

Competency Based Curriculum

National Vocational Education Qualification Programme

NVEQ Level 1

Sector: Beauty and Wellness

LabourNet Services India Pvt. Ltd.

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Introduction

The National Vocational Education Qualification Framework (NVEQF) developed by the Ministry of Human Resource Development (MHRD), Government of India provides a common reference for linking various qualifications to be used for setting common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, and Universities/Colleges.

As per NVEQF qualifications are to be developed in series of levels of knowledge and skills, defined in terms of learning outcomes i.e., the competencies (knowledge, skills and attitude) which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training system. Units of competency are the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

Competency is defined in terms of what a person is required to perform, under what conditions it is done and how well it is to be done. Generic competencies are considered essential for a person to participate effectively in the workforce, whereas technical competencies are an individual's knowledge and expertise in the specific group task and its processes. An executive order F.No.1-4/2011-VE dated 3 Sept., 2012 on the various aspects of NVEQF has been issued by the MHRD. For more details on the NVEQF, please visit the website of MHRD at [www: mhrd.gov.in](http://www.mhrd.gov.in).

A competency based curriculum describes what learners must “know” and “be able to do” by the end of a program or study. It identifies the competencies and sub-competencies each learner is expected to master. It states clearly the criteria and conditions by which performance will be assessed. It also defines the learning activities that will lead to the learner to mastery of the targeted learning outcome.

The **competency based curriculum** is broken down into parts known as **Units**. Each unit is further broken down into knowledge and skills on the basis of which evidence is to be provided by the learner and the evaluation is to be done by the teacher or trainer.

About the Sector

The Beauty and Wellness sector in India is witnessing exponential growth due to consumerism, globalization and changing lifestyles. Rising disposable income of the rapidly expanding Indian middle class, demand fuelled by increasing stress levels and willingness of people to 'look and feel good' are further fueling the growth of the Beauty & Wellness industry. India is currently the 10th fastest growing market globally in Beauty & Wellness sector. This industry is presumed to reach a remarkable INR 875,000 crores by the year 2014. The Indian Beauty and Wellness sector comprises of mainly two segments: Products and Services. The Services segment alone contributes as much as 40% of total market. This lucrative market has drawn attention not only of domestic players, VCs, and angel investors but also of established international players that are also now keen to tap into this market.

The rapid growth in beauty and wellness industry along with the entry of giant organized players both nationally and globally, has led to huge demand for trained personnel. The skilled and trained personnel requirement in the next five years is an estimated 4.47 million. However, there is a huge deficit in the availability of skilled and trained personnel. This talent deficit poses extreme threat to the growth and expansion of the whole beauty and wellness industry.

Critical Occupations:

Critical occupations have been identified from existing job roles in the industry based on maximum demand and minimum available skill set in the workplace. Critical occupations, identified in this sector, embrace 75% to 85% of total employee strength where employers are facing huge challenge to meet the demand of the skilled workforce:

Salon & Beauty Center	Rejuvenation	Fitness & Slimming Centers	Alternate Therapy & Treatment	Product consultation & sales
1. Beauty Therapist 2. Hair Stylist 3. Pedicurist & Manicurist	1. Spa Therapist 2. Beauty Therapist 3. Nail Technician 4. Spa Supervisor	1. Slimming Therapist 2. Dietician	1. Panchakarma therapist 2. Masseur 3. Dietician 4. Yoga Therapist	1. Beauty Advisor

Objectives of the course

Upon completion of this course, students will be able to:

- Apply the knowledge of nutrients, human body systems and their functions with respect to beauty & wellness
- Describe different types of wellness
- Describe reflexology and identify the basic reflex points on hands and feet
- Identify the common problems of hand, foot, facial skin, nails and hair
- Perform face, hand, foot, nails and hair care regime
- Perform the application of mehendi, basic nail art and nail filing

Competency Based Curriculum

Sector: Beauty and Wellness

Course Structure: This course (vocational qualification package) is a planned sequence of instructions consisting of the following 06 modules called as Units.

NVEQ Level 1				
S.No.	Unit Code	Unit Title	No. of Notional /Learning Hours	Pre-requisite Unit, if any
1.	BW101-NQ2013	Introduction to Body Care	20	Nil
2.	BW102-NQ2013	Introduction to Hand Care	25	Nil
3.	BW103-NQ2013	Introduction to Foot Care	25	Nil
4.	BW104-NQ2013	Introduction to Face and Beauty	50	Nil
5.	BW105-NQ2013	Introduction to Hair Care	45	Nil
6.	BW106-NQ2013	Introduction to Hand Art	35	Nil
Total			200	

Successful completion of **95 hours of theory sessions** and **105 hours of practical activities and on-the-job learning** is to be done for full qualification.

Classroom Activities:

The main activity in classroom will be an interactive lecture session, followed by discussions. Teachers should make effective use of a variety of instructional aids, such as Videos, Power Point Presentations, Charts, Diagrams, Models, Exhibits, Handouts, etc. to transmit knowledge in projective and interactive mode.

Practical Activities:

Activities that provide practical experience are termed as practical activities such as chart preparation, collation of objects relevant to the topics, preparation of informative document, role play, games, etc; Props, tools and equipment are used for practical activities to provide hands-on experiences for students in the chosen occupation. Specialized techniques such as handling of products and equipment, maintaining safe and hygienic conditions, handling customer's complaints and requirements, etc are to be imparted to the students by expert trainers. For practical training in any organization/industry that reflects tasks to be performed and competencies to be imparted, should be as per a plan signed by the student, teacher and employer.

On-the-Job Training:

On-the-job training (OJT) utilizes actual equipment and materials in a structured manner, following a training plan that reflects tasks to be performed and competencies to be imparted under the supervision of an experienced trainer or supervisor. Training plan is prepared and signed by the student, teacher, and supervisor at the organization/industry. In the first step of OJT the trainer will provide an overview of the task to the student, explaining the constructional details and use of the tools, equipment, materials, etc. in performing the tasks. In the second step trainer will tell, show, and demonstrate step by step the use of tools, materials and equipment for performing a task showing the finished products at each appropriate step which will help the learner understand what is required as outcome. Student will directly participate in the next level while the trainer monitors the progress and provides the feedback. At the last level student practices with clearly defined targets for performance standards.

Certification:

The CBSE will issue a 'National Certificate for Work Preparation'. This will be in addition to the regular CCE certificate issued to students.

UNITS

Unit Code: BW101- NQ2013	Unit 1 Title: Introduction to Body Care			
	Duration: 20 Hrs			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The student will be able to apply the knowledge of human body systems and their functions with respect to beauty and wellness	<ol style="list-style-type: none"> 1. Describe the importance of personal health and hygiene 2. Describe the importance of skin physiology in beauty 	<ol style="list-style-type: none"> 1. Demonstrate the correct standing and stance posture 2. Draw the different spine structures describing the bad postures 3. Explain the role of circulatory system in keeping the body healthy 	<p>Interactive lecture: Body functions correlated to beauty and wellness</p> <p>Activity:</p> <ul style="list-style-type: none"> • Assignment worksheets • Group Activity: Chart preparation
	2. The student will be able to apply the knowledge of basic cosmetology and products in the sector of beauty and wellness	<ol style="list-style-type: none"> 1. Define cosmetology 2. Differentiate between nail, hair and skin cosmetology 3. Differentiate between organic and inorganic compounds used in moisturizer 	<ol style="list-style-type: none"> 1. Identify the cosmetics in make-up 2. Identify the key ingredient used in cleanser 	<p>Interactive lecture: Basics of cosmetology</p> <p>Activity:</p> <ul style="list-style-type: none"> • Identification of displayed products

	<p>3. The student will be able to demonstrate the knowledge of nutrients required for beauty and wellness</p>	<p>1. Describe the types of nutrients, vitamins and minerals 2. Describe the importance of nutrients in beauty</p>	<p>1. Identify the nutrient which is necessary for healthy skin. 2. Identify the food source which contains micro minerals</p>	<p>Interactive lecture: Nutrients Activity: Collage preparation and Role play</p> <ul style="list-style-type: none"> • Students will prepare a collage of fruits and vegetables along with other nutrients. • Along with that they will prepare a catchphrase of the collage for an advertisement on beauty and wellness
	<p>4. The student will be able to describe and distinguish between different types of wellness</p>	<p>1. Explain wellness 2. Describe the importance of wellness</p>	<p>1. List the different types of wellness 2. Differentiate between physical and spiritual wellness</p>	<p>Interactive lecture: Introduction to wellness Activity: Role Play</p> <ul style="list-style-type: none"> • Sharing experiences and reflections by presenting themes on the topic to students

	<p>5. The student will be able to explain the basic knowledge on reflexology</p>	<p>1. Describe the importance of reflexology</p> <p>2. Differentiate between hand and foot reflexology</p>	<p>1. Identify the reflex points present on the hands</p> <p>2. Identify the reflex points present on the foot</p>	<p>Interactive lecture: Introduction to reflexology</p> <p>Activity: Practice Session, Group Activity</p> <ul style="list-style-type: none"> • Individual activity on self and then group activity. The student will be made to identify reflex points • They will be taught about reflex points through a game
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Unit Code: BW102- NQ2013	Unit 2 Title: Introduction to Hand Care			
Duration: 25 hrs				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The student will be able to describe and identify different muscles and structure of a human arm , hand and fingers	1. Describe the bone structure of an arm 2. Differentiate between hand fascia and hand ligaments 3. State the different shapes of fingers	1. Identify different shapes of fingers 2. Diagrammatically represent the bones in an arm	Interactive lecture: Arm & Hand Structure Activity: Practice Session Group Activity <ul style="list-style-type: none"> • Student moves around in the class and looks at different shapes of fingers • A quiz to be conducted
	2. The student will be able to apply the knowledge of finger nails structure and finger shapes in the field of beauty & wellness	1. Describe the components of a finger nail 2. Differentiate between nail plate and nail bed	1. Diagrammatically represent the layers of a finger nail 2. Draw different nail shapes	Interactive lecture: Finger nail structure Activity: Practice Session <ul style="list-style-type: none"> • Draw the diagram of layers of nails and different nail shapes

	<p>3. The student will be able to identify the common hand skin and nails diseases</p>	<ol style="list-style-type: none"> 1. State the common problems of skin and hand nails 2. Describe the causes and symptoms of nail fungal infection 	<ol style="list-style-type: none"> 1. Identify the various skin and hand conditions 	<p>Interactive lecture: Common hand skin and nail diseases</p> <p>Activity: Picture Identification, Group activity</p> <ul style="list-style-type: none"> • Worksheets with diagrams • Picture of common problems of nails and hands
	<p>4. The student will be able to demonstrate the process involved in hand wash & hand clean-up</p>	<ol style="list-style-type: none"> 1. Enlist the cosmetic products used in hand care 2. Differentiate between moisturizer and hand scrub 3. State the importance of hand care 	<ol style="list-style-type: none"> 1. Demonstrate the technique of hand wash 2. Demonstrate the process of hand clean up 	<p>Interactive lecture: Introduction to Hand care</p> <p>Activity: Identification, Practice Session</p> <ul style="list-style-type: none"> • Student will be provided with creams and scrubs and they are asked to identify the items which are used for hand care • Student will follow the demo of correct procedure of washing hand given by the teacher in a step by step

				manner
	5. The student will be able to perform the steps of filing of nails	1. Differentiate between artificial and natural nail shapes	1. Identify different nail shapes 2. Diagrammatically represent the layers of nail	<p>Interactive lecture: Hand nail filing</p> <p>Activity: Practice Session</p> <ul style="list-style-type: none"> • Nail filling - Practical

Unit Code: BW103-NQ2013	Unit 3 Title: Introduction to Foot Care			
Duration: 25 hrs				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The student will be able to describe and identify different muscles and structure of a human leg and foot	1. Describe the bone structure of a foot 2. Differentiate between phalanges and heels 3. Differentiate between foot muscles and leg muscles	1. Diagrammatically represent the bones in a foot	Interactive lecture: Lower leg, foot structure Activity: Practice Session <ul style="list-style-type: none"> Flash card presentation and group discussion
	2. The student will be able to apply the knowledge of toe nails structure and shapes in the field of beauty & wellness	1. Describe the components of a toe nail 2. Differentiate between nail plate and nail bed	1. Diagrammatically represent the layers of a toe nail	Interactive lecture: Toe nail Structure Activity: Practice Session <ul style="list-style-type: none"> Draw the diagram of layers of nails

	<p>3. The student will be able to identify the common problems related to foot skin and nails.</p>	<ol style="list-style-type: none"> 1. List the common problems of skin and toe nails 2. Describe the causes and symptoms of ingrown toe nails 	<ol style="list-style-type: none"> 1. Determine the preventive measures for callus 	<p>Interactive lecture: Common foot skin and nail diseases</p> <p>Activity:</p> <ul style="list-style-type: none"> • Poster presentation by the students on common problems of skin and toe nails
	<p>4. The student will be able to demonstrate the process of foot clean-up and will be able to describe the importance of it</p>	<ol style="list-style-type: none"> 1. List the cosmetic products used in foot care 2. Differentiate between cleanser and scrub 3. State the importance of foot care 	<ol style="list-style-type: none"> 1. Demonstrate the process of foot clean up 	<p>Interactive lecture: Foot care process</p> <p>Activity: Practice Session</p> <ul style="list-style-type: none"> • Practice foot massage • Demonstration of foot cleaning process
	<p>5. The student will be able to perform the process of filing of toe nails with the appropriate tool</p>	<ol style="list-style-type: none"> 1. Describe the various shapes of toe nails 	<ol style="list-style-type: none"> 1. Identify different nail shapes 2. Demonstrate filing of toe nails 	<p>Interactive lecture: Toe nail filing process</p> <p>Activity: Practice Session</p> <ul style="list-style-type: none"> • Practice nail filing

Unit Code: BW104-NQ2013	Unit 4 Title: Introduction to Face and Beauty			
Duration: 50 hrs				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The student will be able to describe the structural make up of face and neck	1. List out the names of bones present in a human skull 2. Differentiate between zygomatic bone and lacrimal bone	1. Identify the parts of neck 2. Identify the four pairs of muscles that move the mandible	Interactive Lecture: Face and neck anatomy, Activity: <ul style="list-style-type: none"> • Identify the bones of skull in bio lab
	2. The student will be able to identify different face shapes	1. Differentiate between round and heart shape face shape	1. Draw different face shapes 2. Identify the different face shapes	Interactive Lecture: Face shapes Activity: Group activity: Identify the face shape of the peers
	3. The student will be able to describe and identify different skin types	1. Differentiate between oily and dry skin 2. Explain the layers of facial skin 3. Differentiate between	1. Draw the layers of skin 2. Identify the different skin types	Interactive Lecture: Structural make up of face

		Keratinocytes and melanocytes cells		Activity: Identify the skin types of peers
4. The student will be able to identify common problems and symptoms of facial skin	<ol style="list-style-type: none"> 1. List the common problems of facial skin 2. Describe the causes and symptoms of acne 	<ol style="list-style-type: none"> 1. Identify the common facial skin problems i.e. Acne, dark circle, Tan, wrinkles etc 	<p>Interactive lecture: Common facial skin diseases</p> <p>Activity:</p> <ul style="list-style-type: none"> • Flip chart presentation of different skin problems on face and discuss the symptoms in a group • Worksheet to recap 	
5. The student will be able to demonstrate the process of daily face care regime	<ol style="list-style-type: none"> 1. List the steps involved in face care regime 2. Differentiate between normal moisturizing and deep moisturizing 3. State the importance of regular face care 	<ol style="list-style-type: none"> 1. Demonstrate the process of face care regime 	<p>Interactive Lecture: Face care process</p> <p>Activity:</p> <ul style="list-style-type: none"> • Demonstrate daily face care regime 	

Unit Code: BW105-NQ2013	Unit 5 Title: Introduction to Hair Care			
Duration: 45 hrs				
Learning Outcome		Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
1. The student will be able to explain the hair structure		1. Describe the different layers of hair	1. Draw the well labeled structure of hair	Interactive lecture: Hair structure Activity: <ul style="list-style-type: none"> • Worksheet to be given for recap • Diagrammatically represent the different layers of hair
2. The student will be able to identify the hair shape, texture and type		1. Differentiate between oily hair and dry hair type 2. Differentiate between straight and kinky hair	1. Identify the different hair shapes 2. Identify natural hair color	Interactive lecture: Hair types and it characteristics Activity: <ul style="list-style-type: none"> • Cards with different hair textures to be presented and made to experience by the student • Worksheet to be given for

				recap
3. The student will be able to explain the hair and scalp problems with their causes and symptoms	<ol style="list-style-type: none"> 1. Differentiate between split ends and dryness of hair 2. Describe the reason for baldness 3. State the factors causing dandruff 	1. Identify the causes of dandruff	<p>Interactive lecture: Hair and scalp problems</p> <p>Activity:</p> <ul style="list-style-type: none"> • Group Discussion on hair problems 	
4. The student will be able to demonstrate and describe the importance of hair care process which includes nourishing, shampooing & conditioning	<ol style="list-style-type: none"> 1. List the steps involved in hair care regime 2. Differentiate between normal conditioning and deep conditioning 3. State the importance of regular hair hygiene 	1. Demonstrate hair care regime process	<p>Interactive lecture: Hair care process</p> <p>Activity: Practice Session</p> <ul style="list-style-type: none"> • Demo and practice 	
5. The student will be able to perform basic head massage technique	1. Describe the importance of head massage	1. Perform basic head massage technique	<p>Interactive lecture: Head Massage</p> <p>Activity:</p> <ul style="list-style-type: none"> • Perform basic head massage technique 	

Unit Code: BW106- NQ2013	Unit 6 Title: Introduction to Hand Art			
Duration: 35 Hrs				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The student will be able to perform the application of different mehendi designs on hands and feet	1. List the materials required for mehendi 2. Describe the mehendi after-care process	1. Demonstrate the application of mehendi 2. Demonstrate the after-care process of mehendi	Interactive lecture: Application of mehendi • Activity: Practice Session A worksheet with diagrammatic representation will be given as reference to perform the practice of applying mehendi • Step by step modeling of mehendi application • Students will create either a hand mehendi or a foot mehendi design on paper

	<p>2. The student will be able to perform the application of basic nail art</p>	<p>1. List out the materials used in nail art 2. Describe safety measures and precautions while applying nail art</p>	<p>1. Perform the application of basic nail art</p>	<p>Interactive lecture: Basic application of nail art</p> <p>Activity: Practice Session.</p> <ul style="list-style-type: none"> • The student will be presented with a set of artificial nails. The teacher will show a sample design and then ask the students to create their own. • Using a set of artificial nails showing few sample designs –mix and match nail color and teaching them combination of colors
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Assessment Guide

Assessment is a process used for determining an individual's progress or level of mastery/competence in an occupational area. It may be formative (continuous) and/or summative (final). It is a process of collecting evidence and making judgment about the extent to which a person demonstrates the knowledge and skills set out in the standards or learning outcomes of a unit of competency. Assessment should be done on the basis of information or evidence about the individual's ability against clearly stated objectives or standards. A diversity of assessment methods is required to achieve the multiple purposes and to satisfy the requirements of competency based assessment. Appropriate evidence is to be collected from activities that can be clearly related to the Units of Competency. It should cover all the elements and performance criteria/indicators in the competency standards. Student's achievements should be assessed by using the following methods of assessment.

The final assessment will be in line with the CBSE guidelines.

List of tools, equipment and materials

BW102-NQ2013: Introduction to Hand Care

1. Tools: Nail filler
2. Materials: Towel, Cleaning cloth
3. Cosmetics: Hand cleanser, Hand scrub hand moisturizer
4. Equipment/Furniture: Wash Basin

BW103-NQ2013: Introduction to Foot Care

1. Tools: Nail filler
2. Materials: Towel
3. Cosmetics: Foot cleanser, Foot scrub, Foot moisturizer, Loofa
4. Equipment/Furniture: Wash Basin

BW104-NQ2013: Introduction to Face and Beauty

1. Material: Towel, Head band
2. Cosmetics: Face cleanser, Face scrub, Face toner, face moisturizer
3. Equipment/Furniture: Wash Basin

BW105-NQ2013: Introduction to Hair Care

1. Material: Towel
2. Cosmetics: Nourishing oil, shampoo, conditioning
3. Equipment/Furniture: Wash Basin

BW106-NQ2013: Introduction to Hand ArtMehendi

1. Material : Mehndi, Paper, pencil, Design patterns of mehendi

Nail art

1. Material: set of artificial nails, Nail Paint, Nail paint remover, cotton, Decorative material like stars, glitters, Glue

Trainers Qualification

- Graduate with Cosmetology / Beauty and Wellness certification or Diploma in Beauty and Wellness with 5+ years of experience as a beautician
- Work experience in Beauty and Wellness segment (at least 2 years)
- Good knowledge of sector related processes/ services
- With prior experience in training / teaching

List of contributors:

- Dr. V. Gayathri, CEO, LabourNet services Pvt. Ltd., Bangalore
- Mr. K.V. R. Rao, Content Head, LabourNet services Pvt. Ltd., Bangalore
- Dr. Meena Jain, Pedagogy Head, LabourNet services Pvt. Ltd., Bangalore
- Mr. Kirti Verdhana, Assessment & Certification Head, LabourNet services Pvt. Ltd., Bangalore
- Mrs. Vidya Bhandary, Consultant, Expert in beauty and body therapies, LabourNet services Pvt. Ltd., Bangalore
- Mr. Adish Jain, Instructional Designer, LabourNet services Pvt. Ltd., Bangalore
- Mr. H. R. Prakash, Team Lead content, LabourNet services Pvt. Ltd., Bangalore

- Mr. Sharon Jesu, Team Lead content, LabourNet services Pvt. Ltd., Bangalore
- Ms. Suchetha K., Content Writer, LabourNet services Pvt. Ltd., Bangalore
- Ms. Sandhya A., Content Writer, LabourNet services Pvt. Ltd., Bangalore
- Mrs.Papia dutta Mishra-Research and development, Pedagogy team, LabourNet services Pvt. Ltd., Bangalore
- Ms. Neeta Kulkarni – Strategic and training manager, Pedagogy team, LabourNet services Pvt. Ltd., Bangalore
- Ms. Ashmita Sanyal, Consultant, Certification, LabourNet services Pvt. Ltd., Bangalore
- Ms. Ananya Datta, Manager, Certification, LabourNet services Pvt. Ltd., Bangalore

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Competency Based Curriculum

National Vocational Education Qualification Programme

NVEQ Level 2

Sector: Beauty and Wellness

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Critical occupations have been identified from existing job roles in the industry based on maximum demand and minimum available skill set in the workplace. Critical occupations, identified in this sector, embrace 75% to 85% of total employee strength where employers are facing huge challenge to meet the demand of the skilled workforce:

Salon & Beauty Center	Rejuvenation	Fitness & Slimming Centers	Alternate Therapy & Treatment	Product consultation & sales
1. Beauty Therapist 2. Hair Stylist 3. Pedicurist & Manicurist	1. Spa Therapist 2. Beauty Therapist 3. Nail Technician 4. Spa Supervisor	1. Slimming Therapist 2. Dietician	1. Panchakarma therapist 2. Masseur 3. Dietician 4. Yoga Therapist	1. Beauty Advisor

Objectives of the course

Upon completion of this course, students will be able to:

- Identify the components of a balanced diet and perform basic exercises for endurance, strength, balance and flexibility
- Describe different alternative therapies
- Demonstrate the basic pressure technique on hand which will be further helpful in reflexology
- Perform basic manicure and pedicure
- Demonstrate the procedure of waxing on arms and legs
- Perform basic facial and apply knowledge and skills to perform facial as per common skin problem
- Demonstrate the procedure of facial hair removal- shaving beard and facial waxing
- Deal with the techniques involved in hair care as per hair and scalp problems or hair type
- Describe the different sectors in beauty and wellness
- Identify the different products available in the market for manicure, pedicure, facial and hair treatment

Competency Based Curriculum

Sector: Beauty and Wellness

Course Structure: This course (vocational qualification package) is a planned sequence of instructions consisting of the following 07 modules called as Units.

NVEQ Level 1				
S.No.	Unit Code	Unit Title	No. of Notional /Learning Hours	Pre-requisite Unit, if any
1.	BW201-NQ2013	Body Care and Wellness I	33	Introduction to Body Care and Wellness
2.	BW202-NQ2013	Hand Care I	30	Introduction to Hand Care
3.	BW203-NQ2013	Foot Care I	25	Introduction to Foot Care
4.	BW204-NQ2013	Face & Beauty I	45	Introduction to Face & Beauty
5.	BW205-NQ2013	Hair Care I	35	Introduction to Hair Care
6.	BW206-NQ2013	Beauty & Wellness as a business sector I	2	
7.	BW207-NQ2013	Work integrated learning	30	
Total			200	

Successful completion of **90 hours** of **theory sessions** and **110 hours** of **practical activities and on-the-job learning** is to be done for full qualification.

Classroom Activities:

The main activity in Classroom is Interactive lecture session, followed by discussions. Teachers should make effective use of a variety of instructional aids, such as Videos, Power Point Presentations, Charts, Diagrams, Models, Exhibits, Handouts, etc. to transmit knowledge in projective and interactive mode.

Practical Activities:

Activities that provide practical experience are termed as Practical activities such as Chart preparation, Collation of objects relevant to the topics, Preparation of Informative document, role play, games, etc; Props, tools and equipment are used for practical activities to provide hands-on experiences for students in the chosen occupation. Specialized techniques such as handling of products and equipment, maintaining safe and hygienic conditions, handling customer's complaints and requirements, etc are to be imparted to the Students by expert Trainers. For practical training in any should be as per a plan signed by the student, teacher, and employer that reflects tasks to be performed and competencies to be imparted.

On-the-Job Training:

On-the-job training (OJT) utilizes actual equipment and materials in a structured manner following a training plan that reflects tasks to be performed and competencies to be imparted under the supervision of an experienced trainer or supervisor. Training plan is prepared and signed by the student, teacher, and supervisor at the organization/industry. In the first step of OJT the Trainer will provide an overview of the task to the Student, explaining the constructional details and use of the tools, equipment, materials, etc. in performing the tasks. In the second step Trainer will tell, show, demonstrate step by step the use of tools, materials and equipment for performing a task showing the finished product products at each appropriate step will help the learner understand what is required as outcome. Student will directly participate in the next level while the Trainer monitors the progress and provides the fed back. At the last level Student practices with clearly defined targets for performance standards.

Certification:

The CBSE will issue a 'National Certificate for Work Preparation'. This will be in addition to the regular CCE certificate issued to students.

UNITS

Unit Code: BW201- NQ2013	Unit 1 Title: Body care & wellness I			
	Duration: 33 hrs			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The students will be able to differentiate between different types of diet requirement as per body type, age and work occupation	<ol style="list-style-type: none"> 1. Explain the importance of a balanced diet for healthy living 2. Differentiate between a body building diet and a weight loss diet 	<ol style="list-style-type: none"> 1. Identify the components of a balanced diet 2. Determine the nutritional requirement as per age and lifestyle 	<p>Interactive lecture: Diet and nutrition</p> <p>Activity:</p> <ul style="list-style-type: none"> • Group discussion concluding to poster preparation work
	2. The student will be able to perform basic exercises for endurance, strength, balance and flexibility	<ol style="list-style-type: none"> 1. Differentiate between endurance and flexibility 2. Describe the importance of strength building exercises 3. List the names of different endurance exercises 	<ol style="list-style-type: none"> 1. Perform various flexibility exercises 2. Perform basic yoga <i>asanas</i> 	<p>Interactive lecture: Types of exercise - endurance, strength, balance and flexibility</p> <p>Activity:</p> <ul style="list-style-type: none"> • Demonstration of aerobic exercises with video presentation

	<p>3. The students will be able to apply the basic knowledge acquired in alternative therapies for beauty and wellness i.e. Aromatherapy, Ayurveda and home herb remedies</p>	<ol style="list-style-type: none"> 1. Differentiate between aroma therapy and Ayurveda 2. Explain the importance of herbs such as: Aloe Vera Gel, turmeric, neem, and Tea Tree Oil 	<ol style="list-style-type: none"> 1. Identify the pressure points on the body 2. Identify the herbs for healthy skin 	<p>Interactive lecture: Basics of Aromatherapy, Ayurveda, herbal therapy, Reflexology</p> <p>Activity:</p> <ul style="list-style-type: none"> • Interactive Quiz for different therapies. • Practical exercises - Basic pressure technique on hand
	<p>4. The students will be able to demonstrate the basic pressure technique on hand which will be further helpful in reflexology</p>	<ol style="list-style-type: none"> 1. Illustrate the human body reflex points on hand and foot 	<ol style="list-style-type: none"> 1. Demonstrate the basic pressure technique on hand which will be further helpful in reflexology 	<p>Interactive lecture: Reflexology</p> <p>Activity:</p> <ul style="list-style-type: none"> • Practical exercises - Basic pressure technique on hand

Unit Code: BW202- NQ2013	Unit 2 Title: Hand Care I			
Duration: 30 hrs				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The student will be able to perform basic manicure	1. Describe the importance of manicure 2. Differentiate between cuticle clipper and cuticle pusher 3. Enlist the safety and hygiene measures to be taken care of during and after the process of manicure	1. Identify the tools, equipment and materials used in manicure 2. Perform basic manicure 3. Observation of the same during practical session	Interactive lecture: Basic technique of manicure, Safety & hygiene Activity: <ul style="list-style-type: none"> Practical demonstration Or video presentation
	2. The students will be able to identify different manicure products offered by various brands	1. List the names of various brands offering manicure products	1. Identify the different products available in the market for manicure as per skin type	Interactive lecture: Different manicure products offered by various brands Activity: <ul style="list-style-type: none"> Students will be asked to collect pictures of different products from magazines and newspapers for preparation of collage Mock store

	<p>3. The students will be able to demonstrate the making of cone and step by step method of preparing the mixture of henna required for designing</p>	<ol style="list-style-type: none"> 1. Describe the required consistency of a mehendi mix 2. List the steps involved in preparing the mehendi cone 	<ol style="list-style-type: none"> 1. Demonstrate the process of mixing henna to make mehendi 2. Demonstrate the process of making mehendi cones 	<p>Interactive lecture: Making of cone and mixing of henna</p> <p>Activity:</p> <ul style="list-style-type: none"> • Preparation of henna mixture using bowls, henna water, sugar, eucalyptus oil. • Plastic sheet and cello tape for filling
	<p>4. The students will be able to perform the procedure of waxing on arms</p>	<ol style="list-style-type: none"> 1. Differentiate between hot and cold wax 2. Explain pre-waxing and post-waxing care 	<ol style="list-style-type: none"> 1. Demonstrate the procedure of waxing on arms 2. Identify the materials required in waxing 	<p>Interactive lecture: Waxing on arms</p> <p>Activity:</p> <ul style="list-style-type: none"> • Practical demonstration or flash cards presentation.

Unit Code: BW203-NQ2013	Unit 3 Title: Foot Care I			
Duration: 25 Hrs				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The students will be able to perform basic pedicure	1. Describe the importance of pedicure 2. Differentiate between cuticle clipper and pumice stone 3. Enlist the safety and hygiene measures to be taken care of during and after the process of pedicure	1. Identify the tools, equipment and materials used in pedicure 2. Perform basic pedicure	Interactive lecture: Basic technique of Pedicure, Safety & hygiene Activity: <ul style="list-style-type: none"> Group activity (Preparing a sequence chart which will show complete process of basic pedicure)
	2. The students will be able to identify different pedicure products offered by various brands	1. List the names of various brands offering pedicure products	1. Identify the different products available in the market for pedicure as per skin type	Interactive lecture: Different pedicure products offered by various brands Activity: <ul style="list-style-type: none"> Quiz about different products and advertisements. Role play: enacting the advertisements

	3. The students will be able to perform the procedure of waxing on legs	<ol style="list-style-type: none"> 1. Differentiate between hot and cold wax 2. Explain pre-waxing and post-waxing care 	<ol style="list-style-type: none"> 1. Demonstrate the procedure of waxing on legs 2. Identify the materials required for waxing 	<p>Interactive lecture: Waxing on leg</p> <p>Activity: Practical demonstration using appropriate tools</p>
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Unit Code: BW204-NQ2013	Unit 4 Title: Face and Beauty I			
	Duration: 45 hrs			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The student will be able to perform basic facial	<ol style="list-style-type: none"> 1. Describe the importance of facial 2. List the materials, tool and equipment used in facial 3. Differentiate between exfoliate and extraction 	<ol style="list-style-type: none"> 1. Identify the tools, equipment and materials used in facial. 2. Perform basic facial i.e. Cleanse, Exfoliate, Extraction, Massage, Mask, Hydration 	<p>Interactive lecture: Basic facial</p> <p>Activity:</p> <ul style="list-style-type: none"> • The students will be showed the tools used for facial.

	<p>2. The students will be able to identify the facial treatment required as per the skin problems and types</p>	<ol style="list-style-type: none"> 1. List the appropriate facial treatment w.r.t. skin problems 2. Differentiate between black heads and white heads 	<ol style="list-style-type: none"> 1. Identify the facial treatment for acne 2. Demonstrate the process of removal of black heads and white heads 	<p>Interactive Lecture: Facial Treatment w.r.t. skin problems</p> <p>Activity:</p> <ul style="list-style-type: none"> • Demonstrate basic facial. Allow student to demonstrate the basic facial in groups
	<p>3. The students will be able to identify the different products and brands available in the market for facial</p>	<ol style="list-style-type: none"> 1. List the names of various brands offering facial products 	<ol style="list-style-type: none"> 1. Identify the different products available in the market for facial as per skin type and skin problem 	<p>Interactive lecture: Different face care and Facial products offered by various brands</p> <p>Activity:</p> <ul style="list-style-type: none"> • Blind fold game <p>In this activity the students are required to feel & identify the type of the tool used during facial.</p>
	<p>4. The students will be able to apply basic make up using eye liner, mascara, foundation, face powder, lip liner, lipstick, lip gloss</p>	<ol style="list-style-type: none"> 1. List the cosmetics used in basic make up 2. Explain the steps involved in applying basic make up 3. Differentiate between eye line and mascara 	<ol style="list-style-type: none"> 1. Identify the shades of foundation and face powder as per skin complexion 2. Demonstrate the process of lip make up 	<p>Interactive lecture: Application of basic make-up</p> <p>Activity:</p> <ul style="list-style-type: none"> • Worksheet (worksheet will have different diagrams of the tools and the students have to circle the right one) • The students will discuss the steps involved in basic make-up.

	<p>5. The students will be able to demonstrate the procedure of shaving various shapes/styles of beard, threading and facial waxing</p>	<ol style="list-style-type: none"> 1. List the materials, tools required in shaving men's beard 2. Explain pre-waxing and post-waxing care 	<ol style="list-style-type: none"> 1. Demonstrate the procedure of shaving a beard 2. Draw the different styles of beards 3. Demonstrate the procedure of facial waxing 	<p>Interactive lecture: Shaving Beard, Facial waxing</p> <p>Activity: Practical demonstration</p> <ul style="list-style-type: none"> • Giving students old magazines and ask them to cut the different types of beard VS clear faces
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<p>Unit Code: BW205-NQ2013</p>	<p>Unit 5 Title: Hair Care I</p>			
<p>Duration: 35 hrs</p>				
	<p>Learning Outcome</p>	<p>Knowledge Evaluation</p>	<p>Performance Evaluation</p>	<p>Teaching and Training Method</p>
	<ol style="list-style-type: none"> 1. The student will be able to distinguish and identify the different ingredients required for: <ul style="list-style-type: none"> - hair care - hair problems - shapes & textures of hair 	<ol style="list-style-type: none"> 1. List the ingredients required to treat frizzy hair 2. Differentiate between hair nourishing ingredient and hair conditioning ingredient 	<ol style="list-style-type: none"> 1. Identify the ingredients for treating oily hair 2. Identify the ingredients for treating hair fall 	<p>Interactive lecture: Hair treatment ingredients</p> <p>Activity:</p> <ul style="list-style-type: none"> • Using different hair texture samples, the students are required to identify.

	<p>2. The student will be able to perform hair spa/hair treatment required for common hair and scalp problems</p>	<p>1. Differentiate between the treatment for oily hair and dry hair 2. Describe the process of treating dandruff 3. Enlist the safety and hygiene measures to be taken care while using dandruff shampoo</p>	<p>1. Demonstrate the process of hair spa 2. Identify shampoos to cure dandruff 3. Identify prevention methods for split ends</p>	<p>Interactive lecture: Technique of using hair products, Hair treatment</p> <p>Activity:</p> <ul style="list-style-type: none"> • Simulation activity for dry shampooing
	<p>3. The students will be able to identify different hair treatment products offered by various brands</p>	<p>1. List the names of various brands offering hair care products</p>	<p>1. Identify the different products available in the market for hair care as per hair type and scalp problem</p>	<p>Interactive lecture: Different hair care products offered by various brands</p> <p>Activity:</p> <ul style="list-style-type: none"> • The students will make collage on the different products available using news-paper and color

Unit Code: BW206- NQ2013	Unit 6 Title: Beauty & wellness as a business sector I			
	Duration: 2 hrs			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The students will be able to describe the sectors and occupations in beauty & wellness	<ol style="list-style-type: none"> List the different sectors in beauty & wellness Differentiate between rejuvenation and alternate therapy 	1. Match the job opportunities with their respective sector	<p>Interactive lecture: Beauty sectors</p> <p>Activity:</p> <ul style="list-style-type: none"> Students are divided in groups and each group will enact role-play on different sectors of the beauty and wellness

BW207-NQ2013

Work integrated learning and practice

List of work integrated activities

- Manicure & Pedicure (Basic)
- Facial (Basic)
- Make-up (Basic)
- Hair spa/treatment
- Shaving
- Arm & leg waxing

Assessment Guide

Assessment is a process used for determining an individual's progress or level of mastery/competence in an occupational area. It may be formative (continuous) and/or summative (final). It is a process of collecting evidence and making judgment about the extent to which a person demonstrates the knowledge and skills set out in the standards or learning outcomes of a unit of competency. Assessment should be done on the basis of information or evidence about the individual's ability against clearly stated objectives or standards. A diversity of assessment methods is required to achieve the multiple purposes and to satisfy the requirements of competency based assessment. Appropriate evidence is to be collected from activities that can be clearly related to the Units of Competency. It should cover all the elements and performance criteria/indicators in the competency standards. Student's achievements should be assessed by using the following methods of assessment.

The final assessment will be in line with the CBSE guidelines.

List of tools, equipment and materials

BW202-NQ2013: Hand Care I

Manicure

1. Tools: Nail clippers, Cuticle knife and clippers, Cuticle pusher, Nail file, emery board, Buffer, Small Scissors, Brush, Orange Stick, Spatula for cuticle creams
2. Materials: Towel, Cleaning cloth, Cotton balls/pads, Bowl, Water
3. Cosmetics: Cuticle softener cream, Massage lotion, Nail polish, nail polish remover (Acetone), Astringent, soap or shampoo, Hand scrub, Hand cleanser
4. Equipment/Furniture: Manicure table, Patron's chair and manicurist's chair or stool

Waxing

1. Tools: Wax heating pot, Spatula
2. Materials: Towel, Cleaning cloth, Cotton balls/pads, Bowl, Water, wax or cold wax, Powder, Cloth strips
3. Cosmetics: Massage lotion, Astringent,
4. Equipment/Furniture: Waxing cum massage Bed

Mehendi

1. Tools: Spoon
2. Materials: Dry henna powder, Cloth, Water, Bowl, Plastic paper to make cone, Glue or cello tape, Scissor, eucalyptus oil, sugar

BW203-NQ2013: Unit Title: Foot Care I**Pedicure**

1. Tools: Nail clippers, Cuticle clippers, clippers, Cuticle pusher, Nail file, emery board, Buffer, Small Scissors, Brush, Orange Stick, Spatula for cuticle creams, Feet scraper, metal filer
2. Materials: Towel, Cleaning cloth, Cotton balls/pads, Bowl, Water, Pumice stone
3. Cosmetics: Cuticle softener cream, Massage lotion, Nail polish, nail polish remover (Acetone), Astringent, soap or shampoo, foot scrub, foot cleanser
4. Equipment/Furniture: Pedicure table

Waxing

1. Tools: Wax heating pot, Spatula
2. Materials: Towel, Cleaning cloth, Cotton balls/pads, Bowl, Water, wax or cold wax, Powder, Cloth strips
3. Cosmetics: Massage lotion, Astringent,
4. Equipment/Furniture: Waxing cum massage Bed

BW204-NQ2013: Unit Title: Face & Beauty I**Facial**

1. Tools: Blackhead removal tool
2. Materials: Towel, Distilled water, Head band,
3. Cosmetics: anti-bacterial soap or face wash, Cleanser for all skin types, Moisturizer for all skin types, Face scrub, facial mask, Toner for skin types
4. Equipment/Furniture: Facial vaporizer/steamer

Make-Up

1. Materials: Towel, Distilled water, Head band,
2. Cosmetics: Eye liner, mascara, foundation, face powder, lip liner, lipstick, lip gloss

Shaving

1. Tool: Razor, Blade, Shaving brush
2. Material: Water, towel, Shaving cream, after shave lotion
3. Equipment/Furniture: Wash Basin

BW205-NQ2013: Unit Title: Hair Care-I

1. Tools: Hair brush, comb
2. Materials: Towel, water
3. Cosmetics: Oil, Shampoo, Conditioner, serum
4. Equipment/Furniture: Wash Basin, blow dryer, head steamer

Trainers Qualification

- Graduate with Cosmetology / Beauty and Wellness certification or Diploma in Beauty and Wellness with 5+ years of experience as a beautician
- Work experience in Beauty and Wellness segment (at least 2 years)
- Good knowledge of sector related processes/ services
- With prior experience in training / teaching

List of contributors:

- Dr. V. Gayathri, CEO, LabourNet services Pvt. Ltd., Bangalore
- Mr. K.V. R. Rao, Content Head, LabourNet services Pvt. Ltd., Bangalore
- Dr. Meena Jain, Pedagogy Head, LabourNet services Pvt. Ltd., Bangalore
- Mr. Kirti Verdhana, Assessment & Certification Head, LabourNet services Pvt. Ltd., Bangalore
- Mrs. Vidya Bhandary, Consultant, Expert in beauty and body therapies, LabourNet services Pvt. Ltd., Bangalore
- Mr. Adish Jain, Instructional Designer, LabourNet services Pvt. Ltd., Bangalore
- Mr. H. R. Prakash, Team Lead content, LabourNet services Pvt. Ltd., Bangalore
- Mr. Sharon Jesu, Team Lead content, LabourNet services Pvt. Ltd., Bangalore
- Ms. Suchetha k., Content Writer, LabourNet services Pvt. Ltd., Bangalore
- Ms. Sandhya A., Content Writer, LabourNet services Pvt. Ltd., Bangalore
- Mrs.Papia dutta Mishra-Research and development, Pedagogy team, LabourNet services Pvt. Ltd., Bangalore
- Ms. Neeta Kulkarni – Strategic and training manager, Pedagogy team, LabourNet services Pvt. Ltd., Bangalore
- Ms. Ashmita Sanyal, Consultant, Certification, LabourNet services Pvt. Ltd., Bangalore
- Ms. Ananya Datta, Manager, Certification, LabourNet services Pvt. Ltd., Bangalore

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