

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Hair Stylist

(QUALIFICATION PACK: Ref. Id. BWS/Q0202)

SECTOR: Beauty and Wellness

Classes 11 and 12

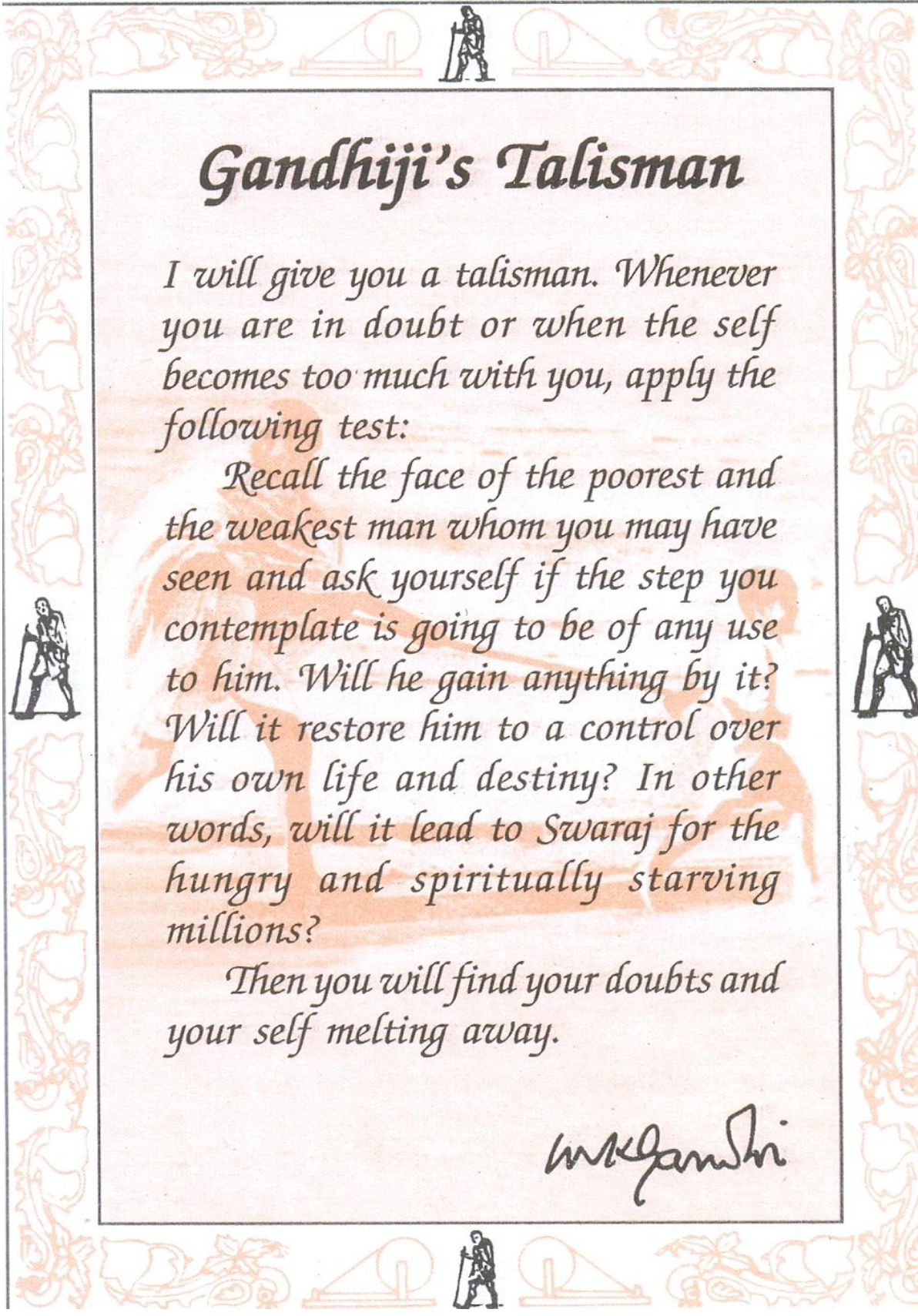


PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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

Shyamla Hills, Bhopal- 462 002, 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.K. Gandhi

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CURRICULUM**

Beauty and Wellness – Hair stylist

January, 2020

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

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FOREWORD

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

It is a matter of great pleasure to introduce this learning outcome based vocational curriculum as part of the vocational training package for the job role of **HAIR STYLIST (BWS/Q0202)**. The curriculum has been developed for the higher 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

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 in 2012 with the aim 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. The scheme was subsumed in *Samagra Shiksha* in 2018 along with other schemes of school education. For spearheading the Vocationalisation Education, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based vocational curriculum, 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 needs 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 vocational curriculum 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 50 job roles in various sectors, besides the curricula developed for 100 job roles.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, 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 vocational curriculum and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Samagra Shiksha* of Ministry of Human Resource Development (MHRD), Government of India.

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 21st Century.

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

ACKNOWLEDGEMENTS

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 Samagra Shiksha 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 SAMAGRA SHIKSHA, MHRD, SAMAGRA SHIKSHA 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 (B&WSSC)** for their academic support and cooperation.

We are grateful to the Course Coordinator of Job role 'Hair Stylist' of Beauty and Wellness Sector Dr. Vipin Kumar Jain, Ms. Puja Mishra, Consultant (Beauty and Wellness) and Dr. Nidhi Gupta, consultant (DVET), Department of Humanities Science, Education & Research (DHSER), PSSCIVE and experts in the development of this curriculum are duly acknowledged. We are also thankful to the experts from Beauty & Wellness Sector Skill Council for their untiring efforts and contributions in the development of this curriculum. The names of all the experts 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 Part-A Employability Skills of this curriculum are duly acknowledged.

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Beauty and Wellness – Hair Stylist

A Hair Stylist needs to perform the various duties such as shampooing, trimming, cutting, blow drying, colouring and treatment for hair damage and repair. Maintain hygiene and safety at workplace. A hair stylist is a professionally trained individual who specialises in hair care treatments. He/ She must be trained to understand the intricacies of cutting and styling hair, while also knowing how to keep hair healthy.

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

- Communicate effectively with the client.
- Apply effective oral and written communication skills to interact with people and customers.
- Identify the basic principal components of a computer system.
- Demonstrate self- management skills.
- Demonstrate the ability to provide a self –analysis in context of entrepreneurial skills and abilities.
- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development
- Define beauty and saloon & identify various career opportunities in the beauty sector.
- Identify the role & responsibilities of hair stylist and List the different hair dressing services.
- To train the students in the hair services shampoo, conditioner, head massage and hair spa
- To provide quality training to those seeking a career as professional Hair stylist.
- Prepare suitable ambiances equipments and tools.
- Demonstrate the Knowledge of hair structure and the hair growth cycle.
- Demonstrate the knowledge of different techniques of colour, haircuts, Perming & straightening.
- Demonstrate different types of hair styles with designs tools.
- To introduce the culture of safe, clean, healthy and pleasant environment at training centres and workplaces; related to beauty salons and hair care centres.
- To enhance the economic opportunities for the hair stylist.
- To develop understanding of the basic principles, and application of various types of hair product and their effect on the hair.
- To impart working knowledge of handling and care of the equipments and implements used in hair care services.
- To impart basic knowledge of setting up and management of a beauty parlour, salon and finishing school.
- To impart basic knowledge of profession ethics and attitude.

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

COURSE LEVEL: On completion of this course, a student can take up higher level course in Beauty and Wellness sector. The progression for this job role is senior stylist, Hair Advisor, Senior Barber, Senior Colorist.

COURSE DURATION: 600 hrs

Class 11: 300 hrs

Class 12: 300 hrs

Total: 600 hrs

2. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

CLASS 11			
	Units	No. of Hours for Theory and Practical	Max. Marks for Theory and Practical
		300	100
Part A	Employability Skills		
	Unit 1: Communication Skills – I	25	10
	Unit 2: Self-management Skills – III	25	
	Unit 3: Information and Communication Technology Skills – III	20	
	Unit 4: Entrepreneurial Skills – III	25	
	Unit 5: Green Skills – III	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Introduction to Beauty, Salons and Hair Trichology	10	40
	Unit 2: Prepare and Maintain Work Area	18	
	Unit 3: Blow Drying of Hair	28	
	Unit 4: Hair Care: Shampoo and Conditioner	30	
	Unit 5: Head Massage and Hair Spa	30	
	Unit 6: Hair Cuts	34	
	Unit 7: Makeup Draping and Depilation	15	
	Total	165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total		100

The unit-wise distribution of hours and marks for Class 12 is as follows:

CLASS 12			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – IV	25	10
	Unit 2: Self-management Skills – IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurial Skills – IV	25	
	Unit 5: Green Skills – IV	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Hair Styling	35	40
	Unit 2: Hair Colouring	37	
	Unit 3: Hair Perming	38	
	Unit 4: Hair Relaxing and Straightening	32	
	Unit 5: Client Consultation and Feedback	10	
	Unit 7: Creating Positive Impression at the Workplace	13	
	Total	165	40
Part C	Practical Work	10	
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total		100

3. TEACHING /TRAINING ACTIVITIES

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

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, and 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: 40

	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)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
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	2	1	07
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	2	0	04
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
Total(20 questions)		5x1=5	10x2=20	5x3=15	40

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, and 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.

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 11

Part A: Employability Skills

S.No.	Units	Duration (hrs)
1.	Communication Skills- III	25
2.	Self-management Skills – III	25
3.	Information and Communication Technology Skills – III	20
4.	Entrepreneurial Skills – III	25
5.	Green Skills – III	15
Total		110

UNIT 1: COMMUNICATION SKILL – III			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate knowledge of various methods of communication	1. Methods of Communication - Verbal - Non-verbal - 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. Identify specific communication styles	1. Communication styles- Assertive, Aggressive, Passive-Aggressive, Submissive, etc.	1. Observing and sharing communication styles of friends, teachers and family members and adapting the best practices 2. Role plays on communication styles.	10
3. Demonstrate basic writing skills	1. Writing skills to the following: <ul style="list-style-type: none"> • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph 	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	10
Total			25

UNIT 2: SELF-MANAGEMENT – III			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate impressive appearance and grooming	<ol style="list-style-type: none"> Describe the importance of dressing appropriately, looking decent and positive body language Describe the term grooming Prepare a personal grooming checklist Describe the techniques of self-exploration 	<ol style="list-style-type: none"> Demonstration of impressive appearance and groomed personality Demonstration of the ability to self- explore 	10
2. Demonstrate team work skills	<ol style="list-style-type: none"> Describe the important factors that influence in team building Describe factors influencing team work 	<ol style="list-style-type: none"> Group discussion on qualities of a good team Group discussion on strategies that are adopted for team building and team work 	10
3. Apply time management strategies and techniques	<ol style="list-style-type: none"> Meaning and importance of time management – setting and prioritizing goals, creating a schedule, making lists of tasks, balancing work and leisure, using different optimization tools to break large tasks into smaller tasks. 	<ol style="list-style-type: none"> Game on time management Checklist preparation To-do-list preparation 	05
Total			25

UNIT 3: INFORMATION and COMMUNICATION TECHNOLOGY – III			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Create a document on word processor	<ol style="list-style-type: none"> Introduction to word processing. Software packages for word processing. Opening and exiting the word processor. 	<ol style="list-style-type: none"> Demonstration and practice of the following: <ul style="list-style-type: none"> Listing the features of word processing Listing the software 	10

Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
	4. Creating a document	packages for word processing <ul style="list-style-type: none"> Opening and exit the word processor Creating a document 	
2. Edit, save and print a document in word processor	<ol style="list-style-type: none"> Editing text Wrapping and aligning the text Font size, type and face. Header and Footer Auto correct Numbering and bullet Creating table Find and replace Page numbering. Printing document. Saving a document in various formats. 	<ol style="list-style-type: none"> Demonstration and practising the following: <ul style="list-style-type: none"> Editing the text Word wrapping and alignment Changing font type, size and face Inserting header and footer Removing header and footer Using autocorrect option Insert page numbers and bullet Save and print a document 	10
Total			20

UNIT 4: ENTREPRENEURIAL SKILLS – III

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the significance of entrepreneurial values and attitude	<ol style="list-style-type: none"> Values in general and entrepreneurial values Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work 	<ol style="list-style-type: none"> Listing of entrepreneurial values by the students. Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur Exhibiting entrepreneurial values in Ice breaking, rapport building, group work and home assignments 	10
2. Demonstrate the knowledge of attitudinal changes required to become an	<ol style="list-style-type: none"> Attitudes in general and entrepreneurial attitudes Using imagination/ intuition Tendency to take 	<ol style="list-style-type: none"> Preparing a list of factors that influence attitude in general and entrepreneurial attitude Demonstrating and identifying own 	

entrepreneur	<p>moderate risk</p> <ol style="list-style-type: none"> 4. Enjoying freedom of expression and action 5. Looking for economic opportunities 6. Believing that we can change the environment 7. Analyzing situation and planning action 8. Involving in activity 	<p>entrepreneurial attitudes during the following micro lab activities like thematic appreciation test</p> <ol style="list-style-type: none"> 3. Preparing a short write-up on "who am I" 4. Take up a product and suggest how its features can be improved 5. Group activity for suggesting brand names, names of enterprises, etc. 	15
Total			25

UNIT 5: GREEN SKILLS – III

Learning Outcome	Theory (07 hrs)	Practical (08 hrs)	Duration (15 hrs)
1. Describe importance of main sector of green economy	<ol style="list-style-type: none"> 1. Main sectors of green economy- E-waste management, green transportation, renewal energy, green construction, water management 2. Policy initiatives for greening economy in India 	<ol style="list-style-type: none"> 1. Preparing a poster on any one of the sectors of green economy 2. Writing a two-page essay on important initiatives taken in India for promoting green economy 	08
2. Describe the major green Sectors/Areas and the role of various stakeholder in green economy	<ol style="list-style-type: none"> 1. Stakeholders in green economy 2. Role of government and private agencies in greening cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries 	<ol style="list-style-type: none"> 1. Preparing posters on green Sectors/Areas: cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries 	07
Total			15

Part B: Vocational Skills

S.No.	Units	Duration (hrs)
1.	Introduction to Beauty, Salons and Hair Trichology	10
2.	Prepare and Maintain the Work Area	18
3.	Blow Drying of Hair	28
4.	Hair Care: Shampooing and Conditioning	30
5.	Head Massage and Hair Spa Services	30
6.	Hair cuts	34
7.	Makeup ,Draping and Depilation	15
Total		165

UNIT 1: INTRODUCTION TO BEAUTY, SALONS AND HAIR TRICHOLOGY

Learning Outcome	Theory (06 hrs)	Practical (04 hrs)	Duration (10 hrs)
1. Identify various career opportunities in the beauty sector	1. Introduction to Beauty and wellness industry 2. Importance of Beauty and hair care 3. Career path for hair stylist	1. Prepare a chart of career path - Hair stylist 2. Visit to salon to understand the functions of hair stylist 3. Make a chart of different hair stylist role 4. Group Discussion on the beauty industry and its opportunities	02
2. Identify different services for hair stylist	1. Services provided by hair stylist a. Shampooing b. Conditioning c. Different blow drying styles d. Head massage and spa e. Hair colouring f. Hair cuts g. Hair perming h. Hair rebonding 2. Roles and responsibilities of hair stylist	1. Collection of pictures on different services used in hair stylist and preparation of portfolio by the students 2. Explain the role and responsibility of hair stylist	02
3. Demonstrate the knowledge of hair structure	1. Trichology Hair structure : hair root and hair shaft	1. Demonstration on identification of hair root and hair shaft in	06

	<ol style="list-style-type: none"> 2. Hair growth cycle: Anagen ,catagen, telogen 3. Types of hair : normal hair ,dry hair and oily hair 4. Common disorder of hair and scalp and treatment Hair fall Dandruff Split end 	<p>pictures</p> <ol style="list-style-type: none"> 2. Draw the diagram of hair structure 3. Group activities on understanding the structure and functions of hair 4. Explain hair growth cycle in the class 5. Describe the hair and scalp disorders and its treatments 	
Total			10

UNIT 2: PREPARE AND MAINTAIN THE WORK AREA

Learning Outcome	Theory (08 hrs)	Practical (10 hrs)	Duration (18 hrs)
1. Prepare and maintain the work area	<ol style="list-style-type: none"> 1. Essentials of work area 2. Types of products ,equipment used in services 3. Check equipment's working condition 4. Storage of tools and equipment 5. check the tools and equipment cleanliness, sterilization, sanitization 6. Safe disposal of waste 7. Personal presentation and behaviour 8. Maintenance of record card 9. Compliances of rules and norms at work place 	<ol style="list-style-type: none"> 1. Demonstrate the products and equipment 2. Demonstration on storage of products, tools and equipment safety and at proper place 3. Exercises on reading information on labels of hair products and their active ingredients 4. Activity -Collect the used products and cosmetic from the home and check product details (manufactures date, expire dates etc.) 5. Demonstrate the store management 6. Demonstration of sterilisation and disinfection of tools and equipment 7. Segregation and disposal of waste 8. Demonstration on preparation and maintenance of work 	09

		area	
2 Maintain the health and safety at the work place	<ol style="list-style-type: none"> 1. Self-grooming as per salon standards 2. Work area preparation 3. Personal safety during the service <ol style="list-style-type: none"> a. Maintain the posture to minimize fatigue and risk of injury b. Hazards and risks at workplace – document potential, Fire, chemical, electricity, etc. 4. Provide the styling tools and product that are safe and fit for the hair stylist 5. Appropriate place to avoid spillage 6. First aid for the reaction 	<ol style="list-style-type: none"> 1. Prepare a chart on health and safety standards 2. Organize the styling tools product for the hair stylist 	09
Total			18

UNIT 3: BLOW DRYING OF HAIR

Learning Outcome	Theory (10 hrs)	Practical (18 hrs)	Duration (28 hrs)
1. Demonstrate the knowledge of Client consultation	<ol style="list-style-type: none"> 1. Client consultation: <ol style="list-style-type: none"> a. Personal details b. treatment history c. effective treatment d. Ask relevant and effective questions 	<ol style="list-style-type: none"> 1. Role play: interaction Telephonic and mock 2. Hone the lessening skills 3. Filling up personal detail form 4. Define the client privacy ,comfort throughout the service 	03
2. Describe the knowledge of blow dryer brushes and combs	<ol style="list-style-type: none"> 1. Function of the blow dryer and their brushes 2. Types and uses of blow dryer brushes 3. Types and uses of Combs 	<ol style="list-style-type: none"> 1. Explain the function of the blow dryer 2. Make a collage using pictures of blow dryer brushes 3. Identify and explain the types and uses of combs 	05

3. Demonstrate the blow drying procedure	<ol style="list-style-type: none"> 1. Preparing the work area 2. Equipment and products used for blow drying 3. Identify the hair conditions 4. Contraindications that restrict the service 5. Blow drying Procedure: Chair setting ,client position , drying techniques with product 6. safe methods of working 7. benefits of blow dryer 8. Factors that affect blow drying 9. cross infestation - their causes and precautions for prevention 10. Post care advise 11. Client Feedback 12. Follow code of conduct 	<ol style="list-style-type: none"> 1. Demonstrate the techniques of blow drying 2. Demonstrate the curls, straight procedure 3. Arrange all tools and material used for blow drying as per standard 4. Demonstrate the techniques of hair sectioning and back brushing 5. Demonstrate safe methods of working in the salon. 6. Do's and don'ts salons. 7. Clean and sterilize tools and equipment (ready for next service) 8. Explain the post blow drying care. 9. Make a team of two where one will act as hair stylist and another as client and then one will explain to other the home care advice 	20
Total			28

UNIT 4: HAIR CARE : SHAMPOO AND CONDITIONER

Learning Outcome	Theory (08 hrs)	Practical (22 hrs)	Duration (30 hrs)
1. Demonstrate the knowledge of the shampoo and conditioner	<ol style="list-style-type: none"> 1. Types of Shampoo and conditioner according to hair and scalp 2. Importance shampoo and conditioner 	<ol style="list-style-type: none"> 1. Prepare a chart of shampoos and conditioners based on hair types 2. Describe the shampoo and its types 3. Describe the conditioner 	05
2. Demonstrate the Client consultation	<ol style="list-style-type: none"> 1. Prepare effective questions to clarify the client's desire 	<ol style="list-style-type: none"> 1. Role play: interaction with client 2. Porosity and elasticity test 3. Demonstration of video derma scope 	03

3.Perform Shampooing and Conditioning service	<ol style="list-style-type: none"> 1. Prepare the work area 2. Equipment and material used for shampoo and conditioner 3. Identify hair and scalp condition 4. Contraindications and treatment (oily dandruff, scalp infection) 5. Shampoo procedure: <ul style="list-style-type: none"> • Chair setting • Rotary massage technique 6. Conditioner procedure 7. Follow the code of conduct 8. After care advice 	<ol style="list-style-type: none"> 1. Select appropriate shampoo and conditioner as per hair requirements/condition 2. Demonstration and practice of the shampoo 3. Demonstrate operational function of shampoo station and wide tooth comb for detangle the hair 4. Demonstrate the conditioning procedure 5. Demonstrate the towel draping on wet hair 6. Demonstrate blast blow drying hair 	20
4 Describe the Client personal Record card	<ol style="list-style-type: none"> 1. Principles including privacy and protection to modesty of the customers 2. Customer is not satisfied with service take actions to resolve matter to customer satisfaction 3. Keep record detail & store of client's information as per saloon's policy 4. suggest further services to the client 	<ol style="list-style-type: none"> 1. recommendations for product use and suggestions for further services 2. Filling up client personal record card 3. Role play to get fill the CPR form from client's as per prescribed format 4. Explain principles of privacy, protection of information and storage of records in the class 	02
Total			30

UNIT 5: : HEAD MASSAGE AND HAIR SPA

Learning Outcome	Theory (10 hrs)	Practical (20 hrs)	Duration (30 hrs)
1. Demonstrate the knowledge of	<ol style="list-style-type: none"> 1. Introduction to head massage with strokes 2. Hair and scalp conditions 	<ol style="list-style-type: none"> 1. Describe head massage 	08

head massage and spa services	<p>its causes and contra-indications</p> <ol style="list-style-type: none"> 3. Select and prepare tools, products and equipment 4. consequences of using incorrect products 	<ol style="list-style-type: none"> 2. Examine the hair and scalp condition 3. Describe the contra-indication of head massage 	
2. Describe the Client consultation techniques	<ol style="list-style-type: none"> 1. Client requirement 2. Prepare relevant and effective questions to clarify the client's desire 	<ol style="list-style-type: none"> 1. Group activity of client consultation 2. Demonstrate the client consultation with all the techniques 	02
3. Demonstrate head massage procedure	<ol style="list-style-type: none"> 1. Preparation and position of client and hair stylist 2. Equipment and materials used for the head massage 3. Head massage Procedures : Steps of head massage (including various massages techniques)and Zap points, chakras 4. benefits of Indian head massage 5. Factors that affect head massage 6. Contraindications of head massage 7. Post care advice 8. Follow code of conduct 9. Client feedback 	<ol style="list-style-type: none"> 1. Demonstrate the all massage techniques 2. Identify the suitable oil or medium for the procedure 3. Demonstrate head massage procedure 4. Make a group of two people and explain all pressure point and chakras in the class with the help of other group member 5. Make a presentation in the class for contraindications of head massage 6. Group discussion on the head massage benefits 7. Arrange all the equipment as per requirement for performing head massage 8. Make a chart on head massage benefits 	12
4. Perform hair spa service	<ol style="list-style-type: none"> 1. Purpose of spa 2. Contraindication of hair spa 3. Hair Spa procedure 4. After care advice 	<ol style="list-style-type: none"> 1. Practical exercises on identification of scalp and hair condition (texture, disease, etc.) 2. Identification of contra-indications that restrict spa services 	08

		<ol style="list-style-type: none"> 3. Demonstration on preparation of client for spa services 4. Identification of products and tools suitable to carry out the spa services 	
Total			30

UNIT 6: HAIR CUTS

Learning Outcome	Theory (08 hrs)	Practical (26 hrs)	Duration (34 hrs)
1. Demonstrate the knowledge of angles and elevation of hair	1. Classification of hair and all angles, elevation	<ol style="list-style-type: none"> 1. Define the hair type 2. Diagram of different angles and elevations 	02
2. Demonstrate the hair cutting tools, products and equipment and sectioning	<ol style="list-style-type: none"> 1. Cutting tools : scissor ,razor , thinning scissor , clippers ,combs 2. Sectioning technique: Ear to Ear , Horseshoe , Horizontal sections diagonal back , diagonal forward , vertical pivoting 	<ol style="list-style-type: none"> 1. Demonstration and Identification the cutting tools 2. Demonstration of scissor holding technique and practice 3. Demonstrate the cutting sections 4. Make a collage on different hair sections 	07
3. Demonstration the cutting techniques	<ol style="list-style-type: none"> 1. Cutting techniques: <ul style="list-style-type: none"> • Scissors over comb, • Clipper over comb, • Club cutting, • Thinning, • Razoring • Texturing etc. 2 Texturing technique <ul style="list-style-type: none"> • Club cutting • Notching , • Slicing , • Point cutting • Feathering • Thinning 	<ol style="list-style-type: none"> 1. Demonstrate the different cutting techniques 2. Practical of cutting techniques 	05
4. Demonstrate the different haircuts procedure	<ol style="list-style-type: none"> 1. Safe methods of working 2. Prepare the work area 3. consultation with the client to achieve the 	<ol style="list-style-type: none"> 1. Demonstrate the safe working process 2. Demonstration the client consultation 3. Demonstrate the tools 	20

	<p>desired look</p> <ol style="list-style-type: none"> 4. Preparation of tools and materials in trolley 5. Identification of the hair condition 6. Hair cutting procedure with suitable guideline <ul style="list-style-type: none"> • One length • Uniform • Graduation • Increased layers 7. Client's draping for the cut 8. Create the sections according to hair cut 9. Cutting techniques and product for the hair cut with minimum wastage 10. Resolve problems during the service 11. Follow code of conduct 12. Post haircut advice 	<p>trolley setting</p> <ol style="list-style-type: none"> 4. Describe and demonstrate cutting process 5. Demonstrate the hair analysis 6. Demonstrate the full procedures of the hair cut (specified by the instructor) with all the techniques Explain the post hair cutting instructions 	
Total			34

UNIT 7: MAKE-UP, DRAPING AND DEPILATION

Learning Outcome	Theory (07 hrs)	Practical (08 hrs)	Duration (15 hrs)
1. Basic Depilation Services	<ol style="list-style-type: none"> 1. Types of hair 2. Structure of hair 3. Growth cycle of hair 4. Benefits of threading 5. Types of tools and materials used for threading - e.g. scissors, plucker, disposable eye brow brush etc. materials: thread, cotton, powder etc. 6. Methods of hair removal <ul style="list-style-type: none"> • Threading techniques • Upper lip and eyebrow 7. Aftercare procedures for threading services 	<ol style="list-style-type: none"> 1. Describe the benefits of threading 2. Demonstration of threading process for upper lip hair removal and eyebrows 3. Demonstrate the uses of threading products 	03
2. Demonstration of the knowledge of	<ol style="list-style-type: none"> 1. Primary, Secondary and Tertiary Colours 2. Terms associated with 	Identify and explain the primary, secondary and tertiary colours in the	02

colour wheel for make-up	colours, like Hue, Tint, Tone and Shade 3. Complimentary colours 4. Similar colours, warm and cool colours 5. Significance of colour wheel and determination of undertone	class	
3. . Demonstrate the knowledge of various makeup products and their use according to skin type and skin tones	1. Basic skin types and tone 2. Types and uses of make-up products: <ul style="list-style-type: none"> • Foundation • Concealer • Powder • Blusher • Mascara • Eye shadows • Eye liner • Eyebrow pencil • Lip liner • Lip stick/gloss 	1. Identification of skin types 2. Identification of skin tones 3. Identification of various products used in the makeup 4. Group discussion on the advantages and disadvantages of various products used for makeup	04
4. Select and apply the right makeup product to enhance facial features	1. Application of <ul style="list-style-type: none"> • foundation • concealer • powder/loose powder • eye shadow • eyeliner • lip pencil • lipstick 2. Makeup removal using wipes, cleansing, toner, water, oil, etc. 3. Procedures of day make-up and evening make-up	1. Demonstration of selection of products for makeup 2. Application of foundation, concealer, face powder, eye shadow, lip pencil, etc. 3. Demonstration of removal of makeup using toner, cold and cleansing oil 4. Demonstrate the process of day makeup and evening make-up 5. Describe the difference between day make-up and evening makeup	04
5. Demonstrate various Draping techniques	1. Various styles of draping Sarees 2. Draping a Lehenga Dupatta	1. Demonstration of Draping Saree in different styles 2. Demonstration of Draping Lehanga Dupatta	02
Total			15

CLASS 12

Part A: Employability Skills

S.No.	Units	Duration (hrs)
1.	Communication Skills- IV	25
2.	Self-management Skills – IV	25
3.	Information and Communication Technology Skills - IV	20
4.	Entrepreneurial Skills – IV	25
5.	Green Skills – IV	15
Total		110

UNIT 1: COMMUNICATION SKILLS – IV			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the steps to active listening skills	1. Importance of active listening at workplace 2. Steps to active listening	1. Demonstration of the key aspects of becoming active listener 2. Preparing posters of steps for active listening	10
2. Demonstrate basic writing skills	2. Writing skills to the following: <ul style="list-style-type: none"> • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph 	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	15
Total			25

UNIT 2: SELF-MANAGEMENT SKILLS – IV			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the various factors influencing self-motivation	1. Finding and listing motives (needs and desires); 2. Finding sources of motivation and inspiration (music, books, activities);expansive thoughts; living fully in	1.Group discussion on identifying needs and desire 2. Discussion on sources of motivation and inspiration	10

	the present moment; dreaming big		
2. Describe the basic personality traits, types and disorders	<ol style="list-style-type: none"> 1. Describe the meaning of personality 2. Describe how personality influence others 3. Describe basic personality traits 4. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive 	1. Demonstrate the knowledge of different personality types	15
Total			25

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS - IV			
Learning Outcome	Theory (10 hrs)	Practical (15hrs)	Duration (25hrs)
1. Perform tabulation using spreadsheet application	<ol style="list-style-type: none"> 1. Introduction to spreadsheet application 2. Spreadsheet applications 3. Creating a new worksheet 4. Opening workbook and entering text 5. Resizing fonts and styles 6. Copying and moving 7. Filter and sorting 8. Formulas and functions 9. Password protection. 10. Printing a spreadsheet. 11. Saving a spreadsheet in various formats. 	1. Demonstration and practice on the following: <ul style="list-style-type: none"> • Introduction to the spreadsheet application • Listing the spreadsheet applications • Creating a new worksheet • Opening the workbook and enter text • Resizing fonts and styles • Copying and move the cell data • Sorting and Filter the data • Applying elementary formulas and functions • Protecting the spreadsheet with password • Printing a spreadsheet • Saving the spreadsheet in various formats 	10

2. Prepare presentation using presentation application	<ol style="list-style-type: none"> 1. Introduction to presentation 2. Software packages for presentation 3. Creating a new presentation 4. Adding a slide 5. Deleting a slide 6. Entering and editing text 7. Formatting text 8. Inserting clipart and images 9. Slide layout 10. Saving a presentation 11. Printing a presentation document 	<ol style="list-style-type: none"> 1. Demonstration and practice on the following: <ul style="list-style-type: none"> • Listing the software packages for presentation • Explaining the features of presentation • Creating a new presentation • Adding a slide to presentation. • Deleting a slide • Entering and edit text • Formatting text • Inserting clipart and images • Sliding layout • Saving a presentation • Printing a presentation document 	15
Total			25

UNIT 4: ENTREPRENEURIAL SKILLS – IV			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Identify the general and entrepreneurial behavioural competencies	<ol style="list-style-type: none"> 1. Barriers to becoming entrepreneur 2. Behavioural and entrepreneurial competencies – adaptability/decisiveness, initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity 	<ol style="list-style-type: none"> 1. Administering self-rating questionnaire and score responses on each of the competencies 2. Collect small story/ anecdote of prominent successful entrepreneurs 3. Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioural 	10

		competencies 4. Preparation of competencies profile of students	
2. Demonstrate the knowledge of self-assessment of behavioural competencies	1. Entrepreneurial competencies in particular: self - confidence, initiative, seeing and acting on opportunities, concern for quality, goal setting and risk taking, problem solving and creativity, systematic planning and efficiency, information seeking, persistence, influencing and negotiating, team building	1. Games and exercises on changing entrepreneurial behaviour and development of competencies for enhancing self-confidence, problem solving, goal setting, information seeking, team building and creativity	15
Total			25

UNIT 5: GREEN SKILLS –V

Learning Outcome	Theory (05 hrs)	Practical (10hrs)	Duration (15 hrs)
1. Identify the role and importance of green jobs in different sectors	<ol style="list-style-type: none"> 1. Role of green jobs in toxin-free homes, 2. Green organic gardening, public transport and energy conservation, 3. Green jobs in water conservation 4. Green jobs in solar and wind power, waste reduction, reuse and recycling of wastes, 5. Green jobs in green tourism 6. Green jobs in building and construction 7. Green jobs in appropriate technology 8. Role of green jobs in Improving energy and raw materials use 9. Role of green jobs in limiting greenhouse gas emissions 	<ol style="list-style-type: none"> 1. Listing of green jobs and preparation of posters on green job profiles 2. Prepare posters on green jobs. 	15

	<p>10. Role of green jobs minimizing waste and pollution</p> <p>11. Role of green jobs in protecting and restoring ecosystems</p> <p>12. Role of green jobs in support adaptation to the effects of climate change</p>		
Total			15

Part B–Vocational Skills

S.No.	Units	Duration
1.	Hair Styling	35
2.	Hair Colouring	37
3.	Hair Perming	38
4.	Hair Relaxing and Straightening	32
5.	Client Consultation and Feedback	10
6.	Positive Impression at the Workplace	13
	Total	165

UNIT 1: HAIR STYLING

Learning Outcome	Theory (10 hrs)	Practical (25 hrs)	Duration (35 hrs)
1. Demonstrate the knowledge of equipment and material	<p>1. Types of styling product:</p> <ul style="list-style-type: none"> • Styling spray • Setting gel, • Mousse • Glitter spray • Hair accessories <p>2. Hair designing tools :</p> <ul style="list-style-type: none"> • Rollers • Curling tongs • Ironing • Crimper • Blow dryer • Benders 	<p>1. Explain the products as per services required</p> <p>2. Demonstration of tools and equipment used in the service</p>	07
2. Perform hair styles procedure	<p>1. Preparation of the work area</p> <p>2. Types of hair styling: Plait, twist, braids, weave , knots, rolls, barrel curls, chignon, ringlets, smooth blow dry, curly blow dry, scrunch dry, tong , crimping</p>	<p>1. Demonstrate the hair product application</p> <p>2. Arrange all the equipment as per requirement for the service</p> <p>3. Demonstrate all</p>	28

	<p>,straightening, pin curls, finger waves, wet/dry setting , added hair , hot rollers , up do's iron curls with accessories</p> <p>3 Procedure of the hair styles</p> <p>4 Finishing hair styles with influencing factors</p> <p>5 Select the most suitable drying, setting ,styling ,back brushing and finishing techniques</p> <p>6 Apply hair product for the finishing style</p> <p>7 Precaution during services</p> <p>8 Provide Home care advice</p> <p>9 Follow code of conduct</p>	<p>the(specified by teacher) styles</p> <p>4. Demonstrate how to set hair accessories</p> <p>5. Make a collage using pictures of different hair styling</p> <p>6. Explain home care advice</p>	
Total			35

UNIT 2: HAIR COLOURING

Learning Outcome	Theory (15 hrs)	Practical (22 hrs)	Duration (37 hrs)
1. Demonstrate the knowledge of Hair colouring	<p>1. Hair colouring theory:</p> <ul style="list-style-type: none"> • law of colour, primary colours ,secondary colours and tertiary colours • Colour wheel chart • Natural base colour, undercoats, • Numbering system <p>2. Types of hair colour: temporary hair colour, semi-permanent hair colour,and permanent hair colour</p> <p>3. Highlighting and low lighting</p> <p>4. Hair and scalp conditions</p> <p>5. Hair analysis and hair examination</p> <p>6. Contraindications</p>	<p>1. Explain low of colour</p> <p>2. Explain colour wheel</p> <p>3. Activity using modelling clay that represents the three primary colours-red, blue and yellow create secondary and tertiary colours</p> <p>4. Explain the colour level system</p> <p>5. Make a chart on colour level system</p> <p>6. Group discussion on the colour chart</p>	05
2. Describe the Client consultation techniques	<p>1. Use suitable consultation techniques to identify service</p>	<p>1. Role play: interaction with client use suitable consultation technique to identify service objectives</p>	04
3.Demonstrate the colour procedure	<p>1. Work area preparation</p> <p>2. Client comfort for the</p>	<p>1. Demonstrate chair setting as per</p>	24

	<p>service</p> <ol style="list-style-type: none"> 3. Select product, tools and equipment 4. Patch test 5. Colouring process: global colouring, gray coverage, re-growth, highlighting, low-lighting and colour correction <ul style="list-style-type: none"> • Client's draping • Selection of colour number based on highlighting and low lighting 6. Mix the colour accurately 7. Colour application 8. Influencing factors: Skin tone, existing colour, hair condition, test results if any, etc 9. Complete the procedure as per guide line 10. Rinse out techniques after colour 11. colour techniques – Do's and don't 12. Follow code of conduct 	<p>services required</p> <ol style="list-style-type: none"> 2. Demonstration patch test 3. Analysis the skin sensitivity check 4. Hair colouring sections practical 5. Demonstrate the colour mixing ratio 6. Demonstration on pre- and post-preparation of client for colouring 7. Demonstration of colour application with do's and don'ts 8. Demonstrate the all techniques of colouring (highlighting or low lighting) 9. Demonstrate the colour/heena Procedure with Do's & don't 10. Practical of rinse out colouring 	
4. Describe the post hair colouring	<ol style="list-style-type: none"> 1. Product advice after colour procedure 2. homecare advice 	<ol style="list-style-type: none"> 1. Demonstrate the post colouring product range 	04
Total			37

UNIT 3: HAIR PERMING AND NEUTRALIZING APPLICATION

Learning Outcome	Theory (15 hrs)	Practical (23 hrs)	Duration (38 hrs)
1. Describe and demonstrate the Client consultation techniques	<ol style="list-style-type: none"> 1. Consultation techniques to identify the client's desired look before perming service 2. Consultation techniques: catalogue of styles, chart etc 	<ol style="list-style-type: none"> 1 Role play : client consultation 2 Make a collage using pictures of different hair perming styles 	03
2. Demonstrate the knowledge of perming	<ol style="list-style-type: none"> 1. Perming meaning and its types 2. Neutralizing meaning 3. Chemicals effect on bond 	<ol style="list-style-type: none"> 1. Make a diagram of hair structure 2. Draw the pH scale and define all the pH. 	06

	<ol style="list-style-type: none"> 4. Importance of hair test 5. Factor influencing perm and neutralizer 6. Types of perming rollers 7. Product used for perming and neutralizing 	<ol style="list-style-type: none"> levels 3. Explain the types of perming and neutralizer 4. Explain contraindication of perming service 5. Demonstrate hair analysis porosity, and elasticity 6. Demonstrate the patch test and incompatibility test 7. Demonstrate the perming tools 8. Explain the perming and neutralizer product 	
3. Describe the Perming Sectioning and winding	<ol style="list-style-type: none"> 1. Perming sectioning: Brick ,nine section ,and directional 2. Winding techniques: spiral perm , ladder perm , body wave perm , soft perm, and piggy back 	<ol style="list-style-type: none"> 1. Demonstrate the all perming sections 2. Demonstrate all winding techniques 	06
4. Demonstrate the Perming Procedure	<ol style="list-style-type: none"> 1. Work area preparation 2. Client and self-position 3. Select product, tools and equipment 4. Chair setting as per client comfort 5. Perming process 6. Sections and winding the hair 7. Perming Chemicals application 8. Effect of temperature and time on the perming 9. Rinse out process 10. Creative finishing techniques 11. Follow code of conduct 12. After care advice 	<ol style="list-style-type: none"> 1. Demonstrate the perming procedure 2. Explain the end paper work in perming 3. Demonstrate the rinse out procedure of perming 4. Demonstrate how to open perming rollers after the complete process 5. Explain product range after perming (shampoo, conditioner, and serum) 	23
Total			38

UNIT 4: HAIR STRAIGHTENING AND RELAXING			
Learning Outcome	Theory (10 hrs)	Practical (22 hrs)	Duration (32 Hrs)
1. Describe the hair relaxing products, tools and equipment	<ol style="list-style-type: none"> Types of hair Straightening Smoothening/ Keratin application Straightening, rebounding and relaxing Selection of chemicals , tools and equipment use for hair relaxing and straightening Hair analysis pre and post-tests to be conducted for relaxing service Tests: Elasticity test, porosity test 	<ol style="list-style-type: none"> Explain the types of hair relaxing services required Demonstration of products, tools and equipment for the hair relaxing and straightening Demonstrate the trolley setting Explain hair analysis Explain the elasticity test 	05
2. Demonstrate the hair relaxing Procedure	<ol style="list-style-type: none"> Prepare the work area Client position(privacy safety and comfort) Hair test Procedure of the chemical relaxing service Application techniques: Top ,top and bottom Sectioning the hair Application of the product ,check client comfort Complete the procedure as per guideline Rinse out the chemicals Follow salons code of conduct 	<ol style="list-style-type: none"> Demonstrate the client's draping Demonstrate sectioning for hair relaxing Demonstrate the hair relaxing and straightening procedure Carry out demo in the class activity steps of hair straightening with ironing do's and don'ts Demonstrate the hair rinse out process (chemical hair) 	22
3. Describe post care advice for the hair relaxing and straightening	<ol style="list-style-type: none"> Product advice to client home care advice 	<ol style="list-style-type: none"> Enlist the hair relaxing and hair straightening Products Explain the home care advice for the straightening 	05
Total			32

Unit :5 CLIENT CONSULTATION AND FEEDBACK			
Learning Outcome	Theory (05 hrs)	Practical (05 hrs)	Duration (10 hrs)
1.Explain the Client consultation and requirements	<ol style="list-style-type: none"> 1. Use suitable consultation techniques to identify service 2. Effective questions to clarify the client's expectation before commencement of service 	<ol style="list-style-type: none"> 1. Role play: interaction with client use suitable consultation technique to identify service objectives 	05
2. Demonstrate the knowledge of client feedback information	<ol style="list-style-type: none"> 1. Record file detail of the procedure 2. Prepare client card with signature 3. Customer feedback 4. Post-service apologies when required 5. if customer is not satisfied with service take actions to resolve matter 6. Store records, materials and equipment securely 	<ol style="list-style-type: none"> 1. Role play to get fill the feedback form from client's as per prescribed format 2. Explain principles of privacy, protection of information and storage of records 3. Demonstrate the storage and disposal procedure of records 4. Make a team of two where one will act as hair stylist and another as client and then one will explain to other the home care advice, recommendations for product use and suggestions for further services 	05
Total			10

UNIT: 6 POSITIVE IMPRESSION AT THE WORKPLACE			
Learning Outcome	Theory (05 hrs)	Practical (08 hrs)	Duration (13 Hrs)
1. Demonstrate the knowledge of positive impression at work place	<ol style="list-style-type: none"> 1. Reception area and salon staff room management 2. Creation of a caring and comforting environment 3. Effective consultation techniques to identify treatment objectives 4. Effective communication techniques for dealing with clients, especially on telephone 5. Code of conduct and professional etiquettes 6. Working as an effective team member 	<ol style="list-style-type: none"> 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 	06
2. Describe the professional etiquettes and personal grooming	<ol style="list-style-type: none"> 1. Behave in a professional manner or etiquettes 2. Use effective communication techniques dealing with client 3. Personal grooming and hygiene 4. Uniform and work accessories – Personal Protective Equipment 5. Maintaining good health and posture 6. Professional etiquettes 	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.	07
Total			13

6. ORGANISATION OF FIELD VISITS

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. Hygiene and safety methods
5. Sale procedure
6. Accounts maintenance
7. Manpower engaged
8. Total expenditure of salon
9. Total annual income
10. Profit/Loss (Annual)
11. Any other information

7. LIST OF EQUIPMENT AND MATERIALS

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. Anatomy and physiology charts | 19. Foil |
| 2. Hand held dryer and attachments | 20. Hi/lo-lighting cap |
| 3. Trolley | 21. Perm curlers (various sizes) |
| 4. Section Clips | 22. End papers |
| 5. Bowl and colour Brush | 23. Cotton wool |
| 6. Scalp steamer | 24. Towels (White and Brown) |
| 7. Climazone | 25. Tissue Paper |
| 8. Round Brushes(various diameters)- | 26. Disposable gloves |
| 9. Flat Brushes | 27. Apron self and client |
| 10. Paddle Bristle Brushes | 28. Head steamer |
| 11. Vent Dressing comb- | 29. Computer with Internet |
| 12. Back comb | 30. Crimpers |
| 13. Hot rollers with pins | 31. Curling Iron |
| 14. Bendy rollers | 32. Curling Rods(Small, Medium, Large) |
| 15. Velcro rollers | 33. Clippers |
| 16. Pins curl clips | 34. Cutting Scissors |
| 17. Hood dryer | 35. Cutting Sheets |
| 18. Wraps | 36. Decorative Pins Boxes |
| | 37. Dustbin |

- | | |
|--------------------------------|--|
| 38. Electric Curler | 64. Mop |
| 39. Frosting Cap | 65. Needle for Striking |
| 40. Garbage Bin/Bags | 66. Perming Cap |
| 41. High frequency | 67. Pin Curl Clips Boxes |
| 42. Derma scope | 68. Razor with blade |
| 43. Blow dryer | 69. Roller Brush set 5 in 1 |
| 44. Hair Connector | 70. Roller pins |
| 45. Hair Cutting Comb | 71. Shampoo Bowl Set |
| 46. Hair Dresses Chair/ Stool | 72. Shampoo Unit |
| 47. Hair Pins Boxes | 73. Shower Cap |
| 48. Hair Steamer | 74. Small Scissors |
| 49. Hand Mirrors | 75. Small Size Hair Rollers Wires |
| 50. High Chair | 76. Small Stools |
| 51. Hydraulic Chair 5 | 77. Spatula |
| 52. Invisible Pins Boxes | 78. Spray Bottle |
| 53. Jumbo Rollers set | 79. Sterilizer |
| 54. Ladies/kids Cut Catalogues | 80. Straightening Iron |
| 55. Large Size Rollers | 81. Tail Comb ,cutting comb |
| 56. Large Stools | 82. Thinning Scissors ,cutting scissor |
| 57. Large Tooth Comb | 83. Timer |
| 58. Magazines/Books with rack | 84. Tinting Brush with Comb |
| 59. Measuring Cup sets | 85. White Board |
| 60. Measuring Glass sets | 86. Wide Toothed Comb |
| 61. Measuring Spoon sets | |
| 62. Medium Size Rollers | |
| 63. Mixing Bowles set | |

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.	Graduate and Diploma in Cosmetology/ Beauty & skin/Hair & skin/ Beauty Culture from a state Govt./govt of India institute/ recognized Institution Minimum 1 year working experience in the profession	<ul style="list-style-type: none"> 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 Samagra Shiksha. 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 Samagra Shiksha 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 up gradation 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 up gradation 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 Jour

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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