

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Assistant Beauty Wellness Consultant

(QUALIFICATION PACK: Ref. Id. BWS/Q4001)

SECTOR: Beauty and Wellness

Classes 9 and 10

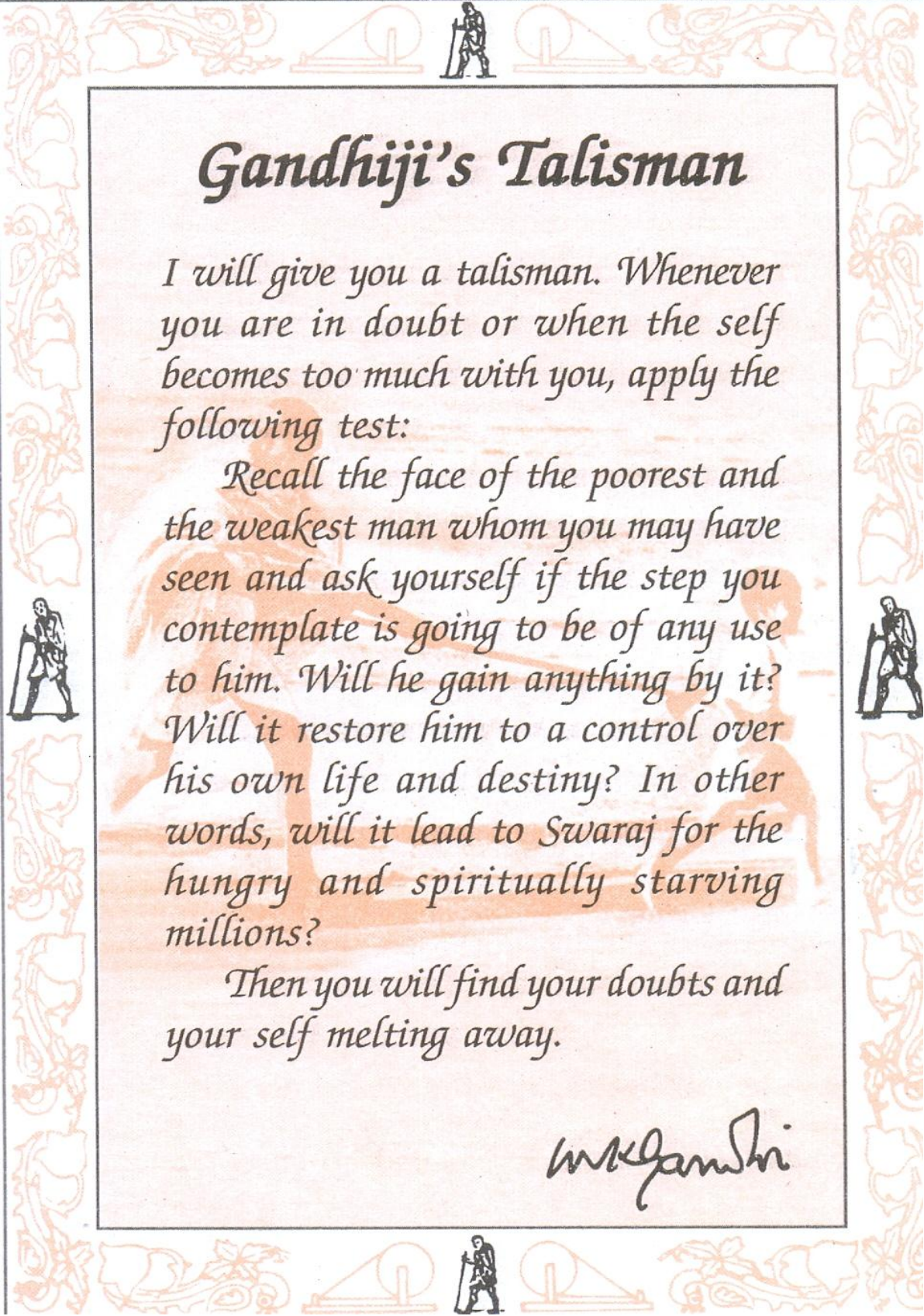


PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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

Shyamla Hills, Bhopal- 462 002, 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. Gandhi

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Assistant Beauty Wellness Consultant

(QUALIFICATION PACK: Ref. Id. BWS/Q4001)

SECTOR: Beauty and Wellness

Classes 9 and 10



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal- 462 002, M.P., India

**LEARNING OUTCOME BASED VOCATIONAL
CURRICULUM**

**Beauty and Wellness – Assistant Beauty
Wellness Consultant**

January, 2020

© PSSCIVE, 2020

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

No part of this work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the Publisher, with the exception of any material supplied specifically for the purpose of being used by the purchaser of the work.

The views and opinions expressed in this publication are those of the contributors/authors and do not necessarily reflect the views and policies of PSS Central Institute of Vocational Education, Bhopal. The PSSCIVE does not guarantee the accuracy of the data included in this publication and accepts no responsibility for any consequence of their use.

Published by:

Joint Director
PSS Central Institute of Vocational
Education, NCERT, Shyamla Hills,
Bhopal



PATRONS

Dr. Hrushikesh Senapaty,
Director,
National Council of Educational Research
and Training (NCERT),
New Delhi

Dr. Rajesh P. Khambayat,
Joint Director
PSS Central Institute of Vocational Education,
Bhopal

COURSE COORDINATOR

Dr. Vipin Kumar Jain
Associate Professor and Head
Department of Humanities, Science,
Education and Research (DHSER)
PSS Central Institute of Vocational Education,
Bhopal

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 **ASSISTANT BEAUTY AND WELLNESS CONSULTANT (BWS/Q4001)**. 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 for their academic support and cooperation.

We are grateful to the Course Coordinator of Job role 'Assistant Beauty and Wellness Consultant' of Beauty and Wellness Sector Dr. Vipin Kumar Jain, 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

CONTENTS

S.No.	Title	Page No.
	Foreword	(i)
	Preface	(ii)
	Acknowledgement	(iv)
1.	Course Overview	01
2.	Scheme of Units	02
3.	Teaching/Training Activities	05
4.	Assessment and Certification	06
5.	Unit Content	
	CLASS 9	
	Part A Employability Skills	
	Unit 1: Communication Skills – I	09
	Unit 2: Self-management Skills – I	10
	Unit 3: Information and Communication Technology Skills – I	11
	Unit 4: Entrepreneurial Skills – I	12
	Unit 5: Green Skills – I	13
	Part B Vocational Skills	
	Unit 1: Introduction to Beauty and Wellness Industry and Assistant Beauty Wellness Consultant	14
	Unit 2: Introduction of Basic Human Skin, Nails, and Hair	15
	Unit 3: Create a Positive Impression at the Workplace	15
	Unit 4: Maintain Health and Safety at the Workplace	16
	CLASS 10	
	Part A Employability Skills	
	Unit 1: Communication Skills – II	17
	Unit 2: Self-management Skills – II	18
	Unit 3: Information and Communication Technology Skills – II	19
	Unit 4: Entrepreneurial Skills – II	19
	Unit 5: Green Skills – II	20
	Part B Vocational Skills	
	Unit 1: Manage Display Point for Sale	21
	Unit 2 : Beauty and Wellness Services and Products	22
	Unit 3 : Promotional Activities for Sale	23
	Unit 4 :Administrative Work at Sales	24
6.	Organisation of Field Visits	25
7.	List of Equipment and Materials	25
8.	Vocational Teacher's/ Trainer's Qualification and Guidelines	26
9.	List of Contributors	29

1. COURSE OVERVIEW

COURSE TITLE: Assistant Beauty Wellness Consultant (Beauty and Wellness Sector)

An Assistant Beauty Wellness Consultant is an operational job-role selling products in salons, spas, promotional locations, etc. She/he supports sales and marketing by displaying products, conducting visual hair and skin analysis, matching hair and skin conditions to product categories, selling, tracking and reporting sales information to the sales executive or manager. He/ she would need good interpersonal and listening skills whilst being client responsive

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

- Apply effective oral and written communication skills to interact with people and customers;
- Identify the principal components of a computer system;
- Demonstrate the basic skills of using computer;
- 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 and environment protection;
- Identify various career opportunities in the beauty sector;
- Describe the role of beauty wellness consultant;
- Describe Ancient methodology used for beauty and wellness
- Identify different home remedies and professional care trend for skin care, nail care and hair care
- Differentiate between natural and synthetic beauty products;
- Explain skin structure, functions and its disorders;
- Describe hair structure, functions and its disorders;
- Enumerate nail structure, functions and its disorders;
- Demonstrate the knowledge of creating positive impression at work place;
- Demonstrate professional etiquettes and personal grooming ;
- Identify Safety Regulations and Procedures in case of infection and chemical Toxicity;
- Demonstrate knowledge on Personal Hygiene and safety;
- Arrange products at display point;
- Storage and Disposal of products;
- Evaluate Safety and report for objectionable situation;
- Handling client at wellness centre;
- Conduct Skin, hair and nail Testing;
- Customer care services;
- Describe Branding;
- Explain marketing –mix and sales;
- Describe Promotion;
- Perform promotional activities at workplace;
- Manage Database;
- Report to manager as per organization standards;

COURSE REQUIREMENTS: Preferably class VIII for formal education system

COURSE LEVEL: This is a beginner level course for class IX & X. On completion of this course, a student can take up a higher level course in Beauty and Wellness sector, such as Beauty Wellness consultant in Class XI and Class XII.

COURSE DURATION: 400 hrs

Class 9 : 200 hrs

Class 10 : 200 hrs

Total : 400 hrs

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 9 and 10 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 9 is as follows:

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

CLASS 9			
	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – I	20	10
	Unit 2: Self-management Skills – I	10	
	Unit 3: Information and Communication Technology Skills – I	20	
	Unit 4: Entrepreneurial Skills – I	15	
	Unit 5: Green Skills – I	10	
	Total	75	10
Part B	Vocational Skills		
	Unit 1: Introduction to Beauty and Wellness Industry and Assistant Beauty Wellness Consultant	10	30
	Unit 2: Introduction of Basic Human Skin, Nails and Hair	40	
	Unit 3: Create a Positive Impression at the Workplace	25	
	Unit 4: Maintain Health and Safety at the Workplace	20	
	Total	95	30
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		

	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
Part E	Continuous and Comprehensive Evaluation (CCE)		
	Total	05	10
	Grand Total	200	100

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

CLASS 10			
	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – II	20	10
	Unit 2: Self-management Skills – II	10	
	Unit 3: Information and Communication Technology Skills – II	20	
	Unit 4: Entrepreneurial Skills – II	15	
	Unit 5: Green Skills – II	10	
	Total	75	10
Part B	Vocational Skills		
	Unit 1: Manage Display Point for Sale	25	30
	Unit 2 : Beauty and Wellness Services and Products	35	
	Unit 3 : Promotional Activities for Sale	20	
	Unit 4 :Administrative Work at Sales	15	
	Total	95	30
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
Part E	Continuous and Comprehensive Evaluation (CCE)		
	Total	05	10
	Grand Total	200	100

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

WRITTEN TEST:

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

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

Duration: 3 hrs

Maximum Marks: 30

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	2	1	2	10
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	2	2	11
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	1	1	05
4.	High Order Thinking Skills – (Analysis and Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	1	0	02
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
Total (14 questions)		3x1=3	6x2=12	5x3=15	30

PRACTICAL EXAMINATION

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

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

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

CONTINUOUS AND COMPREHENSIVE EVALUATION

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

3. TEACHING/TRAINING ACTIVITIES

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, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

KNOWLEDGE ASSESSMENT (THEORY)

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

WRITTEN TEST

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

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

Duration: 3 hrs

Maximum Mark: 30

S.No.	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	2	1	2	10
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	2	2	11
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	1	1	05
4.	High Order Thinking Skills – (Analysis and Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	1	0	02
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
Total (14 questions)		3x1=3	6x2=12	5x3=15	30

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.

CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student's development. In this scheme, the term 'continuous' is meant to emphasize that evaluation of identified aspects of students growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. The second term 'comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. For details, the CCE manual of

Central Board of Secondary Education (CBSE) or the guidelines issued by the State Boards on the procedure for CCE should be followed by the Institutions.

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

5. UNIT CONTENTS

CLASS 9

Part A: Employability Skills

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

UNIT 1: COMMUNICATION SKILLS - I			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Demonstrate knowledge of various methods of communication	1. Methods of communication (i) Verbal (ii) Non-verbal (iii) Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	05
2. Identify elements of communication cycle	1. Meaning of communication 2. Importance of communication skills 3. Elements of communication cycle– (i) sender, (ii) ideas, (iii) encoding, (iv) communication channel, (v) receiver,	1. Draw a diagram of communication cycle 2. Role plays on communication process related to the sector/job role	05

	(vi) decoding, and (vii) feedback		
3. Identify the factors affecting our perspectives in communication	<ol style="list-style-type: none"> 1. Perspectives in communication 2. Factors affecting perspectives in communication <ol style="list-style-type: none"> (iv) Visual perception (v) Language (vi) Past experience (vii) Prejudices (viii) Feelings (ix) Environment 	<ol style="list-style-type: none"> 1. Group discussion on factors affecting perspectives in communication 2. Sharing of experiences on factors affecting perspectives 3. Sharing experiences on factors affecting communication at workplace 	05
4. Demonstrate the knowledge of basic writing skills	<ol style="list-style-type: none"> 1. Writing skills related to the following: <ul style="list-style-type: none"> • Phrases • Kinds of sentences • Parts of sentence • Parts of speech • Use of articles • Construction of a paragraph 	<ol style="list-style-type: none"> 1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject 	05
Total			20

UNIT 2: SELF-MANAGEMENT SKILLS – I			
Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 hrs)
1. Describe the meaning and importance of self-management	<ol style="list-style-type: none"> 1. Meaning of self-management 2. Positive results of self-management 3. Self-management skills 	<ol style="list-style-type: none"> 1. Identification of self-management skills 2. Strength and weakness analysis 	05
2. Identify the factors that helps in building self-confidence	<ol style="list-style-type: none"> 1. Factors that help in building self-confidence – social, cultural, and physical factors 2. Self-confidence building tips – getting rid of the negative thoughts, thinking positively, staying happy with small things, staying clean, hygienic and smart, chatting with positive people, etc. 	<ol style="list-style-type: none"> 1. Role play exercises on building self-confidence 2. Use of positive metaphors/ words 3. Positive stroking on wakeup and before going bed 4. Helping others and working for community 	05
Total			10

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – I			
Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 hrs)
1. Describe the role of Information and Communication Technology (ICT) in day-to-day life and workplace	<ol style="list-style-type: none"> 1. Introduction to ICT 2. Role and importance of ICT in personal life and at workplace 3. ICT in our daily life (examples) 4. ICT tools - Mobile, tab, radio, TV, email, etc. 	<ol style="list-style-type: none"> 1. Discussion on the role and importance of ICT in personal life and at workplace. 2. Preparing posters / collages for showing the role of ICT at workplace 	04
2. Identify components of basic computer system and their functions	<ol style="list-style-type: none"> 1. Computer system - Central Processing Unit (CPU), memory, motherboard, storage devices 2. Hardware and software of a computer system 3. Role and functions of Random Access Memory(RAM) and Read Only Memory(ROM) 4. Role and functions of Central Processing Unit 5. Procedure for starting and shutting down a computer 	<ol style="list-style-type: none"> 1. Connecting the cables and peripherals to the Central Processing Unit 2. Starting and shutting down a computer 3. Group discussion on the various aspects of hardware and software 	07
3. Demonstrate use of various components and peripherals of computer system	<ol style="list-style-type: none"> 1. Peripherals devices and their uses – mouse, keyboard, scanner, webcam, etc. of a computer system 	<ol style="list-style-type: none"> 1. Identification of various parts and peripherals of a computer 2. Demonstration and practice on the use of mouse 3. Demonstration and practice on the use of keyboard 4. Demonstration of the uses of printers, webcams, scanner and other peripheral devices 	05

		5. Drawing diagram of computer system and labelling it	
4. Demonstrate basic computer skills	1. Primary operations on a computer system – input, process, storage, output, communication networking, etc.	1. Identification of the various input and output units and explanation of their purposes	04
Total			20

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

UNIT 5: GREEN SKILLS - I			
Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 hrs)
1. Demonstrated the knowledge of the factors influencing natural resource conservation	<ol style="list-style-type: none"> 1. Introduction to environment, 2. Relationship between society and environment, ecosystem and factors causing imbalance 3. Natural resource conservation 4. Environment protection and conservation 	<ol style="list-style-type: none"> 1. Group discussion on hazards of deteriorating environment 2. Prepare posters showing environment conservation 3. Discussion on various factors that influence our environment 	05
2. Describe the importance of green economy and green skills	<ol style="list-style-type: none"> 1. Definition of green economy 2. Importance of green economy 	<ol style="list-style-type: none"> 1. Discussion on the benefits of green skills and importance of green economy 2. Prepare a Poster showing the importance of green economy with the help of newspaper/magazine cuttings 	05
Total			10

CLASS 9

Part B: Vocational Skills

S.No.	Units	Duration (hrs)
1.	Introduction to Beauty and Wellness Industry and Assistant Beauty Wellness Consultant	10
2.	Introduction of Basic Human Skin, Nails, And Hair	40
3.	Create a Positive Impression at the Workplace	25
4.	Maintain Health and Safety at the Workplace	20
Total		95

UNIT 1: INTRODUCTION OF BEAUTY AND WELLNESS INDUSTRY AND ROLE OF ASSISTANT BEAUTY WELLNESS CONSULTANT			
Learning Outcome	Theory (06 hrs)	Practical (04 hrs)	Duration (10 hrs)
1. Describe scope of beauty and wellness industry 2. Identify various career opportunities in the beauty sector	1. Introduction to beauty and wellness industry in India 2. Major sub-segments of beauty and wellness sector 3. Career map of Assistant Beauty and wellness consultant	1. Draw career map of assistant beauty and wellness consultant 2. Discuss in a group about product and services related to nail, skin and hair care	03
2. Describe the role of beauty wellness consultant	1. Importance of beauty and wellness consultant 2. Essential Duties and responsibilities of Beauty wellness consultant 3. Skill required for Beauty wellness consultant	1. Prepare observation report on role of assistant beauty wellness consultant after Visiting near by a beauty and wellness salon 2. (Observe, discuss and enlist function and skills of assistant beauty wellness consultant)	02
4. Describe Ancient methodology used for beauty and wellness 5. Identify different home remedies and professional care trend for skin care, nail care and hair care	1. Ancient methodology used for beauty and wellness 2. Home remedies/natural methods of skin care, nail care and hair care. 3. Professional care trends for skin, nail and hair 4. Advantages and	1. Collect pictures of natural care products used as home remedies for skin, hair and nail care 2. Collect packaging material of organic and synthetic hair, skin and nail care products from	05

6. Differentiate natural and synthetic beauty products	disadvantages of using natural and synthetic products	home or nearby salon /shops 3. Prepare brief speech on ingredients of organic or synthetic products	
Total			10

UNIT 2: INTRODUCTION OF BASIC HUMAN SKIN, NAILS, AND HAIR			
Learning Outcome	Theory (30 hrs)	Practical (10 hrs)	Duration (40 hrs)
1. Explain skin structure, functions and its disorders	1. Skin Structure 2. Functions of skin 3. Ph. Scale 4. Types of skin 5. Skin disorder 6. treatment of skin disorders	1. Make well labelled diagram of skin 2. Prepare a table of skin disorders and their causes and treatment 3. Explain the ph. Scale	14
4. Describe hair structure, functions and its disorders	1. Hair Structure 2. Functions of hair 3. Types of hair 4. Hair disorder 5. treatment of hair disorders	1. Describe hair structure by diagram 2. Compile list of hair disorders and treatment	13
5. Enumerate nail structure, functions and its disorders	1. Nail Structure 2. Functions of nail 3. Types of nail 4. Nail disorder 5. treatment of nail disorders	1. Distinguish and observe signs of healthy nails in groups	13
		Total	40

UNIT 3: CREATE A POSITIVE IMPRESSION AT THE WORKPLACE			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
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	1. Visit beauty and wellness salon/center to observe reception area and codes of conduct 2. Perform client consultation activity	13

	<ul style="list-style-type: none"> on telephone 5. Code of conduct and professional etiquettes 6. Working as an effective team member 		
2. Demonstrate professional etiquettes and personal grooming	<ul style="list-style-type: none"> 1. Personal grooming and hygiene 2. Uniform and work accessories 3. Professional etiquettes 4. Voice modulation 	<ul style="list-style-type: none"> 1. Demonstration of procedures and practices for personal grooming. 2. Perform group activity to display professional etiquettes 	12
Total			25

UNIT 4: MAINTAIN HEALTH AND SAFETY AT THE WORKPLACE			
Learning Outcome	Theory (12 hrs)	Practical (08 hrs)	Total Duration (20 hrs)
1. Identify Safety Regulations and Procedures in case of infection and chemical toxicity	<ul style="list-style-type: none"> 1. Hazards-Introduction 2. Types of hazards-communicable disease, allergy, burning or injury, chemical toxicity 3. Workplace health and safety measure - fire, electricity, chemical, insect 4. Safe handling Techniques of equipment, chemical and products 5. Code of conduct 	<ul style="list-style-type: none"> 1. Enlist various hazards at beauty and wellness salon. 2. Demonstrate use of fire extinguisher 3. Prepare collage of different insecticide used at workplace 4. Perform allergy test of chemicals in group 5. Follow user's manuals to handle and operate equipment 	10
2. Demonstrate knowledge on Personal Hygiene and safety	<ul style="list-style-type: none"> 1. Personal Hygiene-importance, hand washing, sterilization, personal protective tools 2. Refusing unsafe work 3. Maintenance of posture to minimize fatigue and risk of injury 	<ul style="list-style-type: none"> 1. Enlist rules of personal hygiene 2. Display standard method of hand washing 3. Carry out sterilization method for articles and equipment 4. Collect pictures of personal protective tools 5. Demonstrate standard posture and position at workplace 	10
Total			20

CLASS 10

Part A - Employability Skills

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

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

		communication	
5. 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	05
Total			20

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

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – II			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Distinguish between different operating systems	1. Classes of operating systems 2. Menu, icons and task bar on the desktop 3. File concept, file operations, file organization, directory structures, and file-system structures 4. Creating and managing files and folders	1. Identification of task bar, icons, menu, etc. 2. Demonstration and practicing of creating, renaming and deleting files and folders, saving files in folders and sub-folders, restoring files and folders from recycle bin	17
2. Apply basic skills for care and maintenance of computer	1. Importance and need of care and maintenance of computer (i) Cleaning computer components (ii) Preparing maintenance schedule (iii) Protecting computer against viruses (iv) Scanning and cleaning viruses and removing SPAM files, temporary files and folders	1. Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software	03
Total			20

UNIT 4: ENTREPRENEURIAL SKILLS – II			
Learning Outcome	Theory (06 hrs)	Practical (09 hrs)	Duration (15 hrs)
1. List the characteristics of successful entrepreneur	1. Entrepreneurship and society 2. Qualities and functions of an entrepreneur 3. Role and importance of an entrepreneur 4. Myth about	1. Writing a note on entrepreneurship as career option 2. Collecting success stories of first generation and local entrepreneurs	15

	entrepreneurship 5. Entrepreneurship as a career option	<ol style="list-style-type: none"> 3. Listing the entrepreneurial qualities – analysis of strength and weaknesses 4. Group discussion of self-qualities that students feel are needed to become successful entrepreneur 5. Collect information and related data for a business 6. Make a plan in team for setting up a business 	
Total			15

UNIT 5: GREEN SKILLS – II			
Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 hrs)
1. Demonstrate the knowledge of importance, problems and solutions related to sustainable development	<ol style="list-style-type: none"> 1. Definition of sustainable development 2. Importance of sustainable development 3. Problems related to sustainable development 	<ol style="list-style-type: none"> 1. Identify the problem related to sustainable development in the community 2. Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage 3. Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values 4. Preparing models on rain water harvesting, drip / sprinkler irrigation, vermin-compost, solar energy, solar cooker, etc. 	10
Total			10

Part B–Vocational Skills

S.No.	Units	Duration (hrs)
1.	Manage Display Point for Sale	25
2.	Beauty and Wellness Services and Products	35
3.	Promotional Activities for Sale	20
4.	Administrative Work at Sales	15
Total		95

UNIT 1: MANAGE DISPLAY POINT FOR SALE			
Learning Outcome	Theory (15 hrs)	Practical (10 hrs)	Duration (25 hrs)
1. Arrange products at display point	<ol style="list-style-type: none"> 1. Gathering products for display: testers, promotional products, literature, templates, latest scheme 2. Checklist for product display 3. Importance of products display in marketing , promotional, sales campaign and activities 4. Process and styles of products display 5. Consider elements such as light, colour, texture, composition, physical elements, services 6. Purpose and principles of display of products 7. Organisational code of conduct for display of products 	<ol style="list-style-type: none"> 1. Prepare different types of display models with products 2. Collect packaging and promotional material of beauty products and display them for promotional activities 	09
2. Storage and Disposal of products	<ol style="list-style-type: none"> 1. Collecting products as per need 2. Safe Storage of products 3. Labelling methods for display 4. Cross-checking of products on display point and store 5. Disposal of waste products and packaging materials 	<ol style="list-style-type: none"> 1. Prepare chart paper or model showing various styles of product labelling 2. Make diagrams explaining safe storage of different types of Beauty products 3. Demonstrate safe disposal methods in classroom 	08

	6. Organizational guidelines for storage and disposal of products		
3. Evaluate Safety and report for objectionable situation	<ol style="list-style-type: none"> 1. Regular check-up of products for satisfactory condition 2. Update storage records using FIFO, Stock rotation, Checking expiry date, sell stock, and order product 3. Action to avoid and minimize spoilage of products 4. Health and safety risk in product display 5. Report to manager for objectionable situation using organisational code of conduct 	1. Prepare different types of sample register for storage record- FIFO, Stock rotation, Checking expiry date, sell stock	08
Total			25

UNIT 2: BEAUTY AND WELLNESS SERVICES AND PRODUCTS			
Learning Outcome	Theory (20 hrs)	Practical (15 hrs)	Duration (35 hrs)
1. Handling client at wellness centre	<ol style="list-style-type: none"> 1. Meet and greet clients, fill enquiry form accurately 2. Handling basic customer queries and direct them to billing counter 3. Customer feedbacks 4. Providing product/service information with various promotional schemes 5. Return and exchange policies as per organizational norms 6. Product refund process 7. Maintain records of client and services 	<ol style="list-style-type: none"> 1. Perform group activities for client handling-queries, providing information, promotional schemes and benefits 2. Prepare sample enquiry and client service record form 3. Perform return, exchange and refund process 	15
4. Conduct Skin, hair and nail Testing	<ol style="list-style-type: none"> 1. Understanding client expectation 2. Visual analysis of client and discuss contra- 	1. Perform group activity for analysing client's skin, hair and nail and suggest according to client's need	12

	<p>indication with client</p> <ol style="list-style-type: none"> 3. Skin, hair and nail testing- devices and equipment 4. Skin and Hair testing- purpose and procedure 5. Suggest suitable products/services 6. User instruction for the product or services 	<p>and budget</p> <ol style="list-style-type: none"> 2. Collect or Draw diagrams of various equipment and devices used in skin, hair and nail testing 3. Prepare chart of healthy skin, hair and nail. 4. Visit a salon /center /different cosmetic outlets and observe hair, skin and nail testing procedure 	
5. Customer care services	<ol style="list-style-type: none"> 1. Providing information about company loyalty scheme and offers 2. Making reports and updating database 3. Principles of customer care 4. Handling conflicts, complaints and grievances 5. Managing and handling of cash 6. Maintaining inventory 	<ol style="list-style-type: none"> 1. Play a role for handling customers conflicts, complain and grievances 2. Perform group activity for cash handling and reporting to manager 3. Training on POS machine 	08
Total			35

UNIT 3: PROMOTIONAL ACTIVITIES FOR SALE			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Describe Branding	<ol style="list-style-type: none"> 1. Brand- definition, types, importance 2. Advantage and disadvantage of Brands 	<ol style="list-style-type: none"> 1. Collect packaging or sample of beauty products of different Brands in India/International 	05
2. Explain marketing –mix and sales	<ol style="list-style-type: none"> 1. Marketing- definition, types, marketing-mix, Digital marketing (*SMS, Call, e-mails for promotion and upcoming scheme, *Tie-up with other organisations) 2. Sales-Definition, types, 3. Difference between marketing and sales 4. Selling through events 	<ol style="list-style-type: none"> 1. Make charts for exhibiting Types of marketing and sales in beauty and wellness sector 	05

3. Describe Promotion	<ol style="list-style-type: none"> Promotion- meaning, concept, Types and importance of Promotion Advantage and disadvantages of Promotion 	Collect promotional brochure, pamphlet or leaflet and newspaper cutting of various companies	05
4. Perform promotional activities at workplace	<ol style="list-style-type: none"> Collect, organize and present product promotional information, material, product packs as per organizational standards Carrying out promotional tasks as per instructions Cross-selling and up selling 	Demonstrate promotional task in group Perform cross selling and up selling activities	05
Total			20

UNIT 4: ADMINISTRATIVEWORK AT SALES			
Learning Outcome	Theory (08 hrs)	Practical (07 hrs)	Duration (15 hrs)
1. Manage Database	<ol style="list-style-type: none"> Database- introduction, Invoice- introduction Upadating promotional database Data security Store and retrieve information in a manual and electronic filing systems as per requirement/instructions 	1. Prepare sample invoice and database	09
2. Report to manager as per organization standards	<ol style="list-style-type: none"> Daily action summary- preparation, reporting Clarifying doubts and satisfaction Recording and reporting defective products Maintenance of office equipment 	1. Prepare daily activity summary and record of equipment maintenance	06
Total			15

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. Product and brands used by saloons
5. Products of nail, skin and hair care with its brand
6. Sales procedure
7. Accounts maintenance
8. Manpower engaged
9. Total expenditure of salon
10. Total annual income
11. Profit/Loss (Annual)
12. 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.

Unique Equipment Required:

- | | |
|----------------------------------|-------------------------|
| 1. Anatomy and physiology charts | 8. Receipt Book |
| 2. Display Material | 9. Inventory List |
| 3. Promotional Material | 10. First aid kit |
| 4. Labelling Material | 11. Fire Extinguisher |
| 5. Analyzer Machines | 12. Sterilizers |
| 6. Record book | 13. Waste Disposal Bins |
| 7. Schedule Register | |

Other Equipment Required

- | | |
|----------------------------------|-----------------|
| 1. All in one Eyelash Brush/Comb | 4. Arm Chair |
| 2. All Propose Comb | 5. Bath Comb |
| 3. Applicator Brush | 6. Bleach Brush |

- | | |
|---------------------------------|-------------------------------|
| 7. Body Massage Bed | 19. Large Tooth Comb |
| 8. Bowles | 20. Magazines/Books with rack |
| 9. Complete Make Up Brushes Set | 21. Magnifying Glass |
| 10. Computer with Internet | 22. Make up Catalogues |
| 11. Eyebrow Pencil Sharpener | 23. Make up Palate |
| 12. Garbage Bin/Bags | 24. Modular Mirrors |
| 13. Hair Brush | 25. Mop |
| 14. Hair Clips set | 26. Small Scissors |
| 15. Hand Mirrors | 27. Small Stools |
| 16. High Chair | 28. Spatula |
| 17. Ladies/kids Cut Catalogues | 29. Spray Bottle |
| 18. Large Stools | 30. Sterilizer |

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.	Preferably graduate Or 12 th pass with Diploma in Beauty Therapy/and Certificates in retailing/customer service or equivalent certificate experience in the relevant field	Effective communication skills (oral and written) Basic computing skills	18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of 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 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

Working Group Meeting I:

The Working Group Meeting for the development of this curriculum (Draft) held from 25 Nov. to 28 Nov. 2019, following experts are contributed:

External Experts:

1. Neelima Singh
Designation- Director, Chocolate Salon, Kolar Road Bhopal
Email – cdrudai@gmail.com
2. Lokesh Choudhary
Designation- Wellness Instructor,
Sanchi University of Buddhist- indic Studies Raisen (M. P.)
Email – yogascholar.lokesh@gmail.com

Internal Resource Person

3. Puja Mishra
Designation- Consultant (Beauty & Wellness),
DHSER, PSSCIVE
Email – pujamishra05@gmail.com
4. Vijay Kumar
Designation- Consultant (Yoga),
DHSER, PSSCIVE
Email – rudera.vijay@gmail.com
5. Dr. Nidhi Gupta
Designation- Consultant (DVET),
DHSER, PSSCIVE
Email – dr.nidhigupta9@gmail.com
6. Vikram Singh Bhadauria
Designation- Consultant (Physical Education),
DAAH, PSSCIVE
Email – vicky879@gmail.com
7. Rahul Deshmukh
Designation- Consultant (Nursing)
Dept. Health & Paramedical Science
Email – rahul.deshmukh489@gmail.com
8. Sudha Tiwari
Designation- Consultant (Nutrition)
Dept. Health & Paramedical Science
Email- sudhatiwari88@gmail.com

COURSE COORDINATOR

Dr. Vipin Kumar Jain

Associate Professor and Head
Department of Humanities, Science, Education and Research (DHSER)
PSS Central Institute of Vocational Education, Bhopal

Working Group Meeting II :

The Working Group Meeting for the finalization of curriculum held from 17 to 20 December 2019, following experts are contributed:

External Experts:

1. Satya Sharma
Designation- Technical Head, VLCC, Corporate office, Gurgaon (Haryana)
E-mail: satya.sharma@vlccwellness.com
2. Neelima Singh
Designation- Director, Chocolate Salon, Kolar Road Bhopal
Email – cdrudai@gmail.com
3. Pradeep Kumar Pathak
Designation: Master Trainer Yoga, Beauty & Wellness Sector Skill Council, New Delhi
E-mail: praeeep.pathak@vvki.net
4. Ruchi Singh
Designation: CEO, Nutristrong, CISQ, Kolar Road, Bhopal
E-mail: ruchi5aug@gmail.com
5. Lokesh Choudhary
Designation- Wellness Instructor,
Sanchi University of Buddhist- indic Studies Raisen (M. P.)
Email – yogascholar.lokesh@gmail.com

Internal Resource Person

6. Puja Mishra
Designation- Consultant (Beauty & Wellness),
DHSER, PSSCIVE
Email – pujamishra05@gmail.com
7. Vijay Kumar
Designation- Consultant (Yoga),
DHSER, PSSCIVE
Email – rudera.vijay@gmail.com
8. Dr. Nidhi Gupta
Designation- Consultant (DVET),
DHSER, PSSCIVE
Email – dr.nidhigupta9@gmail.com

COURSE COORDINATOR

Dr. Vipin Kumar Jain

Associate Professor and Head
Department of Humanities, Science, Education and Research (DHSER)
PSS Central Institute of Vocational Education, Bhopal

Working Group Meeting III:

The Working Group Meeting for review and finalization with the expert of Beauty & Wellness Sector Skill Council of this curriculum of curriculum held on 30 January, 2020, following experts are contributed:

Expert from Beauty & Wellness Sector Skill Council:

1. Ms. Sohni Guha
Senior Manager – Standards & QA
Beauty & Wellness Sector Skill Council
247 & 248, DLF South Court, 1st Floor,
Saket, New Delhi - 110017
Email: sohini.guha@bwssc.in
Contact: 9953880992

Internal Resource Person

2. Puja Mishra
Designation- Consultant (Beauty & Wellness),
DHSER, PSSCIVE
Email – pujamishra05@gmail.com
3. Vijay Kumar
Designation- Consultant (Yoga),
DHSER, PSSCIVE
Email – rudera.vijay@gmail.com
4. Dr. Nidhi Gupta
Designation- Consultant (DVET),
DHSER, PSSCIVE
Email – dr.nidhigupta9@gmail.com

COURSE COORDINATOR

Dr. Vipin Kumar Jain

Associate Professor and Head
Department of Humanities, Science, Education and Research (DHSER)
PSS Central Institute of Vocational Education, Bhopal



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal- 462 002, M.P., India