



# Model Curriculum

**QP Name: Beauty Care Assistant (Divyangjan)-ID**

**QP Code: PWD/JSS/BCA/2022**

**QP Version: 1.0**

**NSQF Level: 2**

**Model Curriculum Version: 1.0**

**Expository: Intellectual Disability (E005)**

**Skill Council for Person with Disability | | Address: 501-City Centre, Plot No 5,  
Sector -12, Dwarka, New Delhi-110076**

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## Training Parameters

<b>Sector</b>	Jan Shikshan Sansthan
<b>Sub-Sector</b>	Beauty and Salons
<b>Occupation</b>	Beautician
<b>Country</b>	India
<b>NSQF Level</b>	2
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/5142.0101
<b>Minimum Educational Qualification and Experience</b>	No formal education OR May require ability to read and write for some qualifications
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	15 Years
<b>Last Reviewed On</b>	30.06.2022
<b>Next Review Date</b>	30.06.2026
<b>NSQC Approval Date</b>	22.10.2024
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	30.06.2022
<b>Model Curriculum Valid Up to Date</b>	30.06.2026
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	630 hrs
<b>Maximum Duration of the Course</b>	630 hrs

## Program Overview

This section summarizes the end objectives of the program along with its duration.

### Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Prepare and Maintain work area
- Provide basic Skin Care services
- Carry out basic depletion services
- Perform Manicure & Pedicure
- Carry out simple makeup
- Perform simple hairdressing & hair styling for the client
- Apply simple mehndi designs

### Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module PWD/M/ID/0 4 V1.0</b>	<b>30:00</b>	<b>180:00</b>	<b>00:00</b>	<b>00:00</b>	<b>210:00</b>
Module 1: (Bridge Module): Personal Adequacy, Social Behavior and Communication PWD/M/ID/0 4 V1.0	10:00	80:00	00:00	00:00	90:00
Module 2 (Bridge Module): Work Related Skills PWD/M/ID/0 4 V1.0	20:00	100:00	00:00	00:00	120:00
<b>PWD/N1505 - Prepare &amp; maintain work area NOS Version No.- 1.0 NSQF Level 2</b>	<b>05:00</b>	<b>25:00+25:00</b>	<b>00:00</b>	<b>00:00</b>	<b>55:00</b>
Bridge Module	02:00	10:00+10:00	00:00	00:00	22:00
Prepare & maintain work area	03:00	15:00+15:00	00:00	00:00	33:00
<b>PWD/N1506 - Provide basic skin care services NOS Version No.- 1.0 NSQF Level 2</b>	<b>10:00</b>	<b>20:00+20:00</b>	<b>00:00</b>	<b>00:00</b>	<b>50:00</b>

PWD/N1507 - Carry out basic depletion services NOS Version No.- 1.0 NSQF Level 2	10:00	20:00+20:00 0	00:00	00:00	50:00
PWD/N1508 - Perform Manicure and Pedicure NOS Version No.- 1.0 NSQF Level 2	05:00	10:00+10:00 0	00:00	00:00	25:00
PWD/N1509 - Carry out simple makeup NOS Version No.- 1.0 NSQF Level 2	10:00	30:00+30:00 0	00:00	00:00	70:00
PWD/N1510 - Provide simple hair dressing & styling services for the client NOS Version No.- 1.0 NSQF Level 2	10:00	20:00+20:00 0	00:00	00:00	50:00
PWD/N1511 - Apply simple mehndi designs NOS Version No.- 1.0 NSQF Level 2	10:00	20:00+20:00 0	00:00	00:00	50:00
<b>Employability Skills for Persons with Disabilities (70 hours) PWD/N0501</b> NOS Version No. – 1.0 NSQF Level – 4	70:00	00:00	00:00	00:00	70:00
<b>Total Duration</b>	<b>160:00</b>	<b>470:00</b>	<b>00:00</b>	<b>00:00</b>	<b>630:00</b>

# Module Details

## Module 1: Personal Adequacy, Social Behavior and Communication

### Bridge Module PWD/M/ID/0 4 V1.0

#### Terminal Outcomes:

- Demonstrate how to take care of daily routine activities, responsibility and safety of self and others
- Demonstrate knowledge of common places, people in the surrounding environment
- Demonstrate use of social courtesies towards elders and peers
- Discuss ways to manage various hazards

Duration: 10:00	Duration: 80:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of personal grooming and hygiene</li> <li>• Identify designated area to keep personal belongings.</li> <li>• Identify potential safety hazards in the surrounding such as electrical switches/wires, sharp and pointed objects, etc.</li> <li>• Explain the difference between good and bad touch</li> <li>• Identify common places around home and workspace as, nearby market, dairy, pantry, office.</li> <li>• Explain general guidelines/norms regarding their rights and responsibility at workplace in context of their assignment/work profile.</li> <li>• Explain daily routine activities when asked using 2–3 words, sentences, or gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Give self-introduction</li> <li>• Demonstrate proper meal time behavior/etiquette in public place, restaurants, Pantry</li> <li>• Demonstrate the use of social etiquette towards different people in different settings</li> <li>• Demonstrate ways to maintain privacy in public washrooms and changing rooms.</li> <li>• Practice simple first aid when required on self and others.</li> <li>• Demonstrate ways of raising an alarm when bullied, abused.</li> <li>• Demonstrate the ways of engaging in meaningful communication with others in various situations.</li> <li>• Demonstrate ways of making appropriate choice for themselves like Selection of outfit according to their own gender and age, selection of items of their choice from the Menu</li> <li>• Demonstrate ways of handling common safety hazards in the surroundings with care</li> </ul>
Classroom Aids	
Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations	
Tools, Equipment and Other Requirements	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Visual Schedule, Picture Cards, Flashcards, Me Books, LCD TV, Projector, Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop, etc.	

## Module 2 : Work Related Skills

### Bridge Module PWD/M/ID/0 4 V1.0

#### Terminal Outcomes:

- Demonstrate basic work-related etiquettes.
- Demonstrate social emotional maturity at workplace such as problem solving, assistance seeking and others.
- Discuss the importance of practicing work ethics and standard norms.
- Demonstrate various forms of motor skills to perform physical activity in workplace.

Duration: 20:00	Duration: 100:00
<b>Theory – Key Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate basic work-related etiquettes.</li> <li>• Demonstrate social emotional maturity at workplace such as problem solving, assistance seeking and others.</li> <li>• Discuss the importance of practicing work ethics and standard norms.</li> <li>• Demonstrate various forms of motor skills to perform physical activity in workplace.</li> </ul>	<b>Practical – Key Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate the execution of assigned task for a minimum Of 30 minutes methods</li> <li>• Demonstrate use of alternate method of executing an activity, when routine method does not work out e.g., using any other relevant and related equipment in case the equipment desired is not in stock etc.</li> <li>• Demonstrate the identification and selection of various items, raw materials and tools needed for work from vast array of options</li> <li>• Demonstrate the use of appropriate words/phrases/simple sentences/ gestures to respond to interact with peers, supervisors and other staff members</li> <li>• Demonstrate the use of a visual timetable while carrying daily activities at workplace</li> <li>• Demonstrate the use of common facilities (supervisor’s office, account office, washroom, pantry, etc.) and services (tea, coffee maker, vending machines, etc.) in compliance with the rules of the organization.</li> <li>• Demonstrate ways to seek permission from seniors for a break in the middle of a task</li> <li>• Demonstrates the ability to shift to another task when one task is finished/ when prioritized by the supervisor.</li> <li>• Demonstrate ways to follow basic etiquettes at workplace</li> <li>• Demonstrate, in action when required the, ways for following simple protocols at work, e.g. request for leave</li> <li>• Demonstrate activities requiring hand and finger movements like latching the door, picking and carrying objects/equipment from one place to another, pouring water into a glass from the Jug etc</li> </ul>
<b>Classroom Aids</b>	
Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements</b>	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Visual Schedule, Picture Cards, Flashcards, Me Books, LCD TV, Projector, Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD,Laptop, etc.	

## Module 3: Bridge Module Mapped with PWD/N1505 v1.0

### Terminal Outcomes:

- Introduction to JSS scheme
- Knowledge of scope of 'Beauty care Assistant'

<b>Duration: 02:00</b>	<b>Duration: 10:00+10:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Provide introduction to the JSS Scheme</li> <li>• Explain about the scope &amp; objectives of Beauty care Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• List opportunities of income generation</li> <li>• Create a catalogue with trending pics from the beauty market</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements</b>	
Trolley, Mirror, Parlour Chair, Wax heater, Wax knife, Face steamer, Manicure kit tub with manicure stand tub, Pedicure tools kit, White/Black Board with accessories, First Aid Box, Teacher Table and Chair, Hand Blow Dryer, Wash basin with cut (special Chair for head wash), Wash tub, Head steamer – Pedestrial, Massager (electric/manual), Pressing Machine, Curling rod, Electric curls, Makeup kit, Hairbrush/Combs for different function, Towels of various sizes, Half gowns for clients, Facial bed (Partition or room for facial), Hair cutting scissors, Books on Mehandi Designing , Fancy Jura Pins, Pluckers& Thread for plucking , Chairs and Stools for Pedicure, customized tools for candidates with intellectual Disability as per requirement	



## Module 4: Prepare & maintain work area PWD/N1505 V1.0

### Terminal Outcomes:

- Setup & maintain the work environment

<b>Duration: 03:00</b>	<b>Duration: 15:00+15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the significance of maintaining hygienic, fresher, and cleaner work environment</li> <li>• Identify and prepare equipment &amp; products required for the respective services</li> <li>• Follow instructions to prepare standard sterilization solution</li> <li>• Identify the need of separating the recyclable, non-recyclable and hazardous waste generated in separate bins</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate organizing the sterilized /disinfected equipment for a service delivery.</li> <li>• Demonstrate waste disposal in the designated areas</li> <li>• Demonstrate use off &amp; maintenance of products and equipment as per guidelines and standard processes</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements</b>	
Trolley, Mirror, Parlour Chair, Wax heater, Wax knife, Face steamer, Manicure kit tub with manicure stand tub, Pedicure tools kit, White/Black Board with accessories, First Aid Box, Teacher Table and Chair, Hand Blow Dryer, Wash basin with cut (special Chair for head wash), Wash tub, Head steamer – Pedestrial, Massager (electric/manual), Pressing Machine, Curling rod, Electric curls, Makeup kit, Hairbrush/Combs for different function, Towels of various sizes, Half gowns for clients, Facial bed (Partition or room for facial), Hair cutting scissors, Books on Mehandi Designing , Fancy Jura Pins, Pluckers& Thread for plucking , Chairs and Stools for Pedicure, customized tools for candidates with intellectual Disability as per requirement	

## Module 5: Provide basic skin care services PWD/N1506 V1.0

### Terminal Outcomes:

- Identify common skin ailments and suggest preventive measures
- Perform basic skin care services; such as facials, cleansing, exfoliations, bleaching/D Tan and blackhead extraction

<b>Duration: 10:00</b>	<b>Duration: 20:00+20:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the anatomical structure of the skin, such as the layers of the epidermis, dermis, and subcutaneous layer etc</li> <li>• Identify the functions of the skin like sensitivity, heat regulation, absorption, protection, excretion, secretion, and vitamin D production</li> <li>• Recognize characteristics, types, and condition of the skin</li> <li>• Recall effect of natural ageing on skin, facial muscles, and muscle tone</li> <li>• List the environmental and life style factors affecting skin</li> <li>• Identify contraindications, allergies which may occur during facing and bleach</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare the client, self, and work station for basic skin care</li> <li>• Attend to skin conditions like psoriasis, eczema, acne before the service</li> <li>• Perform skin cleaning, exfoliation, bleach/D tan and facial as per established service guidelines</li> <li>• Perform safe manual blackhead extraction using come done extractor</li> <li>• Apply face pack according to the skin condition and product guideline</li> <li>• Attend contraindications, allergies which may occur during facing and bleach</li> <li>• Demonstrate face, back and body massage during the service service</li> <li>• Display skin diseases with causes &amp; intervention in the work area</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCDProjector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements</b>	
Trolley, Mirror, Parlour Chair, Wax heater, Wax knife, Face steamer, Manicure kit tub with manicure stand tub, Pedicure tools kit, White/Black Board with accessories, First Aid Box, Teacher Table and Chair, Hand Blow Dryer, Wash basin with cut (special Chair for head wash), Wash tub, Head steamer – Padedrial, Massager (electric/manual), Pressing Machine, Curling rod, Electric curls, Makeup kit, Hairbrush/Combs for different function, Towels of various sizes, Half gowns for clients, Facial bed (Partition or room for facial), Hair cutting scissors, Books on Mehandi Designing , Fancy Jura Pins, Pluckers& Thread for plucking , Chairs and Stools for Pedicure, customized tools for candidates with intellectual Disability as per requirement	

## Module 6: Carry out basic depletion services PWD/N1507 V1.0

### Terminal Outcomes:

- Perform basic hair (unwanted hair) removal services, including waxing, threading etc

<b>Duration: 10:00</b>	<b>Duration: 20:00+20:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain dos and don'ts of various hair removal techniques to the clients</li> <li>• Identify contraindications that affect or restrict waxing / use of hair removal creams</li> <li>• Select hot/cold wax based on hair/skin type and preference of client</li> <li>• Use the tools and materials for threading eg (thread, scissors, tissue etc)</li> <li>• Inform about the advantages/side effects and alternate ways for hair removal</li> <li>• List methods to carry out threading</li> <li>• Ensure customer service principles including privacy and protection to the modesty of the customer</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate safe and effective methods of working when waxing</li> <li>• Demonstrate use clean equipment /materials during waxing</li> <li>• Perform hair removal based on standard process and guidelines</li> <li>• Apply various methods of hair removal as per preference of the client and skin type</li> <li>• Attend to contraindications using appropriate product and service after waxing/plucking/threading</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements</b>	
Trolley, Mirror, Parlour Chair, Wax heater, Wax knife, Face steamer, Manicure kit tub with manicure stand tub, Pedicure tools kit, White/Black Board with accessories, First Aid Box, Teacher Table and Chair, Hand Blow Dryer, Wash basin with cut (special Chair for head wash), Wash tub, Head steamer – Pedestrial, Massager (electric/manual), Pressing Machine, Curling rod, Electric curls, Makeup kit, Hairbrush/Combs for different function, Towels of various sizes, Half gowns for clients, Facial bed (Partition or room for facial), Hair cutting scissors, Books on Mehandi Designing , Fancy Jura Pins, Pluckers& Thread for plucking , Chairs and Stools for Pedicure, customized tools for candidates with intellectual Disability as per requirement	

## Module 7: Perform Manicure and Pedicure PWD/N1508 v1.0

### Terminal Outcomes:

- Prepare work area, tools & products for Mani & Pedi
- Perform manicure and pedicure

Duration: 05:00	Duration: 10:00+10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• List the pre requisite for manicure and pedicure</li> <li>• Differentiate between basic and advanced manicure and pedicure (variation in products, process, duration etc )</li> <li>• Identify the structure, function, and characteristics of nail and the process of nail growth</li> <li>• Identify bones of lower leg, foot, wrist, hands fingers and forearm</li> <li>• Explain the structure and functions of the lymphatic vessels of the lower leg, foot, hand, and arm</li> <li>• Explain the arteries and veins of lower leg, foot, hand, and arm</li> <li>• Identify muscles of the lower leg, foot, hand, and arms</li> <li>• Identify disease and disorders of nails,</li> <li>• Explain nail and analyze skin by visual/manual examination to identify treatable conditions and contra-indications restricting or preventing treatment</li> </ul>	<ul style="list-style-type: none"> <li>• Apply safe and effective methods of working when providing services</li> <li>• Perform client consultation, treatment planning and preparation</li> <li>• Demonstrate the process followed in pedicure and manicure services</li> <li>• Apply various methods of hair removal as per preference of the client and skin type</li> <li>• Attend to contraindications using appropriate product and service after waxing/plucking/threading</li> <li>• Demonstrate and identify contraindications and contra-actions that may affect or restrict the services</li> <li>• Perform aftercare advice for clients</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements</b>	
Trolley, Mirror, Parlour Chair, Wax heater, Wax knife, Face steamer, Manicure kit tub with manicure stand tub, Pedicure tools kit, White/Black Board with accessories, First Aid Box, Teacher Table and Chair, Hand Blow Dryer, Wash basin with cut (special Chair for head wash), Wash tub, Head steamer – Pedestrial, Massager (electric/manual), Pressing Machine, Curling rod, Electric curls, Makeup kit, Hairbrush/Combs for different function, Towels of various sizes, Half gowns for clients, Facial bed (Partition or room for facial), Hair cutting scissors, Books on Mehandi Designing , Fancy Jura Pins, Pluckers& Thread for plucking , Chairs and Stools for Pedicure, customized tools for candidates with intellectual Disability as per requirement	

## Module 8: Carry out simple makeup PWD/N1509 V1.0

### Terminal Outcomes:

- Prepare work area, tools & products for services
- Perform simple makeup

<b>Duration: 10:00</b>	<b>Duration: 30:00+30:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify &amp; select suitable skin care and make-up products to meet the client's needs; such as by identifying basic skin types and skin tone correctly</li> <li>• Describe the need of cleaning, toning, and moisturizing the skin to suit the client's skin type and needs in the correct sequence, applying correct techniques</li> <li>• Identify &amp; select the correct make-up products to enhance facial features, to suit the client's needs and achieve the desired effect, using make-up products: foundation, powder, blusher, mascara, eye shadows, eye liner, eyebrow pencil, lip liner and lip stick/gloss, etc.</li> <li>• Explain the role of disposing off waste materials as per organizational standards in a safe and hygienic manner</li> <li>• Explain the significance of maintaining customer service principles including privacy and protection to modesty of the customers</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct client consultation, treatment</li> <li>• Planning and preparation to meet the client's needs, based on skin types, constraints, and client preferences</li> <li>• Perform the make-up procedures using materials, equipment, and techniques correctly and safely to meet the needs of the client</li> <li>• Demonstrate various plans followed in simple makeup services</li> <li>• Demonstrate and identify contra-indications and contra-actions that may affect or restrict the services</li> <li>• Practice completing the procedure to the satisfaction of the client in a commercially acceptable time and as per organisational standards</li> <li>• Perform aftercare advice for clients</li> <li>• Practice handling the costume safely, avoiding any additional wrinkles or crumpling; such as saree, lehenga, mekhla, Christian gown, dupatta etc.</li> <li>• Perform costume on customer using correct techniques and without discomfort to the customer</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements</b>	
Trolley, Mirror, Parlour Chair, Wax heater, Wax knife, Face steamer, Manicure kit tub with manicure stand tub, Pedicure tools kit, White/Black Board with accessories, First Aid Box, Teacher Table and Chair, Hand Blow Dryer, Wash basin with cut (special Chair for head wash), Wash tub, Head steamer – Pedestrial, Massager (electric/manual), Pressing Machine, Curling rod, Electric curls, Makeup kit, Hairbrush/Combs for different function, Towels of various sizes, Half gowns for clients, Facial bed (Partition or room for facial), Hair cutting scissors, Books on Mehandi Designing , Fancy Jura Pins, Pluckers& Thread for plucking , Chairs and Stools for Pedicure, customized tools for candidates with intellectual Disability as per requirement	

## Module 9: Provide simple hair dressing & styling services for the client PWD/N1510 V1.0

### Terminal Outcomes:

- Perform variety of common hair dressing techniques for the clients

<b>Duration: 10:00</b>	<b>Duration: 20:00+20:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify the condition of the hair and scalp and provide the suitable services; conditions such as hair structure and hair shaft</li> <li>• Identify &amp; select suitable products, tools and equipment based on the client's hair and scalp condition safely</li> <li>• Identify the contra-indications that may affect service plan and relevant actions</li> <li>• Explain the significance of maintaining customer service principles including privacy and protection to modesty of the customers</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare self, client, and the work area for head massage</li> <li>• Perform various styles according to the occasion based on hair cut/style, texture, length, density, growth patterns, skin tone, face shape, lifestyle, existing curl; such as Plait, twists, braids, knots, chignon, pleat, rolls, ringlets, smooth blow dry, curly blow dry, etc</li> <li>• Use various hair accessories: Pins, clips, false hair, parrandas, nets, veils, fresh flowers (Gajra), etc</li> <li>• Perform hair straightening or blow-drying hair as per the required hairstyle</li> <li>• Carry out disposing of all the waste safety according to the salon's standards of hygiene and safety</li> <li>• Perform aftercare advice for clients</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements</b>	
Trolley, Mirror, Parlour Chair, Wax heater, Wax knife, Face steamer, Manicure kit tub with manicure stand tub, Pedicure tools kit, White/Black Board with accessories, First Aid Box, Teacher Table and Chair, Hand Blow Dryer, Wash basin with cut (special Chair for head wash), Wash tub, Head steamer – Pedestrial, Massager (electric/manual), Pressing Machine, Curling rod, Electric curls, Makeup kit, Hairbrush/Combs for different function, Towels of various sizes, Half gowns for clients, Facial bed (Partition or room for facial), Hair cutting scissors, Books on Mehandi Designing , Fancy Jura Pins, Pluckers& Thread for plucking , Chairs and Stools for Pedicure, customized tools for candidates with intellectual Disability as per requirement	

## Module 10: Apply simple mehndi designs PWD/N1511 V1.0

### Terminal Outcomes:

- Carry out application of simple mehndi designs

<b>Duration: 10:00</b>	<b>Duration: 20:00+20:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify contra-indications and contraindications for mehndi application</li> <li>• Describe the process of preparing and storing mehndi</li> <li>• Explain the skin sensitivity, its importance and procedure</li> <li>• Identify risks of using sub-standard products</li> <li>• List the significance of providing customer comfort and satisfaction while undergoing the process of mehndi application</li> <li>• Identify the factors impacting resultant colour of the applied mehndi</li> </ul>	<ul style="list-style-type: none"> <li>• Apply right consistency of mehndi mixture</li> <li>• Apply simple design elements used for mehndi designing</li> <li>• Select various parts of the body commonly used for mehndi application</li> <li>• Follow customer service principles including privacy and protection to modesty of the customers</li> <li>• Perform aftercare advice for clients</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements</b>	
Trolley, Mirror, Parlour Chair, Wax heater, Wax knife, Face steamer, Manicure kit tub with manicure stand tub, Pedicure tools kit, White/Black Board with accessories, First Aid Box, Teacher Table and Chair, Hand Blow Dryer, Wash basin with cut (special Chair for head wash), Wash tub, Head steamer – Pedestrial, Massager (electric/manual), Pressing Machine, Curling rod, Electric curls, Makeup kit, Hairbrush/Combs for different function, Towels of various sizes, Half gowns for clients, Facial bed (Partition or room for facial), Hair cutting scissors, Books on Mehndi Designing , Fancy Jura Pins, Pluckers& Thread for plucking , Chairs and Stools for Pedicure, customized tools for candidates with intellectual Disability as per requirement	

## Module 11: Employability Skills for Persons with Disabilities (70 hours)

### Mapped to PWD/N0501 V1.0

#### Terminal Outcomes:

- Introduction to Employability Skills
- Constitutional Values: Citizenship
- Becoming a Professional No. of Hours Page No. in the 21st Century
- Basic English Skills
- Communication Skills
- Essential Digital Skills
- Diversity and Inclusion
- Financial and Legal Literacy
- Career Development and Goal-Setting
- Customer Service
- Getting Ready for Apprenticeships and Jobs
- Disability Specific Skills
- Entrepreneurship

#### **Introduction to Employability Skills**      **Duration: 3 Hours**

After completing this programme, participants will be able to:

Explain the Importance of Employability Skills

List the benefits of e learning

Explore the Future of Work

#### **Constitutional values - Citizenship**      **Duration: 2 Hours**

2.1 Explain the Constitutional Values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty integrity, caring and respecting others that are required to become a responsible citizen and its Guiding Principles, basic details of RPwD Act 2016, different types of disability, flagship schemes of the Department including Skilling, Scholarship, ADIP and UDID cards

2.2 Practice ways to Protect the Environment

#### **Becoming a Professional in the 21st Century**      **Duration: 3 Hours**

3.1 Discuss importance of relevant 21st Century Skills on Employability

3.2 Exhibit 21<sup>st</sup> century skills in personal & professional life about self-qualities including abilities & disability,

3.3 Describe the benefits of Critical Thinking and Decision-Making

#### **Basic English Skills**      **Duration: 10 Hours**

4.1 Discuss the importance of learning English

4.2 Describe words, objects, surroundings, and processes using adjectives

4.3 Illustrate benefits of being attentive during communication

4.4 Differentiate between response & questions

4.5 Use expressions appropriately to convey information to others

4.6 List different types of sentences

4.7 Apply punctuations appropriately in a sentence

4.8 Write simple sentences using correct words order

4.9 Read and understand Job descriptions to one's own skills & education

4.10 Write applications and cover letters in various contexts

#### **Communication Skills**      **Duration: 5 Hours**

5.1 Discuss importance of Communication, types, and characteristics of effective communication

5.2 Write letter, email, resume etc

5.3 Practice non-verbal communication appropriately in different contexts

5.4 Practice communication effectively (formal and informal)

5.5 Use text messaging for effective workplace communication



### **Essential Digital Skills      Duration: 10 Hours**

- 6.1 Discuss significance of digital skills in everyday life/work
- 6.2 Recognize parts & functions of a computer & its operation with screen reader software
- 6.3 create MS Word file using all basic features
- 6.4 Discuss significance of Search Engines to find relevant information using keyboards
- 6.5 Operate Social Media platforms safely
- 6.6 Discuss significance of safe search and protection from cyber crime
- 6.7 Use Email effectively for sharing files and other documents
- 6.8 Explain ways to learn using Mobile Applications
- 6.9 Create meeting invite using Online Meeting Tools like google meet/Zoom
- 6.10 Explore Popular Sites for Learning and Career Growth

### **Diversity & Inclusion                      Duration: 3 Hours**

- 7.1 Describe value of Diversity in the workplace
- 7.2 Support in creating Inclusive workplace
- 7.3 Follow Prevention of Sexual Harassment in the - Workplace [POSH]

### **Financial and Legal Literacy              Duration: 6 Hours**

- 8.1 Manage income and monthly expenditure
- 8.2 Understand processes & basics of banking like types of accounts, and doing transactions safely using passbooks, cheques, debit, and credit cards
- 8.3 Operate online banking and Digital Transactions
- 8.4 Make online payments securely
- 8.5 Make effective saving plans
- 8.6 Use policies and guidelines of the Government appropriately on requirement

### **Career Development & Goal Setting              Duration: 5 Hours**

- 9.1 Prepare oneself for the World of Work
- 9.2 Match Interests and Abilities with the choice of Career
- 9.3 Create a career pathway
- 9.4 Conduct Market scan for employment opportunities
- 9.5 Implement long term and short term goals in setting career

### **Customer Service                              Duration: 5 Hours**

- 10.1 Provide services and build relationship with customer
- 10.2 Deal with different types of Customers
- 10.3 Identify Customer needs
- 10.4 Use simple techniques for communicating with Customers
- 10.5 Close Sales and take Customer feedback

### **Getting Ready for apprenticeship & Jobs      Duration: 10 Hours**

- 11.1 Maintain personal grooming and hygiene
- 11.2 Create resume
- 11.3 Prepare & follow up for an Interview
- 11.4 Decode Interviews in advance
- 11.5 Handle rejection and failure
- 11.6 Participate in Industry Visit: 1 Hour
- 11.7 Make reflections post Industry Visit
- 11.8 Register on portals (Urban company, Helpr, etc) to explore relevant Job opportunities
- 11.9 Apply for Jobs using Online Portals
- 11.10 Enroll as Apprentice on NAPS

### **Disability Specific Skills                      Duration: 5 Hours**

- 12.1 Prepare for Livelihood Reality
- 12.2 Identify key abilities and perform at par with others
- 12.3 Create solution-oriented approach towards challenges/barriers
- 12.4 Exhibit skills to gain respect
- 12.5 Create a harmonious work environment at the Workspace

### **Entrepreneurship                              Duration: 3 Hours**

- 13.1 Recognize the roles and responsibilities of an entrepreneur

13.2 Differentiate between Self-Employment & Entrepreneurship

13.3 Conduct an effective Market Scan

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI/Certificate	NA	2	NA	NA	NA	She should have knowledge of equipment, tools, materials, safety, health & hygiene. She may also be well versed with the employability skills etc

Trainer Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certified trainers from the NCVET recognized Awarding Bodies	“Trainer”, “MEP/Q2601”, with scoring of minimum 80%. V2.0	The Inclusive Trainer should be certified in Disability Specific Top Up Training PWD/Q0101, v1.0 Trainer- PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
CTS/ATS	H.S. with one yr. Certificate in makeup application/NTC /NAC in the trade of Cosmetology	-	-	-	-	-
Diploma	Diploma in Beautician	-	-	-	-	-
Graduate	Cosmetology/Beauty Courses		-	2	-	-

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certified for Job Role: "Assistant Beauty Therapist" mapped to QP: PWD/BWS/Q010 1 with Minimum accepted score is 80%	Recommended that the Assessor is certified for the Job Role: "Assessor (VET & skills)", mapped to the Qualification Pack: "MEP/Q2701, v2.0". Minimum accepted score is 80%.	The Inclusive Trainer should be certified in Disability Specific Top Up Training PWD/Q0101, v1.0 Trainer- PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

## Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the learner on the required competencies of the program.

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for each PC.
2. Each NOS will be assessed both for theoretical knowledge and practical
3. The assessment will be based on knowledge bank of questions created by the SSC.
4. Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training centre
5. To pass the Qualification Pack, every trainee should score a minimum of 50% in every NOS
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

## References

## Glossary

Term	Description
<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training.</b>
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module.</b> A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards