

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

# Assistant Hair stylist

(QUALIFICATION PACK: Ref.Id. BWS/Q0201)

**SECTOR: Beauty and Wellness**

**Classes 9 and 10**

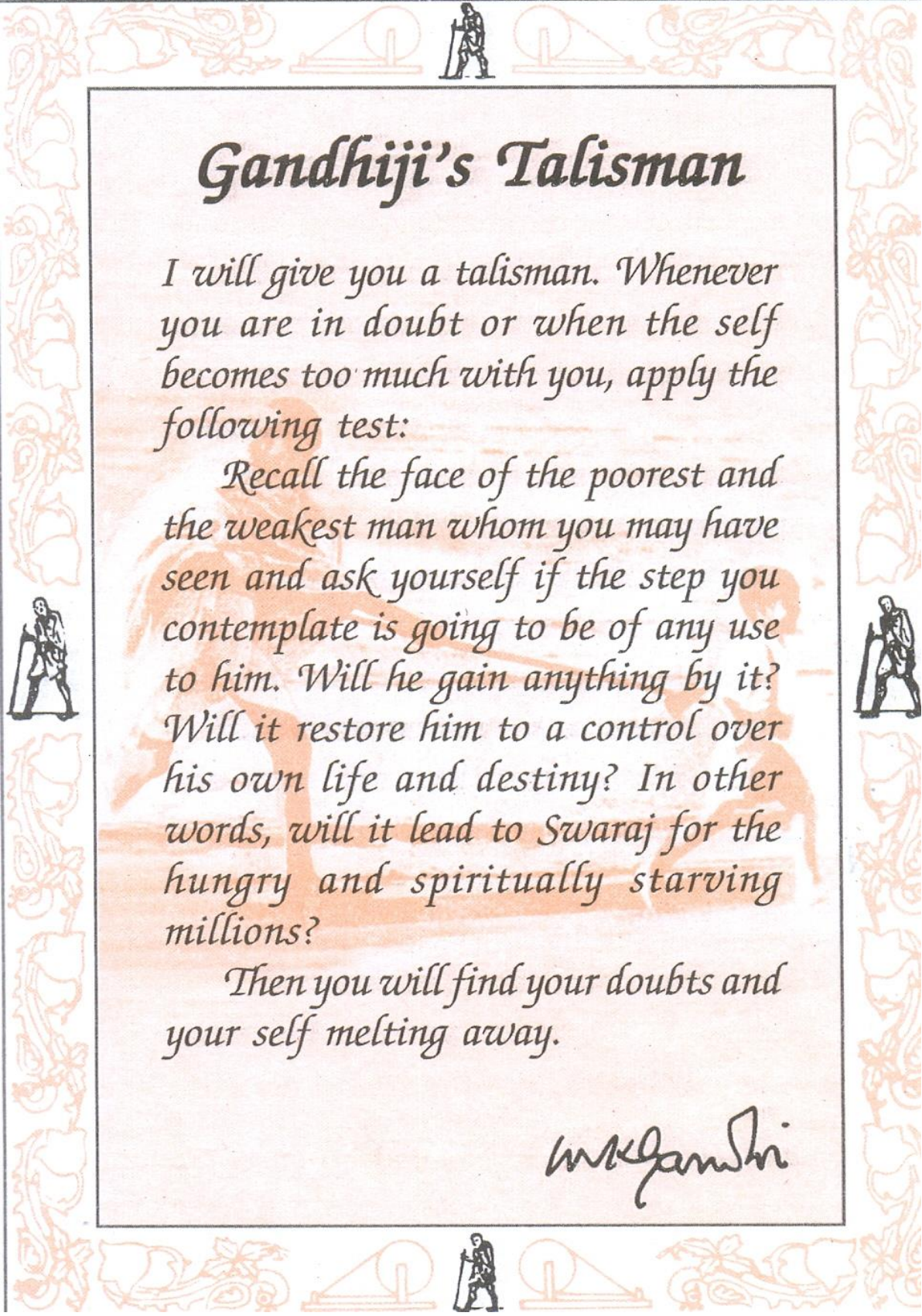


**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

(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.K. Gandhi*

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CURRICULUM: Assistant Hair stylist (Beauty  
and Wellness Sector)**

**January, 2020**

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

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**Published by:**

Joint Director  
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# FOREWORD

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**T**he 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 HAIR STYLIST (BWS/Q0201)**. 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 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 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 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 Hair Stylist 'of Beauty and Wellness Sector Dr. Vipin Kumar Jain, Ms. Pujja Mishra, Consultant (Beauty and Wellness) and Dr. Nidhi Gupta, consultant (DVET), Department of Humanities Science, Education & Research (DHSER), PSSCIVE and experts in the development of this curriculum are duly acknowledged. We are also thankful to the experts from Beauty & Wellness Sector Skill Council for their untiring efforts and contributions in the development of this curriculum. The names of all the experts are acknowledged in the list of contributors.

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

**PSSCIVE Team**



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# 1. COURSE OVERVIEW

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## **COURSE TITLE: Assistant Hair stylist (Beauty and Wellness Sector)**

Assistant Hair Stylist needs to perform the basic hair care as well as maintain hygiene and safety at workplace. He /She should have Knowledge about various hair products and should be able to perform basic functions such as shampoos and conditioner; blow drying hair, provides basic haircuts and assists the hair stylist in providing other advanced hair services. The person also assists in salon ambience maintenance and also do various other tasks in the salon including sells of the hair care products in the salon after obtaining knowledge on them. He/ She must be trained in the correct usage and handling to perform the hair treatments safely.

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

- Communicate effectively with the customers.
- Describe the various career options available in beauty and wellness industry, such as Assistant hair stylist, Product adviser etc.
- Apply effective oral and written communication skills to interact with people and customers.
- To provide quality training to those seeking a career as professional Assistant hair stylist.
- To introduce the culture of safe, clean, healthy and pleasant environment at training centres and beauty salons.
- Prepare and maintain the work area.
- Demonstrate the knowledge of anatomical structure of hair and understand the hair growth cycle.
- Develop basic understanding of common disorder of hair and scalp.
- Demonstrate the knowledge of basic principles and application of various
- Types of Hair product and their effect on the hair.
- Demonstrate the skills of handling and maintenance of the equipment and implements used in hair section.
- Demonstrate the procedure for basic hair care services(Shampoo, conditioner ,basic cuts , head massages , colour , ) and Explain precaution during services
- Demonstrate the Client consultation techniques and Client record information.
- Demonstrate the procedure for basic haircuts and Identify suitable
- Equipment and product for the hair -cut.
- Demonstrate different types of hair styles with designs tools.
- Demonstrate profession ethics and attitude.

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

**COURSE LEVEL:** This is a beginner level course for class IX and X. On completion of this course, a student can take up higher level course in Beauty and Wellness sector. The progression for this job role is as Hairstylist 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:

<b>CLASS 9</b>			
	<b>Units</b>	<b>No. of Hours for Theory and Practical</b>	<b>Max. Marks for Theory and Practical</b>
		<b>200</b>	<b>100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills – I	20	10
	Unit 2: Self-management Skills – I	10	
	Unit 3: Information and Communication Technology Skills – I	20	
	Unit 4: Entrepreneurial Skills – I	15	
	Unit 5: Green Skills – I	10	
	<b>Total</b>	<b>75</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Introduction to Beauty and Wellness Industry	08	30
	Unit 2: Prepare and Maintain the Work area	21	
	Unit 3: Basic Hair Structure	20	
	Unit 4: Basic Hair care (Shampoo and Conditioner) and Common Hairstyles	32	
	Unit 5: Head Massage	44	
	<b>Total</b>	<b>125</b>	<b>30</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	<b>Total</b>	<b>15</b>	<b>15</b>
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>		
	<b>Total</b>	<b>05</b>	<b>10</b>
	<b>Grand Total</b>	<b>200</b>	<b>100</b>

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

<b>CLASS 10</b>			
	<b>Units</b>	<b>No. of Hours for Theory and Practical</b>	<b>Max. Marks for Theory and Practical</b>
		<b>200</b>	<b>100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	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	
	<b>Total</b>	<b>75</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Basic Blow Drying of Hair	15	30
	Unit 2: Basic Hair Cut	36	
	Unit 3: Hair Colour Application	36	
	Unit 4: Basic Makeup and Depilation	10	
	Unit 5: Assist the Hair stylist in Advanced Hair Services	20	
	Unit 6: Creating Positive Impression at the Workplace	08	
	<b>Total</b>	<b>125</b>	<b>30</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	<b>Total</b>	<b>15</b>	<b>15</b>
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>		
	<b>Total</b>	<b>05</b>	<b>10</b>
	<b>Grand Total</b>	<b>200</b>	<b>100</b>

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

**WRITTEN TEST:**

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Question paper for the vocational subject may be prepared by the subject

experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers and subject experts from university/colleges or industry recommended by the respective Sector Skill Council. The Central/State Examination Board will use the services of the relevant experts for setting up the question papers and conducting the examinations.

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

**Duration: 3 hrs**

**Maximum Marks: 30**

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	2	1	2	10
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, 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
<b>Total (14 questions)</b>		<b>3x1=3</b>	<b>6x2=12</b>	<b>5x3=15</b>	<b>30</b>

### **PRACTICAL EXAMINATION**

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

For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce. **Viva voce** allows candidates to demonstrate

communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject.

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

### **CONTINUOUS AND COMPREHENSIVE EVALUATION**

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student's development. In this scheme, the term 'continuous' is meant to emphasise that evaluation of identified aspects of 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**

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

### **CLASSROOM ACTIVITIES**

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

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

Practical work may include but not limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to enhance

hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the vocational teacher to the Head of the Institution.

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

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

## **4. ASSESSMENT AND CERTIFICATION**

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The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

### **KNOWLEDGE ASSESSMENT (THEORY)**

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

### **WRITTEN TEST**

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



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

**Duration: 3 hrs**

**Maximum Mark: 30**

S.No.	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	2	1	2	10
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
<b>Total (14 questions)</b>		<b>3x1=3</b>	<b>6x2=12</b>	<b>5x3=15</b>	<b>30</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 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
<b>Total</b>		<b>75</b>

UNIT 1: COMMUNICATION SKILLS - I			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Demonstrate knowledge of 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, (vi) decoding, and (vii) feedback	1. Draw a diagram of communication cycle 2. Role plays on communication process related to the sector/job role	05
3. Identify the factors affecting our perspectives in communication	1. Perspectives in communication 2. Factors affecting perspectives in communication (iv) Visual perception	1. Group discussion on factors affecting perspectives in communication 2. Sharing of	05

	(v) Language (vi) Past experience (vii) Prejudices (viii) Feelings (ix) Environment	experiences on factors affecting perspectives 3. Sharing experiences on factors affecting communication at workplace	
4. Demonstrate the knowledge of basic writing skills	1. Writing skills related to the following: <ul style="list-style-type: none"> <li>• Phrases</li> <li>• Kinds of sentences</li> <li>• Parts of sentence</li> <li>• Parts of speech</li> <li>• Use of articles</li> <li>• Construction of a paragraph</li> </ul>	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	05
<b>Total</b>			<b>20</b>

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

<b>UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – I</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (14 hrs)</b>	<b>Duration (20 hrs)</b>
1. Describe the role of Information and Communication	1. Introduction to ICT 2. Role and importance of ICT in personal life and at	1. Discussion on the role and importance of	

Technology (ICT) in day-to-day life and workplace	<p>workplace</p> <ol style="list-style-type: none"> <li>ICT in our daily life (examples)</li> <li>ICT tools - Mobile, tab, radio, TV, email, etc.</li> </ol>	<p>ICT in personal life and at workplace.</p> <ol style="list-style-type: none"> <li>Preparing posters / collages for showing the role of ICT at workplace</li> </ol>	04
2. Identify components of basic computer system and their functions	<ol style="list-style-type: none"> <li>Computer system - Central Processing Unit (CPU), memory, motherboard, storage devices</li> <li>Hardware and software of a computer system</li> <li>Role and functions of Random Access Memory(RAM) and Read Only Memory(ROM)</li> <li>Role and functions of Central Processing Unit</li> <li>Procedure for starting and shutting down a computer</li> </ol>	<ol style="list-style-type: none"> <li>Connecting the cables and peripherals to the Central Processing Unit</li> <li>Starting and shutting down a computer</li> <li>Group discussion on the various aspects of hardware and software</li> </ol>	07
3. Demonstrate use of various components and peripherals of computer system	<ol style="list-style-type: none"> <li>Peripherals devices and their uses – mouse, keyboard, scanner, webcam, etc. of a computer system</li> </ol>	<ol style="list-style-type: none"> <li>Identification of various parts and peripherals of a computer</li> <li>Demonstration and practice on the use of mouse</li> <li>Demonstration and practice on the use of keyboard</li> <li>Demonstration of the uses of printers, webcams, scanner and other peripheral devices</li> <li>Drawing diagram of computer system and labelling it</li> </ol>	05
4. Demonstrate basic computer skills	<ol style="list-style-type: none"> <li>Primary operations on a computer system – input, process, storage, output,</li> </ol>	<ol style="list-style-type: none"> <li>Identification of the various input and output units</li> </ol>	04

	communication networking, etc.	and explanation of their purposes	
<b>Total</b>			<b>20</b>

<b>UNIT 4: ENTREPRENEURIAL SKILLS - I</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (09 hrs)</b>	<b>Duration (15 hrs)</b>
1. Identify various types of business activities	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
<b>Total</b>			<b>15</b>

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

	<p>causing imbalance</p> <ol style="list-style-type: none"> <li>3. Natural resource conservation</li> <li>4. Environment protection and conservation</li> </ol>	<p>environment conservation</p> <ol style="list-style-type: none"> <li>3. Discussion on various factors that influence our environment</li> </ol>	
<ol style="list-style-type: none"> <li>2. Describe the importance of green economy and green skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Definition of green economy</li> <li>2. Importance of green economy</li> </ol>	<ol style="list-style-type: none"> <li>1. Discussion on the benefits of green skills and importance of green economy</li> <li>2. Prepare a Poster showing the importance of green economy with the help of newspaper/magazine cuttings</li> </ol>	05
<b>Total</b>			<b>10</b>

## Part B: Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Introduction to Beauty and Wellness Industry	08
2.	Prepare and Maintain Work Area	21
3.	Basic Hair Structure	20
4.	Basic Hair Care (Shampoo and Conditioner) and Common Hairstyles	32
5.	Head Massage	44

<b>UNIT 1: INTRODUCTION TO BEAUTY AND WELLNESS INDUSTRY</b>			
Learning Outcome	Theory (05 hrs)	Practical (03 hrs)	Duration (08Hrs)
1. Identify various career opportunities in the beauty sector	<ol style="list-style-type: none"> <li>1. Introduction to Beauty and wellness industry</li> <li>2. Major sub-segments of beauty and wellness sector</li> <li>3. Career path for Assistant hair stylist</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a chart for career opportunities as assistant hair stylist</li> <li>2. Describe the beauty and wellness sector</li> </ol>	03
2. Describe the importance of beauty and hair care	<ol style="list-style-type: none"> <li>1. Importance of Beauty salons</li> <li>2. Hair care</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the importance beauty salons and hair care</li> <li>2. Demonstrate steps of hair care</li> </ol>	02
3. Identity different services in Hair care	<ol style="list-style-type: none"> <li>1. Services for hair care               <ol style="list-style-type: none"> <li>a. Shampooing</li> <li>b. Conditioning</li> <li>c. Blow drying</li> <li>d. Basic hair cut</li> <li>e. Head massage</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the hair care services</li> </ol>	03
<b>Total</b>			<b>08</b>

<b>UNIT 2: PREPARE AND MAINTAIN WORK AREA</b>			
Learning Outcome	Theory (08 hrs)	Practical (13 hrs)	Duration (21 hrs)
1. Prepare and maintain the work area	<ol style="list-style-type: none"> <li>1. Essentials of work area</li> <li>2. Types of products, equipment used in services</li> <li>3. Storage of tools , products and equipment</li> <li>4. Sterilisation and disinfection methods</li> <li>5. Safe disposal of waste</li> <li>6. Personal presentation and behaviour</li> <li>7. Maintenance of record cards ,equipment, and materials</li> <li>8. Compliances of rules and norms at work place</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the products and equipment</li> <li>2. Demonstration on storage of products, tools and equipment safety and at proper place</li> <li>3. Demonstrate the store management</li> <li>4. Demonstration of sterilisation and disinfection of tools and</li> </ol>	13



		<p>equipment</p> <p>5. Segregation and disposal of waste</p> <p>6. Demonstration on preparation and maintenance of work area</p>	
2. Describe the health and safety at the work place	<ol style="list-style-type: none"> <li>1. Self-grooming as per salon standards</li> <li>2. Work area preparation</li> <li>3. Personal safety during the service <ul style="list-style-type: none"> <li>• Maintain the posture to minimize fatigue</li> <li>• Hazards and risks at workplace – document potential, Fire, chemical, electricity, etc.</li> </ul> </li> <li>4. Styling tools and product that are safe and fit</li> <li>5. Mix the ingredients to prepare right proportion of products</li> <li>6. Appropriate place to avoid spillage</li> <li>7. First aid for the reaction</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a chart on health and safety standards</li> <li>2. Organize the styling tools product for the hair stylist</li> </ol>	08
<b>Total</b>			<b>21</b>

<b>UNIT 3: BASIC HAIR STRUCTURE</b>			
<b>Learning Outcome</b>	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>	<b>Duration (20Hrs)</b>
1. Demonstrate the knowledge of anatomical structure of hair	<ol style="list-style-type: none"> <li>1. Types of hair</li> <li>2. Parts of hair;</li> <li>3. Hair root: Arrector pilli muscles ,follicle ,papilla, sebaceous gland</li> <li>4. Hair shaft : cuticle, cortex and medulla</li> <li>5. Three Stages of hair growth cycle: <ul style="list-style-type: none"> <li>• Anagen</li> <li>• Catagen,</li> <li>• Telogen</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Reading sessions on the terms used for describing the structure of hair</li> <li>2. Writing session on the terms used for describing the structure of hair</li> <li>3. Identify various parts of hair structure and draw the diagram</li> <li>4. Prepare a chart on hair root and hair shaft cuticle , cortex, medulla</li> <li>5. Make a group of 4 students and divide topics of hair structure among them followed by diagram presentation in the class</li> </ol>	12

		6. Make a collage using picture of hair types prepare a chart of hair growth cycle and display in the class	
2. Demonstrate the knowledge and skills of common diseases of hair and scalp	1. Diseases of hair and scalp and its treatment <ul style="list-style-type: none"> <li>• Hair fall</li> <li>• Split ends</li> <li>• Dandruff</li> </ul>	1. Prepare a photo collage of hair problems 2. Group discussion on the problems of hair and scalp 3. Demonstrate the hair and scalp treatments	08
<b>Total</b>			<b>20</b>

<b>UNIT 4: BASIC HAIR CARE (SHAMPOO AND CONDITIONER) AND COMMON HAIRSTYLES</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (22 hrs)</b>	<b>Duration (32 hrs)</b>
1. Demonstrate the knowledge of shampoo and conditioner	1. Types of Shampoo and conditioner according to hair and scalp 2. Importance of shampoo and conditioner	1. Describe the shampoo 2. Describe the conditioner 3. Collect a sample of empty shampoos and conditioners bottle /sheshe used for different hair types	04
2. Perform shampooing and conditioning service	1. Prepare the work area 2. Client consultation and preparation 3. Equipment and material used for shampoo and conditioner 4. Identify the hair and scalp condition 5. Contraindications that prevent treatment (oily dandruff, scalp infection) 6. Accurate procedure for Shampoo and conditioner 7. Chair setting as per client comfort, privacy	1. Enlist tools and equipment. 2. Demonstrate the use of equipment 3. Demonstrate and practice the rotary massage strokes 4. Demonstrate operational function of shampoo station 5. Demonstrate the Shampoo and conditioner procedure 6. Demonstrate the towel draping on wet hair	14

	<p>and safety</p> <p>8. Follow salon`s code of conduct</p> <p>9. After care advice</p> <p>10. Client's feedback</p>	<p>7. Practice detangle the hair with the help of tooth comb</p> <p>8. Demonstrate the blow dry(Blast dryer)</p>	
3. Make Common Hairdos	<p>1. Preparation of the work area</p> <p>2. Styling products, tools and equipment :hair gel, mousse, hair spray, serum styling lotion, heat protectants, combs, flat back, vent brush, etc.</p> <p>3. Types of hair style: Plait, twist, braids, knots, rolls, chignon, pleat, ringlets, tonging etc.</p> <p>3 Procedure of the hair styles with accessories</p> <p>7 Precaution during services</p>	<p>1. Demonstrate the hair product application</p> <p>2. Demonstrate all the(specified by teacher) styles</p> <p>3. Demonstrate how to set hair accessories</p> <p>4. Make a collage using pictures of different hair styling</p>	12
4. Describe the customer feedback information	<p>1. Accept feedback in positive manner ,File &amp; documentation, routine reports and feedback</p>	<p>1. Demonstrate feedback form in the class</p>	02
<b>Total</b>			<b>32</b>

<b>UNIT 5: HEAD MASSAGE</b>			
<b>Learning Outcome</b>	<b>Theory (12 hrs)</b>	<b>Practical (32 hrs)</b>	<b>Duration (44 Hrs)</b>
1. Describe scalp massage services	<p>1. Client consultation and preparation</p> <p>2. Hair and Scalp analysis</p> <p>3. contra-indications</p> <p>4. Select and prepare tools, products and equipment</p> <p>5. Introduction to head massage and its types (strokes)</p> <p>6. Selection of massage medium (hair oil /serum/ gel)as per client requirement</p>	<p>1. Demonstrate the Hair Analysis-Examine the hair and scalp condition</p> <p>2. Describe the contra-indication of the service( in which condition services should be avoided)</p> <p>3. Demonstrate the Trolley setting</p> <p>4. Describe head massage procedure(client draping, client comfort, understand client relax point, use of suitable equipment)</p>	15

2. Demonstrate head massage procedure	<ol style="list-style-type: none"> <li>1. Preparation and position of client and assistant</li> <li>2. Precautions during service</li> <li>3. Head massage procedure (including various massages techniques)and Zap points, chakras</li> <li>4. Benefits of head massage</li> <li>5. Factors that affect head massage.</li> <li>6. Contraindication of head massage (marma pressure points)</li> <li>7. Follow salon's code of conduct</li> <li>8. Post care advice <ul style="list-style-type: none"> <li>• Home care advice</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the suitable oil or medium for the procedure</li> <li>2. Arrange all the equipment as per requirement for performing head massage</li> <li>3. Demonstrate the steps of head massage</li> <li>4. Make a group of two people and explain all zap point and chakras in the class with the help of other group members</li> <li>5. Make a presentation in the class for contraindications of head massage</li> <li>6. Group discussion on the head massage benefits</li> <li>7. Operate the equipment used in head massage</li> <li>8. Role play: Make a team of two where one will act as assistant hair stylist and another as client and then one will explain to other the home care advice, recommendations for product use and suggestions for further services</li> </ol>	25
3 Describe the Client feedback information	<ol style="list-style-type: none"> <li>1. Customer feedback <ol style="list-style-type: none"> <li>a. Ask simple questions to check with the client about their satisfaction with the finished result</li> </ol> </li> <li>2. Thank customer for feedback post-service or apologies when required</li> </ol>	<ol style="list-style-type: none"> <li>1. Role play to get fill the feedback form from client's as per prescribed format</li> <li>2. Explain principles of privacy, protection of information</li> </ol>	04
<b>Total</b>			<b>44</b>

# 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
<b>Total</b>		<b>75</b>

<b>UNIT 1: COMMUNICATION SKILLS – II</b>			
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 communication	03

5. Demonstrate basic writing skills	2. 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	05
<b>Total</b>			<b>20</b>

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

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

systems	<ul style="list-style-type: none"> <li>3. File concept, file operations, file organization, directory structures, and file-system structures</li> <li>4. Creating and managing files and folders</li> </ul>	renaming and deleting files and folders, saving files in folders and sub-folders, restoring files and folders from recycle bin	
2. Apply basic skills for care and maintenance of computer	<ul style="list-style-type: none"> <li>1. Importance and need of care and maintenance of computer <ul style="list-style-type: none"> <li>(i) Cleaning computer components</li> <li>(ii) Preparing maintenance schedule</li> <li>(iii) Protecting computer against viruses</li> <li>(iv) Scanning and cleaning viruses and removing SPAM files, temporary files and folders</li> </ul> </li> </ul>	1. Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software	03
<b>Total</b>			<b>20</b>

<b>UNIT 4: ENTREPRENEURIAL SKILLS – II</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (09 hrs)</b>	<b>Duration (15 hrs)</b>
1. List the characteristics of successful entrepreneur	<ul style="list-style-type: none"> <li>1. Entrepreneurship and society</li> <li>2. Qualities and functions of an entrepreneur</li> <li>3. Role and importance of an entrepreneur</li> <li>4. Myth about entrepreneurship</li> <li>5. Entrepreneurship as a career option</li> </ul>	<ul style="list-style-type: none"> <li>1. Writing a note on entrepreneurship as career option</li> <li>2. Collecting success stories of first generation and local entrepreneurs</li> <li>3. Listing the entrepreneurial qualities – analysis of strength and weaknesses</li> <li>4. Group discussion of self-qualities that students feel are needed to become</li> </ul>	15

		successful entrepreneur 5. Collect information and related data for a business 6. Make a plan in team for setting up a business	
<b>Total</b>			<b>15</b>

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



## Part B–Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Basic Blow Drying of Hair	15
2.	Basic Hair Cut	36
3.	Hair colour Application	36
4.	Basic Make-up and Depilation	10
5.	Assist the Hair Stylist in Advanced Hair Services	20
6.	Creating Positive Impression at the Workplace	08
<b>Total</b>		<b>125</b>

<b>UNIT 1: BASIC BLOW DRYING OF HAIR</b>			
Learning Outcome	Theory (05 hrs)	Practical (10hrs)	Duration (15Hrs)
1. Demonstrate the knowledge of blow dryer	<ol style="list-style-type: none"> <li>Function of the blow dryer and their brushes</li> <li>Types and uses of blow dryer brushes</li> <li>Types and uses of Combs</li> </ol>	<ol style="list-style-type: none"> <li>Explain the function of the blow dryer</li> <li>Arrange brushes according to application</li> <li>Make a collage using pictures of blow dryer brushes</li> <li>Identify and explain the types and uses of combs</li> </ol>	02
2. Demonstrate the knowledge and skills of hair designing tools and products	<ol style="list-style-type: none"> <li>Hair designing tools: <ul style="list-style-type: none"> <li>Hot Rollers,</li> <li>Crimpers ,</li> <li>Ironing,</li> <li>Tong rod/ curler</li> <li>Blow Dryer</li> </ul> </li> <li>Hair products: <ul style="list-style-type: none"> <li>spray</li> <li>cream</li> <li>Mousse</li> <li>gel etc</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Explain the types and uses of tongs ironing and crimper</li> <li>Prepare a chart of hair styling products</li> <li>Demonstrate hair styling product</li> </ol>	03
3. Identifying the client's requirement	<ol style="list-style-type: none"> <li>Use suitable consultation techniques to identify the client's need for the look</li> <li>Consultation techniques : <ul style="list-style-type: none"> <li>Catalogue of styles</li> <li>Chart or image etc.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate the client consultation techniques</li> <li>Make a collage using pictures of different hair style for the referencing</li> </ol>	02
4. Demonstrate the basic techniques of blow drying process	<ol style="list-style-type: none"> <li>Prepare the work area</li> <li>Equipment and material used for blow dryer</li> <li>Identification of hair</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate the various techniques to minimise damage of hair</li> </ol>	08

	condition 4. Contraindication of blow dryer 5. Blow drying procedure: <ul style="list-style-type: none"> <li>• Blow dry using sections with different type of brushes (flat brush /paddle, round brush finishing brush etc.,)</li> <li>• Rollers and products</li> <li>• Techniques : setting of dryer (finger drying)</li> <li>• Direction of blow drying ,duration ,</li> <li>• Controlling hair sections during the drying process</li> <li>• Back brushing techniques</li> </ul> 6. Provide specific after care- advice	2. Arrange all tools and material used for blow drying as per standard 3. Demonstrate the techniques of hair sectioning and back brushing 4. Identify tools and equipment used for blow drying 5. Demonstrate the blow dryer with all brushes and rollers 6. Demonstrate hair product application 7. Create different hair style look with the help of blow dryer and brushes 8. Role play : post care advice	
<b>Total</b>			<b>15</b>

<b>UNIT 2: BASIC HAIR CUT</b>			
<b>Learning Outcome</b>	<b>Theory (12hrs)</b>	<b>Practical (24 hrs)</b>	<b>Duration (36 Hrs)</b>
1. Demonstrate the knowledge of hair cutting factors	Type of hair –straight, wavy, curly Factors affecting of hair cutting Angles and elevation	1. Demonstrate the classification of hair in the class 2. Describe the factors affecting hair cut	03
2. Describe the client consultation techniques	1. Client consultation : <ul style="list-style-type: none"> <li>• identify the client's desired look by catalogues style, chart , or image reference</li> <li>• Contraindication that may restrict the service</li> </ul>	1. Role play : interaction 2. Make a collage using photos of different hair cutting styles	02
3. Demonstrate the knowledge of suitable equipment and product for the hair cut	1. Equipment that can be used on different types of hair cuts 2. Tools: Clippers, scissors, razors ,trimmer, sectioning clips, tail comb, cutting comb and wide comb 3. types of products available for achieving	1. Perform Trolley setting 2. Demonstrate hair cutting tools with their usages 3. Prepare a collage using pictures of hair products	04

	final look 4. Products: Gel, mousse, spray, serum, creams		
4. Perform hair cutting services	<ol style="list-style-type: none"> <li>1. Preparing the work area</li> <li>2. Equipment and materials used for hair cuts</li> <li>3. Different factors of hair cut</li> <li>4. Prepare the client's hair prior to cutting: <ul style="list-style-type: none"> <li>• Client draping for the haircut</li> <li>• Sectioning of hair as per the cut</li> </ul> </li> <li>5. Cutting procedure <ul style="list-style-type: none"> <li>• Cutting techniques: Scissors over comb, clipper over comb, freehand, &amp; thinning straight cut,</li> <li>• One length ,V , U,tapered and round square shapeswith suitable neckline</li> <li>• Angles with elevations</li> </ul> </li> <li>6. Post hair cutting advice</li> <li>7. Follow code of conduct as salons standards</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw a collage using pictures of different hair type like straight, wavy ,curly, very curly with different face shapes</li> <li>2. Demonstrate the client's draping and hair sectioning</li> <li>3. Demonstrate all cutting techniques on the dummy</li> <li>4. Demo in the class for steps of hair cutting with do's and don'ts</li> <li>5. Practice of all cutting step by step in the class</li> <li>6. Conduct group discussion on cutting related problems</li> <li>7. Demonstrate the use of post hair cutting products</li> </ol>	25
5. Demonstrate the Client feedback	<ol style="list-style-type: none"> <li>1. Record file detail of the procedure as per the organisational standards</li> <li>2. Feedback post service</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the process to fill up client's record</li> <li>2. Fill-up feedback form</li> </ol>	02
<b>Total</b>			<b>36</b>

<b>UNIT 3: HAIR COLOUR APPLICATION</b>			
<b>Learning Outcome</b>	<b>Theory (12 hrs)</b>	<b>Practical (24 hrs)</b>	<b>Duration (36Hrs)</b>
1. Demonstrate the knowledge of international colour chart	<ol style="list-style-type: none"> <li>1. Colour theory: <ul style="list-style-type: none"> <li>• colour wheel chart (primary, secondary and tertiary colour)</li> </ul> </li> <li>2. International colour chart</li> <li>3. Hair and scalp conditions and causes, hair analysis and hair examination</li> <li>4. Types of hair colouring:</li> </ol>	<ol style="list-style-type: none"> <li>1. Make a chart of all colour tube with number and name</li> <li>2. Prepare an international colour chart</li> <li>3. Group activity on the colour chart</li> </ol>	09

	<ul style="list-style-type: none"> <li>• Permanent</li> <li>• Semi -permanent and</li> <li>• Temporary colours</li> </ul>		
2. Demonstrate the colour procedure	<ol style="list-style-type: none"> <li>1. Work area preparation</li> <li>2. Consulting and preparing client for colouring</li> <li>3. Select product, tools and equipment as per the client service</li> <li>4. Chair setting as per client comfort, privacy and safety</li> <li>5. Sections for colouring</li> <li>6. Selection of colour with number Tube based on highlighting and low lighting</li> <li>7. Colour mixing ratio</li> <li>8. Procedure for <ul style="list-style-type: none"> <li>• Full head colour</li> <li>• Regrowth</li> <li>• Highlighting</li> <li>• Low- lighting colour/heena techniques with Do's &amp; don't</li> </ul> </li> <li>9. Monitor the development of colour for desired look</li> <li>10. Follow salon's code of conduct</li> </ol>	<ol style="list-style-type: none"> <li>1. Role play: interaction with client use suitable consultation technique to identify service objective</li> <li>2. Demonstrate chair setting as per services required</li> <li>3. Demonstration on pre-preparation of client for colouring</li> <li>4. Demonstration on conducting patch test</li> <li>5. Analysis of skin sensitivity check for reaction (leave for 24 hours after patch test )</li> <li>6. Demonstrate the colour mixing ratio and root touch-up/application of heena</li> <li>7. Demonstrate hair wash procedure</li> <li>8. explain do's and don'ts of colour/heena application</li> </ol>	22
3. Describe the post hair colouring advice	<ol style="list-style-type: none"> <li>1. Post colouring shampoo and conditioner</li> <li>2. Homecare advice</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the post colouring product range</li> </ol>	03
4. Demonstrate the knowledge of Client records information	<ol style="list-style-type: none"> <li>1. Customer feedback</li> <li>2. Post-service apologies when required</li> <li>3. Prepare client card with signature</li> <li>4. Record details of the procedure accurately as per organization standards</li> </ol>	<ol style="list-style-type: none"> <li>1. Filling up the client feedback form or record card</li> <li>2. Demonstrate feedback form in the class</li> <li>3. Consult to concerned authority to resolve issues generated during services</li> </ol>	02
<b>Total</b>			<b>36</b>

<b>UNIT 4: BASIC MAKE-UP AND DEPILATION</b>			
<b>Learning Outcome</b>	<b>Theory (05hrs)</b>	<b>Practical (05hrs)</b>	<b>Duration (10Hrs)</b>
1. Demonstrate the knowledge and skills of basic depilation threading service	<ol style="list-style-type: none"> <li>1. Client consultation and preparation</li> <li>2. Benefits of threading</li> <li>3. Threading techniques</li> <li>4. Different shapes of eyebrows according to the face shape</li> <li>5. Types of tools and materials used for threading: scissors, plucker, disposable eye brow brush etc. materials: thread, powder, cotton etc.</li> <li>6. Contra-indications</li> <li>7. Threading procedure(eyebrow and upperlip)</li> <li>8. Aftercare procedures for threading services</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of threading process for upper lip hair removal</li> <li>2. Practical of eyebrow</li> <li>3. Application of pre- and post products during threading</li> </ol>	05
1. Perform simple make up services	<ol style="list-style-type: none"> <li>1. Types of skin and skin tone</li> <li>2. Types of makeup brushes</li> <li>3. Uses of make-up removers</li> <li>4. Uses of Cleansers and toners</li> <li>5. Types and purpose of various make-up products: Foundation, powder, blusher, mascara, eye shadows, eye liner, eyebrow pencil, lip liner and lip stick/gloss Makeup application sequence</li> <li>6. Selection and application of correct make-up products to enhance facial features and client's needs, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identification of the skin types and skin tone</li> <li>2. Demonstration the uses of cleansers and toners</li> <li>3. Demonstration of correct make-up product application</li> </ol>	05
<b>Total</b>			<b>10</b>

<b>UNIT 5: ASSIST THE HAIR STYLIST IN ADVANCED HAIR SERVICES</b>			
<b>Learning Outcome</b>	<b>Theory (10hrs)</b>	<b>Practical (10hrs)</b>	<b>Duration (20 hrs)</b>
1. Demonstrate the knowledge of product tools and equipment as per client's hair and scalp condition	<ol style="list-style-type: none"> <li>1. Maintain effective and safe methods of working</li> <li>2. Personal safety during the service</li> <li>3. Identify the condition of the hair and scalp using suitable consultation</li> <li>4. Types of tools materials and equipment used for hair services</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration and identification of various product and tools according to client's hair and scalp condition</li> <li>2. Prepare a chart on health and safety standards</li> <li>3. Practical of Trolley setting</li> </ol>	10
2. Organise and arrange the work area	<ol style="list-style-type: none"> <li>1. Organise and arrange the product as per service requirement</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration on how to arrange the work area and product</li> </ol>	05
3. Carry out simple tasks to assist the hair stylist and post service	<ol style="list-style-type: none"> <li>1. Resolve problems occurring during the process or service</li> <li>2. Cleaning up the area</li> <li>3. post service</li> </ol>	<ol style="list-style-type: none"> <li>1. List out the instructions of post service</li> </ol>	05
<b>Total</b>			<b>20</b>

<b>UNIT 6: CREATING POSITIVE IMPRESSION AT THE WORK PLACE</b>			
<b>Learning Outcome</b>	<b>Theory (05hrs)</b>	<b>Practical (03 hrs)</b>	<b>Duration (08Hrs)</b>
1. Demonstrate the knowledge of creating positive impression at work place	<ol style="list-style-type: none"> <li>1. Meet and greet customer: body language/ posture/gesture</li> <li>2. Well-lit area, light music, good fragrance</li> <li>3. Reception area and salon staff room management</li> <li>4. Creation of a caring and comforting environment</li> <li>5. Effective consultation techniques to identify service or treatment objectives</li> <li>6. Effective communication techniques for dealing with clients, especially on telephone, good listening skills, empathic behaviour</li> <li>7. Code of conduct and professional etiquettes</li> <li>8. Working as an effective</li> </ol>	<ol style="list-style-type: none"> <li>1. Games for developing leadership qualities and effective communication skills</li> <li>2. Activities on working as a team member</li> <li>3. Demonstration and games on effective communication</li> </ol>	03

	team member		
2. Demonstrate professional etiquettes and personal grooming	<ol style="list-style-type: none"> <li>1. Behave in a professional manner or etiquettes</li> <li>2. Use effective communication techniques dealing with client</li> <li>3. Personal grooming and hygiene</li> <li>4. Uniform and work accessories – Personal Protective Equipment</li> <li>5. Maintaining good health and posture</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of procedures and practices for maintaining personal hygiene, use of personal protective equipment and maintaining good health and posture using videos and presentations.</li> <li>2. Demonstration on presentable appearance: light make-up, hair dressing, shoes/dress/body odour</li> </ol>	03
3 Describe the client feedback records	<ol style="list-style-type: none"> <li>1. Accept feedback in positive manner ,File &amp; documentation, routine reports and feedback</li> <li>2. Maintain confidentially information as required</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate feedback form in the class</li> <li>2. Observing and make a note of how to maintain information</li> <li>3. Consult to concerned authority to resolve issues generated during services</li> </ol>	02
<b>Total</b>			<b>08</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. Product and brands used by salons
5. Hygiene and safety methods
4. Sale procedure
5. Manpower engaged
6. Total annual income
7. Total expenditure of salon
8. Profit/loss (annual)
9. Any other information

## 7. LIST OF EQUIPMENT AND MATERIALS

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

1. All Purpose Comb
2. Barber Brush
3. Bath Comb
4. Anatomy and physiology charts
5. Hand held dryer and attachments
6. Trolley
7. Scalp steamer
8. Climazone
9. Round Brushes( various diameters )-
10. Flat Brushes
11. Paddle Bristle Brushes
12. Vent Dressing comb
13. Back comb
14. Hot rollers with pins
15. Bendy rollers
16. Velcro rollers
17. Pins curl clips
18. Hood dryer
19. Wraps
20. Foil
21. Hi/lo-lighting cap
22. Perm curlers ( various sizes)
23. End papers
24. Cotton wool
25. Towels (White and brown)
26. Tissue Paper
27. Disposable gloves
28. Apron and cape
29. Colour brushes
30. Bowles
31. Head steamer
32. Computer with Internet
33. Crimpers
34. Curling Iron
35. Curling Rods(Small, Medium, Large)
36. Clippers ,
37. Cutting Scissors
38. Cutting Sheets
39. Decorative Pins Boxes
40. Dustbin
41. Electric Curler
42. Exfoliation machine
43. Frosting Cap
44. Derma scope
45. Garbage Bin/Bags
46. Hair Clips set
47. Hair Connector
48. Hair Cutting Comb
49. Hair Dresses Chair/ Stool
50. Hair Dryer
51. Hair Pins Boxes
52. Hair Steamer
53. Hand Mirrors
54. High Chair
55. Hydraulic Chair 5
56. Invisible Pins Boxes
57. Jumbo Rollers set
58. Ladies/kids Cut Catalogues
59. Large Size Rollers
60. Large Stools
61. Large Tooth Comb
62. Magazines/Books with rack
63. Measuring Cup sets
64. Measuring Glass sets
65. Measuring Spoon sets
66. Medium Size Rollers
67. Mixing Bowles set
68. Mop
69. Needle for Striking
70. Perming Cap
71. Pin Curl Clips Boxes
72. Razor with blade
73. Roller Brush set 5 in 1
74. Roller pins
75. Shampoo Bowl Set
76. Shampoo Unit
77. Shower Cap
78. Small Scissors
79. Small Size Hair Rollers Wires
80. Small Stools
81. Spatula
82. Spray Bottle
83. Sterilizer
84. Straightening Iron
85. Tail Comb
86. Thinning Scissors
87. Timer
88. Tinting Brush with Comb
89. White Board
90. Wide Toothed Comb



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

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

S.No.	Qualification	Minimum Competencies	Age Limit
1.	Graduate with Cosmetology/ Beauty & wellness certificate or hair dressing /any international diploma in Hair dressing of 6 months duration with 1-year experience as a hair stylist. OR 12 <sup>th</sup> pass with 5 year experience in requisite domain OR 10 <sup>th</sup> pass with 8 year experience in requisite domain	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

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### **Working Group Meeting I:**

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

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### **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:

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