**NSDA Reference**

To be Added by NSDA

CONTACT DETAILS OF THE AWARDING BODY FOR THE QUALIFICATION

|  |
| --- |
| 1. **Name and address of awarding body:**   **National Academy of RUDSETI**  **Chitrapur Bhavan**  **15th Cross, 8th Main**  **Malleswaram**  **Bengaluru- 560 055**  **Ph: 080- 2346 2875**  **Email:** [**info@rudsetacademy.org**](mailto:info@rudsetacademy.org)   1. **Name and contact details of the Individual dealing with the submission:**   **Name: Sri. R. R. Singh**  **Position in the Organization**: **Director General**  **Address:** Same as above  **Email:** [**dg@rudsetacademy.org**](mailto:dg@rudsetacademy.org)   1. **List of Documents submitted in support of the Qualifications file (Annexure)** 2. **About National Academy of RUDSET** 3. **RUDSETI Model of Entrepreneurship Development** 4. **Curriculum document /Syllabus** 5. **Session Plan** 6. **Bank wise list of RSETIs** 7. **Research Studies regarding RUDSETI/RSETI** 8. **Success Stories** |

**SUMMARY**

|  |
| --- |
| **Qualification Title: NARQ40019 - PROCESS Men’s Parlour and Saloon Udyami** |
| **Qualification Code: NARQ40019 -PROCESS** |
| **Nature and purpose of qualification:**  This qualification leads to the trained candidate to learn the skills of hair cutting, shaving, hairstylist, hairdresser, beautician, skin care specialist, aesthetician, further to establish own saloon for men.  According to NSSO Data (2013) among workers in rural areas, 54.2% are self-employed and 38.6% work as casual labor, where as only 7.2% have regular wage employment. Most of the self employed are engaged in agriculture and have very little formal skills both in farm and non-farm occupations. Hence, the need to skill rural youth so that the next generation of workers become skilled, productive and contribute positively for the growth of the economy.  On gaining technical skills and skills in entrepreneurship, the candidates trained in this qualification can start their own Men’s Parlour and Saloon. There is increasing demand for this service especially for private (domestic) and public events in the rural areas and small towns. On becoming an entrepreneur the candidate trained in this qualification will initially promote a micro-enterprise which can gradually grow to become a small and later medium scale enterprise. The Micro, Small and Medium Enterprises (MSME) sector has emerged as a highly vibrant and dynamic sector of the Indian economy over the last five decades. MSMEs are playing a crucial role in providing large employment opportunities at comparatively lower capital cost than large industries. They are also contributing in a significant manner to the industrialization and development of rural and backward areas. This helps to reduce regional disparities and provides for a more equitable distribution of national income and wealth. MSMEs contribute enormously to the socio-economic development of the country. This sector today consists of 36 million units and provides employment to over 80 million persons. The Sector through more than 6,000 products contributes about 8% to GDP besides 45% to the total manufacturing output and 40% to the exports from the country. The MSME sector has the potential to spread industrial growth across the country and can be a major partner in the process of inclusive growth. The Micro, Small and Medium enterprises contribute to over. Entrepreneurship, and resultant creation of employment and wealth, is a major mean for inclusive development. A programme which is conducted with a motive to promote potential entrepreneurs, understanding of motives, motivational pattern, their impact on behavior and entrepreneurial value is termed as entrepreneurial development programme. |

|  |
| --- |
| **Body/bodies which will award the qualification: National Academy of RUDSETI, Bengaluru**  The National Academy of RUDSETI was established in April 2009 in response to an emerging need for capacity building and mentoring of more than 585 Rural Self Employment Training Institutes (RSETIs) established in each district of the country as joint venture between different Banks and the Ministry of Rural Development, Government of India to work as National Level Resource Organization for RUDSETIs and RSETIs and other similar type of Institutes   1. To design and conduct training programmes and undertake project in Enterprise Promotion, Rural Development, Technology Transfer and imparting Human Resource Development (HRD) concepts. 2. To conduct research and development work in the field of Entrepreneurship Development 3. To act as a advisory to policy makers relating to Enterprise Promotion and Rural Development (for Government /NGOs/ Other Organizations / Financial Institutions /Corporate Entities / Central Secretariat, RUDSETI) 4. To take up any other activities connected with Rural Development and Entrepreneurship Development and Rural Development. 5. To provide Consultancy and Counseling Services in the field of Entrepreneurship Development and Rural Development. 6. Any other activity aimed at Development of Entrepreneurship, Rural Development and serving the society at large.   (See Annexure I for a complete profile of NAR and Annexure II for RUDSETI model of Entrepreneurship Development) |
| **Body which will accredit providers to offer courses leading to the qualification:**  National Academy of RUDSETI, Bengaluru |

|  |
| --- |
| **Body/bodies which will be responsible for assessment:**  National Academy of RUDSETI, Bengaluru |
| **Occupation(s) to which the qualification gives access:**  This qualification enables the candidate to undertake hairstylist and hairdresser, beautician, skin care specialist, aesthetician to establish his own venture. Besides these technical skills the qualification will give access to the trainee to:   1. Acquire and internalize the required Entrepreneurial Competencies (skill as well as attitude). 2. Knowledge and techniques for identifying the business opportunities, selection of an entrepreneurial activity, launching of the venture and skills for managing a Micro Enterprise. 3. Build confidence in one’s own abilities |
| **Proposed level of the qualification in the NSQF:**  Level 4 |
| **Anticipated volume of training/learning required to complete the qualification:**  240 hours  See Annexure III for Curriculum document and Annexure IV for Session Plan |
| **Entry requirements / recommendations:**    Male candidates in the age group of 18 to 45 years having inclination for taking up a self employment occupation in Men’s Beauty parlor. Ability to read and write in local language. |
| **Progression from the qualification:**  This qualification will enable the trainees to become an entrepreneur providing service in the field of cosmetology includes various occupations like hairstylist and hairdresser, beautician, skin care specialist, aesthetician. He will be able to set up own unit to provide required service to the customers. In due course he can expand his service and thereby providing employment to others also. |
| **Planned arrangements for the Recognition of Prior learning (RPL):**  Not applicable |
| **International comparability where know**  **------** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Formal structure of the Qualification** | | | |
| **Men’s Beauty Parlour and Salon** | **Mandatory/**  **Optional** | **Estimated Size (learning hours)** | **Level** |
| **Professional Knowledge**  **A - Entrepreneurship**   1. Knowledge of self-confidence , attitude 2. Entrepreneurial competencies 3. Banking, insurance , financial accountancy and management 4. Legal aspects ,regulatory aspects of SMEs | Mandatory | 32 hours | Level 4 |
| **B – Technical Knowledge**   1. Introduction to beauty sector and generic skills 2. Describe different job roles in beauty 3. Anatomy and Physiology 4. General idea of the tools and equipments used in the trade 5. Familiarization with the types of skin / Provide basic skin care treatment 6. Carry out basic epilating services 7. Provide manicure and pedicure services 8. Maintain health and safety at the work places 9. Create a positive impression at the workplace 10. Method of eyebrow plucking and precautions 11. Procedure of body massage and Head oil massage 12. Cleaning of face. Meaning of facial 13. Preparation of packs, Types of packs. 14. Preparation and use of wax and its advantages 15. Precautions for bleaching, waxing and hygiene. 16. Eyebrow shaping 17. General precautions taken for massage of hair and scalp. 18. Selection of right types of brushes and combs. 19. Types of shampoo and its use. Advantages and disadvantages of various types of shampoo. 20. Precautions of dye. Blow dry, perming, Straitening. 21. Precautions in switch wash and setting, Roller making. 22. Precautions in hair cutting and matching of hairstyle with the face | Mandatory | 70 hours | Level 4 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Technical Skills**   1. Select suitable materials and equipment and required for the client 2. Set up the materials and equipment for treatments following salon procedures and any given instructions 3. Carry out appropriate sterilization and disinfection for tools 4. Carry out checks to ensure that environmental conditions are suitable for the client and the treatment. 5. Dispose waste materials safely and correctly 6. Check and clean equipment according to manufacturers’ instructions and salon procedures 7. Leave the work area in a clean and hygienic condition suitable for further treatments. 8. Eye brow plucking 9. Manicure, Pedicure. 10. Cleaning of face 11. Procedure for face massage, 12. Complete plain facial. 13. Preparation of wax and its practical application. 14. Preparation of bleach and its practical application 15. Procedure of waxing. 16. Procedure of make-up such as foundation, compact, powder 17. Procedure of hair massaging, Hair rinsing, brushing out, combing out and back combing. 18. Shampooing and its different methods, plain shampooing, hot oil shampooing. Forward and back shampooing with emphasis on the comfort of the client 19. Blow-dry, hair setting, use of different setting lotion 20. Procedure of hair dye, henna, perming and straightening 21. Washing of switches, setting of switches 22. Procedure of making rolls and setting of rollers. 23. Making different types of hairstyle. Matching of hair style with face cut 24. All forms of hair cutting including children. Different techniques of hair cutting, thinning of hair 25. Revision and giving stress on importance of quality and finishing jobs at all stages. | Mandatory | 104 Hours | Level 4 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Core Skills**   1. Business Opportunity Identification 2. Market Survey and Business Plan Development 3. Planning and Risk Assessment 4. .Problem solving 5. Time management 6. Communication 7. Business Management skills | Mandatory | 28 hours | Level 4 |
| **Admission, Evaluation Test & Valedictory** | Mandatory | 4 hrs | - |
| **Total Duration of the Course** | | **240 hrs** | |

**SECTION 1 - ASSESSMENT**

|  |
| --- |
| **Body/Bodies which will carry out assessment:**  This qualification will be used by 585 RSETIs (list is furnished in Annexure IV) across the country which has been established in each district. These RSETIs are controlled by commercial banks (both Government owned and Private). NAR is a separate body and there is no linkage in management and control between the RSETIs offering the training and NAR which will conduct the assessment. The assessment of outcome of the qualification will be done by NAR which is an independent organization. It is run by professionals who are expert in rural entrepreneurship development. In NAR there will be a separate vertical similar to ‘Controller of Examinations’ in Universities, which will conduct the assessment through its empanelled assessors at the RSETI level. The empanelled assessors will be provided training by NAR.  **How will RPL assessment be managed and who will carry out?**  Not Applicable  **Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of NSQF.**  Assessment tools for the Qualification are decided on the basis of composition of knowledge and skill in that particular Course. All assessments shall have at least two tools viz.1. Practical test and 2. Written test and/or Viva.   1. **Assessment process:**   The assessment will be primarily carried out by collecting evidence of competence gained by the trainees by observing them at work, asking questions and initiating formative discussions to assess understanding and by evaluating their practical work. The question papers for the theory Examinations contain objective/descriptive type questions, drawings etc.  **Minimum pass mark:** Overall 50% of marks allotted   1. **Testing and certifications for the course:**   Arrangements will be made by NAR to ensure that the evidence on which assessment / judgments made are comparable for all trainees and that the judgments made does not vary from assessor to assessor. Arrangements relating to the conduct and monitoring process of assessment are as follows:   * Questions papers will be prepared by NAR in consultation with vocation experts in the field. * Structured tests at the Institute level will be administered in the presence of the assessors. * The tests will be supervised and monitored at every Centre * Theory and practical Examinations will be carried out with invigilators/examiners with the overall supervision of the certified assessors. * Examiners called for evaluation of practical will have technical expertise in the field |

**ASSESSMENT EVIDENCE**

**Assessment & Evaluation:**

The trainees will be assessed through a structured test process. The test will comprise of both written, practical and viva voce. Standard question paper will be devised keeping in view the expected outcome of the training. The test will be administered by certified and empanelled assessors at RSETI level. The technical skill component will be tested through practical examination. Both of these tests will be followed by personal interview wherein the entrepreneurial competencies will be tested. The extent of internalization of the inputs given will be tested. The face-to-face interview will assess the overall ability of the trainee concerned to perform the defined job role including behavioral aspects of entrepreneurial competencies. On getting the results of these tests from the assessors at ground level, a senior expert in entrepreneurship at NAR, Bengaluru will review the marks and on his validation, system generated certificates will be issued to the successful candidates online.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Entrepreneurship Development Aspects** | | | | |
| **Assessable Outcomes** | **Performance Criteria** | **Assessment Criteria** | | |
| **Total** | **Theory** | **Practical** |
| 1. Candidate is clearly able to differentiate between Wage employment, Self-employment and Entrepreneurship 2. Understand, appreciate and develop the self-confidence for embarking on self-employment / entrepreneurship. 3. Understand and internalize entrepreneurial competencies and know their importance for becoming a successful entrepreneur. 4. Trainee is able to understand the legal and regulatory aspects of launching an enterprise. 5. Trainee is able to appreciate need for continuous growth and expansion of an enterprise 6. Trainee is able to analyze major trends in a given economic sector / sub-sector and identify Business Opportunities 7. Trainee is able to conduct market survey and develop sound Business Plans based on obtained data. 8. Develop effective personal management skills like time management and communication skills. 9. Knows to maintain simple books of accounts and prepare financial statement for small business 10. Trainees able to devise a simple marketing and sales strategies and plan for a small business 11. Trainees able to manage small team of workers required for managing a small business | **PC 1** – Understanding the Context and Need for Rural Entrepreneurship Development, Role of RSETIs | 1 | 1 | 0 |
| **PC 2** – Developing Self Confidence and Positive Attitude (Micro Lab & Tower Building) | 2 | 1 | 1 |
| **PC 3** – Comparative Advantages of Entrepreneurship and Self Employment over Wage Employment | 1 | 1 | 0 |
| **PC 4** – Understanding and self evaluation of Achievement Motivation and ways and improve motivation (SRQ) | 6 | 2 | 4 |
| **PC 5** - Understanding and internalizing entrepreneurial competencies | 5 | 3 | 2 |
| **PC 6** - Understanding the Concept of Risk Taking and Ability to do Risk Assessment (Ring Toss Game) | 3 | 1 | 2 |
| **PC 7** - Understanding the importance of Systematic Planning and Efficiency Orientation (Boat Building) | 2 | 1 | 1 |
| **PC 8** - Being able to understand the importance of Quality Assurance and Improvement in Business | 2 | 1 | 1 |
| **PC 9** - Understanding the process of steps in Problem Solving | 3 | 2 | 1 |
| **PC 10 –** Time Management – Understanding of Basic Concepts and ability to manage time | 3 | 2 | 1 |
| **PC 11 –** Effective Communication Skills – Understanding of Basic Concepts and ability | 2 | 1 | 1 |
| **PC 12** – Ability to assess market conditions and indentify appropriate business opportunities | 3 | 3 | 0 |
| **PC 13** - Ability to Conduct Market Survey on a limited scale in a given area of Business | 7 | 3 | 4 |
| **PC 14** – Understanding of Banking & Insurance and how it can help a start up enterprise | 6 | 3 | 3 |
| **PC 15** – Ability to Prepare Business Plan based on data obtained from Market Survey | 16 | 6 | 10 |
| **PC 16** – Understanding licensing and regulatory aspects of launching an enterprise. | 3 | 3 | 0 |
| **PC 17** – Ability to Maintain Books of Accounts and Develop Financial Statements for a Small Business | 8 | 6 | 2 |
| **PC 18** – Understanding and ability for Inventory and Materials Management | 5 | 3 | 2 |
| **PC 19** – Understanding and ability for Sales and Marketing | 7 | 4 | 3 |
| **PC 20** – Human Resource Management – Understanding of Concepts and ability to manage a team | 5 | 3 | 2 |
| **PC 21** - Understanding of Basic Laws relating to MSMEs | 5 | 5 | 0 |
| **PC 22** – Growth and Strategic Planning - Understanding of Concepts | 5 | 5 | 0 |
| **Total EDP** | **100** | **60** | **40** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessable Outcomes** | **Performance Criteria** | **Assessment Criteria** | | |
| **Total** | **Theory** | **Practical** |
| **Professional Knowledge**  **B. Technical Knowledge**   |  |  | | --- | --- | | The trainee will be able to   |  | | --- | | 1. Describe different types of organizations within the beauty related industries. 2. Describe different job roles in beauty and wellness sector. 3. Know the structure and function of the skin 4. Understand the characteristics of the skin and skin types of different ethnic client groups 5. Know the position of the head, face, neck, chest and shoulder girdle bones and muscles 6. Know the effect of the natural ageing process on the facial and bleach skin and muscle tone 7. Know the structure of the hair and basic principles of hair growth 8. Know the bones, muscles and blood circulation related to the hand, foot, lower arm and lower leg | | | | **PC1** Understanding different types of organizations within the beauty related industries | 3 | 3 | Nil |
| **PC2** – Knowledge of job roles in beauty parlour and wellness sector. | 4 | 4 | Nil |
| **PC3** – Know the structure and function of the skin | 2 | 2 | Nil |
| **PC4** – Identify and describe the skin structure. | 2 | 2 | Nil |
| **PC5 -** Identify the functions of the skin | 2 | 2 | Nil |
| **PC6-** Identify facial bones and muscles | 3 | 3 | Nil |
| **PC7-** Identify and describe skin types | 3 | 3 | Nil |
| **PC8-** Describe common skin conditions | 4 | 4 | Nil |
| **PC9-** Identify factors which would prevent treatment taking place | 2 | 2 | Nil |
| **PC10**- Know the position of the head, face, neck, chest and shoulder girdle bones and muscles | 3 | 3 | Nil |
| **PC11**- Knowledge of facial and bleach skin and muscle tone | 4 | 4 | Nil |
| **PC12** – Knowledge of hair cycle / growth | 4 | 4 | Nil |
| **PC13** - Product knowledge hair dyeing/chemicals/herbals | 2 | 2 | Nil |
| **PC14 -** Knowledge of uses of equipments / machineries during hair cutting | 3 | 3 | Nil |
| **PC15** -Knowledge of precautions to be taken while hair cutting / styling. | 2 | 2 | Nil |
| **PC16**- Knowledge of body massage | 2 | 2 | Nil |
| **PC17**- Knowledge of Oil Head massage | 3 | 3 | Nil |
| **PC18-** Knowledge ofwaxing and its applying | 2 | 2 | Nil |
| **PC19-** Knowledge of pedicure | 2 | 2 | Nil |
| **PC20 –** Knowledge of manicure | 2 | 2 | Nil |
| **PC21 –** Knowledge of Make Up | 2 | 2 | Nil |
| **PC22 –** Knowledge of Bride – Groom Make-up | 2 | 2 | Nil |
| **PC23 –** Knowledge of minor servicing /repair of equipments /machines | 2 | 2 | Nil |
| **Total** | **60** | **60** | **Nil** |
| **Professional Skills**  The trainee will be able to   1. Select suitable materials and equipment and required for the client 2. Set up the materials and equipment for treatments following salon procedures and any given instructions 3. Carry out appropriate sterilization and disinfection for tools 4. Carry out checks to ensure that environmental conditions are suitable for the client and the treatment. 5. Dispose waste materials safely and correctly 6. Check and clean equipment according to manufacturers’ instructions and salon procedures 7. Leave the work area in a clean and hygienic condition suitable for further treatments. 8. Provide basic skin care treatment with respect to facial 9. Carry out basic epilation services like threading, removal of hair, waxing etc 10. Provide manicure and pedicure services 11. Carry out different styles of hair cutting / hair straitening 12. Carry out body massage, using herbal oil 13. Carry out Make up / bridal make up etc | | **PC1 –** Able to select suitable materials/equipments/ machineries | 3 | 1 | 2 |
| **PC2** –Set up the materials and equipment for treatments following saloon procedures | 3 | 1 | 2 |
| **PC3** –.Carry out appropriate sterilization and disinfection for tools | 3 | 1 | 2 |
| **PC4 -** Carry out checks to ensure that environmental conditions are suitable for the client and the treatment | 3 | 2 | 1 |
| **PC5** – Dispose waste materials safely and correctly | 6 | 2 | 4 |
| **PC6** – Check and clean equipment according to manufacturers’ instructions and salon procedures | 5 | 1 | 4 |
| **PC7 –** Cut hair as per the given style | 3 | 0 | 3 |
| **PC8 –** Shaving of beard | 3 | 0 | 3 |
| **PC9-** Trimming of mustaches | 3 | 0 | 3 |
| **PC10 –** Hair coloring as per given color preference | 3 | 0 | 3 |
| **PC10** – Carry out basic facial care/face clean-up process using the tools and materials | 5 | 1 | 4 |
| **PC11** - Clean the skin free it of all traces of make-up by using suitable deep cleansing techniques | 6 | 1 | 5 |
| **PC12**- Ability to Use an exfoliation technique suitable for the client’s skin type and skin condition | 6 | 2 | 4 |
| **PC11 –** Able to Use a suitable skin warming technique | 6 | 2 | 4 |
| **PC12-** Apply mask treatments evenly and neatly, ensuring that the area to be treated is covered | 5 | 1 | 4 |
| **PC13 -** Carry out cleaning to ensure skin is left clean, toned and suitably moisturized | 6 | 2 | 4 |
| **PC14 -** Carry out the process using the tools and materials (hot wax, cold wax, strips etc | 6 | 2 | 4 |
| **PC15-** Apply the correct pre-wax products prior to waxing | 6 | 2 | 4 |
| **PC16-** Ability to Conduct a test patch and skin sensitivity test ahead of the waxing treatment | 6 | 2 | 4 |
| **PC17-** Ability to carry out threading services | 6 | 2 | 4 |
| **PC18 –** Able to do safe and quick hair removal methods | 6 | 2 | 4 |
| **PC19-** Able to Create a well-balanced, proportioned and defined eyebrow shape | 6 | 2 | 4 |
| **PC20 –** Able to do Pedicure | 6 | 2 | 4 |
| **PC21-** Able to do Manicure | 6 | 2 | 4 |
| **PC22-** Able to handle body massage / Oil head massage | 6 | 2 | 4 |
| **PC23-** Able to attend bridal make up | 6 | 2 | 4 |
| **PC24-** Set up the work area to meet legal, hygiene and treatment requirements | 6 | 2 | 4 |
| **PC25-** Maintenance of tools / equipments | 5 | 1 | 4 |
| **TOTAL** | **140** | **40** | **100** |
| **Viva Voce** | | | **200** | **60** | **140** |
| **Grand total of Marks** | | | **300** | **120** | **180** |
| **Means of assessment 1**: Physical Test | | | | | |
| **Means of assessment 2**: Written Test & Viva Voce. | | | | | |
| **Pass : overall 50 % and above** | | | | | |

# SECTION 2 - EVIDENCE OF LEVEL

Option B: Key Requirements of the Job Role

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title of the Qualification: Men’s Parlour and Saloon Udyami** | | | | |
| **NSQF LEVEL - 4** | | | | |
| **Process Required** | **Professional Knowledge** | **Professional Skills** | **Core Skills** | **Responsibility** |
| **Work in familiar predictable, routine, situation of clear choice** | **Factual knowledge of field of knowledge or study.** | **Recall and demonstrate practical skill, routine and repetitive in narrow range of application using appropriate rule and tool, using quality concepts.** | **Language to communicate written or oral, with required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment** | **Responsibility for own work and learning** |
| A beauty parlour is a business that offers treatments such as manicures, pedicures, and facials. Some beauty parlours are also hair salons. Body care such as massages and hair removal is a part of many beauty parlours Pampering clients while offering a selection of body and skin care services is the main business goal | Factual knowledge of the subject and equipment to be used can be imparted through training and learnt by entry level trainees | The equipment used is very standardized and have clear SOPs. Following the SOPs will ensure quality standards. | Enterprise launching and business management skills to a limited scale. This can be imparted through training. | Since this training leads to entrepreneurial outcome, responsibility for own work and learning is to be present and demonstrated. |

|  |
| --- |
| SECTION 3 - EVIDENCE OF NEED **What evidence is there that the qualification is needed?**  Entrepreneurship has been embedded in the Indian genius and is a part of its tradition. India traditionally has been an entrepreneurial society. Traditionally, the entrepreneurship of many communities has been facilitated principally by the successful use of informal ‘entrepreneurial ecosystems’ and interdependent business networks. Further, there is also a rich tradition within the Indian Diaspora, spanning the past several hundred years, whose spirit of enterprise is legion.  Entrepreneurship in India occurs in ‘far more encompassing and far reaching ways than in developed countries’, and could therefore be far more complex, for there is so much more that needs to be done. Commentators today celebrate the ubiquitous Indian attitude of ‘*Jugaad’* (a Hindi word roughly translated as ‘creative improvisation) tool to somehow find a solution based on a refusal to accept defeat, and calling on initiative, quick thinking, cunning and resolve to quickly fulfill market demands at the lowest possible prices) as an entrepreneurial trait that has been as much a part of everyday Indian living as its rich tradition of philosophy and speculation.  The development and impact of entrepreneurship in India has intensified in recent times, particularly with the rise in knowledge-intensive services. New entrepreneurs who do not belong to traditional business communities have begun to emerge in large numbers. Entrepreneurship has grown rapidly, visibly so, creating wealth and generating employment, especially in the past twenty years. Crucial efforts initiated after economic liberalization – including systematic attempts to reduce the ‘license raj’, greater efforts to make finance more easily accessible to entrepreneurs and other institutional support to ‘techno-preneurs’ – have helped improve the climate for Entrepreneurship.  Thus, the opportunities created by today’s global knowledge economy coupled with the ‘unshackling of indigenous enterprise’, have continued to making India a ‘fertile ground’ for Entrepreneurship. Recent surveys, such as those undertaken by Goldman Sachs and Pricewaterhouse Coopers, have estimated that India has the potential to be among the world’s leading economies by 2050. Further India’s economy can potentially gain significantly from the country’s characteristic features – a democratic open society, a strong technology base (with capacity for leapfrogging), unparalleled diversity, vibrant capital markets (including growing private equity and venture capital markets), an increasingly youthful population (50% of India is 25 years and younger), a sizeable market of a large number of customer with vast unmet needs as well as an environment of full and free competition in the private sector. |
| In order to give impetus to this growing demand of first generation entrepreneurs to gain formal training in entrepreneurship knowledge and skills RSETIs have been established by various Banks. Ministry of Rural Development gives part funding of the training. The RSETIs have been established on the RUDSETI models which have been proved very effective in eradicating the problems of unemployed youth. The trainings by these Institutes are unique in the sense they are demand based. The Institutes have got the experience of conducting these Programmes over the years.  Beauty Parlour Management is the study and application of beauty treatment. It is the science which focuses on making people look good. It comprises many branches which include beauty therapy and treatments for face, hair, body and overall health care. A cosmetologist is an expert in makeup, skin care and beauty products. He provides beauty services that include cosmetic care for hair, skin and body. The field of beauty parlour includes various occupations like hairstylist and hairdresser, beautician, skin care specialist, aesthetician, etc. The career possibility in the industry of beauty is endless. This industry offers various careers for these professionals to excel and grow.   * It is a lucrative career option with earnings increasing with experience and reputation * Makeup professionals are always in demand in television and film industries * Also, they are in demand in the world of fashion * Other options are being an image consultant, writing books or articles and teaching   **In order to identify the potential programmes as per the needs of the unemployed youth, a Committee of General Managers of top 5 RSETI sponsoring Banks has been constituted. The General Managers of State Bank of India, Punjab National Bank, Bank of Baroda, Central Bank of India and Bank of India are the members of this Committee. In addition, Executive Director, RUDSETI, National Director for RSETIs and Director General, National Academy of RUDSETI who got rich field experience also joined this Committee**. **The above Committee met at Mumbai on 7th November 2016. After thorough discussions and based on the past experience the Committee short listed potential /need based courses for training rural unemployed youth in the RSETIs. The training on ‘Men’s Parlour and Saloon’ is one such shortlisted need based training.** |

|  |
| --- |
| **What is the estimated uptake of this qualification and what is the basis of this estimate?**  Presently there are 585+ Rural Self Employment Training Institutes (RSETIs) across the country sponsored by various Banks. National Academy of RUDSETI is the anchoring Institution which designs and approves the training programmes being conducted by these RSETIs. The Training Modules are demand driven and are vetted by National Academy of RUDSETI, having experience of running similar programmes by the RUDSETIs since over three decades. Men’s Parlour Management.is one of the most popular need based training programmes conducted by these Institutes. These programmes are having very good settlement rate.  Candidates trained in this activity have successfully established their units by availing credit facilities or investing own funds. The RSETI MIS is enabled to record the settlements of candidates by capturing action photos, pass book entries, loan sanction letter copy etc. which is available for verification.  **So far, RSETIs have trained 1146 candidates in Men’s Parlour Management of which 782 candidates have settled in the trade. Cumulative settlement rate is 68%. Observing the above trend, the candidates trained under the above qualification file, the number of candidates to be trained in the next three years is estimated at more than 2000.** |

|  |
| --- |
| **What steps were taken to ensure that the qualification(s) does/do not duplicate already existing or planned qualifications in the NSQF?**    Similar course leading to holistic understanding of the area of Men’s Parlour and Saloon leading to entrepreneurial outcome is currently not offered by NCVT or Sector Skills Councils. Hence, the activities are unique and the Qualification does not get duplicated.  **What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?** |

|  |
| --- |
| **What Arrangements are in place to monitor and review the qualification (s)? What data will be used and at point will the qualification (s) be revised or updated?**  National Academy of RUDSETI has put in place a robust MIS for RSETIs. Comprehensive data (Course wise/Bank Wise/State Wise) for all RSETIs is maintained by NAR in the said MIS. Entry level data include the photograph of the candidate other basic details. Course modules are made available in the MIS and the website of NAR. Training logs and Post Programme Reports with action photographs of the training are also made available in the MIS. Details of Settlement and credit linkages are uploaded in the MIS with action photos and documentary proofs. The State Directors of RSETIs are also visiting the RSETIs every quarter for reviewing the quality of training / settlement. Officials from the controlling offices of the Banks and NAR are also making periodic visits to the RSETIs for reviewing the activities. MIS reports are used for viewing the settlement of the trained candidates, their level of income and employment generation by them. Feedback obtained from the trained candidates, RSETI sponsoring bank and other stake holders are used to review/update the course. |

# SECTION 4 - EVIDENCE OF RECOGNITION AND PROGRESSION

**What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?**

Careers in the Hair, beauty and wellness industry offer a broad scope of work environments that extend beyond salons. Career growth in the hair, beauty and wellness industry is expected to outpace job growth in many other industries. The candidates who are trained in Men’s may attend Skill Programme of related fields, where in specialized inputs are given for enabling the candidates for increasing the clientele. The Candidates are also eligible for attending the growth Programmes in RSETIs which will help them draw a growth plan for their business and go in for expansion and diversification in the related field of activity.