

Competency Based Curriculum

National Vocational Education Qualification Programme

NVEQ Level 1

Sector: Beauty and Wellness

LabourNet Services India Pvt. Ltd.

© Copyright

All rights reserved. All copyright of this competency based curriculum is solely and exclusively owned by LabourNet.

TABLE OF CONTENT

Introduction.....	3
About the Sector	3
Objectives of the course.....	5
Course structure	6
Classroom Activities.....	7
Practical Activities.....	7
On-the-Job Training.....	7
Certification	7
UNITS.....	8
BW101-NQ2013 Introduction to Body Care	8
BW102-NQ2013 Introduction to Hand Care	11
BW103-NQ2013 Introduction to Foot Care.....	14
BW104-NQ2013 Introduction to Face and Beauty.....	16
BW105-NQ2013 Introduction to Hair Care.....	18
BW106-NQ2013 Introduction to Hand Art.....	Error! Bookmark not defined.
Assessment Guide.....	22
List of tools, equipment and materials.....	23
Trainers qualification	23
List of contributors	24

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	1. Describe the importance of personal health and hygiene 2. Describe the importance of skin physiology in beauty	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	Interactive lecture: Body functions correlated to beauty and wellness Activity: <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	1. Define cosmetology 2. Differentiate between nail, hair and skin cosmetology 3. Differentiate between organic and inorganic compounds used in moisturizer	1. Identify the cosmetics in make-up 2. Identify the key ingredient used in cleanser	Interactive lecture: Basics of cosmetology Activity: <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>	<ol style="list-style-type: none"> 1. Describe the types of nutrients, vitamins and minerals 2. Describe the importance of nutrients in beauty 	<ol style="list-style-type: none"> 1. Identify the nutrient which is necessary for healthy skin. 2. Identify the food source which contains micro minerals 	<p>Interactive lecture: Nutrients</p> <p>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>	<ol style="list-style-type: none"> 1. Explain wellness 2. Describe the importance of wellness 	<ol style="list-style-type: none"> 1. List the different types of wellness 2. Differentiate between physical and spiritual wellness 	<p>Interactive lecture: Introduction to wellness</p> <p>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>	<ol style="list-style-type: none"> 1. Describe the importance of reflexology 2. Differentiate between hand and foot reflexology 	<ol style="list-style-type: none"> 1. Identify the reflex points present on the hands 2. Identify the reflex points present on the foot 	<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
--	--	---	---	---

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
	<ol style="list-style-type: none"> The student will be able to perform the application of different mehendi designs on hands and feet 	<ol style="list-style-type: none"> List the materials required for mehendi Describe the mehendi after-care process 	<ol style="list-style-type: none"> Demonstrate the application of mehendi Demonstrate the after-care process of mehendi 	<p>Interactive lecture: Application of mehendi</p> <ul style="list-style-type: none"> 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
--	---	---	---	---

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

ACKNOWLEDGEMENT: We would like to place on record our gratitude to Dr. Vinay Swarup Mehrotra, Head, Curriculum Development and Evaluation Centre (CDEC), Bhopal for his guidance in developing this curriculum as per NVEQF