

# LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**JOB ROLE: Assistant Beauty Therapist**

(QUALIFICATION PACK: Ref.Id. BWS/Q0101)

**SECTOR: Beauty and Wellness**

**Classes 9 and 10**

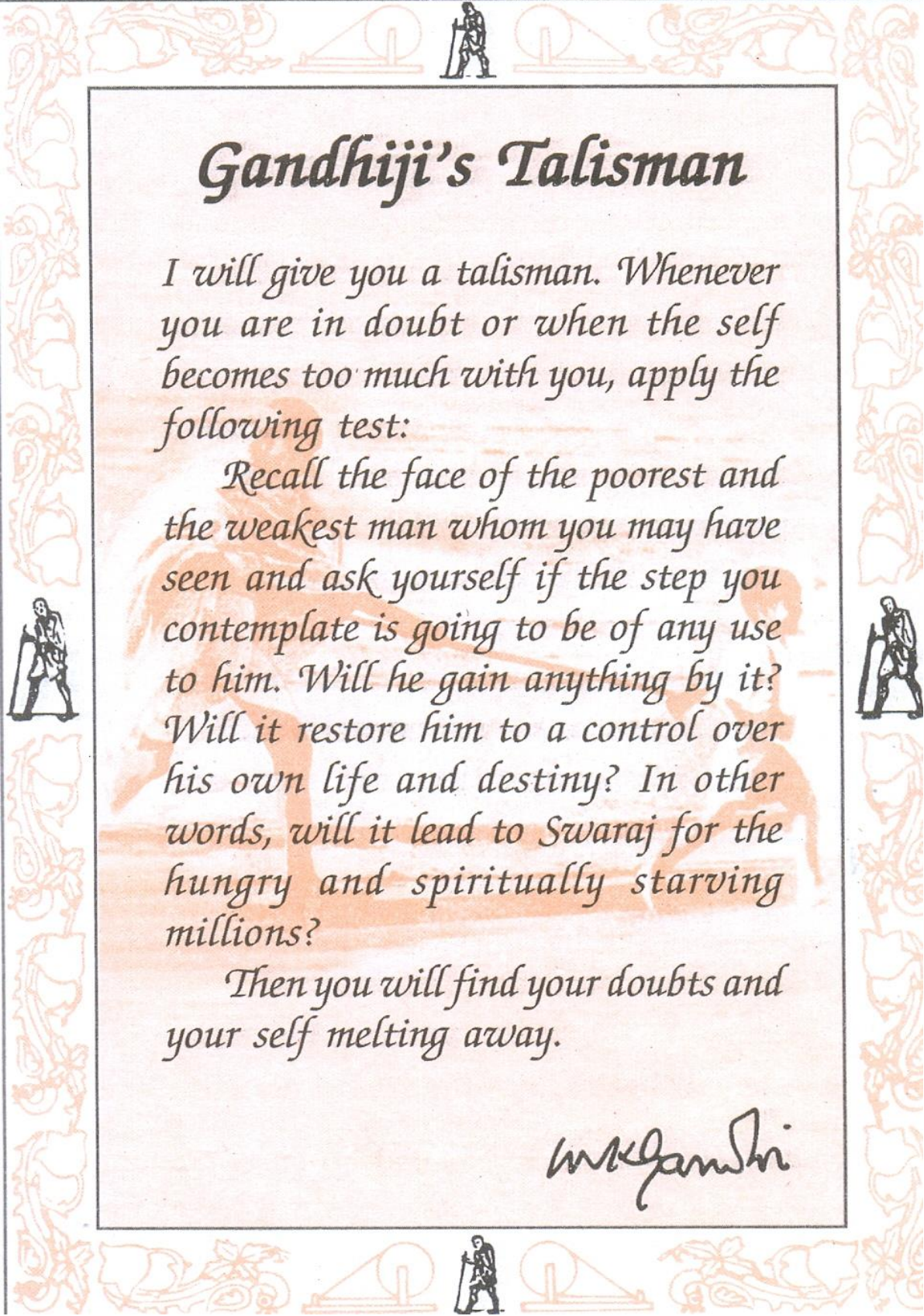


**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

(a constituent unit of NCERT, under MHRD, Government of India)

**Shyamla Hills, Bhopal- 462 013, M.P.,**

**India <http://www.psscive.ac.in>**



## Gandhiji's Talisman

*I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:*

*Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?*

*Then you will find your doubts and your self melting away.*

*M. Gandhi*

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**LEARNING OUTCOME BASED VOCATIONAL  
CURRICULUM**

**Beauty and Wellness – Assistant Beauty  
Therapist**

**June, 2017**

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**<http://www.psscive.ac.in>**

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Joint Director  
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PSS Central Institute of Vocational Education,  
Bhopal

## FOREWORD

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The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based curricula and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by the Ministry of Human Resource Development, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha Abhiyan (RMSA)*. The main purpose of the learning outcome based curricula is to bring about the improvement in teaching-learning process and working competences through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based curriculum as part of the vocational training packages for the job role of Assistant Beauty Therapist. The curriculum has been developed for the secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers' immediate needs. The teaching process is to be performed through the interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

The curriculum has been developed and reviewed by a group of experts and their contributions are greatly acknowledged. The utility of the curriculum will be adjudged by the qualitative improvement that it brings about in teaching-learning. The feedback and suggestions on the content by the teachers and other stakeholders will be of immense value to us in bringing about further improvement in this document.

HRUSHIKESH SENAPATY

*Director*

*National Council of Education Research and Training*

# PREFACE

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India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth are immense and the possibilities are equally exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India will largely depend upon its young workforce. The much-discussed demographic dividend will bring sustaining benefits only if this young workforce is skilled and its potential is channelized in the right direction.

In order to fulfil the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSSCIVE Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based curricula, student workbooks, teacher handbooks and e-learning materials for the job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation need to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum. Currently, the Institute is working on developing curricula and courseware for over 100 job roles in various sectors.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and valuable time and positively responding to our request for development of curriculum. We are grateful to MHRD and NCERT for the financial support and cooperation in realising the objective of providing learning outcome based modular curricula and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Rashtriya Madhyamik Shiksha Abhiyan (RMSA)* of MHRD.

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, all the institutions involved in the delivery system shall have to come together with a firm commitment and they should secure optimal community support. The success of this curriculum depends upon its effective implementation and it is expected that the managers of vocational education and training system, including subject teachers will make efforts to create better facilities, develop linkages with the world of work and foster a conducive environment as per the content of the curriculum document.

The PSSCIVE, Bhopal remains committed in bringing about reforms in the vocational education and training system through the learner-centric curricula and courseware. We hope that this document will prove useful in turning out more competent Indian workforce for the 21<sup>st</sup> Century.

RAJESH P. KHAMBAYAT  
*Joint Director*  
*PSS Central Institute of Vocational Education*

# ACKNOWLEDGEMENTS

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On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) and the officials of the Ministry of Human Resource Development (MHRD), Government of India for the financial support to the project for development of learning outcome based curricula.

We are grateful to the Director, NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of RMSA, MHRD, RMSA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC) and Beauty and Wellness Sector Skill Council for their academic support and cooperation.

We are grateful to the course coordinator Vinay Swarup Mehrotra and experts for their untiring efforts and contributions in the development of this learning outcome based curriculum. Their names are acknowledged in the list of contributors.

The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), Vipin Kumar Jain, Associate Professor and Head, Programme Planning and Monitoring Cell (PPMC) and Dipak Shudhalwar, Associate Professor, Department of Engineering and Technology, PSSCIVE in the development of the curriculum for employability skills are duly acknowledged.

The assistance provided by Sunita Koli, Computer Operator Grade III, Piyush Deorankar, Computer Operator (on contract) and Ishrat Khan, Computer Operator (on contract) in typing and composing of the material is duly acknowledged.

PSSCIVE Team



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# 1. COURSE OVERVIEW

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## **COURSE TITLE: Beauty and Wellness – Assistant Beauty Therapist**

An Assistant Beauty Therapist needs to perform the basics of beauty therapy, and maintain hygiene and safety at workplace. He/she should be knowledgeable about various beauty products and should be able to perform basic depilation, manicure, pedicure and basic face care services. He/she is required to assist Beauty Therapist in providing advanced services. He/She must be trained in the correct usage and handling to perform the skin treatments safely.

**COURSE OUTCOMES:** On completion of the course, students should be able to:

- Communicate effectively with the customers.
- Describe the various career options available in beauty and wellness industry, such as beauty therapist, makeup artist, hair stylist, etc.
- Adopt a culture of safe, clean, healthy and pleasant environment at training centres and beauty salons.
- Demonstrate the knowledge of basic principles, properties and application of various types of cosmetics and their effect on the skin.
- Demonstrate the skills of handling and maintenance of the equipment and implements used in Beauty Therapy.
- Demonstrate the procedure for basic skin care and hair care services.
- Demonstrate the procedure for manicure and pedicure.
- Apply mehndi and make different designs.
- Demonstrate profession ethics and attitude.

**COURSE REQUIREMENTS:** The learner should have the basic knowledge of science.

**COURSE LEVEL:** This is a beginner level course. On completion of this course, a student can take up a vocational course for a job role in Beauty and Wellness sector, such as Beauty Therapist in Class XI and Class XII.

**COURSE DURATION: 400 hrs**

Class 9 : 200 hrs

Class 10 : 200 hrs

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**Total : 400 hrs**

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## 2. SCHEME OF UNITS AND ASSESSMENT

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This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 9 and 10 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 9 is as follows:

The unit-wise distribution of hours and marks for Class 9 is as follows:

<b>CLASS 9</b>			
	<b>Units</b>	<b>No. of Hours for Theory and Practical 200</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills – I	20	10
	Unit 2: Self-management Skills – I	10	
	Unit 3: Information and Communication Technology Skills – I	20	
	Unit 4: Entrepreneurial Skills – I	15	
	Unit 5: Green Skills – I	10	
	<b>Total</b>	<b>75</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Introduction to Beauty and Wellness Industry and Beauty Therapy	35	30
	Unit 2: Manicure, Pedicure and Mehendi Services	30	
	Unit 3: Hair Care	30	
	<b>Total</b>	<b>95</b>	<b>30</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	<b>Total</b>	<b>15</b>	<b>15</b>
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>		
	<b>Total</b>	<b>05</b>	<b>10</b>
	<b>Grand Total</b>	<b>200</b>	<b>100</b>

The unit-wise distribution of hours and marks for Class 10 is as follows:

<b>CLASS 10</b>			
	<b>Units</b>	<b>No. of Hours for Theory and Practical 200</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills – II	20	
	Unit 2: Self-management Skills – II	10	

	Unit 3: Information and Communication Technology Skills – II	20	10
	Unit 4: Entrepreneurial Skills – II	15	
	Unit 5: Green Skills – II	10	
	<b>Total</b>	<b>75</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Basic Skin Care Services	25	30
	Unit 2: Basic Depilation Services	35	
	Unit 3: Simple Make Up Services	25	
	Unit 4: Create A Positive Impression At The Workplace	10	
	<b>Total</b>	<b>95</b>	<b>30</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	<b>Total</b>	<b>15</b>	<b>15</b>
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>		
	<b>Total</b>	<b>05</b>	<b>10</b>
	<b>Grand Total</b>	<b>200</b>	<b>100</b>

**Assessment** will include two components: one comprising of internal assessment and second component is external examination including theory and practical examinations to be conducted by the Board.

#### WRITTEN TEST:

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Question paper for the vocational subject may be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers and subject experts from university/colleges or industry recommended by the respective Sector Skill Council. The Central/State Examination Board will use the services of the relevant experts for setting up the question papers and conducting the examinations. The blue print for the question paper may be as follows:

**Duration: 3 hrs**

**Maximum Marks: 30**

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	2	1	2	10
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare,	1	2	2	11

	contrast, explain, paraphrase, or interpret information)				
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	1	1	05
4.	High Order Thinking Skills – (Analysis and Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	1	0	02
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	<b>Total</b>	<b>3x1=3</b>	<b>6x2=12</b>	<b>5x3=15</b>	<b>30 (14 questions)</b>

## PRACTICAL EXAMINATION

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include **hands-on practical exam and viva voce**.

For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce. **Viva voce** allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject.

**Project Work** (individual or group projects) are a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. After the field visit, each group might be asked to use the information to prepare presentations or reports, based on their observations. Project work should be assessed on the basis of practical file or student portfolio. **Student Portfolio** is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, and photographs of products prepared by students in relation to the unit of competency. **Viva voce** should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

## CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student's development. In this scheme, the term 'continuous' is meant to emphasise that evaluation of identified aspects of students 'growth and development' is a continuous process rather than an event, built into the total

teaching-learning process and spread over the entire span of academic session. The second term 'comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. For details, please refer to the CCE manual of Central Board of Secondary Education (CBSE).

### **3. TEACHING/TRAINING ACTIVITIES**

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The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

#### **CLASSROOM ACTIVITIES**

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational teachers. Vocational teachers should make effective use of a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

#### **PRACTICAL WORK IN LABORATORY/WORKSHOP**

Practical work may include but not limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the vocational teacher to the Head of the Institution.

#### **FIELD VISITS/ EDUCATIONAL TOUR**

In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the Vocational Teachers for systematic collection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

### **4. ASSESSMENT AND CERTIFICATION**

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The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the

learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

## KNOWLEDGE ASSESSMENT (THEORY)

**Knowledge Assessment** should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board. The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

### WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blue print for the question paper may be as follows:

**Duration: 3 hrs**

**Maximum Mark: 30**

S.No.	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	2	1	2	10
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3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a	0	1	1	05

	situation, private an example, or solve a problem)				
4.	High Order Thinking Skills – (Analysis and Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	1	0	02
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	<b>Total</b>	<b>3x1=3</b>	<b>6x2=12</b>	<b>5x3=15</b>	<b>30</b> (14 questions)

### **SKILL ASSESSMENT (PRACTICAL)**

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

**Project Work** (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.



**Student Portfolio** is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

**Viva voce** allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

## CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student's development. In this scheme, the term 'continuous' is meant to emphasize that evaluation of identified aspects of students 'growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. The second term 'comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. For details, the CCE manual of Central Board of Secondary Education (CBSE) or the guidelines issued by the State Boards on the procedure for CCE should be followed by the Institutions.

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

## 5. UNIT CONTENTS

### CLASS 9

#### Part A: Employability Skills

S.No.	Units	Duration (Hrs)
1.	Communication Skills - I	20
2.	Self-management Skills - I	10
3.	Information and Communication Technology Skills-I	20
4.	Entrepreneurial Skills - I	15
5.	Green Skills - I	10
<b>Total</b>		<b>75</b>

UNIT 1: COMMUNICATION SKILLS - I			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 Hrs)
1. Demonstrate knowledge of	1. Methods of communication	1. Writing pros and cons of written,	

<b>UNIT 1: COMMUNICATION SKILLS - I</b>			
<b>Learning Outcome</b>	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>	<b>Duration (20 Hrs)</b>
various methods of communication	(i) Verbal (ii) Non-verbal (iii) Visual	verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	05
2. Identify elements of communication cycle	1. Meaning of communication 2. Importance of communication skills 3. Elements of communication cycle– (i) sender, (ii) ideas, (iii) encoding, (iv) communication channel, (v) receiver, (vi) decoding, and (vii) feedback	1. Draw a diagram of communication cycle 2. Role plays on communication process related to the sector/job role	05
3. Identify the factors affecting our perspectives in communication	1. Perspectives in communication 2. Factors affecting perspectives in communication (iv) Visual perception (v) Language (vi) Past experience (vii) Prejudices (viii) Feelings (ix) Environment	1. Group discussion on factors affecting perspectives in communication 2. Sharing of experiences on factors affecting perspectives 3. Sharing experiences on factors affecting communication at workplace	05
4. Demonstrate the knowledge of basic writing skills	1. Writing skills related to the following: • Phrases • Kinds of sentences • Parts of sentence • Parts of speech • Use of articles • Construction of a paragraph	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	05

<b>UNIT 1: COMMUNICATION SKILLS - I</b>			
<b>Learning Outcome</b>	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>	<b>Duration (20 Hrs)</b>
<b>Total</b>			<b>20</b>

<b>UNIT 2: SELF-MANAGEMENT SKILLS – I</b>			
<b>Learning Outcome</b>	<b>Theory (07 hrs)</b>	<b>Practical (03 hrs)</b>	<b>Duration (10 Hrs)</b>
1. Describe the meaning and importance of self-management	1. Meaning of self-management 2. Positive results of self-management 3. Self-management skills	1. Identification of self-management skills 2. Strength and weakness analysis	05
2. Identify the factors that helps in building self-confidence	1. Factors that help in building self-confidence – social, cultural, and physical factors 2. Self-confidence building tips – getting rid of the negative thoughts, thinking positively, staying happy with small things, staying clean, hygienic and smart, chatting with positive people, etc.	1. Role play exercises on building self-confidence 2. Use of positive metaphors/ words 3. Positive stroking on wakeup and before going bed 4. Helping others and working for community	05
<b>Total</b>			<b>10</b>

<b>UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – I</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (14 hrs)</b>	<b>Duration (20 Hrs)</b>
1. Describe the role of Information and Communication Technology (ICT) in day-to-day life and workplace	1. Introduction to ICT 2. Role and importance of ICT in personal life and at workplace 3. ICT in our daily life (examples) 4. ICT tools - Mobile, tab, radio, TV, email, etc.	1. Discussion on the role and importance of ICT in personal life and at workplace. 2. Preparing posters / collages for showing the role of ICT at workplace	04
2. Identify components of basic computer system and their functions	1. Computer system - Central Processing Unit (CPU), memory, motherboard, storage devices	1. Connecting the cables and peripherals to the Central Processing Unit	

	<ol style="list-style-type: none"> <li>Hardware and software of a computer system</li> <li>Role and functions of Random Access Memory(RAM) and Read Only Memory(ROM)</li> <li>Role and functions of Central Processing Unit</li> <li>Procedure for starting and shutting down a computer</li> </ol>	<ol style="list-style-type: none"> <li>Starting and shutting down a computer</li> <li>Group discussion on the various aspects of hardware and software</li> </ol>	07
3. Demonstrate use of various components and peripherals of computer system	1. Peripherals devices and their uses – mouse, keyboard, scanner, webcam, etc. of a computer system	<ol style="list-style-type: none"> <li>Identification of various parts and peripherals of a computer</li> <li>Demonstration and practice on the use of mouse</li> <li>Demonstration and practice on the use of keyboard</li> <li>Demonstration of the uses of printers, webcams, scanner and other peripheral devices</li> <li>Drawing diagram of computer system and labelling it</li> </ol>	05
4. Demonstrate basic computer skills	1. Primary operations on a computer system – input, process, storage, output, communication networking, etc.	1. Identification of the various input and output units and explanation of their purposes	04
<b>Total</b>			<b>20</b>

<b>UNIT 4: ENTREPRENEURIAL SKILLS - I</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (09 hrs)</b>	<b>Duration (15 Hrs)</b>
1. Identify various types of business activities	<ol style="list-style-type: none"> <li>Types of businesses – service, manufacturing, hybrid</li> <li>Types of businesses found in our community</li> </ol>	<ol style="list-style-type: none"> <li>Prepare posters of business activities found in cities/villages, using pictures</li> <li>Discuss the various types of activities,</li> </ol>	09

<b>UNIT 4: ENTREPRENEURIAL SKILLS - I</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (09 hrs)</b>	<b>Duration (15 Hrs)</b>
	3. Business activities around us	generally adopted by small businesses in a local community 3. Best out of waste 4. Costing of the product made out of waste 5. Selling of items made from waste materials 6. Prepare list of businesses that provides goods and services in exchange for money	
2. Demonstrate the knowledge of distinguishing characteristics of entrepreneurship	1. Meaning of entrepreneurship development 2. Distinguishing characteristics of entrepreneurship 3. Role and rewards of entrepreneurship	1. Prepare charts showing advantages of entrepreneurship over wages 2. Group discussions on role and features of entrepreneurship 3. Lectures/presentations by entrepreneurs on their experiences and success stories 4. Identify core skills of successful entrepreneur	06
<b>Total</b>			<b>15</b>

<b>UNIT 5: GREEN SKILLS - I</b>			
<b>Learning Outcome</b>	<b>Theory (07 hrs)</b>	<b>Practical (03 hrs)</b>	<b>Duration (10 Hrs)</b>
1. Demonstrated the knowledge of the factors influencing natural resource conservation	1. Introduction to environment, 2. Relationship between society and environment, ecosystem and factors causing imbalance 3. Natural resource conservation 4. Environment protection and conservation	1. Group discussion on hazards of deteriorating environment 2. Prepare posters showing environment conservation 3. Discussion on various factors that influence our environment	05

2. Describe the importance of green economy and green skills	1. Definition of green economy 2. Importance of green economy	1. Discussion on the benefits of green skills and importance of green economy 2. Prepare a Poster showing the importance of green economy with the help of newspaper/magazine cuttings	05
<b>Total</b>			<b>10</b>

## CLASS 9

### Part B: Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Introduction to Beauty and Wellness Industry and Beauty Therapy	35
2.	Manicure, Pedicure and Mehendi Services	30
3.	Hair Care	30
	<b>Total</b>	<b>95</b>

<b>UNIT 1: INTRODUCTION TO BEAUTY AND WELLNESS INDUSTRY AND BEAUTY THERAPY</b>			
Learning Outcome	Theory (20 hrs)	Practical (15 hrs)	Duration (35 Hrs)
1. Identify various career opportunities in the beauty sector	1. Introduction to beauty and wellness industry in India 2. Major sub-segments of beauty and wellness sector 3. Career path for Assistant Beauty Therapist in skin care services, makeup services, and nail care services.	1. Identification of beauty and wellness sub-segments using illustrations and videos 2. Presentations on case studies of organizations providing beauty and wellness services	05
2. Identify different services in beauty therapy	1. Services in beauty therapy (i) Pedicure (ii) Manicure (iii) Threading (iv) Waxing (v) Bleaching (vi) Face clean up (vii) Make up (viii) Hair do	1. Collection of pictures on different services used in beauty therapy and preparation of portfolio by the students	15

<b>UNIT 1: INTRODUCTION TO BEAUTY AND WELLNESS INDUSTRY AND BEAUTY THERAPY</b>			
	(ix) Mehendi	2. Group activities on various services in beauty therapy	
3. Prepare and maintain the work area	<ol style="list-style-type: none"> <li>1. Maintenance of record cards</li> <li>2. Essentials of work area</li> <li>3. Sterilisation and disinfection methods</li> <li>4. Personal presentation and behaviour</li> <li>5. Safe disposal of waste</li> <li>6. Storage of tools and equipment</li> <li>7. Compliance of rules and norms at workplace</li> <li>8. Responsibilities of Assistant Beauty Therapist</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration on preparation and maintenance of work area</li> <li>2. Filling up client record cards</li> <li>3. Demonstration of preparing client for treatment</li> <li>4. Demonstration of sterilization and disinfection of tools and equipment</li> <li>5. Segregation and disposal of waste</li> <li>6. Demonstration on storage of products, tools and equipment safely and at proper place</li> </ol>	05
4. Maintain health and safety at workplace	<ol style="list-style-type: none"> <li>1. Hazards and risks at workplace – Fire, chemical, electricity, etc.</li> <li>2. Fire safety</li> <li>3. Types of fires</li> <li>4. Types of fire extinguishers</li> <li>5. Electrical safety</li> <li>6. Rescuing techniques</li> <li>7. Chemical Safety</li> <li>8. Threats and risks associated with postures, lifting and carrying</li> <li>9. Correct posture for lifting and carrying</li> <li>10. Parlour hygiene</li> </ol>	<ol style="list-style-type: none"> <li>1. Exercises on reading information on labels of beauty products</li> <li>2. Identification of various areas to be cleaned sanitised and disinfected for maintaining hygienic conditions.</li> <li>3. Preparation of status checklist for cleaning and safety of Beauty Parlour/Salon</li> <li>4. Demonstrations on identification of contraindications of various beauty treatments</li> <li>11. Study of fire safety and</li> </ol>	10

<b>UNIT 1: INTRODUCTION TO BEAUTY AND WELLNESS INDUSTRY AND BEAUTY THERAPY</b>			
		electrical safety Acts	
<b>Total</b>			<b>35</b>

<b>UNIT 2: MANICURE, PEDICURE AND MEHENDI</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (20 hrs)</b>	<b>Duration (30 Hrs)</b>
1. Demonstrate the knowledge of anatomy of hands, nails and feet	<ol style="list-style-type: none"> <li>Human body systems</li> <li>Skeletal system</li> <li>Muscular system</li> <li>Nail growth and structure</li> </ol>	<ol style="list-style-type: none"> <li>Demonstration on identification of bones and muscles of hand and feet in pictures</li> <li>Practical exercises on the location of bones on hand and foot</li> </ol>	05
2. Perform Manicure services	<ol style="list-style-type: none"> <li>Preparing the work area</li> <li>Equipment and materials used for Manicure</li> <li>Identification of nail conditions</li> <li>Contraindications that prevent treatment (Haemophilia, Arthritis, Bruised nail, Psoriasis of the nail, Onycholysis, and Tineaunguim)</li> <li>Contraindication that restrict beauty and wellness services (Onychorrhixis, Leukonychia, Furrows, Beaus Lines, Onychophagy)</li> <li>Nail conditions-weak nails, brittle nails, ridged nails, overgrown cuticles)</li> <li>Manicure procedure</li> <li>Nail shapes</li> </ol>	<ol style="list-style-type: none"> <li>Demonstration on identification of nail shape, nail condition (texture, disease, etc.)</li> <li>Demonstration on identification of contra-indications that restrict Manicure services</li> <li>Demonstration on preparing client for manicure and pedicure services</li> <li>Identification of products and tools suitable for carrying out manicure services</li> </ol>	08



<b>UNIT 2: MANICURE, PEDICURE AND MEHENDI</b>			
	9. Applying nail polish		
3. Perform Pedicure services	<ol style="list-style-type: none"> <li>1. Purpose of pedicure</li> <li>2. Contraindications for Pedicure</li> <li>3. Pedicure procedure</li> <li>4. Pedicure massage</li> <li>5. After care advice</li> </ol>	<ol style="list-style-type: none"> <li>1. Practical exercises on identification of nail shape and nail condition (texture, disease, etc.)</li> <li>2. Identification of contra-indications that restrict Pedicure services.</li> <li>3. Identification of bones and muscles of hand and feet</li> <li>4. Demonstration on preparation of client for pedicure services</li> <li>5. Identification of products and tools suitable to carry out the Pedicure services</li> </ol>	08
4. Carry out application of simple mehendi designs	<ol style="list-style-type: none"> <li>1. Tools and materials for Mehendi application</li> <li>2. Preparations for application of Mehendi</li> <li>3. Procedure for application of Mehendi</li> <li>4. Sparkle Mehendi</li> <li>5. Wooden Block Mehendi</li> <li>6. After care advice</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration for preparation of mehendi</li> <li>2. Demonstration of simple mehendi designs</li> <li>3. Identify various parts of the body commonly used for mehendi application</li> <li>4. Preparation of tools and product for mehendi application- Mehendi cones, oils, etc.</li> <li>5. Demonstration for mehendi removal after drying</li> </ol>	09
<b>Total</b>			<b>30</b>

<b>UNIT 3: HAIR CARE</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (20 hrs)</b>	<b>Duration (30 Hrs)</b>
1. Perform simple hair dressing services	1. Types of hair – straight, wavy, curly, coily.	1. Identification of different types of hair.	15

<b>UNIT 3: HAIR CARE</b>			
	2. Features affecting hair styling 3. Head shapes 4. Facial features 5. Face shape 6. Lifestyle 7. Anatomy of hair 8. Structure of hair 9. Contraindications 10. Hair and Scalp conditions 11. Hair and scalp diseases 12. After care advice	2. Identification of hair texture	
2. Make Common Hairdos	1. Common hairstyles – plait, twist, braids, knots, chignon, pleat, rolls, ringlets, tonging, etc. 2. Hair accessories 3. Styling products, tools and equipment - Styling lotions, Mousse, Styling gel, Heat protectants, Serum, Hairspray Cream, Finishing gel, Combs, Flat back brush, Vent brush, Radial brush 4. Physical effects of styling on hair structure	1. Demonstration of hair do's using different accessories. 2. Carrying out hair styling on dummies.	15
<b>Total</b>			<b>30</b>

## CLASS 10

### Part A - Employability Skills

<b>S.No.</b>	<b>Units</b>	<b>Duration (Hrs)</b>
1.	Communication Skills – II	20
2.	Self-management Skills – II	10
3.	Information and Communication Technology Skills – II	20
4.	Entrepreneurial Skills – II	15
5.	Green Skills – II	10
	<b>Total</b>	<b>75</b>

<b>UNIT 1: COMMUNICATION SKILLS – II</b>			
<b>Learning Outcome</b>	<b>Theory (12 hrs)</b>	<b>Practical (08 hrs)</b>	<b>Duration (20 Hrs)</b>
1. Demonstrate knowledge of various methods of communication	1. Methods of communication (i) Verbal (ii) Non-verbal (iii) Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	05
2. Provide descriptive and specific feedback	1. Communication cycle and importance of feedback 2. Meaning and importance of feedback 3. Descriptive feedback - written comments or conversations 4. Specific and non-specific feedback	1. Constructing sentences for providing descriptive and specific feedback	03
3. Apply measures to overcome barriers in communication	1. Barriers to effective communication – types and factors 2. Measures to overcome barriers in effective communication	1. Enlisting barriers to effective communication 2. Applying measures to overcome barriers in communication	04
4. Apply principles of communication	1. Principles of effective communication 2. 7 Cs of effective communication	1. Constructing sentences that convey all facts required by the receiver 2. Expressing in a manner that shows respect to the receiver of the message 3. Exercises and games on applying 7Cs of effective communication	03
5. Demonstrate basic writing skills	2. Writing skills to the following: • Sentence • Phrase • Kinds of Sentences	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	05

<b>UNIT 1: COMMUNICATION SKILLS – II</b>			
<b>Learning Outcome</b>	<b>Theory (12 hrs)</b>	<b>Practical (08 hrs)</b>	<b>Duration (20 Hrs)</b>
	<ul style="list-style-type: none"> <li>• Parts of Sentence</li> <li>• Parts of Speech</li> <li>• Articles</li> <li>• Construction of a Paragraph</li> </ul>		
<b>Total</b>			<b>20</b>

<b>UNIT 2: SELF-MANAGEMENT SKILLS – II</b>			
<b>Learning Outcome</b>	<b>Theory (05 hrs)</b>	<b>Practical (05 hrs)</b>	<b>Duration (10 Hrs)</b>
1. Apply stress management techniques	<ol style="list-style-type: none"> <li>1. Meaning and importance of stress management</li> <li>2. Stress management techniques – physical exercise, yoga, meditation</li> <li>3. Enjoying, going to vacations and holidays with family and friends</li> <li>4. Taking nature walks</li> </ol>	<ol style="list-style-type: none"> <li>1. Exercises on stress management techniques – yoga, meditation, physical exercises</li> <li>2. Preparing a write-up on an essay on experiences during a holiday trip</li> </ol>	06
2. Demonstrate the ability to work independently	<ol style="list-style-type: none"> <li>1. Importance of the ability to work independently</li> <li>2. Describe the types of self-awareness</li> <li>3. Describe the meaning of self-motivation and self-regulation</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration on working independently</li> <li>2. goals</li> <li>3. Planning of an activity</li> <li>4. Executing tasks in a specific period, with no help or directives</li> <li>5. Demonstration on the qualities required for working independently</li> </ol>	04
<b>Total</b>			<b>10</b>

<b>UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – II</b>			
<b>Learning Outcome</b>	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>	<b>Duration (20 Hrs)</b>
1. Distinguish between different operating systems	<ol style="list-style-type: none"> <li>1. Classes of operating systems</li> <li>2. Menu, icons and task bar on the desktop</li> <li>3. File concept, file operations, file</li> </ol>	<ol style="list-style-type: none"> <li>1. Identification of task bar, icons, menu, etc.</li> <li>2. Demonstration and practicing of creating, renaming and deleting files and</li> </ol>	17

<b>UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – II</b>			
<b>Learning Outcome</b>	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>	<b>Duration (20 Hrs)</b>
	organization, directory structures, and file-system structures 4. Creating and managing files and folders	folders, saving files in folders and sub-folders, restoring files and folders from recycle bin	
2. Apply basic skills for care and maintenance of computer	1. Importance and need of care and maintenance of computer (i) Cleaning computer components (ii) Preparing maintenance schedule (iii) Protecting computer against viruses (iv) Scanning and cleaning viruses and removing SPAM files, temporary files and folders	1. Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software	03
<b>Total</b>			<b>20</b>

<b>UNIT 4: ENTREPRENEURIAL SKILLS – II</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (09 hrs)</b>	<b>Duration (15 Hrs)</b>
1. List the characteristics of successful entrepreneur	1. Entrepreneurship and society 2. Qualities and functions of an entrepreneur 3. Role and importance of an entrepreneur 4. Myth about entrepreneurship 5. Entrepreneurship as a career option	1. Writing a note on entrepreneurship as career option 2. Collecting success stories of first generation and local entrepreneurs 3. Listing the entrepreneurial qualities – analysis of strength and weaknesses 4. Group discussion of self-qualities that students feel are needed to become successful entrepreneur	15

<b>UNIT 4: ENTREPRENEURIAL SKILLS – II</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (09 hrs)</b>	<b>Duration (15 Hrs)</b>
		5. Collect information and related data for a business 6. Make a plan in team for setting up a business	
<b>Total</b>			<b>15</b>

<b>UNIT 5: GREEN SKILLS – II</b>			
<b>Learning Outcome</b>	<b>Theory (07 hrs)</b>	<b>Practical (03 hrs)</b>	<b>Duration (10 Hrs)</b>
1. Demonstrate the knowledge of importance, problems and solutions related to sustainable development	1. Definition of sustainable development 2. Importance of sustainable development 3. Problems related to sustainable development	1. Identify the problem related to sustainable development in the community 2. Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage 3. Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values 4. Preparing models on rain water harvesting, drip / sprinkler irrigation, vermin-compost, solar energy, solar cooker, etc.	10
<b>Total</b>			<b>10</b>

## Part B–Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Basic Skin Care Services	25
2.	Basic Depilation Services	35
3.	Makeup Service	25
4.	Creating Positive Impression at Workplace	10
<b>Total</b>		<b>95</b>

<b>UNIT 1: BASIC SKIN CARE SERVICES</b>			
Learning Outcome	Theory (15 hrs)	Practical (10 hrs)	Duration (25 Hrs)
1. Demonstrate the knowledge of anatomy and physiology of skin	<ol style="list-style-type: none"> <li>Structure of the skin – epidermis, dermis, subcutaneous layer, hair follicle, hair shaft, sebaceous gland, arrector pili muscle, sweat gland, and sensory nerve endings</li> <li>Functions of the skin - protection, thermoregulation, hormone synthesis, excretion, immunological function, and sensory function</li> </ol>	<ol style="list-style-type: none"> <li>Reading sessions on the terms used for describing the structure of skin</li> <li>Writing sessions on the terms used for describing the structure of skin</li> <li>Group activities on understanding the structure and functions of skin</li> </ol>	10
2. Demonstrate the knowledge of the actions of facial, neck and shoulder muscles	<ol style="list-style-type: none"> <li>Actions of the facial muscles and Actions of the neck muscles</li> <li>Actions of the shoulder Body movements</li> </ol>	<ol style="list-style-type: none"> <li>Showing videos on demonstration of movement of muscles</li> </ol>	10
3. Perform basic skin care services	<ol style="list-style-type: none"> <li>Different types of skin</li> <li>Products related to skin care and methods to apply</li> <li>Importance of cleansing, toning, moisturising, etc.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstration on identification of various products used for cleansing, toning, moisturising, etc.</li> </ol>	05
<b>Total</b>			<b>25</b>

<b>UNIT 2: BASIC DEPILATION SERVICES</b>			
<b>Learning Outcome</b>	<b>Theory (20 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Duration (35 Hrs)</b>
1. Perform waxing	<ol style="list-style-type: none"> <li>1. Types of hair</li> <li>2. Structure of hair</li> <li>3. Growth cycle of hair</li> <li>4. After care advice for waxing</li> <li>5. Guidelines for waste disposal</li> <li>6. Guidelines for work area preparation</li> <li>7. Consulting, planning and preparing for waxing with the Client</li> <li>8. Performing skin sensitivity test</li> <li>9. Contra-indications and contra-actions that affect or restrict waxing treatments</li> <li>10. Equipment and products required for waxing</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration on conducting skin test to check for reaction</li> <li>2. Demonstration on assessment of hair growth pattern</li> <li>3. Demonstration on pre- and post preparation of client for waxing</li> <li>4. Demonstration of the process for warming the wax</li> <li>5. Performing waxing process as per requirement</li> </ol>	20
2. Demonstrate the knowledge and skills of basic depilation services - threading	<ol style="list-style-type: none"> <li>1. Benefits of threading</li> <li>2. Types of tools and materials used for threading - e.g. scissors, disposable eye brow brush etc. materials: thread</li> <li>3. Threading procedure</li> <li>4. Aftercare procedures for threading services</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of threading process for upper lip hair removal</li> <li>2. Application of pre- and post products during threading.</li> </ol>	10
3. Perform bleaching procedure	<ol style="list-style-type: none"> <li>1. Types of bleach</li> <li>2. Importance of patch test and bleach</li> <li>3. Resources required for bleaching</li> <li>4. Bleaching Procedure</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of patch test</li> <li>2. Analysis of skin sensitivity</li> <li>3. Demonstration of bleach preparation and application.</li> </ol>	05



	5. Advantages and disadvantages of bleaching	4. Demonstration of toning and moisturising of skin	
<b>Total</b>			<b>35</b>

<b>UNIT 3: MAKEUP SERVICE</b>			
<b>Learning Outcome</b>	<b>Theory (15 hrs)</b>	<b>Practical (10 hrs)</b>	<b>Duration (25 Hrs)</b>
1. Plan for makeup	1. Assessment of client and information gathering from client 2. Contra-indications	1. Demonstration on collection of information of clients 2. Study of contra-indications	04
2. Make preparations for makeup	1. Types of makeup brushes 2. Equipment cleaning	1. Identification of tools and materials used for makeup	06
3. Perform simple make up services	1. Makeup application sequence 2. Selection and application of correct make-up products based on facial features and client's needs 3. Types and purpose of various make-up products: Foundation, powder, blusher, mascara, eye shadows, eye liner, eyebrow pencil, lip liner and lip stick/gloss, etc.	1. Demonstration of application of foundation 2. Demonstration of application of concealer 3. Demonstration of application of eye shadow	15
<b>Total</b>			<b>25</b>

<b>UNIT 4: CREATING POSITIVE IMPRESSION AT THE WORKPLACE</b>			
<b>Learning Outcome</b>	<b>Theory (05 hrs)</b>	<b>Practical (05 hrs)</b>	<b>Duration (10 Hrs)</b>
1. Demonstrate the knowledge of creating positive impression at work place	1. Reception area and salon staff room management 2. Creation of a caring and comforting environment 3. Effective consultation techniques to identify treatment objectives	1. Games for developing leadership qualities and effective communication skills 2. Activities on working as a team member 3. Demonstration and games on effective communication	05

	<ol style="list-style-type: none"> <li>4. Effective communication techniques for dealing with clients, especially on telephone</li> <li>5. Code of conduct and professional etiquettes</li> <li>6. Working as an effective team member</li> </ol>		
2. Demonstrate professional etiquettes and personal grooming	<ol style="list-style-type: none"> <li>1. Personal grooming and hygiene</li> <li>2. Uniform and work accessories – Personal Protective Equipment</li> <li>3. Maintaining good health and posture</li> <li>4. Professional etiquettes</li> </ol>	1. Demonstration of procedures and practices for maintaining personal hygiene, use of personal protective equipment and maintaining good health and posture using videos and presentations.	<b>05</b>
<b>Total</b>			<b>10</b>

## 6. ORGANISATION OF FIELD VISITS

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In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

Visit a salon and observe the following: Location, Facial Room, Ambience, Manicure/Pedicure Room, Work Area, Hygienic conditions, etc. During the visit, students should obtain the following information from the owner or the supervisor of the salon:

1. Area under salon and its layout
2. Types of equipment and material used
3. Location, environment, convenience
4. Sale procedure
5. Accounts maintenance
6. Manpower engaged
7. Total expenditure of salon
8. Total annual income
9. Profit/Loss (Annual)
10. Any other information

## 7. LIST OF EQUIPMENT AND MATERIALS

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The list given below is suggestive and an exhaustive list should be prepared by the vocational teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

1. All in one Eyelash Brush/Comb
2. All Purpose Comb
3. Applicator Brush
4. Arm Chair
5. Barber Brush
6. Bath Comb
7. Blackhead Remover
8. Bleach Brush
9. Body Massage Bed
10. Bowles
11. Brushing Machine 10 in 1 (Vacuum, High Frequency, galvanic, wood lamp, magnifying glass, steamer)
12. Complete Make Up Brushes Set
13. Computer with Internet
14. Crimpers
15. Curling Iron
16. Curling Rods(Small, Medium, Large)
17. Cuticle knife, Buffers, Pedicure rasp (hard skin removal), Nail scissors, Clippers , Hard skin remover, nipper (for pedicure),
18. Cutting Scissors
19. Cutting Sheets
20. Decorative Pins Boxes
21. Double Wax heater
22. Dustbin
23. Electric Curler
24. Exfoliation machine
25. Eyebrow Pencil Sharpener
26. Facial Bed
27. Facial Steamer
28. Foot Scraper
29. Foot spa
30. Frosting Cap
31. Galvanic Machine
32. Garbage Bin/Bags
33. Hair Brush
34. Hair Clips set
35. Hair Connector
36. Hair Cutting Comb
37. Hair Dresses Chair/Stool
38. Hair Dryer
39. Hair Pins Boxes
40. Hair Steamer
41. Hand Mirrors
42. High Chair
43. Hydraulic Chair 5
44. Infrared Lamp
45. Invisible Pins Boxes
46. Jumbo Rollers set

47. Ladies/kids Cut Catalogues
48. Large Size Rollers
49. Large Stools
50. Large Tooth Comb
51. Magazines/Books with rack
52. Magnifying Glass
53. Make up Catalogues
54. Make up Palate
55. Manicure Set
56. Manicure Table
57. Markers Set As required
58. Measuring Cup sets
59. Measuring Glass sets
60. Measuring Spoon sets
61. Medium Size Rollers
62. Mixing Bowles set
63. Modular Mirrors
64. Mop
65. Needle for Striking
66. Paraffin Heater
67. Pedicure Set
68. Perming Cap
69. Pin Curl Clips Boxes
70. Razor with blade
71. Roller Brush set 5 in 1
72. Roller pins
73. Shampoo Bowl Set
74. Shampoo Unit
75. Shower Cap
76. Small Scissors
77. Small Size Hair Rollers Wires
78. Small Stools
79. Spatula
80. Spray Bottle
81. Sterilizer
82. Stone Therapy set
83. Straightening Iron
84. Tail Comb
85. Thinning Scissors
86. Timer
87. Tinting Brush with Comb
88. Tweezer
89. White Board
90. Wide Toothed Comb
91. Working and facial Trolleys

## 8. VOCATIONAL TEACHER'S/ TRAINER'S QUALIFICATION AND GUIDELINES

Qualification and other requirements for appointment of vocational teachers/trainers on contractual basis should be decided by the State/UT. The suggestive qualifications and minimum competencies for the vocational teacher should be as follows:

S.No.	Qualification	Minimum Competencies	Age Limit
1.	Diploma in Cosmetology/ Beauty Therapy/ Beauty Culture from a recognized Institution  Minimum 1 year work/teaching experience in the relevant field	Effective communication skills (oral and written)  Basic computing skills	18-37 years (as on Jan. 01 (year))  Age relaxation to be provided as per Govt. rules

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Vocational Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation.

The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under RMSA in the following ways:

- (i) directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education(PSSCIVE), NCERT or the respective Sector Skill Council(SSC)  
OR
- (ii) through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF\*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

\* *The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organisations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers / trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Vocational Teachers/Trainers, the State should ensure that a standardized procedure for selection of Vocational Teachers/Trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Vocational Teachers/Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

- (i) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- (ii) Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- (iii) Make effective use of learning aids and ICT tools during the classroom sessions;
- (iv) Engage students in learning activities, which include a mix of different methodologies, such as project based work, team work, practical and simulation based learning experiences;
- (v) Work with the institution's management to organise skill demonstrations, site visits, on-job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- (vi) Identify the weaknesses of students and assist them in upgradation of competency;
- (vii) Cater to different learning styles and level of ability of students;
- (viii) Assess the learning needs and abilities, when working with students with different abilities
- (ix) Identify any additional support the student may need and help to make special arrangements for that support;
- (x) Provide placement assistance

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the Vocational Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers. Following parameters may be considered during the appraisal process:

1. Participation in guidance and counselling activities conducted at Institutional, District and State level;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Class X or Class XII;
4. Continuous upgradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
5. Membership of professional society at District, State, Regional, National and International level;
6. Development of teaching-learning materials in the subject area;
7. Efforts made in developing linkages with the Industry/Establishments;
8. Efforts made towards involving the local community in Vocational Education
9. Publication of papers in National and International Journals;
10. Organisation of activities for promotion of vocational subjects;
11. Involvement in placement of students/student support services.

## 9. LIST OF CONTRIBUTORS

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