

**VOCATIONAL HIGHER SECONDARY
TEACHERS' SOURCE BOOK
SECOND YEAR**

**COSMETOLOGY
&
BEAUTY PARLOUR MANAGEMENT**



**Government of Kerala
Department of Education**

2006

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)

Vidyabhavan, Poojappura, Thiruvananthapuram-12

Prepared by:
State Council of Educational Research & Training (SCERT)
Vidyabhavan, Poojappura, Thiruvananthapuram -12
Kerala
E-mail:scertkerala@asianetindia.com

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Preface

This Teacher's Sourcebook on **Cosmetology and Beauty Parlour Management** introduces the teacher to the main principles and practices of the revised pedagogy which is activity-based, process-oriented and learner-centred.

The realisation that learning is not mere storing information in memory and that real learning is construction of knowledge through observation, comparison, classification and analysis has led us to give a new thrust to the teaching-learning process at Vocational Higher Secondary level to make it more meaningful and learner-friendly.

This sourcebook has been developed primarily for the benefit of teachers who teach **Cosmetology and Beauty Parlour Management** at Vocational Higher Secondary level. The subject matter has been dealt with utmost care, in tune with the revised curriculum and pedagogic principles. It is hoped that this book will enable the teacher to provide suitable learning activities for effective learning.

The success of the approach depends upon the vision and commitment of the teacher. They are expected to make use of this sourcebook at all stages of their teaching process. It is also expected that the teacher would seek help and guidance from other sources like libraries and websites.

Hope that this sourcebook will help the teacher to develop the skills and experience required for effective classroom transaction.

Creative criticism and suggestions for improvement are most welcome.

With regards,

Thiruvananthapuram
July, 2006

Dr E. Valsala Kumar
Director
SCERT, Kerala

Contents

Part I

I	General approach	6
II	Subject Approach	24
III	Learning Strategies	26
IV	Planning	36
V	Evaluation	40
VI	Syllabus	59
VI	Curriculum Objective	62

Part II

1	Health and Nutrition.....	66
2	Exercise.....	69
3	Skin Care	74
4	Hair Dressing	77
5	Aroma Therapy	80
6	Art of make up.....	83
7	Mahandi Art	86
8	Flower Making and Bouquet setting	90
9	Personality development	93
10	Beauty Business Management	96
	Sample Questions	100

Part I

GENERAL APPROACH

SIGNIFICANCE OF VOCATIONAL EDUCATION

The ultimate aim of education is human refinement. Education should enable the learner to formulate a positive outlook towards life and to accept a stand which suits the well being of the society and the individual as well.

The attitude and potential to work has determined the destiny, progress and cultural development of the human race. As we all are aware, the objective of education is to form a society and individuals having a positive work culture. The educational process expected in and outside our formal schools should concentrate upon inculcating concepts, abilities, attitudes and values in tune with these work culture. Hence vocationalised education cannot be isolated from the main stream of education. In another sense, every educational process should be vocationalised. However due to our inability to utilize the resources wisely, scarcity of job opportunities is a severe issue of the present society. For overcoming this deep crisis, emergent techniques have to be sorted out and appropriate researches have to be seriously carried out. It is in the sense that the content and methodology of Vocational Higher Secondary Education have to be approached. The need for meaningful linkages between the world of work and world of education is well recognized. The essence of the recommendations made by various commissions and committees is that the vocationalisation should be the main feature of the future system of education at the higher secondary stage, it can be extended to school level also.

Vocational education is system of education which intends to prepare learners for identified occupations , opening several areas of activities.

The Vocational Higher Secondary course was envisaged as a part of the National Policy on Education with the noble idea of securing a job along with education. The relevance of vocational education is very great in this age of unemployment. This education system, which ensures a job along with higher education stands aloof from other systems of education.

This education imparts the life skills required by the youth to enter the world of work and assuming the responsibilities of adulthood. As per the expert meeting report (2001) of UNESCO, the life skills are grouped under 4 categories. They are

1. Skills for personal fulfillment
2. Skills for living in society
3. Skills for dealing with changing economies
4. Skills for dealing with changing work patterns.

Vocational Education ensures fulfillment of manpower requirement or national development and for social security for the citizens through self-employment. It also helps to reduce the migration of rural youth to urban areas and thus helps in rural development.

The learners of Vocational Education get an opportunity to avail one year apprenticeship training in industries to improve their practical skill. During the course of study, on the job training (OJT) for 10 days in a year is arranged to improve the skill and efficiency of the learner. This education system motivates the attitude towards self - employment through Production Cum Service Training Centres. (PSTC)

OBJECTIVE OF VOCATIONAL EDUCATION

The National policy on education has accorded very high priority to the program of vocationalisation of education, considering the following objectives.

1. To fulfill national goals of development and the removal of unemployment and poverty.
2. To impart education relevant to increased production and productivity, economic development and individual prosperity.
3. To make available skilled work force at all levels to alleviate the rural unemployment and for the development of nation.
4. To develop environmental awareness to ensure sustainable development.
5. To develop vocational aptitude, work culture, values and attitudes of the learners so as to enrich the productivity of the nation.
6. To develop entrepreneurial competencies and skills of learners for self reliance and to undertake gainful self employment.
7. To facilitate the expansion of higher education and explore future opportunities through innovative guidance and programmes.
8. To develop vocational competencies, creative thinking in the related areas and facilitate training.
9. To create awareness on mental, physical and social health.
10. To acquire awareness about different job areas and to provide backgrounds for acquiring higher level training in subjects concerned.

Learning

Learning is construction of knowledge through a continuous mental process. It is advancement through adding and correcting in the light of comparing the new issue with the previously learned concepts. Learning is an intellectual process rather than the mere memorization of facts. Learning is a conglomeration of a variety of activities like problem solving, finding out co-relations, prediction, arriving at conclusions, rational as well as critical thinking, finding applications, grouping for other possibilities and extracting the crux when opportunities are provided for intellectual processes learning will become effective and intellectual ability will get strengthened.

Theoretical foundations of learning

Education is the best device that can be adopted for creation of a new society. It should be democratic in content and process and should acknowledge the rights of the learner. It should also provide opportunity for better citizenship training. The concept of equality at all areas should get recognition in theory and practice. There should be conscious programme of action to develop nationality, humanness and love against the encroachment of sectarianism of caste and religion. The learner should become cognisant of the implications of privatisation, liberalisation, globalisation etc.

They should develop a discrimination to use the acquired learning as a liberative weapon.

They should be able to view education and life with the perspective of social well being.

A basic awareness of all the subjects needed for life is essential for all learners.

The remnants of perspectives formed in us during the colonial period still influence our educational philosophy. The solution to the present day perplexities of the society which approaches education on the basis of competitions and marketisation is only a comprehensive view of life.

It is high time that education was recognized on the basis of the philosophy of human education. The human approach to education has to reflect in its content, learning process and outlook. The perspective of 'learning to be' and learning to live together as expressed by the UNESCO and the concepts of existential, intrapersonal and interpersonal intelligence.

The basis of new approaches on curriculum and teaching- learning process are derived from the developments took place in the east and west of the world.

When we begin to see the learner at the centre of the learning process, the teaching process has to be changed timely. It is the result of the rapid growth and development of Science and Technology and Pedagogy. If we want to undergo the changing process, we have to imbibe the modern hypothesis regarding learner that they have

- great curiosity
- good imagination
- numerous other qualities and interests
- independent individuality
- interest in free thinking and working in a fearless atmosphere.
- interest in enquiring and questioning.
- ability to reach conclusions after logical thinking.
- ability for manifest and establish freely the conclusions arrived at.
- interest for recognition in the society.
- determination to face the interference of society and make components which is a part of social life.

When we consider the learning system, the domains to be stressed in education according to the modern development becomes relevant.

The knowledge domain consists of

- Facts
- Ideas
- Laws
- The temporary conclusions and principles used presently by scientists.

The learning is a process. The continuous procedures we undergo to reach a particular goal is process. The skills which are parts of the process to analyze the collected ideas and proofs and come to a conclusion is called process skills. Some important process skills are, the skills;

- To observe
- To collect data and record
- To classify
- To measure and prepare charts
- To experiment
- To predict
- To recognize and control the variables
- To raise questions
- To generalize
- To form a hypothesis and check.
- To conclude

- To communicate
- To predict and infer
- To use tools.

Observation is the process of acquiring knowledge through the senses. It is purely objective oriented. Learning experiences which provide the use all the sense may be used.

The process of grouping is known as classifying. Starting from simple groupings of data, it can extend to the level of classification into minute sub-groups.

In addition to this, consider the skills related to creative domain also, they are skills:

- To visualize
- To connect facts and ideas in new ways.
- To find out new and uncommon uses of objects
- To fantasize
- To dream
- To develop creative isolated thoughts

Creativity is an essential component of process and activities. The element of creativity is involved in finding out problems, formation of hypothesis, finding 'solutions' to problems etc. Through activity oriented learning experiences, opportunities to express creativity can be created.

Again, the following factors consisting in the Attitudinal domain are also important as;

- Self confidence
- Love for scientific knowledge
- Attitude to know and value history
- Respect human emotions
- Decide with reasonable present problems
- Take logical decisions regarding personal values

'Hypothesis' is a temporary conclusion drawn using insight. Based on knowledge and experiences relating to the problems the causes and solutions can be guessed.

As regards the application domain the important factors are the ability to:

- observe in daily life examples of ideas acquired.
- take the help of scientific process to solve the problems of daily life.
- choose a scientific life style
- connect the ideas acquired with other subjects.

- integrate the subjects with other subjects.

Some basic stands have to be taken on the new scientific knowledge about intelligence learning and teaching. When such basic concepts are accepted changes are required in the following factors.

- The vision, approach, structure and content of the curriculum.
- The vision, approach, structure and content of the textbooks.
- Role of the teacher and the learner.
- Learner atmosphere, learning materials and learning techniques.

Some scientific perspectives accepted by modern world in educational psychology are given below.

Constructivism

This approach puts forward the concept that the learner constructs knowledge. New knowledge is constructed when ideas are examined and practiced in new situations relating them with the previously acquired knowledge and experience. That is assimilated into the cognitive structure of one's knowledge. This method which gives priority to critical thinking and problem solving provides opportunity for self motivated learning.

Social' Constructivism

Social constructivism is a sub section of constructivism. Knowledge is formed, spread and imbibed and it becomes relevant in a social environment. Interactive learning, group learning, co-operative participatory learning, all these are concepts put forward by social constructivism.

The main propounders of constructivism are Piaget, Vygotsky and Bruner.

Discovery learning and interactive learning have prime importance. Learning takes place as a part of the attempt for problem solving. The activities of a learner who confronts cognitive disequilibrium in a learning situation when he tries to overcome it leads to the renewal of cognitive structure. It is through this process construction of new knowledge and the assimilation of them take place. Observation and enquiry are unavoidable factors. The learner advances towards new areas of acquisition of knowledge where he tries to compare his new findings with the existing concepts.

Learning is a live mental process. Rather than the ability for memorization of facts cognitive process has to be given emphasis. The process of problem analysis, elucidation, critical thinking, rational thinking, finding out co-relation, prediction, hypothesis formation, application, probing for other possibilities, extracting the crux and other processes are of critical importance in learning.

Constructivism gives greater predominance to co-operative learning. Social and cultural factors influence learning. Sharing of knowledge and experience among learners,

collective enquiry, assessment and improvement, group activity and collaborative learning by sharing responsibilities with the objective of public activity, provide opportunity for effective learning.

In learning internal motivation is more important than external motivation. The learner should have interest and initiative in learning. Learning situation should be capable of forming a sense of ownership in the learner regarding the learning process.

Learning is not a linear process. It progresses in a spiraled way advancing deeper and wider.

New concepts of Learning

1. Discovery Learning

The teacher has to create a motivating atmosphere for the learner to discover concepts and facts, instead of listening always. Creating occasion to progress towards discovery is preferred. Instead of telling everything before and compelling to initiate the models, situations are to be created to help the children act models as themselves.

2. Learning by discussion

Discussion leads to learn is Burner's theory. Here discussion is not opposing each other. It is a sharing on the plane of ideas. New ideas are arrived at by seeking explanations, by mutual giving and taking of ideas and by problem solving.

3. Problem solving and learning

Only when the learner feels that some thing is a problem to be solved that he takes the responsibility of learning it. It is an inborn tendency to act to solve a problem that causes cognitive disequilibrium in a particular area. It is also needed to have confidence that one is capable of doing it. The problems are to be presented in consideration of the ability and level of attainment of the learner.

4. Collaborative learning

This is the learning in which the responsibilities are distributed among the members of the group keeping common learning objectives. The common responsibility of the group will be successful only if each member discharges his duties. All the members will reach a stage of sharing the result of learning, equally through the activity with mutual understanding. The teachers who arrange collaborative learning will have to make clear the responsibilities to be discharged. This is possible through the discussion with the learners. Collaborative learning will help to avoid the situations of one person working for the whole group.

5. Co-operative learning

This is the learning in which the learners help one another. Those who have more knowledge, experience and competency, will help others. By this exchange of resources the learners develop a plane of social system in learning also. As there are no high ups and

low ones according to status among the learners they can ask the fellow learners doubts and for helps without any hesitation or in hesitation Care should be taken not to lead this seeking of help to mechanical copying. It should be on the basis of actual needs. So even while encouraging this exchange of ideas, among the members of the group cautious acceptance is to be observed as a convention. There should be an understanding that satisfactory responses should come from each member and that the achievement of the group will be assessed on the basis of the achievement of all the members

6 Zone of Proximal Development

Vygotsky observes that there is a stage of achievement where a learner can reach by himself and another higher zone where he can reach with the help of his teachers and peers and elders. Even though some can fulfill the learning activity by themselves there is the possibility of a higher excellence. If appropriate help is forth covering every learner can better himself.

7 Scaffolding

It is natural that the learner may not be able to complete his work if he does not get support at the proper-time-The learner may require the help of the teacher in several learning activities. Here helping means to make the learner complete the activity taking responsibility by himself. The teacher has to keep in mind the objective of enabling the learner to take the responsibility and to make it successful.

8. Learning an active mental process

Learning being a cognitive process, the teacher needs to know cognitive processes to facilitate the creation of learning opportunities. Learning can be made effective by providing learning experiences involving mental processes like

- Retrieves/recollects/retells information
- Readily makes connections to new information based on past experiences and formulates initial ideas /concepts.
- Detects similarities and differences
- Classifies/categorise/organizes information approximately.
- Translates/transfer knowledge or understanding and applies them in a new situation.
- Establishes cause-effect relationships
- Makes connections/relates prior knowledge to new information/applies reasoning and draw inferences
- Communicates knowledge/understanding through different media.
- Imagines/fantasises/designs/predicts based on received information

- Judges /appraises/evaluates the merits or demerits of an idea/develops own solutions to a problem.

9. Intrinsic Motivation

Intrinsic motivation is given more importance than extrinsic motivation. The teacher has to arouse the internal motivation of the learner. A person internally motivated alone can immerse in learning and own its responsibility.

A unified approach to multiple intelligence

Components of intelligence

1. Verbal/Linguistic intelligence

The ability for reading, writing, verbal production speak and communicate effectively belong to this type. This type of intelligence can be developed through activities such as oral communication, report writing etc.

2. Logical/Mathematical intelligence.

Abilities like logical thinking and finding out patterns and relations belong to this component. This type of intelligence developed through establishing relationships and mathematical operations.

3. Visual/Spatial intelligence

People with prominently visual/spatial intelligence will be able to design models and execute ideas they have. Architects, designers and sculptures will be strong in this type of intelligence. Model building, making of art material, painting and drawing will help this component develop.

4. Bodily/ Kinesthetic intelligence.

This intelligence is related to the ability to move the body parts. Dancers, actors and sports people who can move the body aesthetically and express emotions through body movements belong to this category. Activities involving Dance, aerobic, sports and games help the development of this type of intelligence.

5. Musical intelligence.

It is believed that this type of intelligence is highly developed in people with the ability to distinguish the different elements in music, performing musicians and those who can appreciate music. Playing musical instruments, singing along with others, keeping rhythm etc are activities that help the development of this component.

6. Interpersonal intelligence

People who demonstrate leadership qualities and are able to interact in a positive way with others will have a better developed interpersonal intelligence. They can understand

the thinking of others and can successfully involve in negotiation activities. Role play and group activities can be used to cultivate this intelligence.

7. Intrapersonal Intelligence

This is the ability to understand oneself. These people can recognize their own abilities and disabilities. Writing diaries truthfully and in an analyzing way and assessing the ideas and activities of others will help developing this areas of intelligence

8. Naturalistic Intelligence

A great interest in the flora and fauna of the nature, love towards fellow beings interest in spiritual and natural factors will be capable of developing this area.

9. Existential Intelligence

The ability to see and distinguish ours own existence as a part of the universe, ability to distinguish the meaning and meaninglessness of life, the ability to realize the ultimate nature of mental and physical existences, all these re the peculiarities of this faculty of intelligence.

Emotional Intelligence

The concept of emotional intelligence put forward by Daniel Golman was used in framing the new curriculum. The fact that one's Emotional Quotient (E.Q) is the greatest factor affecting success in life is now widely accepted. The teacher who aims to focus on improving the emotional intelligence of learners need to concentrate on the following.

i) Ability to take decisions

Rather than imposing decision on learners while planning and executing activities, the learners may be allowed to take part in the decision making process. Taking decisions through open discussion in the class, inviting learners suggestions on common problems etc. are habits to be cultivated.

ii) Ability to reach consensus

- When different opinions, ideas and positions arise, the learners may be given the responsibility to reach a consensus.
- Imagining what would be the course of action in some situations, allowing to intervene in a healthy way in problems between individuals.

iii) Problem solving

- Developing the idea that there is reason and solution to any problem.
- Training in finding reasons for problems.
- Suggesting solutions through individual or group efforts.
- Discussing social problems.

- Analyzing the shortcomings in methods to solve problems.

Whether plastic can be banned within school premises can be given as a problem. Group discussion will provide reasons and solutions. Problems which can influence classroom learning and for which the learner can actively contribute solution need to be posed

- Self criticism, evaluation
- Ability to face problem-situation in life
- Thinking what one would do if placed in the situation of others, how one would respond to certain experiences of others - All these foster the growth of emotional intelligence.

iv) Life skills

Life skills need to be given a prominent place in education. W.H.O. has listed : skills required for-success in life.

- Self awareness
- Empathy
- Inter personal relations
- Communication
- Critical thinking
- Creative thinking
- Decision making
- Problem solving
- Coping with emotion
- Coping with stress

The new curriculum addresses these areas.

Knowing the characteristics of the learner, role of the teacher and how to use the teachers handbook help the teacher to plan and effectively implement learning activities.

Role of a Vocational Teacher

In the earlier approach the teacher was mainly depending on the lecture method for teaching. But in the new method of education the learner centered approach is given more importance than the teacher centered approach. Under this changed scenario the vocational teacher has to perform the following roles in the classroom.

The Vocational teacher should be

- A facilitator of learning
- A guide to the overall development of the learner
- A good observer and motivator
- Able to consider the activities, needs, special features and age group of learners at higher secondary level.
- Able to understand the limitations of learner and their learning problems.
- An instructional material developers
- A good communicator
- An innovator
- Able to raise leadership qualities and self confidence of the learner
- An authoritarian in the concerned subject
- Able to arrest and sustain the attention of the learner
- Able to bring out and encourage the inborn talents.
- A resource manager to ensure the optimum utilization of resources.
- A systematic record keeper
- A counselor to issue guidance to the learner.
- A person with high level of practical competency
- Able to correlate area of study with familiar environmental situations
- A self evaluator and good listener
- Able to create awareness in social problems
- A person with democratic and humanitarian approach
- A professionalist as well as philosopher
- A good evaluator
- A good organizer and a friend.
- A co-learner as well as co-researcher
- Able to give assistance and advice in placement needs and self employment by giving moral and technical support

- Able to keep moral values
- A person equipped with skill for using new techniques of learning
- Optimistic and impartial

Child friendly Class Room Atmosphere

Learning can be effective and enjoyable only when the class atmosphere is according to the new conception of learning and the characteristics of higher secondary learner.

- Class and seating are arranged in an attractive way
- Democratic nature is upheld
- Always active
- Learners interact with teachers without fear
- Opportunity for a variety of activities
- Learners allowed to involve interesting group activities
- Learning speed, learning style and differencing levels of attitudes are considered. Help is extended whenever needed.
- Sufficient instructional materials are available
- There is freedom of expression, learners share their ideas and experiences
- Learners are given acceptance and encouragement
- Healthy atmosphere
- Needs of each learner is given consideration. Happy and energetic atmosphere
- Teachers work considering the rights of learners
- Problems handled in a patient way
- Teachers work at all events from the learners view point

There will be learners of various ability levels in every class because learning style, learning speed, varying exposure to language experiences, physical and psychological problems and varying socio-cultural background.

The learning experiences provided must help to bring the low activities to an expected level and extended the breadth and depth of the skills of the high activities.

By repeating experiences, introducing variations in a learning experience to suit different levels and if needed, formulating additional experiences the problem of varying ability levels can be tackled.

Role of Learner

The learner in second year has undergone a learner centered and process oriented learning experience up to first year. The learner at this age is in awakening stage and he is enthusiastic about environment. He needs recognition and encouragement from environment and also recognize as a grown up man. He is adequately competent to select vocational subjects according to his aptitude and interest and to acquire higher education and profession as he wishes. The aspirations about future life is framed in this particular age for seeming national and international job opportunities. Some of the peculiarities of learner at this stage are;

- Physical, intellectual and emotional changes are intensive during the age and their reflections can be observed
- Ability to enquire discover and establish cause effect relationship between phenomena
- Readiness to undertake challenges
- Capacity to shoulder leadership roles
- Attempt to interpret oneself
- Susceptibility to different pressures
- Doubts, anxieties and eagerness about sex
- Imaging for social recognition
- Active participant in the learning process
- Act as a researcher
- Sharer of information
- Sharer of responsibilities
- Collect information
- Takes leadership
- Involves in group work
- Act as a co-participant
- Observes his environment
- Experiments and realize
- Make interpretations and draw inferences
- Mould himself in to an active contributor for the welfare of the society

Needs of Learner

- To make acquaintance with a job or self employment through vocational education
- To acquire more knowledge in the concerned area through higher education
- To recognize and encourage the peculiar personality of the later adolescent period
- To enable him to defend against the unfavorable circumstances without any help

Evaluation

In vocational higher secondary education, a new approach to education and evaluation should be made. Evaluation must be a systematic and continuous process. As the curriculum is based on vocational stream, capacity building is a most important part and it should be evaluated accordingly. The technical skills, interest in the particular field, communication skill, analysis organizing and presentation skills etc have to be evaluated. The personal and social qualities also have to be evaluated. Therefore, evaluation should be transparent, continuous and comprehensive.

Monitoring system

Education is a kind of journey from darkness to light satisfying the needs and the wants of the individual and the society. The modernization of education through activity oriented system enhances free thinking and working in a fearless atmosphere. It is a qualitative process not a quantitative one this necessitates a proper monitoring system. The system of monitoring should have the following features.

- 1) It must be transparent
- 2) It must enrich the ideas of the facilitator through innovative process
- 3) It must be time bound and rational
- 4) It must motive the facilitator to adopt new strategies
- 5) It must be recordable and ensure effective feedback for the effective monitoring of the system, three levels of the mechanism should be setup.
 1. School level monitoring group
 2. Regional level monitoring group
 3. State level monitoring group

Moreover a social auditing system is advisable to attain the objective effectively.

Supporting System

In learner centered vocational education, a learning methodology has to be organized and a proper learning atmosphere is to be provided. Many organizations can support the

learning activity. They are:-

- 1) School Resource Group (SRG)
Comprising all teachers (vocational and non vocational) instructors, and lab assistants with academic head as the group leader.
- 2) School support Group (SSG)
Comprising PTA president, members of local bodies, members of social clubs, subject experts etc who can contribute guidance /technology /infrastructure / financial assistance etc.
- 3) Parent Teacher Association (PTA)
Can provide adequate funds for field trips, production cum training centers (PCTC), exhibition, On Job training (OJT) etc.
- 4) Local bodies
Grama Panchayat, district panchayat and block panchayat can provide infrastructure ie, class rooms, laboratory, library, seminar hall, audiovisual equipment etc.
- 5) Subject club
All vocational teachers handling same vocational subjects should form a subject club at regional level or district level. This will helps to share the knowledge and practical facilities, production and marketing of materials, service etc.
- 6) Based on the excellency, district wise nodal schools may be selected to provide facilities like central library, museums, video conferencing etc.
- 7) Institution Industry Interaction Project (III P)
This should be implemented in every institution to update knowledge this also helps for OJT , PCTC and field visit.

Features of learning process in the new system of education

In the new system of education the learning process should be modified in such a way as to enable the learner to construct the knowledge of his own through observation, co-operation, problem solving, social interaction etc. The learning process should consider the nature ability, social setup, inborn talents and subject selected by the learner. Therefore the learning process should be,

- A continuous mental process
- Simple - learner must feel that he is able to undertake the task
- Enable the learner to attain the curriculum objective
- Interesting
- Suitable to the age and attitude of the learner

- Future possibilities
- Enable group activity
- Challenging
- Time bound
- Constructive and curiosity developing
- Possibilities for evaluation
- Capacity to generate independent thinking
- Ability to enquire discovers and establish cause effect relationship between phenomena.

Learning Aids

To make the teaching and learning process simple and effective, certain learning aids and necessary use of such aids are transacting a complex idea makes the class room live and learners get more and more involved. The advancement of science and technology may be effectively utilized for this purpose. Some of the learning aids listed below.

- Multimedia
- Over Head Projector
- Computer
- Internet
- Liquid Crystal display Projector
- TV, VCD, DVD and tape recorders
- Working models
- Charts
- Slides
- Video Conferencing facility
- Library
- Text book
- Source book

Society

The new educational policy uplifts the social commitment of the learner. Therefore the society can also give some valuable contributions in this changing situation. The new system also ensures that the learner can perform certain useful services for the betterment of society. The social obligations can be illustrated as follows.

- To enrich social values, aptitude and ability in learner

- To develop entrepreneurial aptitude and ability which helps social welfare and self employment
- New system of education adopts OJT, PSTC etc as a part of vocational curriculum which helps to make close contact with the society.
- The resources available from our society can be positively utilized to convene seminars, interview etc.
- Social organizations can help learners to make their education socially committed.
- The social clubs like NSS, Tourism club, Eco club, energy club etc functioning in schools can make direct link with the society.

SUBJECT APPROACH

The art of cosmetology refers to the actual performances of the many beauty culture practices. It varies with degree of skill developed by a cosmetologist. Compared to other field it offers job satisfaction and financial stability with bare minimum investment.

The future of cosmetology industry appears to be the most promising one. Once confined only to urban culture it has now very good prospects even in remote rural places. There is no other industry with such a constant demand for qualified well trained personal . Also the industry offers lot of opportunities for an individual to start his or he? Own business- successfully. New opportunities appear every day in this field so one has to get proper scientific basic training to enable oneself to be a successful beautician.

This sourcebook is designed to provide a comprehensive text for teachers and students. It has been written with an emphasis on the scientific aspect of the subject to enable students to understand the value of '*Cosmetology and Beauty Parlour Management*'.

The learner centered environment facilitates the exploration of meaning and content knowledge through personal and interpersonal discovery. The process implies active involvement by the student and the integration of academic with the students total development.

Examples of learner centered educational practices include, but are not limited to.

- Collaborative group learning, both inside and outside the classroom.
- Individual student research and discovery.
- Research and discovery by students and faculty together.
- Problem based enquiry learning.
- Service learning activities.
- Experimental learning activities.
- On site field experiences.
- Self employment opportunity.

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- Research and discovery by students and faculty together.
- Problem based enquiry learning.
- Service learning activities.
- Experimental learning activities.
- On site field experiences.
- Self employment opportunity.

LEARNING STRATEGIES

In the modern era of globalization the introduction of new technologies ensure only the survival of the fittest. So it becomes a necessity to equip the leanness to face the growing challenges in the competitive world. Hence the traditional approach to learning is no more relevant in the present context. The teacher should use instructional techniques that motivate the learner to construct his own knowledge. Now the learners are not passive listeners, but they are the active participants in the construction of knowledge. Here the teacher - learner interaction should be given much importance.

In the new instructional strategy while selecting the methods of teaching, the social and psychological aspects of the learner is to be taken into consideration. The given activities for learning are only suggested one. It can be altered according to the discretion of the teacher.

To obtain the objectives, the new system of education is introduced in the Vocational Higher Secondary Education for attaining the objectives of the courses in this system, we can adopt the following strategies.

1. Assignment

Assignment is some specific work assigned to the learners as a part of their academic enrichment. There are learning activities undertaken as a continuation of class room activities to realize the curriculum objectives to a broader extent. They should be completed in time bound manner. They help to lead learner to higher level of learning from the present status. Challenging assignment can motivate the learners to involve in group dynamics and achieve fruitful results. The teachers may act as a guide.

Assignment may be given on individually or on group basis. Assignment includes preparation of notes, preparation of charts, models, collection, of materials from institutions etc. Assignment develop skills of reference, observation, enquire reporting etc. It ensure the effective utilization of leisure time of the learners.

2. Seminar

Seminar is a learning strategy involving an in-depth analysis of specific topic, preparation of a paper and presentation. The paper is presented by either one learner or a group of learners. After the presentation, there will be a discussion/ interaction in which all

the learners can participate. The learners get an opportunity to clear their doubts and make clarification. Seminar helps to develop communication skill and overcome stage fright.

Stages

1. Selection of Topic
The topic of seminar should be relevant to the subject of study
2. Assignment of topic to individuals learners or team
The topic may be assigned to each learner or subtopics may be given to a group of learners
3. Collection of relevant information
Information required for seminar can be collected from various sources namely books, magazines, internet, institutions, place and persons.
4. Preparation of draft paper
Based on the information collected the learner may prepare a draft paper and submit it to the teachers for comments. Revise the draft paper based on the comments of the teachers. The required draft is submitted for approval.
5. Program Scheduling
The date, time and venue of the seminar is fixed. A seminar leader may be selected from the learners
6. Seminar paper presentation
The learner/ learners shall present the paper in the seminar. The teacher may function as the moderator during the initial stages.
7. Discussion / Interaction
A number of respondents from the learners make comments on the topic. This will be followed by a general discussion. All the group members should actively participate in discussion.
8. Summing up deliberation
The moderator sums up the deliberation
9. Evaluation / Feed back
Both teachers and learners evaluate the programme.
10. Preparation of final report
A final seminar report is prepared covering all the additional points discussed and consolidated.

3. Panel Discussion

It is a learning strategy in which a panel of experts are allowed to discuss a specific subjects under the control and direction of a moderator. Subjects can be divided according

to the number of panel members. Number of panel members are fixed according to subdivision of points in the subject. Relevant materials and hand out may be given in advance to the learners. The monitor or moderator introduces the subject of discussion and invite a panel member to start the discussion. Each panel member is invited for discussion afterwards. After briefing by the panel members the question are raised from the audience and the panel members give suitable answer to them. A report should be submitted by each learner to the moderator.

4. Project

Project is a self-learning strategy which can exert great influence on the overall development of the learner. Project as learning strategy is to be selected where a problem arises in any part of the curriculum. The learners may be divided into groups and assigned different aspects of the problem. Each group works independently .Specific aspects of the problem such as data collection, classification, analysis, report preparation and presentation is to be undertaken by each of the members. Even though the work is divided among the members, it must be ensured that the execution of each and every activity is done with the active participation of all. After analyzing data collected from different sources, the learner arrives at a conclusion, which helps to solve the problem. There by learner learns the topic though his own activity. The other advantage of this learning activities is that it helps the learner to scientifically handle any problematic situation. It helps in the development of scientific thinking and thereby builds up the learners aptitude for the subject.

Stages of the project

1. Selection of a topic

The project selected should be related to the curriculum and it should not be a project for projects sake. The topic or problem should arise from the curriculum.

2. Planning of the Project

(A) Hypothesizing: Hypothesizing means making assumptions based on the available primary information.

(B) Methods and Techniques : The methods and technique should be based on the aim and Hypothesizing of the project. The nature of the project, suitability of the tools, and the methods of learning should be related to each other.

3. Collection and Tabulation of Data

The data may be primary, Secondary or tertiary. Either census or sambling method can be used based on the objective of the project. Suitable questionnaires are to be prepared for the collection of primary data.

The collected data is to be classified and tabulated so as to make it easily understandable.

4. Analysis of data and formulation of conclusion

By analyzing the data, the reliability of the hypotheses can be examined. Preparation of graphs and diagrams and maps will positively help the analysis. The similarities relations and differences gathered from the analyzed information would tell whether the hypotheses should be accepted or rejected.

5. Preparation of Report

The cover page should have the title of the project, the period of study, name (s) of investigator / group, and the address of the school. The report should be structured in the following order.

1. Title
2. Preface
3. Hypotheses and aim
4. Methodology
5. Sources of data
6. Analysis and conclusion
7. Suggestions (if any)
8. References
9. Appendices (Questionnaire, Observation schedule, check list Etc.)

6. Presentation of the Project

When the project is presented, the learner is being evaluated and accepted. During presentation ideas are shared with others. The project method promotes scientific self learning and makes him capable of solving the problem arising in real life situations.

5. Debate

Debate is a hot and interesting learning activity. A debate can be organized only on a topic on which there is difference of opinion. Therefore a topic suitable for debate has to be found.

Debate can be on relevant topic that is different and interesting to the learners and relevant to society. Learners with different opinion have to be identified for discussion. Those who have similar opinion should join together to form a side. Those who hold the opposite view with form the other side. It would be good to write down the topic of the debate and displayed in advance. There should also a person to control debate.

Learners should be given opportunity to absorb the ideas obtained from discussion and debate, develop the idea through reading and study, and to express them through writing or other means

Stages of Debate

1. Topic Selection
2. Selection of panels keeping in balance with intelligence, gender etc.
3. Selection of moderator
4. Collection of information guided by the teacher
5. Conducting the debate under the control of moderator by avoiding any sort of personal conflicts
6. Conclusion by the moderator expressing his final version or verdict.

6. Case Study

A case may be a person, institution or a community case study is an in depth analysis of an actual event or situation. It presents real pictures of situation with facts, objective information or data learners analyse the case to interpret, predict and resolve issues associated with it. The case study provides the learner an opportunity to analyse and apply concepts, data and theory taught from the class. Learners can work individually or in groups.

By studying realistic cases in the classroom, learners develop new insights into the solution of specific on - the - job problem and also acquire knowledge of the latest concepts and principles used in problem solving.

Case may be presented by the teachers or may be provided in print form.

A simple case study may have the following steps

1. collection of data
2. Conversion of data into information
3. Analysis of the case in groups
4. Presentation of the finding by each group leader.
5. Evaluation

In addition to the above mentioned learning strategies there are many other learning strategies which can be used in appropriate situations to enrich learning process such as Problem solving, Role play, Brain storming, etc

7. Brain Storming

This is the best method for solving creative problems. It facilitates generation of ideas quickly. Rules for conducting Brain storming.

1. No response is wrong - welcome every response.
2. Welcome as many responses as possible
3. No criticism is allowed
4. allow to work on others idea

Steps in Brain storming

1. Presentation of the problem
2. Provide relevant information
3. Record the ideas put forth by the participants
4. Combine similar ideas
5. Evaluate each idea and solution
6. Selection of the best solution

If brainstorming is used as an instruction strategy, the last step is not essential

8. Discussion

Discussion is essential for the learner to share new finding, ideas and conclusion at each stage of learning with follow learners and teachers. In general discussion the teachers should guide the discussion though questioning and summarizing. The major steps involved are

1. Introduction initiated by the teacher
2. Development of discussion by giving lead points and follow up interactions
3. Transaction stage in which the key points are reviewed by the teacher and
4. Summarizing stage in which teacher provides additional support materials to ensure the achievement of the objectives

9. Group Discussion

Group discussion is an ideal method to develop Co-operation, democratic attitude, friendliness and compromising attitude which are the ultimate aims of education. During group discussion the teacher may observe each group and it needed help them to channellise the discussion towards the common objectives. All learners may be given opportunity to take part and express their ideas within a time limit. The conclusion reached may be entered by each learners. A group representative must present this during consolidation in which the teacher may correct or add information's to ensure that all the relevant ideas have been covered

10. Collection

Collection is a continuous learning activity, which ensure complete participation of learners. The collected item may be materials, pictures, charts, ideas, data etc. Collection provides direct experience to learn. An exhibition of collected materials will help to strengthen the concept.

11. Practical works

Experimentation contains the process skill in an integrated way. In the new approach of curriculum the learner forms idea and comes to conclusion though process. The term

'Practical' when associated with a science subject usually means an experiment. The objective of doing an experiment is to explore new ideas through investigation only. Its main purpose is to verify some principles associated with theory. The relevance of 'practical' in the traditional science subjects ends here. But this is not the case with 'Vocational Practical'

The ultimate goal of a Vocational Education is to generate skill through continuous practice along with investigation and invention. Continuous practice transforms the unskilled to the skilled. This is the significance and importance of practical in the Vocational stream. Hence it is very crucial that Vocational teachers as well as instructor should understand the importance of vocational practical and act accordingly.

10. Quiz

Quiz programmes can be used as an interesting class room tool for transaction of curriculum objectives as well as to evaluate the effectiveness of transaction and achievement of learners.

For conducting a quiz programme a topic should be selected based on the above objective

The learners are asked to prepare question based on the topic individually. The next day / next hour the learners are grouped into 3-4 groups randomly. A question is raised by a particular team and the other teams to answer them if they can answer the question they get points for that if all other teams fail to answer the question raised by the 1st team the 1st team answer the question and explain the background if necessary. All the teams get equal number of chance to ask the question . Time limit is also prescribed for the conduction of the programme. The team who scores maximum points wins

All the participants can make notes on the questions asked answer and their explanation which help them in learning

13. Models

Models are used in learning process. It enhanced the leaning experience. This is based on the 'seeing is believing". It helps the learner a chance to see feel the model presented . Still models and working models help the learners to understand the structure , working principles, actual operation etc.

Several steps are involved

1. Feeling the problem
2. The teacher should plan the type of model according to curricular objectives.
3. Grouping the learners
4. Briefing the tasks- Aim
 - Need

- Material required
 - Source & Materials
 - Cost of materials
 - Division of Labour
 - Guidance
 - Fixing of a time limit
5. Presentation by each group about
- (A) How the models were prepared
 - (B) Details of
 - Expenses
 - working and principles

Finally Documentation of the process

6. Evaluation
- By the other groups
- Later a consolidation by teachers is to be done.

14. Games

Class rooms can be made attractive by introducing different types of games. Games should be interesting as well as informative some of suitable games are

1. Odd man out
2. Cross word puzzles
3. Match the following
4. Aswamedham.
5. Link game - Answer using clues.

15. Survey

This strategy involves collection of data from the group under study (book, person, materials etc.) It develop the social interaction and communication ability of the learner. It also provide a scope for discovery learning.

Step involved in survey

- Objective of survey
- Selection of area for survey/sampling frame
- Selection of survey method
- Direct method

- With help of questionnaire/schedule
- Tabulation and analysis
- Consideration and Presentation

16. Exhibition

It is a learning strategy by which the learner can get a chance to show the skill developed. It provides the intrinsic motivation and exposure.

Exhibition item can be conducted either individually or as a group task. It can be conducted at school / Regional/State/National Level. Necessary publicity and other arrangement can be provided. Presentation, documentation participation and innovative skills of the learner can be evaluated.

17. Interview

Interview is one of the important learning strategies taking the help of a resource person. Interview is an inner view which provides opinion and information about a topic.

An interview is conducted by the following steps

1. How to introduce a problem?
2. Invite a resource person
3. Decide the questions by learners
4. Decide the time, place etc.
5. How to discuss
6. How many learners to participate
7. Implementation of the interview
8. Conclusion (Facilitator)

Items required

1. Interview Schedule

List of question prepared by learners Selection of learners, selected names sequence of question

18. Field Visit

Field visit is an inevitable vocational tool to be implemented in vocational Higher Secondary Education. This helps the learners to familiarise with the modern technologies and new situation in a different atmosphere. It provides learning through viewing. It is based on the principle that seeing is better than having. It enables the learning to retain the learned informations longer and to make the subject more interesting. It motivates and give more confidence in his/her particular vocation.

The facilitation should identify suitable center/ institution/site. Get prior permission from the authorities before conducting the field visit. Give instructions to the learners for collection data's/information's/materials/Specimens. Teacher may assign different duties to learners by working them different groups.

Each learner should take utmost care and interest during the visit. He/She should observe and interact at the center/ institution where the field visit is conducted

After the visit, learner should acquire the ability to apply the ideas/concepts in his future carrier. Each learner should submit a detailed report about the field visit.

20. Demonstration

Though demonstration we can present an item/product and emphasis its features very effectively

Eg:- To understand the functioning of a computer

1. Material/Item/Process
2. Demonstration
3. Venue
4. Additional requirements depending upon the nature of the item

Demonstration Process

1. Introduction about the item/Material
2. Principles - Working
3. Operation
4. Components
5. Merits of the item

20. Chart display

It is also one of the important teaching aid. It can be used in every activities of a learning process.

Chart display is a written or pictorial representation of idea or concept. It is abbreviate brief and clear. It is prepared by study

Benefits

1. A learner gets clear idea about the concept
2. The learner can retain the ideas in his mind for longer periods
3. A complicated idea can be simplified through a chart
4. Cheap method of teaching aid.

PLANNING

In the context of the changing scenario in the field of Education, the role of the teacher is not simply to teach the syllabi. The emerging needs of education calls for a facilitator's role from teachers. The learning process should be student centered and activity oriented. Learning activities must enable the student to develop process domain and multiple intelligence skills to their maximum extent. No matter whether these skills are attained inside or outside the classroom, but the teacher must bear in mind, the fact that they are to be accomplished within a time frame. In order to achieve this end, the teacher may make necessary plans in terms of learning activities, the time required at various stages of learning, the time required for each unit, and also the desired outcome. The plan may be hierarchically structured as:

- a) Annual Plan covering the entire activities for the year as a whole.
- b) Unit plan which has to be prepared just before the start of a unit. Each chapter is treated as a unit.
- c) Daily Plan to provide learning activities for a day's learning.

STANDARD VHSE II YEAR ANNUAL PLAN COSMETOLOGY

Term	Month	Unit No	Name of Units	Theory	Activities/strategies
II	June	1	Health and Nutrition	14	Discussion, Preparation of notes.
	July	2	Exercise	14	Samples , charts, experiment, observation,
	August	3	Skin care	14	Demonstration
	September	4	Hair Dressing	14	Demonstration
	October	5	Aromatherapy	14	Demonstration, References
	November	6	Art of makeup	14	Discussion, Assignments, Chart pictures, Photographs, Samples, Models
	December	7	Mehandi Art	14	
	January	8	Flower Arrangement and Boquet Setting	14	Discussion, Demonstration
	February	9	Personality Development	14	Discussion, Assignments, Chart pictures, Photographs, Samples, Models, Interviews, Field visit, OJT
	March	10	Beauty Business Maangement	14	Discussion, Interview, Field visits, OJT etc.

UNIT PLAN

PERSONALITY DEVELOPMENT

UNIT 1

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation
<ul style="list-style-type: none"> To acquire the skill to become a good personality as a well groomed and successful beautician 	Interview Discussion Seminar	Questions Interview Schedule	Communication Leadership	Discussion Diary	Oral test Discussion Assignment

DAILY PLAN

Standard: VHSE II Year

Subject : Cosmetology and Beauty Parlour Management

Date:

Unit : Health and Nutrition

Time : 5 periods

Curriculum Objective : To Understand how to care the skin from extreme weather conditions over use of strong cosmetic, good skin care routine through lecture, demonstration discussion prepare notes and presents

Activities	Feedback
<ul style="list-style-type: none"> • Pupils have some idea about the skin structure, texture and its types • Through discussion check the previous knowledge related to the topic • Whether there is any relation between consumption of food items and beauty problems like pimples dry skin etc. • Whether green leafy vegetables fruits rich in vita should be included in the diet for normal healthy skin. • How good nutrition is vital for healthy hair and skin. 	<ul style="list-style-type: none"> • After discussion leader of the first group consolidates the changes and relation and noted in the discussion diary.

EVALUATION

Evaluation is a systematic process of collecting, analyzing, synthesizing and interpreting evidences of learners' progress and achievements both in cognitive and non-cognitive areas of learning. Evaluation has to play significant role in making the learning process more effective. It provides diverse experiences to the learners, keeping in view the skill to be attained continuously by them.

As the curriculum is based on a particular vocation in the selected stream is the most important part and it should be evaluated accordingly. Technical skills, interest and devotion in the field, communication skills, organizational and presentation skills are to be evaluated. Evaluation of the personal and social qualities also should be done. So the evaluation should be continuous and comprehensive.

Terminal or Term End Evaluation (TE)

It is the written form of evaluation aimed at evaluating the facts, concepts and ideas gained by the learner. The test should not be aimed to evaluate the memory alone. Questions are framed in such a way that the learners are able to apply different mental process while answering. The Terminal Evaluation questions give more emphasis on application, analysis and synthesis level.

The maximum scores for TE is 80 and the minimum is 24 (30%). The questions should be formulated taking into consideration the time required to read, think, understands and write answers. These aspects should be considered while fixing the scores also. To avoid blind guessing, multiple choice and application level questions may be mixed. The total number of questions may vary from time to time. All the questions should be based on the curricular objectives. Open ended questions but the choice questions also should be based on the same curricular objectives.

Continuous and Comprehensive Evaluation (CCE)

Our traditional evaluation method measures only the memory and recollection capacity of the learner. To eliminate/ overcome the limitation the evaluation should be done on multi dimensional ways by measuring multiple intellectual capacities of the learner. So it is better to evaluate the learner in a continuous and comprehensive manner. CCE helps the learner to understand and develop adequate his own progress and to develop adequate strategies for further improvement.

Merits

- Assess the all round development of the learner on a continuous basis through a variety of activities.
- Effective feed back is possible
- Remedial diagnostic teaching is possible
- Process as well as products are assessed.

A series of learning activities are grouped into five major thrust areas as follows

1) Investigative activities

Activities which create a spirit of enquiry, investigation and a mind for research in the learner belongs to this group for example.

- Study project
- Case study
- Field study

2) Interactive activities

Activities which improve the communication skill, activities of sharing ideas, etc.

For eg:-

- Seminar
- Panel discussion
- Debate
- Group discussion

3) Assigned task

Activities assigned to the learners to enrich/ strengthen the concept and ideas.

For eg:-

- Assignment
- Collections

4) Performance task (Tests)

Activities related to the achievements of the learner.

For eg:-

- Class test (oral/ written/ performance test)
- Quiz
- Open book examination
- Interview

- Group testing
- 5) Practical based activities line
- Preparation of working model
 - Album
 - Improvisation

From the above five group of activities, the teacher has the freedom to choose any three areas for evaluation purpose.

1. Investigation Activity
 - a. STUDY PROJECT

Sl.No	Stages	Criteria	Score	Total Scores
1.	Planning	Relevance of the study Identification of problem Ability to select appropriate tools, ability to select suitable bearing method.	4/3/2/1	
2.	Data Collection	Ability to collect sufficient and relevant data. Ability to classify and arrange data for analysis. Reliability and authenticity of the data collected.	4/3/2/1	
3.	Analysis and Inference	Ability to analyses the data Systematic arrangements. Ability to draw inferences based on analysis. Ability to give suggestions based on inference.	4/3/2/1	
4.	Report presentation	Ability to present in logical and sequential order, authenticity of report, time bound completion.	4/3/2/1	
5.	Viva-Voice	Knowledge of content and process. Ability to analyze data. Ability to justify inference. Ability to explain. Strategies and methods adopted.	4/3/2/1	

Sl. No.	Criteria	Score
	Identifying the problem	4/3/2/1
	Approach to the problem	4/3/2/1
	Time bound Action	4/3/2/1
	Analysis of the problem	4/3/2/1
	Problem solving / Reporting	4/3/2/1
3.	Field study Attitude and readiness towards the task	
	Capacity for Observation	4/3/2/1
	Data collection	4/3/2/1
	Application of ideas	4/3/2/1
	Documentation / Recording	4/3/2/1
4.	Assignment Awareness of the content	
	Comprehensiveness of the content	4/3/2/1
	Systematic and sequential arrangement	4/3/2/1
	Observation/suggestion/views/judgment/evaluation	4/3/2/1
	Timely Submission	4/3/2/1
5.	Seminar Planning and Organization	
	Collection and data / content	4/3/2/1
	Observation / appraisal and clarity	4/3/2/1
	Content knowledge	4/3/2/1
	Presentation	4/3/2/1
6.	Debate, Panel discussion	
	Readiness to participate	4/3/2/1
	Depth of subject knowledge	4/3/2/1
	Communication skill	4/3/2/1
	Ability to justify the stand	4/3/2/1
	Presentation	4/3/2/1
7.	Group Discussion	
	Readiness to participate	4/3/2/1
	Depth of subject knowledge	4/3/2/1
	Communication skill	4/3/2/1
	Ability to justify in a democratic way	4/3/2/1
	Leadership quality	4/3/2/1
8.	Interview	
	Planning Preparation of Questions	4/3/2/1
	Communication skill	4/3/2/1
	Participation Report preparation	4/3/2/1
9.	Collection	
	Collection of materials/Documents	4/3/2/1
	Relevance and comprehensiveness	4/3/2/1
	Presentation	4/3/2/1
	Awareness of the content	4/3/2/1
	Time bound progress of work at each stage	4/3/2/1
10.	Quiz	
	Preparation of questions	4/3/2/1
	Relevance of question	4/3/2/1
	Presentation	4/3/2/1
	Active participation	4/3/2/1
	Time management	4/3/2/1

Practical Evaluation (PE)

The goal of vocational Education is to generate skills through continuous practices along with investigation and innovations. Continuous and comprehensive practice transforms the unskilled learner to a skilled one. This is the importance and significance of vocational practicals.

PE is done to evaluate the practical skills achieved by the learner in the concerned vocational subject. Total Scores for PE is 150 and minimum is 60 score i.e. 40%. Practical Examination is conducted for a batch of 8 learners having 6 hours duration.

Practical evaluation should be done taking into account the whole practicals included in the curriculum since Learning of practical skills is a continuous process through out the period of study.

Practical Evaluation - 150 score

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Indicators for practical evaluation and their score

No.	Indicators	Percentage	Score
1	Procedure and Demonstration	10	15
2.	Skin treatment/Make up	40	60
3.	Identification of equipments and cosmetics	10	15
4.	Hair styles	20	30
5.	Record	10	15
6.	Viva	10	15
			150

No.	Name	Procedure and demonstration	Skin care treatment/ make ups	Identification of equipments/ cosmetics	Hair styles	Record	Viva	Grade
		15	60	15	30	15	15	
1	Priya	10	40	10	20	12	13	B+
2	Vidya	13	55	13	25	13	13	A+
Total - 150 A+								
Total score 105 percentage				$\frac{105}{150} = 70 \text{ Grade B+}$				

Vocational Competency Evaluation (VCE)

Vocational Competency Evaluation is to evaluate the vocational skill and aptitude developed by the learners during the learning process. This is a system to judiciously evaluate the required value addition and consequent capacity building in the concerned vocational curriculum. The vocational education is aimed at developing interest, skills and devotion in specific vocational fields. As other evaluation components like CE, PE and TE cannot assess the vocational competences and professional skills, acquired by the learners an internship evaluation (IE) components has been introduced to meet this requirement.

Internship evaluation should be done based on the following components like regularity and punctuality, value addition and capacity building.

1. Regularity and punctuality

Regularity and punctuality has vital role in vocational education learning continuous process, the regular presence of the Learner is must for attaining maximum efficiency.

2. Value Addition

Value addition is the qualitative measure of the learner's interest, devotion perseverance and efficiency. Value addition can be evaluated through conducting field visits/ vocational survey. The experiences gained through field visit / vocational survey increases the level of intrinsic motivation and positive attitude towards the vocational field and thereby increase his value as a semiprofessional.

3. Capacity Building

It gives a quantitative measure of the learner's skill in graded area exposure. Capacity building can be evaluated through conducting the following activities.

1. OJT / Simulated experiment
2. Performance - camp/exhibition/clinic
3. Performance - PCT/Service cum Training center.

These components help the learner to practice the acquired skills in the real situation and thereby increasing self-confidence and promoting self reliance.

Vocational Competency Evaluation Indicators

No.	Items	Score
1	Regularity and punctuality	10
2	Field visit / survey (anyone) vocational project	20
3	OJT/Simulated experiment performance - Camp/exhibition/clinicPerformance - PSCTC (anyone)/Practical skills	20
	Total	50

Regularity and punctuality can be assessed by using attendance of the learner and time bound completion of tasks. It is evaluated by using 5 point grading system.

Rating scale

Sl.No	Items	1	2	3	4	5
1.	Regularity	Never regular	After regular	Equally regular	Most of the time regular	Always regular
2.	Puntuality	Never punctual	Often punctual	Usually punctual	Most of the time punctual	Always punctual

Item	Evaluation indicators	Scores	Score
Equality and punctuality Value addition	Field visit	10	20
	1. Attitude and readiness towards the task	4/3/2/1	
	2. Capacity for observation	4/3/2/1	
	3. Data collection	4/3/2/1	
	4. Application of ideas	4/3/2/1	
	5. Documentation/recording	4/3/2/1	
	Or Survey		
	1. Planning	4/3/2/1	
	2. Data collection	4/3/2/1	
	3. Consolidation of data and analysis	4/3/2/1	
Capacity Building	OJT/Simulated experiment		20
	1. Involvement/participation		
	2. Skills in doing work/ communication skills		
	3. Time bound action		
	4. Capacity for observation, analysis and innovation		
	5. Documentation, recording and display Or		
	Performance in camp/exhibition/clinic		
	1. Ability for planning and organizing		
	2. Mastery of subject		
	3. Ability for communication		
	4. Innovation		
	5. Involvement/social commitment Or		
	Performance in production/service cum		
	training center (PSCTC)		
	1. Mastery of vocational skills		
2. Managerial capacity			
3. Promoting self confidence			
4. Innovation approach			
5. Promoting self reliance			

Criteria for Promotion

- A minimum of 80% attendance is required to register for the public examination. Those who are having at least 65% can apply for condonation from higher authorities. Those who have shortage of attendance below 65% should re[eat the second year.
- The learners should obtain minimum 30% score in all subjects separately in TE. In first year if the learner failed to obtain 30% minimum score in any subject he will be promoted and will be given chance for improvement.
- The learners should obtain a minimum of 40% score in the vocational practical Evaluation (PE) that is 60 out 150 score. If a learner fails to attain the minimum required score for TE and secure minimum score for pass in TE, he need not reappear for practical examination and vice versa.

Consolidated forms of CE, TE, VCE and PE

Government of Kerala

Board of Vocational Higher Secondary Examinations

Thiruvananthapuram

Reg: No. _____

Dated : _____

Evaluation Sheet

Sri./Smt. _____ is awarded Scores/grade as detailed below in the First Year Vocational Higher Secondary Examination held in _____

Name of School : _____ Admission No : _____

Name of Vocational Course : _____

Subject	Score Obtained					Positional Grade	Grade in words
	CE 20	TE 80	PE 150	IE 50	Total		
Part- I							
English			—	—			
General Foundation Course			—	—			
Part- II Vocational Subjects							
Vocational Theory			—	—			
Vocational Practical	—	—		—			
Vocational Competency	—	—	—				
Part- III Optional Subjects							
	20	60	20				
Physics				—			
Chemistry				—			
	20	80					
Mathematics			—	—			

CE- Continuous Evaluation, TE- Term End Evaluation, PE- Practical Evaluation, IE- Internship Evaluation.

Grades	A+ 90% and Above Outstanding	A 80- 89%	Excellent.
	B+ 70 - 79% Very Good	B 60- 69%	Good
	C+ 50 - 59% Above Average	C 40- 49%	Average
	D+ 30 - 39% Marginal	D 20- 29%	Need improvement
	E Below 20% Need improvement		

Marks Entered by _____

Marks checked by _____

Supdt/ T. O _____

SECRETARY

CE ITEM CALCULATION

Course :		Year :					
Class:							
Sl. No	Name	Evaluation Indicators					Total Score (20)
		I (4)	II (4)	III (4)	IV (4)	V (4)	

CONSOLIDATED STATEMENT OF CE

Class : II year

Subject : Cosmetology and Beauty Parlour
Management

Sl. No	Name	CE Items			Total (60)	Score Out of 20
		1 (20)	2 (20)	3 (20)		
						Score obtained $\times \frac{20}{60}$

CONSOLIDATED STATEMENT OF CE & TE

Class : II year

Subject : Cosmetology and Beauty Parlour Management

Sl. No	Name	CE (20)	TE (80)	Total CE+ TE (100)	Grade

PE ITEM EVALUATION

Class : II year					
Subject : Cosmetology and Beauty Parlour Management					
Sl. No	Name	PE Indicators		Total (150)	Grade

Split up as per course requirement

Signature of facilitator

CONSOLIDATED GRADE RECORD OF VOCATIONAL SUBJECTS

Class : II year

Subject : Cosmetology and Beauty Parlour Management

R.No.	Name of Pupil	Vocational Theory				Vocational Practical		VCE	
		CE 20	TE 80	Total 100	Grade	PE	Grade	VCE 50	Grade

CONSOLIDATED STATEMENT OF VCE

Class : II year

Subject : Cosmetology and Beauty Parlour Management

R.No.	Name of Pupil	VCE				
		Regularity & punctuality (10)	value addition survey or field visit (20)	Capacity building OJT/ PCTC Exhibition/clinic	Total score	Grade

LEARNER EVALUATION PROFILE

Class : II year

Subject : Cosmetology and Beauty Parlour Management

Part	Name of subjects		I year			II year			Min	Max
			Term			Term				
			I	II	III	I	II	III		
I	1 English	CE								
		TE								
		Total								
		Grade								
	2 GFC	CE								
		TE								
		Total								
		Grade								
II	Voc.Theory	CE								
		TE								
		Total								
		Grade								
Voc. Subj	Voc.Practical	CE								
		TE								
		Total								
		Grade								
	VCE	TE								
		Grade								
III	Paper I	CE								
		TE								
		Total								
		Grade								
Opt. Suj.	Paper II	CE								
		TE								
		Total								
		Grade								
	Paper III	CE								
		TE								
		Total								
		Grade								

Format to be kept by teachers

1. CE items format
2. CE consolidated format
3. Consolidated statement of CE & TE
4. Consolidated statement of PE
5. VCE item format
6. VCE consolidated format
7. Consolidated course wise score sheet
8. Learner evaluation profile
9. Format for concerned subject wise evaluation register/sheet.

Unitwise hour distribution (Theory)

Unit No.	Name of unit	No.of hours
1	Health and Nutrition	14
2	Exercise	14
3	Skin care	14
4	Hair dressing	14
5	Aroma Therapy	14
6	Art of Make up	14
7	Mehandi Art	14
8	Flower Arrangement and Bouquet setting	14
9	Personality Development	14
10	Beauty Business Managemnt	14
Total Hours		140

Termwise hour distribution (Theory)

Term	Hours	Total Hourse
<i>First</i>		
Unit 1	14	
Unit 2	14	
Unit 3	14	
Unit 4	14	56
<i>Second</i>		
Unit 5	14	
Unit 6	14	
Unit 7	14	
Unit 8	14	56
<i>Third</i>		
Unit 9	14	
Unit 10	14	28
Total Hours		140

SYLLABUS

Unit 1 - Health and Nutrition

- 1.1 Importance of good health and nutrition
- 1.2 Functions of food
- 1.3 Components of food
- 1.4 Importance of water intake
- 1.5 Balanced Diet

Unit 2 - Exercise

- 2.1 What is fitness
- 2.2 Daily exercising programme
- 2.3 Exercising Machines
- 2.4 Importance of yoga
- 2.5 Yogas for health and fitness

Unit - 3 Skin Care

- 3.1 Advanced Pimple Treatment
- 3.2 High frequency
- 3.3 Galvanic treatment
- 3.4 Face lifting and toning facial
- 3.5 Pigmentation treatment
- 3.6 Sun tan treatment
- 3.7 Skin peeling facials
- 3.8 French facial
- 3.9 Face rejuvenating treatment

Unit 4 - Hair Dressing

- 4.1 Art of hair dressing
- 4.2 Hair cutting and styling
- 4.3 Permanent waving
- 4.4 Roller setting
- 4.5 Blow drying
- 4.6 Hair strengthening
- 4.7 Hair colouring

Unit 5 - Aroma Therapy

- 5.1 Introduction
- 5.2 Aroma oils, carrier oils its usage and benefits
- 5.3 Aroma treatments for health and beauty
- 5.4 Aroma oils for simple diseases

Unit 6 - Art of make up

- 6.1 Introduction
- 6.2 Purpose of make up
- 6.3 Various facial types
- 6.4 Cosmetics used in make up and its purpose
- 6.5 Application methods
- 6.6 Implements and materials used
- 6.7 Types of make up -
 - Day make up
 - Party make up
 - Stage make up
 - Film/TV make up
 - Dance make up
 - Bridal make up (Hindu, Christian and Muslim styles)
 - Corrective make up

Unit 7 - Mehandi Designing (Mehandi Art)

- 7.1 Introduction
- 7.2 Mehandi Designing (Arabic, Traditional and Zardoshi)
- 7.3 Cone preparation
- 7.4 Articles and materials required

Unit 8 - Flower arrangement and bouquet setting

- 8.1 Introduction
- 8.2 Articles and materials required
- 8.3 Flower making
- 8.4 Different flower Arrangemens
- 8.5 Bouquet settings
- 8.6 Bridal Bouquet setting (natural and artificial)

Unit 9 - Personality Development

- 9.1 Introduction
- 9.2 Desirable qualities to cultivate
- 9.3 Importance of self-control, punctuality and mannerisms
- 9.4 How to acquire conversational charm and voice modulation
- 9.5 Professional ethics

Unit 10 - Beauty Business Management

- 10.1 Introduction
- 10.2 Things to consider while opening a beauty parlour
- 10.3 Planning and Layout
- 10.4 Financial considerations involved
- 10.5 Maintaining business records
- 10.6 Advertising and publicity
- 10.7 Beauty Appointment
- 10.8 Good Business Administration
- 10.9 Client Handling
- 10.10 Client Reception

CURRICULUM OBJECTIVES

- 1 To understand the importance of health and nutrition and the major nutrients, their sources, functions and deficiency through discussion, field visit, assignment etc.
- 2 To develop an idea about the important functions of food and how it classify according to their functions through assignment, group discussion, charts etc.
- 3 To understand the importance of exercise through group discussion demonstration,charts, assignments etc.
- 4 To know about the daily exercising programme specially for body fitness through demonstration discussion, charts etc.
- 5 To know about yoga, its purpose and benefits through demonstration, discussion, assignment etc.
- 6 To give basic knowledge about the pimple treatment through demonstration, references, discussion etc.
- 7 To develop an idea about the importance of high frequency and how it work on skin through demonstration, group discussion, charts etc.
- 8 To understand galvanic treatment and pigmentation treatment through demonstration, discussion, assignments etc.
- 9 To understand about importance of sun tan treatment through discussion demonstration, charts etc.
- 10 To give clear idea about the importance of skin peeling facial through assignment, demonstration etc.
- 11 To develop an idea about the importance of hair cutting and styling through demonstration assignment, discussion, charts etc.
- 12 To give basic knowledge about the permanent waving and straightening through demonstration, discussion, charts etc.
- 13 To understand clear idea about roller setting, blow dying through discussion, demonstration etc.

- 14 To give basic knowledge about the hair coloring through discussion, charts, demonstration etc.
- 15 To develop clear idea about the history of aromatherapy through discussion, pictures, references etc.
- 16 Acquire clear understanding about essential oil and carrier oil through discussion, seminar, references etc.
- 17 Understands and develops the practical skill of usage of essential oils, its mixing, therapeutic properties, benefits, classification, blending and storing through discussion, demonstration, charts, models etc.
- 18 To develop the skill of beauty treatments using aroma oils through discussion, demonstration, references etc.
- 19 Develop clear idea about the purpose of make up through discussion, pictures, charts etc.
- 20 Develop idea about various facial types through discussion, models, pictures, references etc.
- 21 To familiarize different types of cosmetics, its usage and application through demonstration, discussion, pictures, samples, charts etc.
- 22 To mastering in the use and application of implements and make up materials in make up through demonstration, discussion, pictures, charts etc.
- 23 To develop an idea of different make ups, cosmetics used, implements and equipments used etc through demonstrations, discussion, pictures, charts, samples, On -the- Job- Training, field visits, interviews etc.
- 24 To develop an idea of different bridal make-ups, hair styles, sari draping, ornamental arrangements, mehendi designing, flower decorations etc. through demonstration, discussions etc.
- 25 To develop the idea about ingredients used in traditional, Arabic and Zardoshi mehendi through discussion, demonstration, pictures etc.
- 26 To develop the skill to prepare mehendi cone through demonstration.
- 27 To develop the skill to design different designs on palm and feet through demonstration, pictures, references etc.
- 28 To give different idea about tremendous varieties and interests in flower arrangement and thus add glamour and charm in parlour setting room setting car decoration etc through discussion, demonstration and photographs.

- 29 To develop a clear idea on bridal bouquet setting using different types of flowers and materials through demonstration, discussion etc.
- 30 To acquire the skill to become a good personality as well groomed and successful beautician through interviews, discussion, field visitors, OJT etc.
- 31 To develop the skill for pleasant voice emotional stability, good manners, well grooming, graciousness, expressiveness conversational charm etc. through interviews, discussions, field visits etc.
- 32 To develop clear ideas about importance of personal hygiene and public hygiene through discussion, references etc.
- 33 To develop the understating about good health and daily exercise to keep the body in good condition through discussion, demonstration etc.
- 34 To accustom different career opportunities in the field of cosmetology and beauty parlour management through discussion, interviews, OJT etc.
- 35 To develop clear idea about the things to consider to open a beauty parlour through discussion, interviews, OJT etc.
- 36 Develop an idea for planning and lay out a beauty parlour through discussion, OJT, field visits etc.
- 37 To familiarize good business administration, client handling, professional ethics, client reception etc. through discussion, demonstration, interviews, field visits etc.

Part II

1

HEALTH AND NUTRITION

Introduction

Nutrition is the science of nourishing the body. It is a science, which contains the study of all process of growth, maintenance and repair of the living body, which depends upon the intake of food. Good physical strength can be made possible by good eating. This also promotes emotional stability and personality well being.

Health is the state of complete physical, mental, emotional and social well being and not merely the absence of disease. Good health is necessary for good living and good living for a full and long life.

Curriculum Objectives

- To understand the importance of good health and nutrition and the nutrients-how it works in human body through discussion, field visits, assignments etc.
- To develop an idea about the important functions of food and how it classify according to their functions through assignment, group discussion, charts etc.

Syllabus

- Health and Nutrition
- Importance of health and nutrition
- Importance of water intake
- Common functions of food
- Balanced diet.

Content Specification

- Definition of health nutrition
- Importance of health, nutrition and water intake of human body
- Functions and classifications of food
- Components of food-sources, functions and deficiency
- Basic 5 food groups

Learning Activities

Debate and assignment

Activity-I - Debate.

The previous knowledge is brushed up and the debate is conducted on whether there is any relation between consumption of food items and beauty problems like pimples, dry skin etc. Based on that the students divided into 2 groups.

Discussion Points.

- Green leafy vegetables, fruits rich in vitamin 'C' should be included in the diet for normal healthy skin.
- Fatty foods should be avoided to prevent pimples.

Consolidated Points

Each group prepares notes and is presented in the class. Main points are recorded and consolidated.

- Good nutrition is vital for healthy hair and skin.
- Understanding of the human body is important to health and well-being.
- A sound programme of nutrition is a must for every woman whose aim is beauty.

Activity- 2 -Assignment

Previous knowledge is refreshed and the students of the class may be divided in different groups and each group may be assigns topics.

Topics

- Relevance of menu planning in modern life.
- Relationship between health and nutrition.
- What are the points should be kept in mind while planning a menu.
- Prepare a sample diet for a pregnant women.

Consolidated Points

- Health is a source of good living.
- Bad nutrition is the main cause of beauty problems.

CEItems

- Group discussion:- Importance of menu planning in modern life.

TEItems

- Written Test:- Comment on nutritional requirements of an adolescent girl (16-18 years) specially emphasized on her beauty.

UNIT ANALYSIS

UNIT 1 - HEALTH AND NUTRITION

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation
<ul style="list-style-type: none"> To understand the importance of health and nutrition and the major nutrients, their sources, functions and deficiency through discussion, field visit, assignment etc. 	Discussion , Reference, Debates.	Charts, Reference books	Communication skills, ability to ask questions and respond to questions.	Discussion Diary	Active participation in discussion
<ul style="list-style-type: none"> To develop an idea about the important functions of food and how it classify according to their functions through assignment, group discussion, charts etc. 	Discussion, Assignment	Charts, Reference	Communication, Classification	Discussion Diary	Written test

2

EXERCISES

Introduction

Exercise is any rhythmical activity which elevates the heart rate above resting levels, and involves the use of a single large muscle group, or the co-ordinated use of several muscle groups. Exercise results in toning up of all the body systems. Today a lot of emphasis is laid on looking good many people exercise for figure enhancement or to maintain their bodies in their correct shape. If a person is physically fit, feel better, look better and work better.

Curriculum Objectives

- To understand the importance of exercise in daily life, and the benefits of exercise through group discussion, demonstration, charts, assignment etc.
- To know about the commonly available exercise machines through group discussion, charts, models etc.
- To know about the daily exercising programmes specially for body fitness through demonstration, discussion, charts etc.
- To know about yoga - its purpose and benefits through demonstration, discussion, assignment etc.

Syllabus

- What is fitness
- Daily exercising programmes
- Yoga
- Exercise machines
- Importance of Yoga

Content Specification

- Define body fitness
- Important rules to be taken while doing exercise
- Different types of exercising programmes
- Introducing some exercise machines.
- Meaning of Yoga, benefits of Yoga, different types of Asana`s etc.
- Good posture- Basics of good posture, advantages of good posture.

- Merits of correct breathings.

Learning Activities

Activity- I- Debate

Previous knowledge is brushed up and selected a topic for debate, "is outdoors walking is better than indoor walking". Under the guidance of a teacher, the students collect the data from different sources like interviews, reference books etc. Based on that the students divided in to 2 groups.

Discussion Points

- Advantages and disadvantages of indoor, outdoor walking.
- Benefits of walking exercises

Consolidated Points

- Walking is one of the best and simplest forms of aerobic exercise
- Out door walking is more interesting than indoor walking.

Activity -2 -Demonstration

Under the guidance of teacher, the students arrange demonstration class on warm-up and stretching exercises. Based on that the teacher divides the students in to 2 groups.

Discussion Points

Basic position

You can also warm up by doing the aerobic activity you plan to do at a very gentle level. For example, if you are going to run, you can begin by walking for a few minutes, and then gradually increase the pace until it becomes a fast walk or a jog. and left overhead.



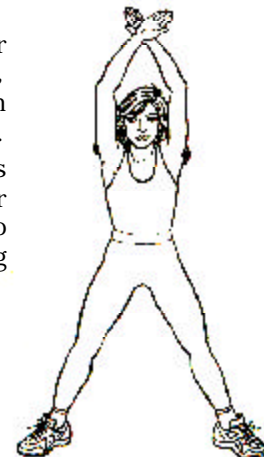
Arm Swings

- Begin from the basic position
- Cross hands in front of the hips.
- Take a deep breath in.
- Swing your arms outward, and take them over your head.
- Breathe out as you swing your arms back to starting position.



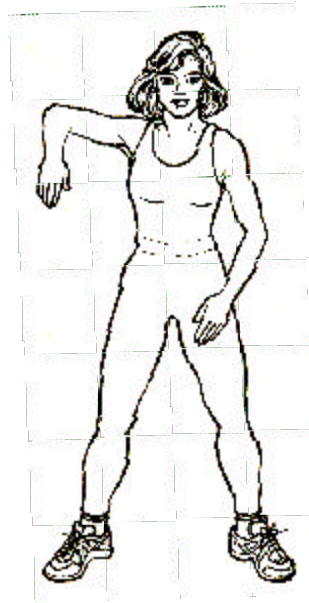
Side arm reach

- Begin from the basic position
- Place left hand on the hip, and the right one over your head
- Bend from the waist and lean to the left
- Return to the basic position.
- Repeat with your right hand on the hip and left overhead.



Shoulder roll

- Begin from the basic position
- Roll your right shoulder forward and up, then bring it back and down.
- Repeat in the reverse directions, i.e, bring your right shoulder back and down, then forward and up.
- Repeat with the left shoulder.



Back and up reach

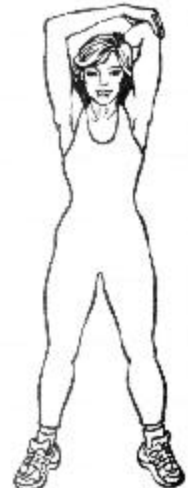
- Begin from the basic position.
- Slowly extend your left arm straight up.
- At the same time extend your right arm down and back, as far back as is comfortably possible. Hold briefly.



Triceps Stretch

Muscles worked :
Triceps

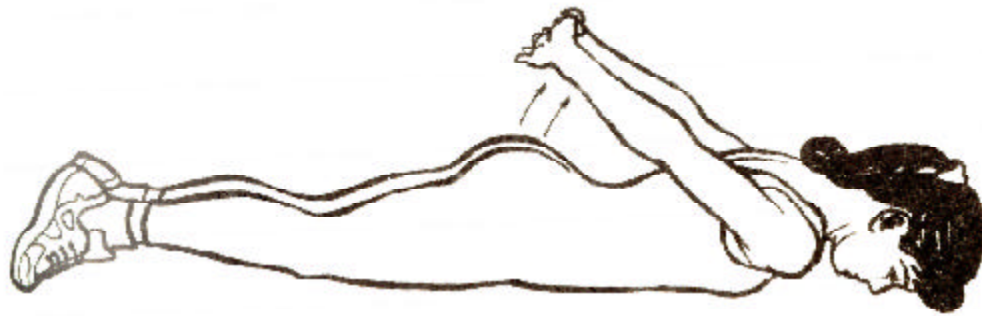
- Begin from the basic position
- Raise your left arm, bending it at the elbow. Lower your hand between your shoulder blades, keeping it close to the body.
- Place your right hand on the left elbow.
- Using your right hand, gently ease the left elbow as far down the midlines of the body possible.
- Hold the stretch.
- Repeat, reversing hands.



Chest Raise

Muscles worked : Pectorals.

- Lie face down, with your hands interlocked and resting on your buttocks.
- Slowly raise your arms till you feel tension in your chest.
- Hold the stretch



UNIT ANALYSIS
UNIT 2-EXERCISES

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation
<ul style="list-style-type: none"> To understand the importance of exercise through group discussion demonstration, charts, assignments etc. 	Discussion , Reference, Debates.	Charts, Reference books	Communication skills, ability to ask questions and respond to questions.	Discussion Diary	Active participation in discussion
<ul style="list-style-type: none"> To know about the daily exercising programme specially for body fitness through demonstration, discussion, charts etc. 	Demonstration, Discussion, CD	Books, Charts			Active participation
<ul style="list-style-type: none"> To know about yoga, its purpose and benefits through demonstration, discussion, assignment etc. 	Demonstration, Discussion, assignment	CD, Photographs	Active participation		Project, Discussion diary

3

SKIN CARE

Introduction

Scientific study of the skin is important to the cosmetologist, because it forms the basis for an effective programme of the skin care and beauty services. The skin needs regular external treatment and protection from many factors. Specialized treatment can be undertaken under professional supervision along with advice on the routine care of the skin.

Curriculum Objectives

- To give basic knowledge about the pimple treatment through demonstration, reference books, discussion etc.
- To develop an idea about the importance of high frequency and how it work on skin through demonstration, group discussion, charts etc.
- To understand galvanic treatment and pigmentation treatment through demonstration, discussion, assignment etc.
- To understand about importance of sun tan treatment through discussion, demonstration, charts etc.
- To give clear idea about the importance of skin peeling facial through assignment, demonstration etc.

Syllabus

- Pimple Treatment
- Indonesian facial- open pores
- High frequency
- Galvanic treatment
- Face lifting and tonning facial
- Pigmentation treatment
- Sun-tan treatment
- Skin peeling facials
- Scientific face rejuvenating treatment

Content Specification

- Causes of pimples and its treatments
- Different types electrode used in high frequency

- Procedure of galvanic treatment
- Packs used for pigmentation treatment
- Importance of sun tan treatment
- Different types of skin peeling facials
- Importance of face lifting and toning facial
- Advantages of face rejuvenating treatment
- Prevention of open pores.

Learning Activities

Activity. I- Discussion

The previous knowledge is brushed up and general discussion is conducted. Based on that teacher subdivides the class and assign topic on common skin problems and its advanced treatment to each group.

Discussion Points

- Different types of skin problems affected to the skin like pimples, acne, pigmentation etc.
- Causes for the pigmentation and their treatment
- Equipments used for skin treatments- High frequency machine, battery brush etc.
- Open pore treatment.
- Face lifting facial-Thermo herb mask.

Consolidated Points

- The main cause for pimples and acne are the over production of sebum
- Over exposure to sunlight causes many skin problems.
- High frequency machines and battery brushes are used for skin treatments.
- Thermo herb mask application is good for face lifting.

Activity - 2 - Assignment

Students may be given demonstration on various practicals and they are divided in to different pairs and each pair is assigned to different practical items.

Items

- Galvanic Treatment
- High Frequency
- Pigmentation treatment
- Sun-tan treatment

CE Items

- Discussion - Common skin problems.
- Assignment - High frequency treatment

TE Items

- Written Test - "Pigmentation affects more prominent on fair skin"- Comment.

UNIT ANALYSIS
UNIT 3- SKIN CARE

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation
<ul style="list-style-type: none"> To give basic knowledge about the pimple treatment through demonstration, references, discussion etc. 	Discussion , Reference	Charts	Ability Knowledge	Picture Discussion	Oral test Written test
<ul style="list-style-type: none"> To develop an idea about the importance of high frequency and how it work on skin through demonstration, group discussion, charts etc. 	Assignment, Demonstration	Charts, Assignments	Get idea	Picture Discussion	Oral test
<ul style="list-style-type: none"> To understand galvanic treatment and pigmentation treatment through demonstration, discussion, assignments etc. 	Demonstration, Discussion, Assignment	Charts, Models	Ability		Practical test

4

HAIR DRESSING

Introduction

Hair dressing is an art of cutting the hair to fit. The shape of the head is essential to good hair dressing. Good hair shaping is the foundation of beautiful style. The hair on the scalp protect the skull from injuries and forms a pleasing frame for the face. Hair shaping can be acquired only after through studying, observance of instruction and intensive practice.

Curriculum Objectives

- To develop an idea about the importance of hair cutting and styling through demonstration, assignment, discussion, charts etc.
- To give basic knowledge about the permanent waving and straightening through demonstration, discussion, charts etc.
- To understand clear idea about roller setting, blow-drying through discussion, demonstration etc.
- To give basic knowledge about the hair colouring through discussion, charts, demonstration etc.

Syllabus

- Art of hair dressing and styling
- Hair cutting and styling
- Permanent waving and straightening
- Hair roller setting
- Blow drying
- Hair colouring
- Hair styles

Content Specification

- Importance of hair dressing and styling
- Techniques of hair dressing
- Tools of hair dressing and styling
- Importance of permanent waving and straightening
- Chemicals used for straightening
- Different types of rollers
- Types of hair colouring
- Chemicals used for hair colouring

Learning activities

Activity. 1 - Assignment

Previous knowledge is refreshed through discussion. The whole class is divided in to different groups and is asked, "to identify the face structure of their group members". They are advised to select appropriate hairstyles through reference and library. The collected facts are presented in the form of assignment. To give a concrete idea on hairstyles demonstration with the help of charts, models etc. is adopted.

Discussion Points

- Different face structures- oval, round, square etc.
- Importance of hair styling
- Different types of hair styles

Consolidated Points

- Different face structures and suitable hair styles are identified

Activity. 2 - Demonstration

Students may be given demonstration on various practicals and they are divided in to different pairs and each pair is assigned to different practical items.

Items

- Roller setting
- Blow drying
- Hair straightening
- Hair colouring

Activity. 3 - Field study

As part of field study, students can visit institutions like Orphanage, Balamandir etc. and after obtaining permission from the authorities they may be able to get hair cut practice by engaging the inmates.

Discussion Points

- Techniques and tools used for hair cutting
- Procedure for hair cutting
- Different types of hair cutting.

Consolidated Points

- Different types of hair cutting techniques are used.
- Different tools are used for hair cutting.

CE Items

- Discussion -Various techniques of hairdressing
- Assignment -Suitable hairstyles for different face shapes

TE Items

- Written Test:
 1. "Structure of face shapes is suitable for each hair styling"-Comment.
 2. Hair structure is damaged due to permanent waving and straightening- Comment

UNIT ANALYSIS
UNIT 4 - HAIR DRESSING

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation
<ul style="list-style-type: none"> To develop an idea about the importance of hair cutting and styling through assignment, charts, models etc. 	Discussion , Reference	Charts, Photographs	Ability	Discussion diary	Oral test Written test
<ul style="list-style-type: none"> To give basic knowledge about the permanent asting and straightening through demonstration, charts, etc. 	Assignment, Demonstration	Photographs, CD, Reference	Knowledge	Material collection	Oral test
<ul style="list-style-type: none"> To develop through knowledge about the blow dry and hair colouring through, discussion, models, charts etc. 	Demonstration, Discussion	Charts, Pictures	Understanding Awareness		
<ul style="list-style-type: none"> To develop the idea about the hair styles through pictures, charts etc. 	Demonstration	Charts, Photographs	Knowledge	Picture	Practical work

5

AROMA THERAPY

Introduction

Aroma Therapy is one of the most scientific and effective rejuvenating therapies known. Aroma oils are micro molecules of plant oils which penetrate immediately in to the pores of the skin and impart therapeutic benefits immediately. They work by stimulating the physiological and systemic organs of the body.

Curriculum Objectives

- To develop clear idea about the history of Aroma Therapy through discussion, pictures, reference books etc.
- Acquires clear understanding about aromatherapy, essential oil and carrier oil through general discussion, seminars, reference books, projects etc.
- Understands and develop the practical skill of usage of essential oils, its mixing, therapeutic properties, benefits classification blending and storing through discussion, seminar, demonstration, charts, models, pictures, references, projects etc.
- To develop the skill of beauty treatment using aroma oils through demonstration, discussion, references, charts etc.

Syllabus

- Aroma Therapy

Content Specification

This chapter entitled with

- History of Aroma Therapy
- Areas of specialization of aromatherapy
- Essential oils, carrier oils its usage and benefits
- Aroma oils its properties and therapeutic qualities
- Methods of entry of essential oil in to the skin
- Classification of essential oils
- Blending and storing of oils
- Methods of use
- Aroma treatments for health and beauty.

Learning Activity

- History of Aromatherapy
- Aroma treatment for health and beauty.

Activity. 1:- General discussion and assignment.

Previous knowledge was brushed up and general discussion is conducted on the history of aromatherapy, essential oils, carrier oils, its properties, qualities, classification, method of use and treatments for health and beauty etc. Based on this teacher sub divides the class and assign topic to each group and discussion points are noted.

Topics of discussion

- Benefits of essential oils
- Qualities of essential oil
- Methods of use of essential oils for health and beauty.

Consolidated points

- Essential oils have important role in beauty treatments.
- Essential oils have many qualities
- Essential oils can be used for health and beauty treatments.

Activity .II

Panel discussion.

Topic : Aroma therapy for health and beauty.

The whole class is divided into groups. Discussion is conducted with in the group. One from each group is selected to form a panel. The members of the panel discusses the topic among themselves. Audience participations is also provided. The main points evolved out through the panel discussion is consolidated and recorded.

Consolidated Points

- Aroma treatment are good for health as well as beauty.
- Aroma oils can be used as bath oil, vaporiser, inhaler, massage oil, cold compression and intake.
- Classification of aroma oils are based on their volatility rate.
- The entry of essential oil is through skin, respiratory and olfactory system.

CE Items

- General Discussion
- Panel Discussion

TE Items

- Some aroma oils are listed below:
Lemon, Juniper, Rosemary, basil angelica, begamot, camphor, clove euicalyptus, geranium, cardamom etc. classify them according to its volatility rate?

UNIT ANALYSIS
UNIT 5- AROMA THEORY

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation
<ul style="list-style-type: none"> To develop clear idea about the history of aroma therapy. 	Discussion , Pictures	References, Charts, Photographs	Awareness Understanding	Discussion diary	Oral test Panel discussion Assignment
<ul style="list-style-type: none"> Acquire clear understanding about essential oil and carrier oil. 	Discussion Seminar	References, Charts, Photographs	Awareness Understanding	Assignments Discussion diary	Oral test Collections
<ul style="list-style-type: none"> Understands and develops the practical skill of usage of essential oils, its mixing, therapeutic properties, benefits, classification, blending and storing through discussion, demonstration, charts, models etc. 	Discussion Demonstration Charts Models Pictures References Projects	References, Models, Pictures	Awareness Understanding Practical skill	Discussion diary	Panel discussion Assignment
<ul style="list-style-type: none"> To develop the skill of beauty treatments using aroma oils through discussion, demonstration, references etc. 	Discussion Demonstration	References, Models, Pictures	Awareness Practical skill	Discussion diary	Written test Practical work

6

ART OF MAKE UP

Introduction

Make up is an art. It can define and refine your features enhancing the good points while minimizing the faults. Make up requires practice and a fundamental knowledge of the structure of the face, the action of colors and their relationships to one another and the principles of optical illusion. Make up depends on face make up, hairstyle, individuality of features and the personality.

Curriculum Objectives

- Develops clear idea about the purpose of make up through discussion, pictures, charts etc.
- Develop idea to familiarize different types of cosmetics, its usage and application through demonstration, discussion, pictures, samples, charts etc.
- To mastering in the use and application of implements and make up materials in make up through demonstration, discussion, pictures, charts, samples.
- To develop an idea of different make ups, cosmetics used implements and equipments used etc. through demonstration, discussion, pictures, charts, samples, OJT, field visits, interviews, seminars etc.
- To mastering in different types of bridal make up (Hindu, Christian and Muslim) sari draping, ornamental arrangement, flower decoration etc. through demonstration, discussion, pictures, charts, models, OJT, field visits etc.

Content Specification

- Definition
- Purpose of make up
- Various face shape
- Cosmetics
- Application method
- Implements and equipments
- Different types of make up (Day make up, party make up, stage. TV/film make up, dance make up)
- Different bridal make ups (Hindu, Christian and Muslims)

Learning Activities

- Definition of make up
- Purpose of make up
- Cosmetics its uses and application

Activity-1- Group discussion and assignment

Teacher brushes up previous knowledge and general discussion is conducted. Based on that teacher subdivided the class and assign topic to each group.

Topics

- Purpose of make up
- How to recognize the various facial types
- Proper make up application
- Difference in type of make up
- Points for discussion
- The purpose of make up
- Why is the foundation or base important in facial make up?
- The safety precautions after and before make up
- Cosmetics, the forms available and its uses.

Activity II -Interviews:

The students may be given opportunities to interact with different types of make up artists form different field. Personalities from visual medias celebrities, sate show makers, event managers, make up artists, studio photographers, portfolio makers etc. This will enable the students to know more about different types of make up cosmetics, uses, applications etc.

Activity III - Assignment:

With the guidance of teachers students can undertake bridal make ups, mehendi designing on contract which has become very popular now, and the income can utilized for the functioning of PTC.

CE Items

- Interviews
- Assignments

TE Items

- Distinguish between straight make up and corrective make up?
- Explain the bridal make up procedure?

UNIT ANALYSIS
UNIT 6- ART OF MAKE-UP

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation
<ul style="list-style-type: none"> To develop clear idea about the purpose of make up through discussion, pictures, charts etc. 	Discussion Interviews	Charts References	Ability Identification	Knowledge	Discussion diary
<ul style="list-style-type: none"> Develop idea about various face types 	Discussion	Charts, Pictures	Ability Identification	Assignments	Discussion diary
<ul style="list-style-type: none"> To familiarize different types of cosmetics, its usage and application through demonstration, discussion, pictures, samples, charts etc. 	Discussion Demonstration	Charts, References, Pictures	Classification Ability	Assignments	Practical test
<ul style="list-style-type: none"> To mastering in the use and application of implements and make up materials in make up through demonstration, discussion, pictures, charts etc. 	Discussion Demonstration Interviews	Charts, References, Pictures	Ability	Assignments	Practical test
<ul style="list-style-type: none"> To develop an idea of different make ups, cosmetics used, implements and equipments used 	Discussion Demonstration Interviews	Pictures, Photographs, CD's	Ability Creative skill	Assignments	Practical test
<ul style="list-style-type: none"> To develop an idea of different bridal make-ups, hair styles, sari draping, ornamental arrangements, mehendi designing, flower decorations etc. 	Discussion Interviews Demonstration	Pictures, Photographs, CD's	Ability Creative skill	Assignments	Practical test

7

MEHANDI ART

Introduction

Mehandi application on palm and toes was practiced in ancient India. Mehandi application was a custom that a bride without mehandi can not be imagined. Moghul emperors also had a great affinity to this art. In modern times the ingredients, application techniques and occasions had a tremendous change. In Arabian-countries mehandi was not only used for auspicious purpose but also for providing resistance of the body from the tropical heat.

Curriculum objectives

- To develop the idea about the ingredients used in Traditional, Arabic and Zardoshi Mehandi through discussion, demonstration pictures, etc.
- To develop the skill to prepare mehandi cone through demonstration
- To develop the skill to design different designs on palm and feet through demonstration picture, reference, charts etc.
- To develop the skill to use colour pigments in mehandi designs through demonstration, pictures reference, charts, models etc.

Syllabus

Mehandi Designing (Mehandi Art)

Content specification

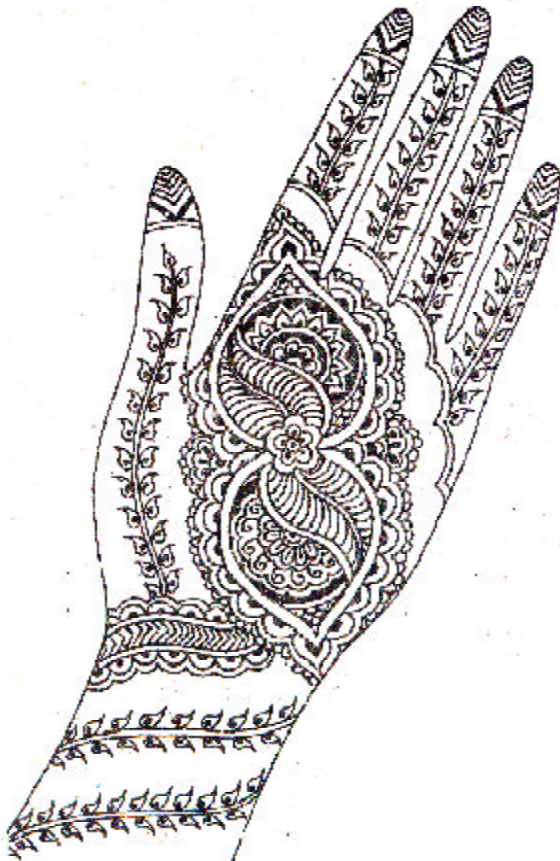
- Different Types of Mehandi designs (Traditional, Arabic and Zardoshi)
- Preparation and filling of Mehandi cones.
- Design drawing on hands and feet.
- Use of colour pigment designing Zardoshi Mehandi.

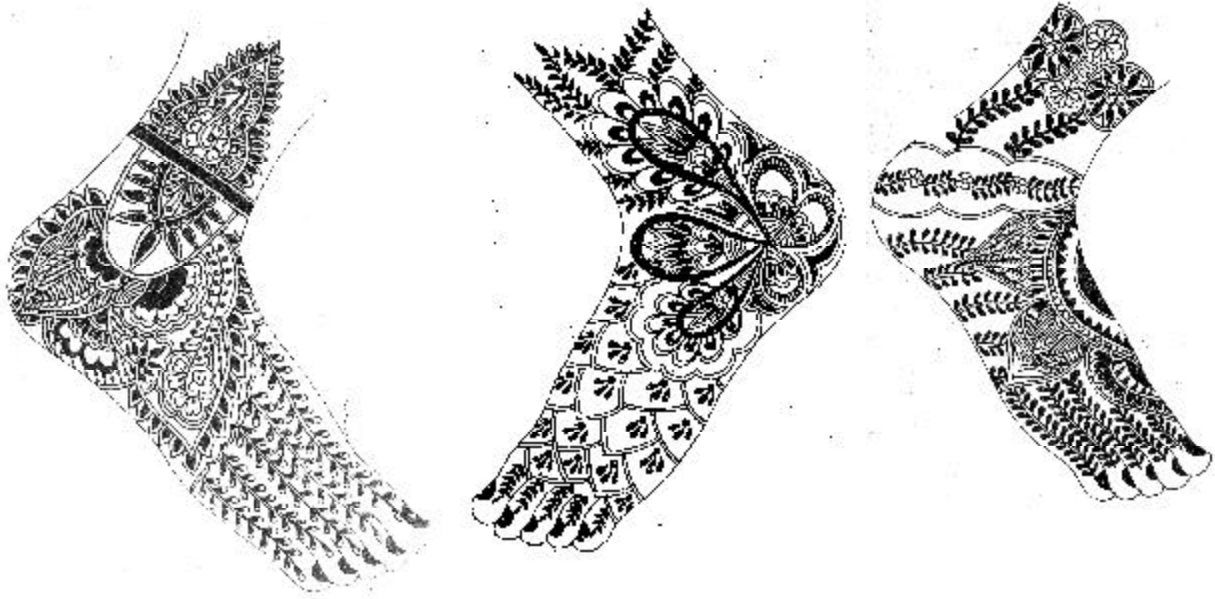
Learning Activity

Activity Assignment - Mehandi designing, cone preparation, Application color pigments.

Students are asked to create and perform new designs on hands and feet using all three types of Mehandi (Traditional Arabic and Zardoshi ? for this the students may be divided in to groups and their performances, perfection skill and variety in designs are evaluated (sample designs are given)





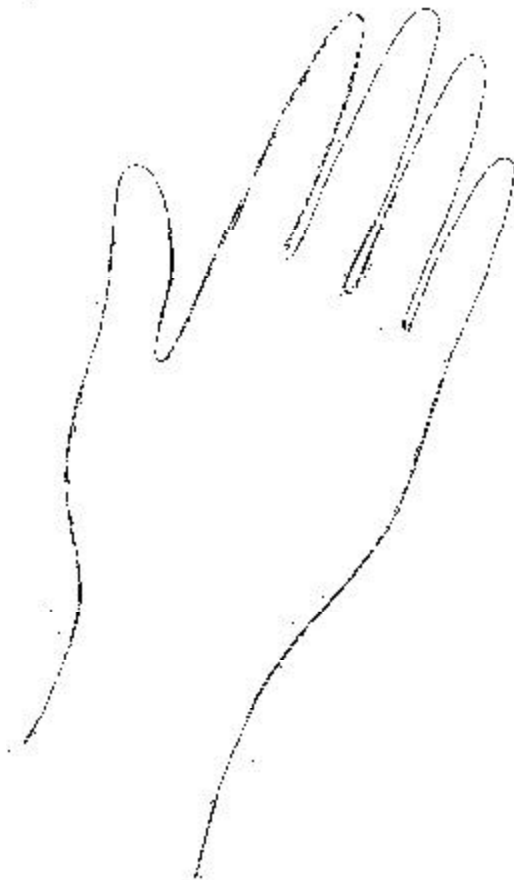


CE item

- Assignments

TE items

- Draw Mehandi Designs on the out line.



UNIT ANALYSIS
UNIT 7 - MEHANDIART

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation
<ul style="list-style-type: none"> To develop the idea about ingredients used in traditional, Arabic and Zardoshi mehandi 	Discussion Demonstration References	Charts References	Creative and constructive skill	Ability Knowledge	Practical test
<ul style="list-style-type: none"> To develop the skill to prepare mehandi cone 	Demonstration	Charts References CD's	Constructive skill, ability	Ability	Practical test
<ul style="list-style-type: none"> To develop the skill to design different designs on palm and feet 	Demonstration	Photographs Pictures	Creativity Observation	Ability Knowledge	Practical test

8

FLOWER ARRANGEMENT AND BOUQUET SETTING

Introduction

In all God's creation there is nothing so beautiful, attractive, elegant and colourful as flower. They are universally admired, loved and adored. Flower arrangements are inexpensive assets, are always refreshing and provide the necessary variety of form and colour. It creates fresh, pleasant and cheerful atmosphere.

Bouquet setting is an art of organizing flowers and other plant material into a proportionate composition having harmony of form, texture and colour. Its purpose to add cheer life and beauty to the occasions. A thing of beauty is joy forever.

Curriculum Objectives

- To give different ideas about tremendous varieties and interests in flower arrangement and thus add glamour and charm in parlour setting, Room setting, car decoration etc, through discussion, demonstration and photographs.
- To develop a clear idea on bridal bouquet setting using different types of flower and materials through demonstration, discussion, photographs, charts etc.

Syllabus

- Flower arrangement and bouquet setting

Content specification

- Definition for flower arrangement
- Materials needed for flower arrangement
- Various styles in flower arrangement
- Principles of design
- Flower making - artificial
- Bouquet setting - artificial
- Material used for Bouquet setting
- Selection and storing of flowers.

Learning activities

Activity 1. Demonstration

Under the guidance of the teacher the class is divided into 5 groups and each group is allotted different location to decorate with appropriate flower arrangements, which will add glamour and elegance to the beauty parlour.

Discussion points

- Principles of flower arrangement
- Role of flower arrangement in interior decoration
- Materials used in flower arrangement
- Steps involved in flower arrangement.
- Principles of design

Consolidated points

- Flower arrangements make the place more attractive
- Materials should be used according to the size of the container.
- Small arrangements should be group with other objects.

Activity 2. Assignment

The students of the class are subdivided in to groups and as sign topic on different styles of flower arrangements.

Discussion points

- Different styles of flower arrangements - Traditional style, oriental style, Japanese style
- Principles of design

Consolidated points

- Principle of designs are necessary for obtaining pleasing effects in flower arrangement

Activity 3

Students are trained in flower making and bouquet setting and given assignment accordingly. Outside orders can be accepted and the fund generated may be utilized for the functions of PTC.

Consolidated points

- Using different materials, different types of flower are made.

CE items

Assignment

- Commonly used material for flower making
- Various functions of flower arrangements
- Important rules to be taken while doing flower arrangement.
- New trends in flower arrangement

TE items

Written test

- Comment on 'is there any relation between flower arrangement and containers'.

UNIT ANALYSIS
UNIT 8- FLOWERARRANGEMENTANDBOUQUETSETTING

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation
<ul style="list-style-type: none"> To give different idea about tremendous varieties and interests in flower arrangement and thus add glamour and charm in parlour setting room setting car decoration etc. 	Discussion Demonstration	Charts Photographs	Interesting ability, Group work	Material collection	Practical test Collection
<ul style="list-style-type: none"> To develop a clear idea on bridal bouquet setting using different types of flowers and materials 	Discussion Demonstration	Charts Photographs	Creative and constructive skills, Group work	Material collection	Practical test

9

PERSONALITY DEVELOPMENT

Introduction

Personality can be defined as the outward reflection of your inner feeling, habits, attitudes and values. It is the total effect you have on other people. Only you can develop a personality that will help open the door to a life filled with pleasant and useful experiences. A pleasant personality and a good character are as vital to a successful career in cosmetology as are expert technical ability and an attractive appearance.

Curriculum objectives

- To acquire the skill to become a good personality as a well groomed and successful beautician through interviews, discussion, field visits OJT etc.
- To develop the skill for pleasant voice, emotional stability. Good manners, well grooming, graciousness, expressiveness, conversational charm etc through interviews, discussion field visits, OJT, etc.
- To develop clean ideas about importance of personal hygiene and public hygiene-
- To develop the understanding about good health and daily exercise to keep the body in good condition through discussion demonstration, etc.

Syllabus

- Personality Development

Content specification

This chapter entitled with

- Healthy attitudes towards life.
- Desirable characteristics of behavior
- Healthy thoughts
- Pleasant conversation
- Emotional stability
- Quality of graciousness
- Good manners to keep
- Well grooming
- Sence of humor
- Sincerity, intelligence, friendliness, vitality, flexibility, expressiveness
- Personal hygiene and public hygiene

- Good grooming
- Good health and
- Daily exercise

Learning Activity

General discussion, interviews

Teacher brushes up previous knowledge and general discussion is conducted on importance of personality development as a beautician. The class is sub divided and assign topic to each - group.

Topic :Importance of personality development as an aesthetician

- Importance of voice modulation, emotional stability, good manners, well grooming, graciousness, expressiveness, conversational charm.
- Importance of personal hygiene and public hygiene.
- Importance of good health and daily exercise.

Consolidated point

- Personality is very important for a beautician.

Activity 2 - Interviews

Experts from the field of cosmetology and related matters may be invited to the class and students given opportunities to interact with them so that the skill of the students will be improved.

II. As part of OJT and field visit students given opportunity to interact with different expert in the related matter of cosmetology. So that the student can develop their personality.

Consolidated point

- Personality can be developed.

CE item

- Group discussion
- OJT, field visit
- Interviews

TE item

- The relationship of personality to success as a cosmetologist comment?
- "Your personality is the key to success comment?"
- "Ethics contribute to success" Do you agree ?

UNIT ANALYSIS

UNIT 9- PERSONALITY DEVELOPMENT

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation
<ul style="list-style-type: none"> To acquire the skill to become a good personality as well groomed and successful beautician. 	Interview Discussion Seminar	Questionnaire Interview Schedule	Communication Leadership	Discussion diary	Oral test Assignment
<ul style="list-style-type: none"> To develop the skill for pleasant voice emotional stability, good manners, well grooming, graciousness, expressiveness conversational charm etc. 	Discussion Interview Field visit	Interview Schedule	Communication Leadership	Discussion diary	Assignment
<ul style="list-style-type: none"> To develop clear ideas about importance of personal hygiene and public hygiene 	Discussion Demonstration	References Pictures	Understanding Awareness	Discussion diary	Class test
<ul style="list-style-type: none"> To develop the understanding about good health and daily exercise 	Discussion Interviews	References Interview Schedule	Understanding Awareness	Discussion diary	Class test

10 **BEAUTY BUSINESS MANAGEMENT**

Introduction

The future for cosmetology industry appears to be most promising. Numerous management opportunities exist in the field of cosmetology. Going to own business is a big responsibility and not a step to be taken without serious planning.

The opportunities available are a greater in the field of cosmetology than in any other field. The beauty business of cosmetology offers the rare opportunity for a career filled with personal pleasure satisfaction and financial stability.

Curriculum objectives

- To accustom different career opportunities in the field of cosmetology and beauty parlour management through discussion interviews, OJT, field visits etc.
- To develop clear idea about the things to consider to open a beauty parlour through discussion, interviews OJT, field visit etc.
- Develop an idea for planning and layout a beauty parlour through discussion, OJT field visits etc.
- To familiarize Good business administration, client handling, professional ethics client reception etc through discussion demonstration, interviews, field visits OJT etc.

Syllabus

- Beauty Business Management .

Content Specification

This chapter entitled with

- Career opportunities in cosmetology
- Points to consider to start a beauty parlour.
- Types of salons (Budget salons, specially salons, full service establishments etc.)
- Salon planning and layouts
- Good business administration
- Client reception and client handling
- Professional ethics to keep
- Business promotion

Learning Activity

- Career opportunities
- Salon planning and layout
- Points to consider to start a beauty parlour.

Activity 1. Prepare a personal resume. (A model resume format is given)

Resume	Name	:
	Address	:
		
		
		
Career objectives		:
Qualifications		:
Education		:
Achievements		:
Work Experience		:
		
		
		
		
		
Personal information		:
		
Reference		:

Each student should prepare a portfolio and submitted.

Activity 2 - Assignment

Students of the class may be divided in to different groups and model parlors with the help of available cosmetics, furniture, equipments etc. and the group and individual performances are evaluated.

Activity 3 - General discussion and assignment

A general discussion or a seminar can conducted on the topic ' The points to consider to start a beauty parlour and how to run it successfully". Each student should present a paper presentation. Teacher should give guidelines for preparing seminar results. All students should note down the points of discussion and prepare notes on the topic and presented.

Discussion points to be included

- Capital, financial considerations involved, importance of accurate business records.
- Salon planning and layouts.

- Advertising and publicity
- Booking and appointments.
- Good business administration.
- Professional ethics
- Client reception and client handing

Consolidated points

- There are different points to consider to start a beauty parlour.

CEItem

- General Discussion : 'The points to consider to start a beauty parlour and how to run it successfully'.

TEItem

- Discuss how to run a beauty parlour successfully?
- Layout of a sample parlour is shown Rearrange the layout.
- List out the factors causes beauty parlour failure?

UNIT ANALYSIS
UNIT 10 - BEAUTY BUSINESS MANAGEMENT

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation
<ul style="list-style-type: none"> To accustom different career opportunities in the field of cosmetology and beauty parlour management 	Disucssion Interview OJT Field visit	References	Awareness	Discussion diary Assignment	Written test
<ul style="list-style-type: none"> To develop clear idea about the things to consider to open a beauty parlour 	Disucssion Interview OJT Field visit	References	Awareness	Discussion diary	Written test
<ul style="list-style-type: none"> To develop an idea for planning and lay out a beauty parlour 	Disucssion Interview OJT Field visit	References Pictures Charts Photographs	Awareness Observation	Project Report Assignment	
<ul style="list-style-type: none"> To familiarize good business administration, client handling, professional ethics, client reception etc. 	Disucssion Interview OJT Field visit Demonstration	References			

SAMPLE QUESTIONS

1. What are the key points should you kept for overall sense of well-bling?
2. Comment on nutritional requirements of an adolescent girl specially emphasized on her duty.
3. Whether the menu planning is popular in modern life?
4. Hair structure is damaged due to permanent waving and straightening. Comment.
5. Pigmentation effects more prominent on fair skin comment?
6. Proper care and good diet habits will clean off the marks. Discuss.
7. Explain new trends in flower arrangements.
8. Some aroma oils are listed below Lemon, Juniper Rosemary, basil, angalica, geranium and cardamom etc. Classify them according to its volatility rate.
9. Distinguish between straight and corrective make up?
10. Explain bridal makeup procedure?
11. Draw mehendi design?
12. The relationship of personality to success as a cosmetologist-comment.
13. Your personality is the key to success? Comment.
14. Ethics contribute to success? Do you agree?
15. Discuss how to run a beauty parlour successfully?