

Competency Based Curriculum

National Vocational Education Qualification Programme

NVEQ Level 2

Sector: Beauty and Wellness

LabourNet Services India Pvt. Ltd.

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TABLE OF CONTENT

Introduction.....	3
About the Sector	3
Objectives of the course.....	5
Course structure	6
Classroom Activities.....	Error! Bookmark not defined.
Practical Activities.....	Error! Bookmark not defined.
On-the-Job Training.....	Error! Bookmark not defined.
Certification	7
UNITS.....	8
BW201-NQ2013 Body care & wellness I	8
BW202-NQ2013 Hand Care I	10
BW203-NQ2013 Foot Care I.....	12
BW204-NQ2013 Face and Beauty I.....	13
BW205-NQ2013 Hair Care I.....	15
BW206-NQ2013 Beauty & wellness as a business sector I	17
Work integrated learning and practice.....	17
Assessment Guide.....	18
List of tools, equipment and materials.....	19
Trainers Qualification	21
List of contributors	22

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:

- 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	1. Explain the importance of a balanced diet for healthy living 2. Differentiate between a body building diet and a weight loss diet	1. Identify the components of a balanced diet 2. Determine the nutritional requirement as per age and lifestyle	Interactive lecture: Diet and nutrition Activity: <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	1. Differentiate between endurance and flexibility 2. Describe the importance of strength building exercises 3. List the names of different endurance exercises	1. Perform various flexibility exercises 2. Perform basic yoga <i>asanas</i>	Interactive lecture: Types of exercise - endurance, strength, balance and flexibility Activity: <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	1. Differentiate between hot and cold wax 2. Explain pre-waxing and post-waxing care	1. Demonstrate the procedure of waxing on legs 2. Identify the materials required for waxing	Interactive lecture: Waxing on leg Activity: Practical demonstration using appropriate tools
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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	1. Describe the importance of facial 2. List the materials, tool and equipment used in facial 3. Differentiate between exfoliate and extraction	1. Identify the tools, equipment and materials used in facial. 2. Perform basic facial i.e. Cleanse, Exfoliate, Extraction, Massage, Mask, Hydration	Interactive lecture: Basic facial Activity: <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

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