

# LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**JOB ROLE: Beauty Therapist**

(QUALIFICATION PACK: Ref. Id. BWS/Q0102)

**SECTOR: Beauty and Wellness**

**Classes 11 and 12**

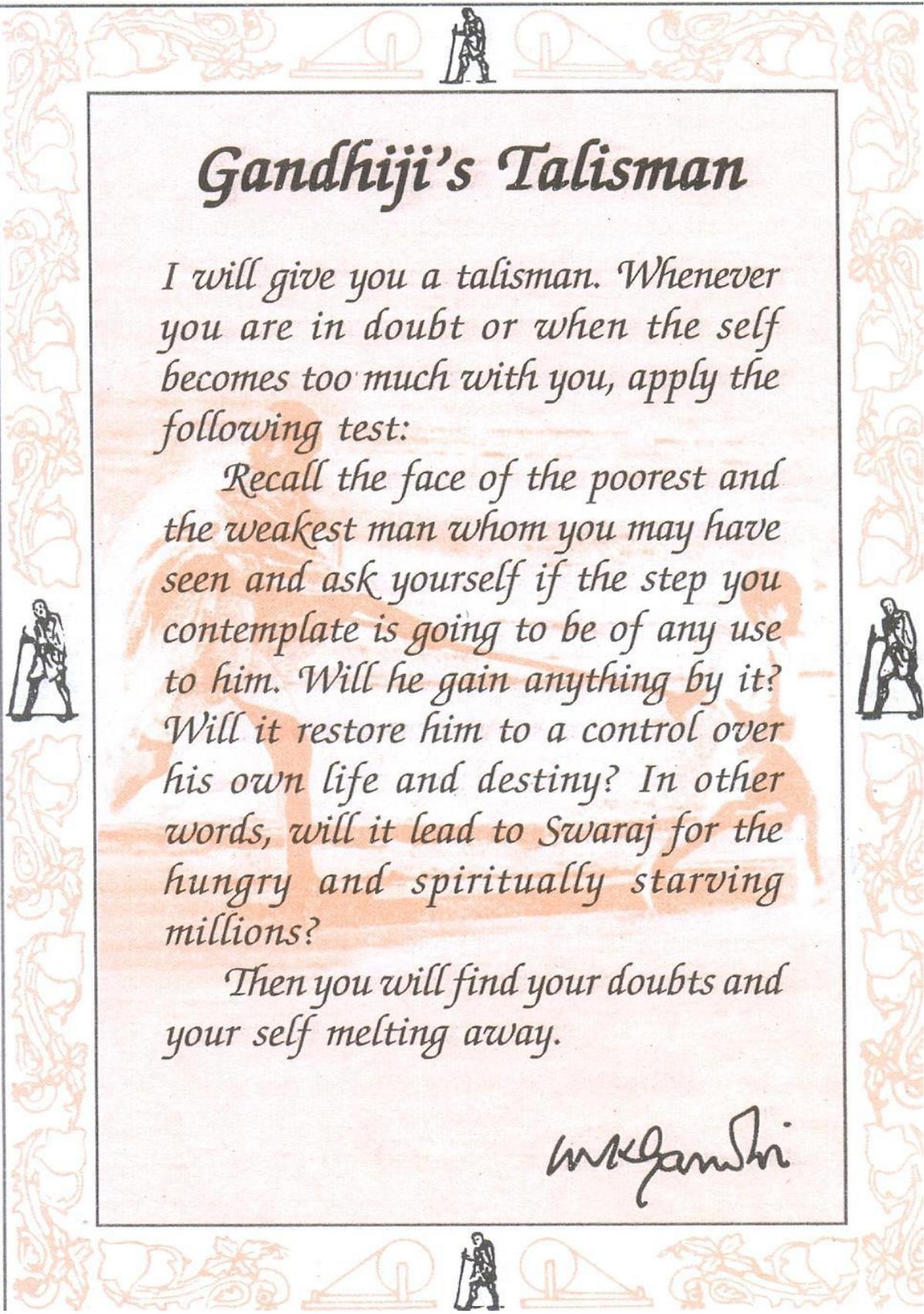


**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

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

**Shyamla Hills, Bhopal- 462 013, 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.K. Gandhi*

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CURRICULUM**

**Beauty and Wellness – Beauty Therapist**

June, 2017

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

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# 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 Beauty Therapist. 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

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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 for his untiring efforts and contributions in the development of this learning outcome based curriculum. We also express our gratitude to Vishakha Shrivastava, Centre for Research and Industrial Staff Performance, Bhopal for reviewing the curriculum.

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 – Beauty Therapist**

A Beauty Therapist needs to perform the beauty therapy and maintain hygiene and safety at workplace. He/she should be knowledgeable about various beauty products and should be able to perform depilation, manicure, pedicure and advanced face care 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;
- To provide quality training to those seeking a career as professional beauty therapist, makeup artist, hair stylist etc.
- To introduce the culture of safe, clean, healthy and pleasant environment at training centres and workplaces; related to beauty salons.
- To enhance the economic opportunities for the Beautician graduates.
- To provide improved services to the ever increasing beautician cliental.
- To develop understanding of the basic principles, properties and application of various types of cosmetics and their effect on the skin.
- To impart working knowledge of handling and care of the equipments and implements used in Beauty Therapy.
- To train the students in the care and beautification of the body and hair.
- 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 a course for a job role in Beauty and Wellness.

**COURSE DURATION:** **600 hrs**

Class 11: 300 hrs

Class 12: 300 hrs

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**Total : 600 hrs**

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## 2. SCHEME OF UNITS AND ASSESSMENT

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:

<b>CLASS 11</b>			
	<b>Units</b>	<b>No. of Hours for Theory and Practical 300</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills – III	25	<b>10</b>
	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	
	<b>Total</b>	<b>110</b>	
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Introduction to Beauty & Wellness Industry and Beauty Therapy	35	<b>40</b>
	Unit 2: Skin Care Services	50	
	Unit 3: Manicure and Pedicure Services	50	
	Unit 4: Depilation Services	30	
	<b>Total</b>	<b>165</b>	<b>40</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>Grand Total</b>	<b>300</b>	<b>100</b>

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

<b>CLASS 12</b>			
	<b>Units</b>	<b>No. of Hours for Theory and Practical 300</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills – IV	25	<b>10</b>
	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	
	<b>Total</b>	<b>110</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Make Up Services	70	<b>40</b>
	Unit 2: Facial Beauty Services	50	
	Unit 3: Salon Reception Duties	35	
	Unit 4: Create a Positive Impression at Workplace	10	
	<b>Total</b>	<b>165</b>	<b>40</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>Grand Total</b>	<b>300</b>	<b>100</b>

### 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**

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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: 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
	<b>Total</b>	<b>5x1=5</b>	<b>10x2=20</b>	<b>5x3=15</b>	<b>40 (20 questions)</b>

### **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.

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
6.	<b>Total</b>	<b>110</b>

<b>UNIT 1: COMMUNICATION SKILL – III</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Duration (25 Hrs)</b>
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"> <li>• Sentence</li> <li>• Phrase</li> <li>• Kinds of Sentences</li> <li>• Parts of Sentence</li> <li>• Parts of Speech</li> <li>• Articles</li> <li>• Construction of a Paragraph</li> </ul>	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	10
<b>Total</b>			<b>25</b>

<b>UNIT 2: SELF-MANAGEMENT - III</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Duration (25 Hrs)</b>
1. Demonstrate impressive appearance and grooming	1. Describe the importance of dressing appropriately, looking decent and positive body language 2. Describe the term grooming 3. Prepare a personal grooming checklist 4. Describe the techniques of self-exploration	1. Demonstration of impressive appearance and groomed personality 2. Demonstration of the ability to self- explore	10

2. Demonstrate team work skills	<ol style="list-style-type: none"> <li>1. Describe the important factors that influence in team building</li> <li>2. Describe factors influencing team work</li> </ol>	<ol style="list-style-type: none"> <li>1. Group discussion on qualities of a good team</li> <li>2. Group discussion on strategies that are adopted for team building and team work</li> </ol>	10
3. Apply time management strategies and techniques	<ol style="list-style-type: none"> <li>1. 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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Game on time management</li> <li>2. Checklist preparation</li> <li>3. To-do-list preparation</li> </ol>	05
<b>Total</b>			<b>25</b>

**UNIT 3: INFORMATION and COMMUNICATION TECHNOLOGY - III**

<b>Learning Outcome</b>	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>	<b>Duration (20 Hrs)</b>
1. Create a document on word processor	<ol style="list-style-type: none"> <li>1. Introduction to word processing.</li> <li>2. Software packages for word processing.</li> <li>3. Opening and exiting the word processor.</li> <li>4. Creating a document</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration and practice of the following:                             <ul style="list-style-type: none"> <li>• Listing the features of word processing</li> <li>• Listing the software packages for word processing</li> <li>• Opening and exit the word processor</li> <li>• Creating a document</li> </ul> </li> </ol>	10
2. Edit, save and print a document in word processor	<ol style="list-style-type: none"> <li>1. Editing text</li> <li>2. Wrapping and aligning the text</li> <li>3. Font size, type and face.</li> <li>4. Header and Footer</li> <li>5. Auto correct</li> <li>6. Numbering and bullet</li> <li>7. Creating table</li> <li>8. Find and replace</li> <li>9. Page numbering.</li> <li>10. Printing document.</li> <li>11. Saving a document in various formats.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration and practising the following:                             <ul style="list-style-type: none"> <li>• Editing the text</li> <li>• Word wrapping and alignment</li> <li>• Changing font type, size and face</li> <li>• Inserting header and footer</li> <li>• Removing header and footer</li> </ul> </li> <li>2. Using autocorrect option</li> <li>3. Insert page numbers and bullet</li> </ol>	10

		4. Save and print a document	
<b>Total</b>			<b>20</b>

<b>UNIT 4: ENTREPRENEURIAL SKILLS – III</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Duration (25 Hrs)</b>
1. Describe the significance of entrepreneurial values and attitude	<ol style="list-style-type: none"> <li>1. Values in general and entrepreneurial values</li> <li>2. Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work</li> </ol>	<ol style="list-style-type: none"> <li>1. Listing of entrepreneurial values by the students.</li> <li>2. Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur</li> <li>3. Exhibiting entrepreneurial values in Ice breaking, rapport building, group work and home assignments</li> </ol>	10
2. Demonstrate the knowledge of attitudinal changes required to become an entrepreneur	<ol style="list-style-type: none"> <li>1. Attitudes in general and entrepreneurial attitudes</li> <li>2. Using imagination/ intuition</li> <li>3. Tendency to take moderate risk</li> <li>4. Enjoying freedom of expression and action</li> <li>5. Looking for economic opportunities</li> <li>6. Believing that we can change the environment</li> <li>7. Analyzing situation and planning action</li> <li>8. Involving in activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Preparing a list of factors that influence attitude in general and entrepreneurial attitude</li> <li>2. Demonstrating and identifying own entrepreneurial attitudes during the following micro lab activities like thematic appreciation test</li> <li>3. Preparing a short write-up on “who am I”</li> <li>4. Take up a product and suggest how its features can be improved</li> <li>5. Group activity for suggesting brand names, names of enterprises, etc.</li> </ol>	15
<b>Total</b>			<b>25</b>

<b>UNIT 5: GREEN SKILLS – III</b>			
<b>Learning Outcome</b>	<b>Theory (07 hrs)</b>	<b>Practical (08 hrs)</b>	<b>Duration (15 Hrs)</b>
1. Describe importance of main sector of green economy	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	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	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	1. Preparing posters on green Sectors/Areas: cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries	07
<b>Total</b>			<b>15</b>

## Part B: Vocational Skills

<b>S.No.</b>	<b>Units</b>	<b>Duration (Hrs)</b>
1.	Introduction to Beauty and Wellness Industry and Beauty Therapy	35
2.	Skin Care Services	50
3.	Manicure and Pedicure Services	50
4.	Depilation Services	30
<b>Total</b>		<b>165</b>

<b>UNIT 1: INTRODUCTION TO BEAUTY AND WELLNESS INDUSTRY AND BEAUTY THERAPY</b>			
<b>Learning Outcome</b>	<b>Theory (18 hrs)</b>	<b>Practical (17 hrs)</b>	<b>Duration (35 Hrs)</b>
1. Identify various career opportunities and methods within the beauty sector	1. Introduction to beauty and wellness industry 2. Beauty and wellness sub-segments 3. Career path within the beauty industry	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

<b>UNIT 1: INTRODUCTION TO BEAUTY AND WELLNESS INDUSTRY AND BEAUTY THERAPY</b>			
2. Identify different services in beauty therapy	1. Services in beauty therapy (i) Pedicure (ii) Manicure (iii) Threading (iv) Waxing (v) Bleach (vi) Face clean up (vii) Make up (viii) Hair do (ix) Mehendi	1. Collection of pictures on different services used in beauty therapy and preparation of portfolio by the students 2. Group activities on various services in beauty therapy	15
3. Prepare and maintain work area	1. Preparation of work area 2. Maintenance of record cards 3. Sterilisation and disinfection 4. Personal presentation and behaviour 5. Safe disposal of waste 6. Storage of tools and equipment 7. Compliance of rules and norms at workplace	1. Demonstration on preparation and maintenance of work area 2. Filling up client record cards 3. Demonstration of preparing client for treatment 4. Demonstration of sterilization and disinfection of tools and equipment 5. Segregation and disposal of waste 6. Demonstration on storage of products, tools and equipment safely and at proper place	05
4. Maintain health and safety	1. Hazards and risks at workplace – Fire, chemical, electricity, etc. 2. Threats and risks associated with posture, lifting and carrying objects 3. Maintaining hygiene at the Salon	1. Exercises on reading information on labels of beauty products 2. Identification of various areas to be cleaned, sanitised and disinfected for maintaining hygienic conditions. 3. Preparation of status checklist for cleaning and safety of Beauty Parlor/Salon 4. Demonstrations on identification of contraindications of various beauty treatments	10

<b>UNIT 1: INTRODUCTION TO BEAUTY AND WELLNESS INDUSTRY AND BEAUTY THERAPY</b>			
		4. Study of fire safety and electrical safety Acts	
<b>Total</b>			<b>35</b>
<b>UNIT 2: SKIN CARE SERVICES</b>			
<b>Learning Outcome</b>	<b>Theory (30 hrs)</b>	<b>Practical (20 hrs)</b>	<b>Duration (50 Hrs)</b>
1. Demonstrate the knowledge of anatomy and physiology of skin	1. Structure of the skin – epidermis, dermis, subcutaneous layer, hair follicle, hair shaft, sebaceous gland, arrector pili muscle, sweat gland, and sensory nerve endings 2. Functions of the skin - protection, thermoregulation, hormone synthesis, excretion, immunological function, and sensory function	1. Reading sessions on the terms used for describing the structure of skin 2. Writing sessions on the terms used for describing the structure of skin 3. Group activities on understanding the structure and functions of skin	15
2. Perform analysis of skin and demonstrate techniques of skin care	1. Characteristics of the skin and skin types – oily, dry, combination skin 2. Ageing process on skin. 3. Types of skin masks and their effects. 4. Procedure of mask application. 5. Blackhead and whitehead extraction. 6. Skin warming techniques.	1. Showing videos related to ageing process of skin and mask application	10
3. Demonstrate the knowledge of the actions of facial, neck and shoulder muscles	1. Actions of the facial 2. Actions of the neck 3. Actions of the shoulder 4. Body movements	1. Showing videos on demonstration of movement of muscles of face, neck and shoulder	10

<b>UNIT 1: INTRODUCTION TO BEAUTY AND WELLNESS INDUSTRY AND BEAUTY THERAPY</b>			
4. Perform bleaching procedure	<ol style="list-style-type: none"> <li>Types of bleach</li> <li>Importance of patch test and bleach</li> <li>Resources required for bleaching</li> <li>Skin warming procedure</li> <li>Different types of skin warming devices and its effect on the skin</li> <li>Bleach preparation and application</li> <li>Advantages and disadvantages of bleaching</li> </ol>	<ol style="list-style-type: none"> <li>Demonstration of patch test</li> <li>Analysis of skin sensitivity</li> <li>Demonstration of bleach preparation and application.</li> <li>Demonstration of toning and moisturising of skin</li> </ol>	15
<b>Total</b>			<b>50</b>
<b>UNIT 3: MANICURE AND PEDICURE SERVICES</b>			
<b>Learning Outcome</b>	<b>Theory (25 hrs)</b>	<b>Practical (25 hrs)</b>	<b>Duration (50 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>Bones of the arm and leg</li> <li>Bones of hand and wrist</li> <li>Muscular system</li> <li>Structure of the nail</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>	10
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 and contra-indications</li> <li>Manicure procedure</li> <li>Applying nail polish</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>	20

<b>UNIT 1: INTRODUCTION TO BEAUTY AND WELLNESS INDUSTRY AND BEAUTY THERAPY</b>			
3. Perform Pedicure services	<ol style="list-style-type: none"> <li>1. Preparing the work area</li> <li>2. Equipment and materials used for Pedicure</li> <li>3. Contraindications for Pedicure</li> <li>4. 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>	20
<b>Total</b>			<b>50</b>

<b>UNIT 4: DEPILATION SERVICES</b>			
<b>Learning Outcome</b>	<b>Theory (20 hrs)</b>	<b>Practical (10 hrs)</b>	<b>Duration (30 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> </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

<b>UNIT 4: DEPILATION SERVICES</b>			
<b>Learning Outcome</b>	<b>Theory (20 hrs)</b>	<b>Practical (10 hrs)</b>	<b>Duration (30 Hrs)</b>
	10. Equipment and products required for waxing		
2. Demonstrate the knowledge and skills of basic depilation services - threading	1. Benefits of threading 2. Types of tools and materials used for threading - e.g. scissors, disposable eye brow brush etc. materials: thread 3. Threading techniques 4. Aftercare procedures for threading services	1. Demonstration of threading process for upper lip hair removal	10
<b>Total</b>			<b>30</b>

## CLASS 12

### Part A: Employability Skills

<b>S.No.</b>	<b>Units</b>	<b>Duration (Hrs)</b>
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
	<b>Total</b>	<b>110</b>

<b>UNIT 1: COMMUNICATION SKILLS – IV</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Duration (25 hrs)</b>
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"> <li>• Sentence</li> <li>• Phrase</li> </ul>	1. Demonstration and practice of writing sentences and	15

	<ul style="list-style-type: none"> <li>• Kinds of Sentences</li> <li>• Parts of Sentence</li> <li>• Parts of Speech</li> <li>• Articles</li> <li>• Construction of a Paragraph</li> </ul>	paragraphs on topics related to the subject	
<b>Total</b>			<b>25</b>

<b>UNIT 2: SELF-MANAGEMENT SKILLS – IV</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Duration (25 Hrs)</b>
1. Describe the various factors influencing self-motivation	<ol style="list-style-type: none"> <li>1. Finding and listing motives (needs and desires);</li> <li>2. Finding sources of motivation and inspiration (music, books, activities);expansive thoughts; living fully in the present moment; dreaming big</li> </ol>	<ol style="list-style-type: none"> <li>1.Group discussion on identifying needs and desire</li> <li>2. Discussion on sources of motivation and inspiration</li> </ol>	10
2. Describe the basic personality traits, types and disorders	<ol style="list-style-type: none"> <li>1. Describe the meaning of personality</li> <li>2. Describe how personality influence others</li> <li>3. Describe basic personality traits</li> <li>4. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of different personality types</li> </ol>	15
<b>Total</b>			<b>25</b>

<b>UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS - IV</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (14 hrs)</b>	<b>Duration (20 Hrs)</b>
1. Perform tabulation using spreadsheet application	<ol style="list-style-type: none"> <li>1. Introduction to spreadsheet application</li> <li>2. Spreadsheet applications</li> </ol>	1. Demonstration and practice on the following:	

	<ol style="list-style-type: none"> <li>3. Creating a new worksheet</li> <li>4. Opening workbook and entering text</li> <li>5. Resizing fonts and styles</li> <li>6. Copying and moving</li> <li>7. Filter and sorting</li> <li>8. Formulas and functions</li> <li>9. Password protection.</li> <li>10. Printing a spreadsheet.</li> <li>11. Saving a spreadsheet in various formats.</li> </ol>	<ul style="list-style-type: none"> <li>• Introduction to the spreadsheet application</li> <li>• Listing the spreadsheet applications</li> <li>• Creating a new worksheet</li> <li>• Opening the workbook and enter text</li> <li>• Resizing fonts and styles</li> <li>• Copying and move the cell data</li> <li>• Sorting and Filter the data</li> <li>• Applying elementary formulas and functions</li> <li>• Protecting the spreadsheet with password</li> <li>• Printing a spreadsheet</li> <li>• Saving the spreadsheet in various formats.</li> </ul>	10
2. Prepare presentation using presentation application	<ol style="list-style-type: none"> <li>1. Introduction to presentation</li> <li>2. Software packages for presentation</li> <li>3. Creating a new presentation</li> <li>4. Adding a slide</li> <li>5. Deleting a slide</li> <li>6. Entering and editing text</li> <li>7. Formatting text</li> <li>8. Inserting clipart and images</li> <li>9. Slide layout</li> <li>10. Saving a presentation</li> <li>11. Printing a presentation document.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration and practice on the following: <ul style="list-style-type: none"> <li>• Listing the software packages for presentation</li> <li>• Explaining the features of presentation</li> <li>• Creating a new presentation</li> <li>• Adding a slide to presentation.</li> <li>• Deleting a slide</li> <li>• Entering and edit text</li> <li>• Formatting text</li> <li>• Inserting clipart and images</li> <li>• Sliding layout</li> <li>• Saving a presentation</li> <li>• Printing a presentation document</li> </ul> </li> </ol>	10
<b>Total</b>			<b>20</b>

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

<b>UNIT 5: GREEN SKILLS – IV</b>			
<b>Learning Outcome</b>	<b>Theory (05 hrs)</b>	<b>Practical (10 hrs)</b>	<b>Duration (15 Hrs)</b>
1. Identify the role and importance of green jobs in different sectors	<ol style="list-style-type: none"> <li>Role of green jobs in toxin-free homes,</li> <li>Green organic gardening, public transport and energy conservation,</li> <li>Green jobs in water conservation</li> <li>Green jobs in solar and wind power, waste reduction, reuse and recycling of wastes,</li> <li>Green jobs in green tourism</li> <li>Green jobs in building and construction</li> </ol>	<ol style="list-style-type: none"> <li>Listing of green jobs and preparation of posters on green job profiles</li> <li>Prepare posters on green jobs.</li> </ol>	15

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

### Part B–Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Make Up Services	70
2.	Facial Beauty Services	50
3.	Salon Reception Duties	35
4.	Create a Positive Impression at Workplace	10
<b>Total</b>		<b>165</b>

<b>UNIT 1: MAKEUP SERVICES</b>			
Learning Outcome	Theory (40 hrs)	Practical (30 hrs)	Duration (70 Hrs)
1. Demonstrate the knowledge of basic skin types and skin tones	1. Basic skin types 2. Basic skin tone	1. Identification of skin types 2. Identification of skin tones	10
2. Demonstrate the knowledge of various makeup products	1. Types of make-up products: a. Foundation b. Powder c. Blusher d. Mascara e. Eye shadows f. Eye liner g. Eyebrow pencil h. Lip liner i. Lip stick/gloss	1. Identification of various products used in the makeup 2. Group discussion on the advantages and disadvantages of various products used for makeup	15
3. Select and apply the right makeup product to enhance facial features	1. Application of foundation 2. Application of concealer 3. Application of face powder/loose powder	1. Demonstration of selection of products for makeup 2. Application of foundation, concealer, face	15

	<ol style="list-style-type: none"> <li>4. Application of blusher/shader/highlighter</li> <li>5. Application of eye shadow</li> <li>6. Application of eyeliner</li> <li>7. Application of lip pencil</li> <li>8. Application of lipstick</li> </ol>	powder, eye shadow, lip pencil, etc.	
4. Demonstration of the knowledge of colour wheel	<ol style="list-style-type: none"> <li>1. Primary, Secondary and Tertiary Colours</li> <li>2. Terms associated with colours, like Hue, Tint, Tone and Shade</li> <li>3. Complimentary colours</li> <li>4. Similar colours, warm and cool colours</li> <li>5. Significance of colour wheel and determination of undertone</li> </ol>		05
5. Select appropriate <i>Bindi</i> designs	<ol style="list-style-type: none"> <li>1. Various styles of <i>Bindi</i> – <ol style="list-style-type: none"> <li>a. Snake style</li> <li>b. Letter style</li> <li>c. Question mark style</li> <li>d. Designer <i>Bindi</i></li> <li>e. Tribal style</li> <li>f. Flower style</li> <li>g. Party wear <i>Bindi</i> design</li> <li>h. Half-moon style</li> <li>i. Sun style</li> </ol> </li> </ol>		05
6. Demonstrate various Draping techniques	<ol style="list-style-type: none"> <li>1. Various styles of draping Sarees</li> <li>2. Draping a Lehenga Dupatta</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of Draping Saree in Nivi style or air hostess style</li> <li>2. Demonstration of Draping Lehenga Dupatta in V pallu style</li> </ol>	10
7. Demonstrate Makeup removal methods	<ol style="list-style-type: none"> <li>1. Makeup removal using wipes, toner, micellar water, cold cream, cleansing oil, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of removal of makeup using toner, cold cream and cleansing oil</li> </ol>	10
<b>Total</b>			<b>70</b>

<b>UNIT 2: FACIAL BEAUTY SERVICES</b>			
<b>Learning Outcome</b>	<b>Theory (25 hrs)</b>	<b>Practical (25 hrs)</b>	<b>Duration (50Hrs)</b>
1. Perform facial steaming	2. Benefits of steaming 3. Procedure of steaming 4. Facial Massage	1. Demonstration of facial steaming	25
2. Perform Electric Facial Skin Treatment	1. Benefits of using right kind of electric Brush 2. Procedure of using electric brush 3. Galvanic electro facial skin treatment 4. Basics of Lymphatic drainage facial machine 5. Ultrasonic exfoliation	1. Perform cleansing with electric brush 2. Perform Galvanic electro facial skin treatment 3. Perform skin treatment using Lymphatic facial machine	25
<b>Total</b>			<b>50</b>

<b>UNIT 3: SALON RECEPTION DUTIES</b>			
<b>Learning Outcome</b>	<b>Theory (25 Hrs)</b>	<b>Practical (35 Hrs)</b>	<b>Duration (35 Hrs)</b>
1. Perform salon reception duties	1. Appointment booking 2. Scheduling appointments 3. Handling clients	1. Demonstration of scheduling appointment	05
2. Maintain Reception area	1. Front Desk management 2. Store area management 3. Waiting area management 4. Retail area management	1. Demonstration of techniques of reception area management	15
3. Process Payments	1. Procedure associated with payment processing	1. Demonstration of process of debit card transaction	15
<b>Total</b>			<b>35</b>

<b>UNIT 4: CREATE A POSITIVE IMPRESSION AT WORKPLACE</b>			
<b>Learning Outcome</b>	<b>Theory (25 Hrs)</b>	<b>Practical (35 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 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	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
2. Demonstrate professional etiquettes and personal grooming	1. Personal hygiene 2. Uniform and work accessories – Personal Protective Equipment 3. Maintaining good health and posture 4. Professional etiquettes	a. Demonstration of procedures and practices for maintaining personal hygiene, use of personal protective equipment and maintaining good health and posture using videos and presentations.	05
<b>Total</b>			<b>10</b>

## 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. 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

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   | 29. Foot spa                   |
| 2. All Propose Comb  | 30. Frosting Cap               |
| 3. Applicator Brush  | 31. Galvanic Machine           |
| 4. Arm Chair   | 32. Garbage Bin/Bags           |
| 5. Barber Brush  | 33. Hair Brush                 |
| 6. Bath Comb   | 34. Hair Clips set             |
| 7. Blackhead Remover   | 35. Hair Connector             |
| 8. Bleach Brush  | 36. Hair Cutting Comb          |
| 9. Body Massage Bed  | 37. Hair Dresses Chair/ Stool  |
| 10. Bowles   | 38. Hair Dryer                 |
| 11. Brushing Machine 10 in 1 (Vacuum. High Frequency, galvanic, wood lamp, magnifying glass, steamer)                              | 39. Hair Pins Boxes            |
| 12. Complete Make Up Brushes Set   | 40. Hair Steamer               |
| 13. Computer with Internet   | 41. Hand Mirrors               |
| 14. Crimpers   | 42. High Chair                 |
| 15. Curling Iron   | 43. Hydraulic Chair 5          |
| 16. Curling Rods(Small, Medium, Large)   | 44. Infrared Lamp              |
| 17. Cuticle knife, Buffers, Pedicure rasp (hard skin removal), Nail scissors, Clippers , Hard skin remover, nipper (for pedicure), | 45. Invisible Pins Boxes       |
| 18. Cutting Scissors   | 46. Jumbo Rollers set          |
| 19. Cutting Sheets   | 47. Ladies/kids Cut Catalogues |
| 20. Decorative Pins Boxes  | 48. Large Size Rollers         |
| 21. Double Wax heater  | 49. Large Stools               |
| 22. Dustbin  | 50. Large Tooth Comb           |
| 23. Electric Curler  | 51. Magazines/Books with rack  |
| 24. Exfoliation machine  | 52. Magnifying Glass           |
| 25. Eyebrow Pencil Sharpener   | 53. Make up Catalogues         |
| 26. Facial Bed   | 54. Make up Palette            |
| 27. Facial Steamer   | 55. Manicure Set               |
| 28. Foot Scraper   | 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             | 78. Small Stools                |
| 63. Modular Mirrors               | 79. Spatula                     |
| 64. Mop                           | 80. Spray Bottle                |
| 65. Needle for Striking           | 81. Sterilizer                  |
| 66. Paraffin Heater               | 82. Stone Therapy set           |
| 67. Pedicure Set                  | 83. Straightening Iron          |
| 68. Perming Cap                   | 84. Tail Comb                   |
| 69. Pin Curl Clips Boxes          | 85. Thinning Scissors           |
| 70. Razor with blade              | 86. Timer                       |
| 71. Roller Brush set 5 in 1       | 87. Tinting Brush with Comb     |
| 72. Roller pins                   | 88. Tweezer                     |
| 73. Shampoo Bowl Set              | 89. White Board                 |
| 74. Shampoo Unit                  | 90. Wide Toothed Comb           |
| 75. Shower Cap                    | 91. Working and facial Trolleys |
| 76. Small Scissors                |                                 |
| 77. Small Size Hair Rollers Wires |                                 |

## 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 working experience in the profession	<ul style="list-style-type: none"> <li>• Effective communication skills (oral and written)</li> <li>• Basic computing skills</li> </ul>	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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