forms freeware; concepts of spyware, malware and internet security. (03 hrs.)</p> <p>54. Resume building, introductory notes, e-mail communication, request for meetings and written acknowledgements. (05 hrs.)</p> <p>55. What is the concept of quarantine? (02 hrs.)</p>	<p>Advanced internet application</p> <p>Business Applications and IT</p> <p>Business Communication-Written (06 hrs.)</p>

<p>Professional Skill 30Hrs;  Professional Knowledge 06 Hrs</p>	<p>Apply the proper corporate guidelines for women at work place.</p>	<p>56. What are the government and corporate guidelines for women at work? (05 hrs.) 57. What is meant by social or physical abuse of a woman? (05 hrs.) 58. What are the legal defense sought by a woman in her working environment. (05 hrs.) 59. How to manage work life balance – the need for it. (10 hrs.) 60. What is the concept of social media; uses of social media – networking, making friends, business prospects. (05 hrs.)</p>	<p>Women and Occupational Safety; Managing work and family  Online Social Media (06 hrs.)</p>
<p>Professional Skill 30Hrs;  Professional Knowledge 06Hrs</p>	<p>Display competence in oral, written, and visual communication.  Identify the conceptual skills and quantitative skills in an economic context as per Indian scenario.</p>	<p>61. How to greet, wish, bid goodbye; how to exchange business cards. (02 hrs.) 62. How to speak with seniors and juniors, how to maintain corporate decorum. (02 hrs.) 63. How to eat/drink in social/corporate get-togethers. (02 hrs.) 64. How to thank people. (01 hr) 65. History of Indian civilization. (02 hrs.) 66. How the Indian economic state in its current form came into being; barter system and the silk route, spice trade. (02 hrs.) 67. Colonization – different wars during the Islamic</p>	<p>Social / Formal etiquettes  Introduction to quality consciousness (06 hrs.)</p>

		<p>period and later the British East India Company; Indian independence and the economic changes. (05hrs.)</p> <p>68. How our present stage is related to our past and how our future is related to the present economic situation. (02 hrs.)</p> <p>69. Why the Indian growth was called Hindu Growth rate. (02 hrs.)</p> <p>70. How did the growth rate change to near double digit; basic understanding of liberalization and opening of Indian economy. (03 hrs.)</p> <p>71. Linking with the concept of more choice and expanding market. (02 hrs.)</p> <p>72. Why do we need a quality process? (01 hr)</p> <p>73. How does quality help an organization? (02 hrs.)</p> <p>74. How is an organization's vision linked to its quality consciousness? (02 hrs.)</p>	
<p>Professional Skill 120 Hrs;</p> <p>Professional Knowledge 24 Hrs</p>	<p>Identify the conceptual skills and quantitative skills in an economic context as per Indian scenario.</p>	<p>75. Why do we need economics? (02 hrs.)</p> <p>76. Economics and its impact on our life. (02 hrs.)</p> <p>77. Economics and choice – with case studies and examples of everyday life. (02 hrs.)</p> <p>78. Economic concepts used in business – understanding demand, supply, production. (04hrs.)</p>	<p>Basics of Economics – an overview of micro and macro economics, theory of demand and supply, production, markets, GDP, inflation, wage market, basic concept of employment.</p> <p>Introduction to Indian economy</p> <p>Concepts of National Economic Planning</p>



		<p>79. Economic decisions to enter a market based on type of market – monopoly, oligopoly, duopoly, perfect competition. (06 hrs.)</p> <p>80. Basic concept of why prices rise – inflation. (02 hrs.)</p> <p>81. How price rise affects our life – money supply and theory of wage. (02 hrs.)</p> <p>82. How does one contribute to the country’s growth – concepts of GDP and GNP? (04 hrs.)</p> <p>83. Why do people remain unemployed and the role of government in reducing unemployment? (06 hrs.)</p> <p>84. What is meant by a planned economy? (02 hrs.)</p> <p>85. Where did the concept of planning evolve from? (02 hrs.)</p> <p>86. What is the difference in the economic development of the western world Capitalist and the Soviet Bloc Communist-Socialist? (04 hrs.)</p> <p>87. How the growths of Chinese and Indian economy differ? (06 hrs.)</p> <p>88. How the knowledge of economic growth help you as an entrepreneur? (02 hrs.)</p> <p>89. Quality in customer-supplier relations, designing organizations for quality 8</p>	<p>Quality concepts and Quality Tools. (12 hrs.)</p>
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		<p>Tools and techniques used to achieve quality. (06 hrs.)</p> <p>90. Role plays and skits to explain how quality adherence builds long term credibility and organizational growth. (02 hrs.)</p> <p>91. Individual's contributions to enhancing organizational quality.(06 hrs.)</p>	
		<p>92. What are the contributions of an entrepreneur that will make the society better, people around happier and economic system stronger? (02 hrs.)</p> <p>93. How can capitalism the concept of rich getting richer and poor getting poorer make a society happier? (02 hrs.)</p> <p>94. In an era of cut throat competition, Where it is the law of the jungle and the fittest only survive. (02 hrs.)</p> <p>95. How can modern economic thought involving National Economic Planning ensure the survival of the weakest? (04 hrs.)</p> <p><b>Group Discussion</b></p> <p>96. Initiate a discussion, participate in a discussion, drawing conclusion. (08 hrs.)</p> <p><b>Interviewing techniques</b></p>	<p>Concepts of Happy Capitalism, Trickle up Theory, Increasing Marginal Utility, Survival of the Weakest. Advanced Executive Communication.</p> <p>Concepts in TQM and ISO</p> <p>Detailed quality specifications of an entrepreneur – business leader, analytical mind Market Feedbacks and business decisions; market intelligence, Business environment and entrepreneurship. (12 hrs.)</p>

		<p>97. what and how to answer, what not to answer , Salary negotiations ; Listening skills – span of attention, skimming information; Barriers to listening – noise (useless information ). (06 hrs.)</p> <p>98. Quality Management System in organizations, in processes, in delivery. (04 hrs.)</p> <p>99. Matching organizational goals with quality management ; Quality and environment, quality and employees , ISO certifications and different quality standards for different industries – CE, ISI, Hallmark, BIS, Wool mark, etc. (02 hrs.)</p> <p>100. Can all entrepreneurs become good leaders? (02 hrs.)</p> <p>101. Can all leaders become good entrepreneurs? (02 hrs.)</p> <p>102. Analytical qualities of an entrepreneur. (02 hrs.)</p> <p>103. Basic understanding of finance, HR and marketing; People management and entrepreneurship. (02 hrs.)</p> <p>104. How to test your business ideas? (02 hrs.)</p> <p>105. How to know whether the business idea is justified? (02 hrs.)</p>	
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		<p>106. How to identify the right time, opportunity, market? (02 hrs.)</p> <p>107. SWOT of self as an individual and of your business proposition. (06 hrs.)</p> <p>108. Government's role in promoting entrepreneurship, economic system and an entrepreneur's role in it, financial and legal support, seeking loan or funding VC, PE, banks. (06 hrs.)</p> <p>109. Tax implications for your business – octroi, different schemes and support organizations of government – DIC, SIDA, SISI, NSIC, SIDO, National Scheduled Tribes Finance and Dev Corporation NCTFDC, etc. (04 hrs.)</p>	
<p>Professional Skill 60Hrs;</p> <p>Professional Knowledge 12Hrs</p>	<p>Perform a range of recognized time management techniques</p>	<p>110. Value of time for a business, how to respect other's time, how is time management, punctuality and regularity leads to positive attitude towards work. (03 hrs.)</p> <p>111. How to schedule your day and prioritize your work, how to plan your goals, brief about project planning processes. (03 hrs.)</p> <p>112. What is entrepreneurship – basic concepts. (03 hrs.)</p> <p>113. Difference between entrepreneurship and self-</p>	<p>Time Management. Introduction to Entrepreneurship, who can become an entrepreneur, how can entrepreneur start his venture.</p> <p>National Economic Planning and how India may grow faster? Critical detailing of the economic development vis a vis the most optimal development strategy.</p> <p>Introduction to Quality parameters.</p>

		<p>employment. (03 hrs.)</p> <p>114.How an entrepreneur contributes to economic growth and prosperity of a country. (03 hrs.)</p> <p>115.Entrepreneurial qualities, what makes an entrepreneur different from a business manager, entrepreneurs, Ethics, attitudes, values and motives. (03 hrs.)</p> <p>116.Competencies required to be a successful entrepreneur, Case studies on successful entrepreneurs Creativity and entrepreneurship; how to think creatively and innovatively. (08 hrs.)</p> <p>117.How does a successful entrepreneur see same thing differently with a business acumen, Entrepreneurship and calculated risk. (03 hrs.)</p> <p>118.Current economic situation, Concepts of the economic crisis in 2008-10. (09 hrs.)</p> <p>119.What are the factors that stabilize a country from economic crisis. (03 hrs.)</p> <p>120.What can be your role in bringing about a change in consciousness towards current economic development process. (03 hrs.)</p> <p>121.What is the concept of</p>	<p>(12 hrs.)</p>
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		<p>wealth at the bottom of the pyramid'? (03 hrs.)</p> <p>122.How can there be a growth in employment, betterment of healthcare and education facilities. (03 hrs.)</p> <p>123.A brief understanding of political economics. (03 hrs.)</p> <p>124.How your business or operation may increase multi fold if National Economic Planning is implemented in the real sense. (03 hrs.)</p> <p>125.How and when to implement the 5S Concept, Kaizen, TPM, SGA, Quality Circle , Just in Time, 6 Sigma; lectures by industry experts. (04 hrs.)</p>	
<p>Professional Skill 60Hrs;</p> <p>Professional Knowledge 12 Hrs</p>	<p>Identify and select key terms, theories/concepts and practices within the field of HRM.</p>	<p>126. Basic HR and Personnel Concepts in the real life – what is so important about human resources. (06 hrs.)</p> <p>127. Understanding whether there is shift of labour intensive or technology intensive industrialization.(06 hrs.)</p> <p>128. An Introductory concept of case study based teaching. (06 hrs.)</p> <p>129. How to read a case study. (06 hrs.)</p> <p>130. How to analyze, what kind of answers to look for, do cases have any right or wrong answers.(06 hrs.)</p>	<p>Course expectations.</p> <p>Content introduction and class resources.</p> <p>Pedagogy of the curriculum-</p> <ul style="list-style-type: none"> <li>• Introduction to various forms of teaching mechanism which will include role-plays, case studies specific to subject.</li> <li>• How to read a case and draft out the solutions. (06 hrs.)</li> </ul>

		131. Where will be the fit of the candidate in the organization as a Jr.HR Executive; Case studies on different Organizational hierarchies-steep, Flat, Transparent, Non-transparent. (30 hrs.)	<ul style="list-style-type: none"> <li>• What is Human Resource management.</li> <li>• HR jobs in India at the entry level.</li> <li>• Hierarchy of an HR department in an organisation. (06 hrs.)</li> </ul>
Professional Skill 60Hrs;  Professional Knowledge 12 Hrs	Analyze the demand and need of the market for the trained / skilled personnel.	<p>132. Concepts on recruitment and Selection. (06 hrs.)</p> <p>133. Differentiation of the two terms, who recruits, who to recruit, when to recruit, how to recruit (most discussions would be role play based). (08 hrs.)</p> <p>134. Understanding the process of job analysis, Job description, Job specification. (10 hrs.)</p> <p>135. How to manage database of organizational requirements. (15 hrs.)</p> <p>136. Segregation of CVs as per functional area, Filing and coding the CVs. (08 hrs.)</p> <p>137. How organizations work towards meeting their internal demands. (06 hrs.)</p> <p>138. What happens when the demand is greater than supply of manpower or vice versa.(07 hrs.)</p>	Need and demand of the market for trained/skilled personnel and how to meet the demand through recruitment and selection. (12 hrs.)
Professional Skill 60Hrs;  Professional Knowledge 12 Hrs	Recognize different ways of converting job evaluation point scores to wages.	<p>139. Job Evaluation-What to pay, who to pay.(09 hrs.)</p> <p>140. What is the market rate, why is your rate same/diff from others.(09 hrs.)</p> <p>141. Basic framework of</p>	Wage,Salary and Compensation. (12 hrs.)

		<p>calculating compensation. (09 hrs.)</p> <p>142. How to communicate packages.(07 hrs.)</p> <p>143. What is included in packages or what is the concept of Costto Company; Difference in salary, Minimum wage rate and government’s role. (09 hrs.)</p> <p>144. What are the components in compensation – benefits, allowances, bonus, incentives; Who gets eligible. (09 hrs.)</p> <p>145. why, scope of redressal. (08 hrs.)</p>	
<p>Professional Skill 90Hrs;</p> <p>Professional Knowledge 18 Hrs</p>	<p>Compare and contrast the different techniques involved in the performance appraisal process.</p>	<p>146. Why to appraise? (06hrs.)</p> <p>147. How to appraise?(09hrs.)</p> <p>148. Who does the appraisal role?</p> <p>149. What is the role of Jr. HR Executive in the appraisal function – managing and maintaining data (using HRIS) or manually, Filing appraisal forms.(35 hrs.)</p> <p>150. The need for secrecy; coordinating data of head office with branch offices or vice versa. (30 hrs.)</p> <p>151. Feedback mechanism (transparency with the worker but not made public). (10 hrs.)</p>	<p>Appraisal system and Evaluating manpower. (18 hrs.)</p>
<p>Professional Skill 90Hrs;</p>	<p>Develop, analyze and apply training strategies and</p>	<p>152. Job change-Vertical(same functional area in a higher designation), Horizontal</p>	<p>Training and Development job enrichment and growth (18 hrs.)</p>



<p>Professional Knowledge 18 Hrs</p>	<p>specifications for the delivery of training programs.</p>	<p>(different functional area in the same designation),Diagonal (different functional area in a different designation). (09 hrs.)</p> <p><b>Training need analysis</b></p> <p>153. Why train, who to train, who will train and how will the training happen. (20 hrs.)</p> <p>154. How the HR team works with the Corporate Strategy team to implement training programmes. ( 10 hrs.)</p> <p>155. Types of training (indoor vs outdoor, functional vs behavioural, skill based vs unskill based). (20 hrs.)</p> <p>156. How to create a training manual (basic PowerPoint based training for one functional and one behavioural training). (10 hrs.)</p> <p>157. How the training data is accumulated and stuffed in HRIS. (11 hrs.)</p> <p>158. How the training process help in career advancement.(10 hrs.)</p>	
<p>Professional Skill 90Hrs;  Professional Knowledge 18 Hrs</p>	<p>Develop best practice of mediation and negotiation processes and bargaining.</p>	<p>159. What are the various personnel issues?(10 hrs.)</p> <p>160. How do these issues erupt – is there any trigger? (10 hrs.)</p> <p>161. Who leads the workers/ employees-Concept of</p>	<p>Managing Personnel Issues, negotiations and bargaining. (18 hrs.)</p>

		<p>union formation (rights of unions). (10 hrs.)</p> <p>162. Different forms of negotiations, resolutions, bargaining.(10 hrs.)</p> <p>163. SWOT analysis of a simulated situation of negotiations; corrective actions to be taken, what to say. (10 hrs.)</p> <p>164. What not to say – highlighting case studies of Mill workers. (10 hrs.)</p> <p>165. How government interferes, adherence to government jurisdiction in case of such interference. (10 hrs.)</p> <p>166. How to handle a violent situation-basic of crisis management in terms of communication and action. (10 hrs.)</p> <p>167. How should the candidates role differ in case of partnering with the Supervisor, the Plant Manager and the Personnel Manager. (10 hrs.)</p>	
<p>Professional Skill 90Hrs;</p> <p>Professional Knowledge 18Hrs</p>	<p>Develop role of HR planning in functions such as training and development, health and safety at work.</p>	<p>168. Administration of welfare, amenities &amp; fringe benefits, safety &amp; accident prevention work (reorientation of Occupational Safety and Health). (30 hrs.)</p> <p>169. Environment fatigue safety, accident</p>	<p>Maintenance and Integration of HR Functions. (18 hrs.)</p>

		<p>prevention; Employee grievances and their redressal.(30 hrs.)</p> <p>170. Suggestion schemes, administration of discipline; Attire in work environment (in case of production facility) – helmet, gloves, boots, eye guard, ear plugs. (30 hrs.)</p>	
<p>Professional Skill 90Hrs;</p> <p>Professional Knowledge 18Hrs</p>	<p>Identify the Human Resource Management effective in workers participation in corporate governance.</p>	<p>171. Workers participation in corporate governance. (08 hrs.)</p> <p>172. Brief orientation to the European system between 18th – 20th century; development of worker’s participation in India. (15 hrs.)</p> <p>173. The benefits, the difficulties. (07 hrs.)</p> <p>174. How is it implemented- Case studies and role plays; Social security in the west and the scenario in India. (10 hrs.)</p> <p>175. Orientation to legal role of employers in worker’s participation in management. (20 hrs.)</p> <p>176. Why is China successful in boosting its economy – the government norms and regulations.(20 hrs.)</p> <p>177. How India fair comparatively and what needs to be done to meet the requirements. (10 hrs.)</p>	<p>Worker’s participation and Corporate Governance (18 hrs.)</p>

**Project work / Industrial Visit**

**Broad areas:**

- a) A variety of projects on data management, Training needs assessment, Negotiation system, etc.
- b) The projects can be implemented to help the students access to the real corporate/factory environment Integrate their learning vis a vis the intended learning outcome.

**SYLLABUS FOR CORE SKILLS**

1. Employability Skills(Common for all trades) (160Hrs)

*Learning outcomes, assessment criteria, syllabus and Tool List of Core Skills subjects which is common for a group of trades, provided separately in [www.bharatskills.gov.in](http://www.bharatskills.gov.in)*

<b>List of Tools &amp; Equipment</b>			
<b>HUMAN RESOURCE EXECUTIVE (For batch of 24 Candidates)</b>			
<b>S No.</b>	<b>Name of the Tools and Equipment</b>	<b>Specification</b>	<b>Quantity</b>
<b>A. FURNITURE FOR LANGUAGE LAB/CLASS ROOM</b>			
1.	Human Skull with cross-sectional view of speech organs graphical representation of the same is also accepted as an alternative		1 No.
2.	Slide Projectors		1 No.
3.	White Screen		1 No.
4.	Classroom chairs with writing support		24 Nos.
5.	Instructor's Table		1 No.
6.	Instructor's Chair		1 No.
7.	Storage Cabinet		1 No.
8.	Book Shelf		1 No.
9.	Air Conditioner		As required
<b>B. EQUIPMENT / FURNITURE FOR IT LAB/WORKSHOP</b>			
10.	Desktop Computer	CPU: 32/64 Bit i3/i5/i7 or latest processor, Speed: 3 GHz or Higher. RAM:-4 GB DDR-III or Higher, Wi-Fi Enabled. Network Card: Integrated Gigabit Ethernet, with USB Mouse, USB Keyboard and Monitor (Min. 17 Inch.) Licensed Operating System and Antivirus compatible with trade related software.	12 Nos.
11.	Printer any basic model and printer table		1 No. each
12.	Office Packages MS Word, MS PowerPoint, MS Excel, MS Outlook		12 Nos.
13.	Computer table		12 Nos.
14.	LCD projector along with screen		1 No.
15.	Flip Chart, Markers		1 No.

**Human Resource Executive**

16.	Chairs		24 Nos.
17.	Instructor's table and chair		1 No. each
18.	Broadband connectivity	Minimum 512 kbps	1 No.
19.	Air Conditioner		As required

The DGT sincerely acknowledges contributions of the Industries, State Directorates, Trade Experts, Domain Experts and all others who contributed in revising the curriculum.

Special acknowledgement is extended by DGT to the following expert members who had contributed immensely in this curriculum.

<b>List of Expert members participated for finalizing the course curriculum of Human Resource Executive 6<sup>th</sup> to 10<sup>th</sup> May 2013 at CSTARI, Kolkata.</b>			
<b>S No.</b>	<b>Name &amp; Designation Shri/Mr./Ms.</b>	<b>Organisation</b>	<b>Remarks</b>
1.	L K Mukherjee, DDT	CSTARI, EN-81, Salt Lake, Kolkata-91	Co-ordinator
2.	Sandeep Maan, Member	Advisory Board at Institute for Competitiveness, India – IFC; Advisor - Projects & Operations at Remorphing India	Member
3.	Dev Chandra Jha, Head HR	North India at Videocon Industries Limited	Member
4.	Kumar Gautam, General Manager	Human Resources - Asia , Whirlpool Corporation	Member
5.	Alexander Thomas, Area Vice President	Securitas India, New Delhi	Member
6.	Vivek Nanda, Head Direct Sales	Sharp Business Systems	Member
7.	Devanshu Bhatt, Managing Director & Country Manager	Reval India, New Delhi	Member
8.	G.K Gupta, Head HR	Diakin India, New Delhi	Member
9.	R C Jain, Professor HR	YMCA, New Delhi	Member
10.	Satish Kumar, Professor HR	IIPM, New Delhi	Member
11.	U C Tiwari, Professor of Operations Management	IIPM ex-DGM, SAIL, New Delhi	Member
12.	Pushp Lamba, Professor of Marketing	IIPM, New Delhi	Member
13.	Sanjay Banerjee, Professor of Marketing	SCM Business School, New Delhi	Member
14.	Ranjan Paul, Professor of Marketing & Entrepreneurship	Freelance Marketing Consultant	Member
15.	Maninder Singh, Professor of Marketing,	Freelance Trainer & Marketing Consultant, New Delhi	Member

16.	Aman Chugh, Professor of Finance	ICAI, New Delhi	Member
17.	Ramakar Jha, Professor of Finance	IIPM, New Delhi	Member
18.	T Ramaswamy, Professor of Finance	IIPM, New Delhi	Member
19.	Pankaj Upadhay, Prof. Of Economics	Jagan Institute of Mgmt Studies, Delhi	Member



### ABBREVIATIONS

CTS	Craftsmen Training Scheme
ATS	Apprenticeship Training Scheme
CITS	Craft Instructor Training Scheme
DGT	Directorate General of Training
MSDE	Ministry of Skill Development and Entrepreneurship
NTC	National Trade Certificate
NAC	National Apprenticeship Certificate
NCIC	National Craft Instructor Certificate
LD	Locomotor Disability
CP	Cerebral Palsy
MD	Multiple Disabilities
LV	Low Vision
HH	Hard of Hearing
ID	Intellectual Disabilities
LC	Leprosy Cured
SLD	Specific Learning Disabilities
DW	Dwarfism
MI	Mental Illness
AA	Acid Attack
PwD	Person with disabilities

