

**VOCATIONAL HIGHER SECONDARY
TEACHERS' SOURCEBOOK**

**COSMETOLOGY
&
BEAUTY PARLOUR MANAGEMENT**



**Government of Kerala
Department of Education**

2005

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)

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Preface

Dear Teacher,

Activity based learner centred pedagogy is being introduced in the VHSE. It becomes imperative to make significant changes in the learning process as well as in the evaluation system for its successful implementation.

As far as cosmetology and beauty parlour management is concerned, it offers a lucrative, exciting and growth filled future for an ambitious individual. The unique feature of the subject itself will enthuse the teachers to pass through different activities for the transaction of the curriculum objectives.

This sourcebook has been designed in three parts. Part I give you general approach to the teaching learning process of cosmetology and beauty parlour management. Part II of the book details the activities that can be carried out to attain the curriculum objectives Part III contains the sample questions of each unit.

While going through the contents the teacher can understand that this book provides proper guidance and opportunities for planning the activities needs for the transaction of the curriculum

May I hope that our concerted efforts will make an upsurge in the field of education

With regards,

Thiruvananthapuram
25.11.05

Dr. E. Valsala Kumar
Director
SCERT, Kerala

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GENERAL APPROACH

Introduction

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 'to work' has determined the destiny, progress and cultural development of the human race. As we all are aware, the objective of education 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 utilise 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 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 an employment. This education system, which ensures a job along with higher education, stands aloof from other systems of education.

A learning environment which ensures vocational aptitude, vocational training, basic life skills, competencies related to different subjects, appropriate values and attitudes and existential readiness has to be provided here.

The curriculum should be one which recognises the specific personality of the learner and should develop it in a desirable way. It should provide opportunity to imbibe novel ideas to follow a critical approach and for learning through experiences.

The competency to transform one's own resources for the betterment of the society and the individual is to be ensured in each individual. Training in the sense of equality, democratic sense, environmental consciousness and devotion to the

constitution is an inseparable factor of the curriculum.

The need of a systematic curriculum is prevailing in vocational subjects. A scientifically structured curriculum incorporating the unique features peculiarity of Kerala ensuring the possibility of higher education and utilising the national and international possibilities of employment is required.

The new curriculum should be capable of assimilating the life skills, scientific temper, attitude of coexistence, leadership qualities and mental health to face the challenges of life. It should be capable of strengthening the competencies imbibed by the learners up to the tenth class.

A curriculum for selecting vocational areas according to the aptitude of the students, learning it in depth, acquire general awareness in the basic areas and to secure jobs has become the social need of the day. A learner centered, process oriented, need based vocational curriculum is envisaged.

What is learning?

- Learning is construction of knowledge and so it is a live and continuous mental process.
- Learning is a process of advancement through adding and correcting in the light of comparing the new issue with the previously learned concepts.
- Learning takes place as a part of the effort to solve problems.
- Learning takes place by assimilating bits of knowledge into ones own cognitive structure.
- Learning is not a linear process. It is a spiral process growing deeper and wider.
- Learning is an intellectual process rather than the mere memorisation of facts. Learning is a conglomeration of a variety activities like problem analysis, elucidation, critical thinking, rational thinking, finding out co-relations, prediction, arriving at conclusions, 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 and against the encroachment of the sectarianism of caste and religion.

The learner should be able to take firm steps and deferred against the social crisis like privatisation, liberalisation, globalisation etc. and against all kinds of dominations.

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.

They should get opportunity to recognise that co-operation is better than competition and that co-operation is the key to social life and culture.

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

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 recognised 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 existentialist intelligence intrapersonal and interpersonal intelligence.

The basis of new approaches on curriculum, teaching- learning process are derived from the developments 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, they have;

- Great curiosity
- Good imagination
- Numerous other qualities and interests
- Independent individuality
- Interest in free thinking and working in a fearless atmosphere.
- Have 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 analyse 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 recognise and control the variables
- To raise questions
- To generalis
- 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 opportunity to use all the senses 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 findout 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 that learning 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 conceptions.

Learning is a live mental process. Rather than the ability for memorisation 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 of the learner regarding the learning process.

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

Learner-his nature and features

The learners in standard XI has undergone a learner centered and process oriented learning experience up to X standard. 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 foreseeing national and international job opportunities. Some of the peculiarities

of the learner at this stage are:

- Physical, intellectual and emotional planes are intensive changes during this 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.
- Longing for social recognition.

Needs of the learner

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

Role of the Learner

- Active participant in the learning process.
- Acts as a researcher
- Sharer of information
- Sharer of responsibilities
- Collects information
- Takes leadership
- Involves in group work
- Acts as a co- participant
- Observes his environment
- Experiments and realises
- Makes interpretations and draws inferences.
-

Role of the Teacher

The teacher should;

- consider the 'Stress and strain' of the teenagers
- understand the socio- economic and cultural background of the students.
- promote and motivate the students to construct knowledge.
- arrange proper situations to interact in and outside of the classroom.
- guide the students by explanations, demonstrations etc.

- promote opportunity for co-operative learning and collaborative learning.
- facilitate interpersonal and intra-personal interactions.
- act as a democratic leader.
- act as a problem solver
- effectively guide the students for the selection and conduct of various continuous evaluation elements.
- continuously evaluate the progress of the learners.
- gives scaffolding/support wherever necessary.
- motivate for learning
- promote divergent thinking.
- act as a democratic group leader.
- act as a co-learner
- gives variety of learning experiences.
- be a constant student
- facilitate for reference/data collection
- have a clear understanding about the age, needs, peculiarities, abilities, nature, aptitude etc. of the learner.
- have the ability to motivate the learner in order to acquire and enrich their knowledge.
- be a guide to the learner in developing insights and creating responses on current affairs.
- be capable to lead the learner into a variety of learning methods and process based on curricular objectives.
- be a link between school and community.
- be a good organiser, guide, friend, philosopher and co-learner.
- have an inter disciplinary approach in learning activities.
- be able to guide the learner in his/her career prospects based on his interest aptitude and ability.
- be impartial and democratic.
- provide ample experiences to attain the basic values and objectives of the curriculum.
-

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

That discussion leads to learning 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 students 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 cautions 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 these 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 fulfil 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: a live mental process

Learning is a cognitive process, only a teacher who has an awareness as to what the cognitive process is alone can arrange learning situations to the learner to involve in it. Learning can be made effectively and intellectual sharpness can be improved by giving opportunity for the cognitive processes like reminding, recognising, compromising, co-relating, comparing, guessing, summarising and so on. How is cognitive process considered in language learning? Take guessing and prediction for example.

- Guessing the meaning from the context.
- Guessing the content from the heading.
- Predicting the end of the story.
- Guessing the incident, story from the picture.
- Guessing the facts from indications.
- and other such activities can be given the following activities can be given for the cognitive process of summarisation.
- Preparation of blue print.
- Preparation of list.
- Preparation of flow chart.
- Epitomising in one word.
- Giving titles and so on.
- Symbols, performance of characters indications, lines of a poem, tables, pictures, concepts, actions, body language and such things can be given for interpretation. Process based language given for interpretation. Process based language learning has to give prime importance to the cognitive process.

9 Internal motivation

Internal motivation is given more importance than external motivation. The teacher has to arouse the internal motivation of the learner, A person internally motivated like this alone can immerse in learning and own its responsibility. How motivating is each of the activities is to be assessed.

10 Multiple intelligence

The Theory of Multiple Intelligence put forward by Howard Gardener has created a turning point in the field of education. The National curriculum document has recommended that the curriculum is to be designed taking into consideration of this theory.

Main factors of the intellect :

1. Verbal/linguistic Intelligence -

Ability to read and write, making linguistic creations , ability to lecture competence effective a communication , all these come under this . This can be developed by engaging in language games and by teaching others.

2. Logical /mathematical Intelligence

Thinking rationally with causes and effect relation and finding out patterns and relations come under this area, finding out relations and explaining things sequential and arithmetical calculations are capable of developing this area of intelligence.

3. Visual /spatial Intelligence

In those who are able to visualise models and bringing what is in the imagination into visual form and in philosophers, designers and sculptors this area of intelligence is developed. The activities like modelling using clay and pulp, making of art equipments, sculpture, and giving illustrations to stories can help the development of this ability.

4 Bodily Kinaesthetic Intelligence

The activities using body language come under this. This area of intelligence is more developed in dancers and actors who are able to express ideas through body movements and in experts in sports, gymnastics etc.

5 Musical Intelligence

This is an area of intelligence which is highly developed in those who are able to recognise the different elements of music in musicians and in those who can here and enjoy songs. Playing musical instruments, initiating the songs of musicians, listening silently to the rhythms and activities like this are capable of developing this area of intelligence.

6 Interpersonal Intelligence

Those in whom this area of intelligence is developed show qualities of leadership and behave with others in a noble manner. They are capable of understanding the thought of others and carrying on activities like discussion successfully.

7 Intrapersonal Intelligence

This is the ability to understand oneself. These people can recognise their own abilities and disabilities. Writing diaries truthfully and in an analysing 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 our own existence as a part of the universe, ability to distinguish the meaning and meaninglessness of life, the ability to realise the ultimate nature of mental and physical existences, all these are 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 students need to concentrate on the following.

i) Ability to take decisions

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

ii) Ability to reach consensus

- When different opinions, ideas and positions arise the students may be given the responsibility to reach a consensus.
- Imaging 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.
- Analysing 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 solutions 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 ten 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.

Objectives of the Vocational Higher Secondary Curriculum.

- To facilitate higher education while giving opportunity to enter in the field of employment.
- To develop environmental awareness, sense of national integration, tolerance and human values so as to ensure social and cultural improvement.
- To enable the learner to find on his own employment.
- To inculcate mental courage in the learner to face unfavourable situations.
- To make human resource development possible.
- To enable the learner to understand social problems and to react appropriately.
- To develop the learner to identify and develop his own competencies.
- To develop vocational aptitude, work culture and attitude in the learner so as to provide useful products and services to the society.
- To create an awareness about mental and physical health.
- To acquire awareness about different job areas and to provide backgrounds for acquiring higher level training in subjects of interest.
- To develop possibilities of higher education by creating awareness about common entrance examinations.
- To provide situation for the encouragement of creative thinking and organising training programmes in each area, creative abilities and to develop artistic talents.

Nature of Approach

The learning device is to be organised in the selected vocational subjects in such a way that adequate practical experience should be given, making use of the modern technology. The development in each area on the basis of information technology is to be brought to the learner. The work experience in the respective fields (OJT, Field

trip, Production/Service training, Survey, Workshop, Exhibition, Youth festival, Physical fitness etc.) are to be adjusted suitable to the learning and evaluation process. The participation and leadership of the students in planning and execution is to be ensured through this kind of activities. Social service is to be made a part of the course.

Approach towards Vocational Higher Secondary Education

The learning methodology has to be organised so as the learning provide adequate practical thinking on the opted vocational subject utilising the new technology. The development of information technology should be made available in each sector. Work experience, OJT, Field trip production, Service cum training centre, Survey, Workshops, Exhibitions, Youth festivals, Physical fitness etc should be systematised well appropriate to learning and evaluation. Learner participation should be ensured in the planning and implementation of these activities. Social service should be a part of the course. If a learner has to change his school, he should be provided an opportunity to continue his studies in the new school. While considering criteria for admission to higher courses, grades of vocational subjects should also be given due weightage. In tune with the changes in the Vocational Higher Secondary Education changes should be ensured in the field of higher education.

The teachers have to take special care in arranging learning activities for the development of all the faculties of intelligence.

Learning activities and learning atmosphere.

A proper learning atmosphere is essential for the betterment of learning activities.

They are:

- Proper physical environment
- Healthy mental atmosphere
- Suitable social atmosphere
- Active participation of PTA, Local bodies and SRG
- Reference materials and visual media equipments.
- Academic monitoring
- School Resource Group (SRG)

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.

LEARNING STRATEGIES

In the modern educational context, the concept of 'teaching' has changed. Today the concept of teaching is based on its social and psychological dimensions. The teaching methodology is considered as a social skill rather than a technique practiced by teachers.

Education should go beyond the acquisition of knowledge, to create the ability to analyse, synthesize, evaluate and apply information. This ability can be developed only through the use of creative methods of teaching such as

- a) Problem - Solving.
- b) Discussion.
- c) Role-play
- d) Demonstration.
- e) Laboratory.
- f) Library
- g) Project
- h) Field trip
- i) Seminar
- j) Assignment
- k) Debate

a) Problem Solving Method

Application of problem solving method in teaching, the problem selected must be clear, definite, understandable thought provoking, interesting and suited to the age and the knowledge they already possess.

Steps in problem solving

Problem solving is based on approaching the process of finding out the results by approaching the problem in a number of definite ways. They are:

- i. Recognizing the problem : This step involves sensing the presence of a problem and then identifying the problem.
- ii. Defining the problem : The problem is then defined very precisely and accurately.
- iii. Collecting relevant data: This step involves collection and arrangement of all sorts of relevant data which can be helpful in solving the problem.
- iv. Organising the data: The data is then organised in such a way that it can lead to the solution of the problem.

- v. Formulating a tentative solution : On the basis of the organised data, the student formulates tentative solutions of the problem.
- vi. Arriving at the correct solution: Out of the tentative solutions, a correct solution is found out by a process of reasoning.
- vii. Verifying the results: The students are required to verify the conclusion by reversing the process of reasoning. Some situations in which problem solving method can be applied are:
 1. Finding better methods of simplifying work.
 2. Finding various sources of income and better utilization of money.
 3. Elimination of genetic disorders in coming generations.
 4. Finding ways of improving emotional control among students.
 5. Finding better methods of improving nutritive value of foods.
 6. Finding different types of anaemia and its causes.
 7. Finding the type of fabrics suitable for different seasons.

Through solving developmental problems, students develop abilities to understand general principles learned in the class through lectures, illustrations, textbooks and homework and they put them to use. Through solving judgement problems students gain ability to judge and make decision weighing values, analysing carefully and evaluation facts and making conclusion without bias. All these call for clear thinking which is developed in the process of making decisions. Through planning problems, students acquire managerial ability, students learn to plan their day, lessons, recreation and wages of fulfilling responsibilities.

b) Discussion

This method is found quite suitable for those topics in Home Science, which cannot be easily explained by demonstration or other techniques. In this method there is sufficient scope for free and natural participation of the pupils.

Discussion takes place whenever a plan or decision is to be made by a group or there is a difference of opinion concerning the situation.

Steps involved in using the discussion methods are:

- to locate and define problems of common interest and significance.
- to work together and to find ways of solving the problems.
- to allocate responsibilities for the solutions suggested and
- to evaluate the effectiveness of the suggested solutions and their implementation.
- Advantages of this method are:
 - It helps a lot to know about the academic background of the child.
 - It allows a better participation of pupils.
 - It helps to make classroom teaching more lively, active and interesting.
 - It helps to develop qualities of leadership in the pupils.

- It stimulates mental activity.
- It develops fluency in speaking.
- It classifies ideas and helps in the process of thinking.

Types of discussion

1. Class discussion
2. Group discussion
3. Panel discussion
4. Discussion 66
5. Buzz session
6. Brain storming
7. Symposium
8. Colloquium

Class discussion

Class discussion can be on a general topic such as the need for home science education or it can be on a specific topic such as vocation in home science.

Panel discussion

Panel discussion is also known as round table discussion. It consists of a panel of three to six persons who express their opinion on a given problem. Suppose the topic is 'Is city is becoming overcrowded leading to insanitary living conditions. How can this be improved?' The members of the panel discussions will include specialists on housing, town planning and sanitation. The purpose of a panel discussion is to get important facts from different angles.

Procedure

The chairman starts by introducing the members of the panel to the audience giving their background and experience. She then states the problem to be discussed and explains how she has organised procedures. After opening the session, she proceeds informally, drawing the members into conversation among themselves, but loud enough for the audience to hear. The members present their views on various issues pertaining to the topic, taking not more than two to three minutes at a time. When the discussion among the members of the panel has been carried on for 20-30 minutes, a free discussion follows between them and the audience. At the conclusion of the prescribed time limit, the chairman summarizes the panel discussion and brings out the important points emphasized.

Discussion 66

In this type of discussion six persons meet for six minutes to discuss a problem or plan a project. Each member is given a minute to express a point she considers most important. When the teacher feels that she must get the

opinion of a majority of students in a minimum time, this method proves highly useful. For example, for discussing the stresses during adolescence, the teacher can resort to discussion 66 in order to get maximum suggestions from the students.

Buzz session

In this method the class breaks off into pairs to discuss an issue and changes partners at the buzz (ringing) of a bell. At the end of the session each pupil records the number of suggestions she has heard. A buzz session will give a large variety of ideas in minimum time.

Brain storming

As the name suggests, the brains of the participants are stimulated to create a storm of ideas and suggestions regarding the topic, with out any deliberation to find whether or not they are meaningful and purposeful.

Symposium

In this method each member of the group is expected to give his view to the audience through speeches or paper reading about a particular aspect of a problem. At the end a mutual discussion is allowed.

Colloquium

This method consists of two groups: On one side experts or resource person and on the other side students group. The students group raises the questions on interesting subjects and rules announces from the panel.

In a student centred classroom, the following points must be borne in mind while conducting a discussion.

Discussion points may be provided to guide the progress of the discussion.

This will help the students to reach the proper conclusion. Discussion points may be in the form of questions or statements.

- During group discussion the teacher may observe each group and if needed help them to channel the discussion towards the common objective.
- All students may be given opportunity to take part and express their ideas.
- It must be ensured that time limits are observed.
- The conclusion reached may be entered by each students and a group representative must present these during consolidation.
- The teacher may correct or add to the conclusions and ensure that all the relevant ideas have been covered.
- Students may be instructed to enter the consolidated ideas.

c) Role playing

Role playing is spontaneous acting out of a situation by two or more persons to show the emotional reactions of the people in a given situation perceived by them. It is a unrehearsed drama emphasizing the role of a person. Role playing

can be used effectively in Home Science class. Topic such as playing out a role of a working mother who is unable to cope with her dual roles or a role of a dietician trying to persuade a patient regarding the food restrictions are examples of topics for dramatisation.

d) Demonstration

Demonstration is a simple and effective teaching aid. Demonstration is used to provide information, create interest and develop standards of work by showing how a process is carried out.

Demonstration can be short and informal such as demonstrating how to thread the machine or it can be long and formal as in the case of a demonstration on flower arrangement for a larger audience.

Steps in the process demonstrated will be summarised at the end, preferably by the students themselves. Articles made or the products resulting during the demonstration will be left for inspecting the finished product. For example in a class on foods, pupils will have opportunity to taste the items prepared. Demonstration should be followed by practice under close supervision.

Repetitions of the practice in the class and through home experience will be needed to develop competence.

e) Laboratory

Since students learn by doing, experience in the laboratory is an important part of their total learning.

Laboratory experiences have three values:

- Productive
- Experimental and
- Observational

f) Project

This method lays more emphasis on learning by doing. A project as defined by Dr Kilpatric is 'a whole hearted and purposeful activity proceeding in a social environment.' Actually the term 'project' has got very wide connotation and has been taken to include any activity like dramatics, pageants, making models, drawing maps and charts, collecting pictures, preparing soap, books, going on field trips or any other constructive and experimental understanding which enables the children to learn a significant skill or process. A project may be a brief task or it may be an inclusive undertaking.

The project is a kind of experience which is motivated by a strong desire to learn and teach. This method in reality is a method of living. Projects related to home, school and community are very useful in teaching many topics in Home Science. Successful completion of a project depends upon selection, planning, execution and evaluation.

Steps in a Project:

i.) Providing a situation:

To teach by this method, the teacher must provide a situation where in the pupils are eager to carry out a project according to their needs and interests. Generally various situations are discussed by the teacher so as to find out the interest of the pupils. In such discussion, students are motivated to that situation. Resources are taken into account and various alternatives are considered. After a careful consideration, a plan is selected and it is then written down in the project book by the students under the guidance of the teacher.

ii.) Choosing the project:

The choice of the project may be left to the students and the role of the teacher be limited to guidance only. Dr Kilpatrick observes 'the part of the pupil and the part of the teacher in most of school work depend largely on who does the proposing'. The most important thing is that the pupils do the proposing. However the teacher should tactfully handle the situation and see that a project of greatest educational value is chosen.

iii.) Planning:

Even during this step the teacher's role is to guide and the actual planning has to be done by the pupils. During the planning maximum participation of students will have to be ensured. During consideration of various proposals the teacher should make clear the difficulties likely to be faced in execution of a proposal. Finally, the best possible plan can be approved.

iv.) Execution:

After a particular plan has been approved it is executed and the project is carried out in accordance with the plan. The teacher may assign definite duties to individual students for this purpose. Every child is expected to contribute something in the execution of the plan and successful completion of the project. The teacher should provide only the minimum help.

This is the longest procedure and the students are busy in different works assigned to them. They may be busy in collecting information, visiting various places and peoples, looking up maps, writing letters, reading reference books, calculating prices, enquiring rates etc. Guidance for all these varied activities is to be provided by the teacher and so the task of the teacher is quite difficult.

A single project may provide a number of activities and a variety of knowledge from various sources. The students gain different types of experiences while executing a project and so they learn a good deal incidentally.

v.) Evaluation:

After its completion, the project is critically evaluated to assess whether the activities have been carried out in accordance with the plan charted out.

Mistakes committed, if any, are noted down, things learnt are reviewed and useful experiences are recounted. The importance of this procedure is that it makes the pupils think about the work they have undertaken and also to evaluate it in the light of the experiences gained.

vi.) Recording

It is essential for any effective learning process that a complete record of all the things learnt should be kept. Such a record is generally kept in a project book. The record includes every thing about the project i.e., choice of the project, the discussion held, proposals accepted, duties assigned, books consulted, informations sought for work undertaken, difficulties faced, experiences gained etc. Such a record is found quite useful and so the teacher should see that a complete record of all the project undertaken is kept by the students in their project book.

g) Field Trip

This is a method of study which links learning activities with school surroundings with definite aims. If needed the services of local experts and parents may be sought. Proper planning is essential for the success of field trips as in the case of any other learning activity. As part of project activities, field trip or study tour may have to be carried out.

h) Seminar

Seminar is a comprehensive organised matter presented either orally or in written form in an interesting manner. It requires the pupils to read the related literature on the given topic from all the possible sources of information, organise it in a purposeful manner with proper logical sequence and then plan for an effective presentation. Seminars are useful in conveying the various messages of Home Science to the pupils with their own effort. The pupils are made familiar with different sources of information on a topic and also in the course of presenting the work they develop self confidence. Seminars can either be given as oral or written seminar paper, and can be given as individual or a group activity.

Organisation of seminar

- Topic presentation
- Finding out sub topics or different areas
- Group formation
- Assigning sub topics to different groups
- Discussion by each group on the assigned area or sub-topic (books, magazines, institutions, place and person)
- Organising ideas
- Paper writing
- Seeking the opinion of the teacher.

- Presentation
- Discussion
- Summarising

The teacher may provide reference materials and give directions at all stages.

- Paper writing
- The paper may include new information gained through data collection, conclusions and findings.
- The information collected by all the members may be included.
- Tables, charts, books and other resource materials may be included.

Teacher may examine the paper at different stages and provide guidelines. The activities and participation of each student in the group may be assessed.

Paper presentation

- Teacher may function as the moderator during the initial stages, but it is better to assign this role to students themselves.
- The paper to be presented must be written out completely.
- All the group members must be present in the class during presentation and must actively participate in the discussion after presentation by the leader.
- Questions from the audience are to be answered by group members taking turns.
- Teacher may interfere when necessary to provide instructions and help.
- When sub topics are presented, after all the presentations are over general discussion may be held. Teacher may summarise the discussion.
- A summarised version of the report may be recorded.
- Seminar papers and reports may be kept in the information corner.

i) Assignments

Assignments are learning activities helping to achieve the curriculum objectives and also lead the pupil from the present level to a higher level of learning.

Assignments may be of the types - writings, drawings, construction of models etc. In assignments involving construction of models, a note on methods used in construction may also be submitted.

The discussion and planning may be carried out in classroom to complete the assignments in time. Clarifications may be given about the sources. Teacher may provide the sources if needed.

j) Debate

Debate is an important method of learning science, social constructivist theories consider debate as an ideal method of learning.

After presenting a controversial topic, arguments in favour and against are put forward and a detailed analysis of facts is done by both sides in a debate.

Relevance of Debate

- To develop the skill of presenting ones views logically and argue convincingly
- To develop the ability to compare others views with ones own view and to understand relevant aspects of ideas of others.
- To develop leadership quality, democratic attitude, unity, and communication skills.

Conducting a debate

The selection of the debate topic must be done very carefully. A controversial topic (one which can be viewed from two different standpoints) is suitable for debate. Both viewpoints must help in cultivating certain positive attitudes in students.

The teacher must not take a stand favouring one group. An objective approach is to be maintained while presenting the topic.

Only then the students will prepare to debate both aspects. The processes in the debate are;

- Topic presentation
- Preliminary discussion - students are grouped into two.
- The two groups discuss the arguments they are going to present.
- Responsibilities assigned for presenting different viewpoints & arguments.
- Either the teacher or a student functions as the moderator.
- Each group presents their arguments.
- Moderator presents an analysis of the ideas and consolidate the points.
- Moderator presents an analysis of the ideas and consolidate the points. Moderator may present the consolidation in tune with the method of science. The consolidated information is recorded.

Responsibilities of the moderator

- Introductory presentation
- Guiding the discussion
- Ensuring that the discussions are on right track
- Ensuring the time limits
- Consolidation of arguments

A model for planning

Stage 1 - 1 period

- Introductory presentation of the topic
- Grouping of students
- Group discussion
- Collection of information within groups

- Assigning responsibilities
- Fixing date and time of debate.

Stage 2 - Debate

- Seating arrangements
- Introductory remarks
- Presentation of arguments from two sides
- Discussion
- Consolidation

The moderator's main responsibility is consolidation. It must be unbiased, analytical and efficient as the role of a judge in weighing the merits of a legal point.

Stage - 3

- Preparing report on the debate.
- Record the details of the debate.

CURRICULUM OBJECTIVES & SYLLABUS

Curriculum Objectives

- To get an awareness of cosmetology, beauty parlour, parlour management, parlour setting, cosmetics, equipments' various beauty treatments through lecture, demonstration, discussions visual aids, CD displays etc.
- To give basic knowledge about the structure and composition of skin, nerves of the skin, what factors are involved in giving the skin its colour, elasticity, texture, complexion and glands of the skin through lecture, demonstration, CD, charts, models, reference books etc.
- To develop the general knowledge of how to care for the skin. One must have a thorough understanding of health, growth and repair of these areas as well as how they function as the body is composed of cells, tissues, organs and systems through lectures, demonstration, charts, displays, models, reference, books etc
- To get an awareness of different, types of the skin through lectures, tests, observation, photograph, pictures etc
- To give basic knowledge to recognize certain skin disorders and act properly with them through lecture, picture demonstration, charts, reference etc.
- To get an awareness of care of the skin from extreme weather conditions, over use of strong cosmetics, good skin care routine etc, through lectures, demonstration, discussions etc.
- To give basic idea of importance of facials, its benefits and to give facial treatments to improve the skine tone, texture and appearance through lecture, demonstration, charts, picture demonstration CDs, reference etc.
- To get an awareness of important packs and masks available, its mixing, application and use through lecture, demonstration, samples, visual aids, photographs reference etc.
- To get an awareness of advantages and disadvantages of bleach, the ingredients used in bleach, its application methods, improtance of patch test, after care, allergy remedies etc through lecture demonstration, testing, pictures etc.
- To give awareness of importance of sterlization and sanitation in a beauty parlour through lecture, demonstration, practical classes etc.
- To give basic knowledge about the structure, composition, life, density, colour, texture, porosity, elasticity and density of hair through lecture, demonstration, charts, photographs, models etc.

- To get an awareness to able you analyse the type of hair and scalp damages prescribe a remedy and advice a way to avoid it by lecture, demonstration pictures, charts , photographs etc.
- To get an awareness of the importance of hair care methods , the purpose and the practical methods by lecture demonstration, pictures visuals aids, applications etc
- To get practical knowledge of the removal of unwanted hair from the body by the methods of tweezing, threading, waxing and by using depilatories by lecture, demonstration etc.
- To give basic knowledge about the structure, composition, growth of nails and various shapes of nails through lecture, picture displays , charts, posters, photographs, models etc.
- To get an awareness of common nail irregularities and diseases its causes and care through lecture pictures, charts and posters.
- To get an awareness of the care of feet and hands, definitions of manicure and pedicure, the impliments and cosmetics used, qualifications of a manicurist, the hand and feet massage step by lecture, demonstrations, charts , pictures, CDs, visual aids etc

Syllabus - Theory

First Year

Unit 1 - Introduction to Cosmetology and beauty Parlour Management (5hrs)

1.1 Scope of Cosmetology 2hrs

Unit2 - Skin (40hrs)

2.1 Introduction of skin 2hrs

2.2 Cells, Tissues, organs and systems 6hrs

2.3 Types of skin 5hrs

2.4 Disorders of the skin 5hrs

2.5 Skin care 5hrs

2.6 Facials 8hrs

2.7 Packs and masks 5hrs

2.8 Bleaching 4hrs

Unit 3 - Hygienic Rules (5hrs)

Unit 4 - Hair (45hrs)

4.1 Introduction of hair 5hrs

4.2 Disorders of hair and scalp 15hrs

4.3 Hair care and treatments 15hrs

4.4 Methods of hair removal 10hrs

Unit 5 - Nails (45hrs)

5.1 Introduction of Nail 5hrs

5.2 Nail irregularities and diseases 20hrs

5.3 Care of hands and feet 20hrs

Syllabus - Theory (Detailed)

Unit 1- Introduction to Cosmetology and beauty parlour

1.1 Scope of Cosmetology

Unit 2 - Skin

2.1 Introduction of skin

- 2.1.1 Skin structure
- 2.1.2 Major divisions - layers of skin
- 2.1.3 Nerves of skin
- 2.1.4 Sense of touch
- 2.1.5 Elasticity of the skin
- 2.1.6 Colour of skin
- 2.1.7 Glands of skin

2.2 Cells, Tissues, Organs, Systems

- 2.2.1 Part of cells (Nucleus and cytoplasm)
- 2.2.2 Metabolism (Anabolism and catabolism)
- 2.2.3 Functions and classification of tissues - Connective tissue, muscular tissue, epithelial tissue, liquid tissue
- 2.2.4 Important organs of the body and its functions (Brain, heart , lungs, liver, kidneys, stomach, intestine)
- 2.2.5 Important systems and its purposes (skeletal, muscular, nervous, circulatory, endocrine, excretory, respiratory, digestive and reproductive system)
- 2.2.6 Important functions of skin

2.3 Types of skin

- 2.3.1 Normal skin, combination skin, sensitive skin, dehydrated skin, matured skin, oily skin, dry skin
- 2.3.3 Functions of Sebaceous glands
- 2.3.3 Skin testers and skin testing methods

2.4 Disorders of the skin

- 2.4.1 Lesions of the skin (Primary and secondary)
- 2.4.2 Disorders of sebaceous glands - (black head, white heads, Acne, Seborrhea, Asteototis etc)
- 2.4.3 Disorders of sweat glands - (Bromidrosis, Anidrosis, hyperdrosis, prickly heat etc)
- 2.4.4 Inflammations - Dermatitis, Eczema, Psoriasis
- 2.4.5 Pigmentation - Tans, Stains, freckles. Cholasma, birthmarks, vitiligo, Albanism etc)
- 2.4.6 Hyper trophis (new growths) (callous, mole, warts etc).

- 2.5 Skin care
 - 2.5.1 Characteristics of a healthy skin
 - 2.5.2 Importance of care of skin
 - 2.5.3 Importance of diet
 - 2.5.4 Importance of water for waste elimination
 - 2.5.5 Importance of exercise, fresh air and relaxation
 - 2.5.6 Skin care regime cleansing, toning moisturising and conditioning routine
- 2.6 Facials
 - 2.6.1 Importance of massage
 - 2.6.2 Benefits of massage
 - 2.6.3 Motor nerve points of the face - physiological and psychological effects obtained
 - 2.6.4 Importance of facial relaxation
 - 2.6.5 Materials and equipments required for facial treatments - procedure, skills required
 - 2.6.6 The variety and purpose of cosmetics in facial
 - 2.6.7 Importance of steaming, cool compression, pack applications etc.
- 2.7 Packs and Masks
 - 2.7.1 Different packs and masks
 - 2.7.2 Applications - packs facials for normal and oily skin, mask facial for dry skin
- 2.8 Bleaching
 - 2.8.1 Cream bleach, powder bleach
 - 2.6.2 Application on face, hands and legs
- 3 Hygeinic Rules (Sterlization and Sanitation)
 - 3.1 Introduction
- 4 Hair
 - 4.1 Introduction of Hair - Trichology
 - 4.1.1 Structure and composition of Hair
 - 4.1.2 Glands connected to hair follicies carrector pili muscle, Sebaceous glands)
 - 4.1.3 Hiar growth cycle and replacement of hair
 - 4.1.4 Density, color, texture, porosity and elasticity of hair
 - 4.1.5 Types of Hair
 - 4.2 Disorders of hair and scalp (Causes)
 - 4.2.1 Dandruff, Alopecia, tinea, scabies, pediculosis, hair loss
 - 4.3 Hair care and treatments
 - 4.3.1 Importance of cleansing
 - 4.3.2 Toning
 - 4.3.3 Conditioning

- 4.3.4 Shampooing
- 4.3.5 Brushing
- 4.3.6 Types of shampoos
- 4.3.7 Scalp and hair care
- 4.3.8 Blow drying
- 4.4 Methods of Hair removal
 - 4.4.1 Epilation
 - 4.4.2 Depilation
 - 4.4.3 Tweezing
 - 4.4.4 Waxing
 - 4.4.5 Electrolysis
 - 4.4.6 Oil lightner
- 5 Nail
 - 5.1 Introduction
 - 5.1.1 Structure and composition of Nails
 - 5.1.2 Growth of Nail
 - 5.1.3 Various shapes of nails
 - 5.2 Nail Irregularities and diseases
 - 5.2.1 Corrugations or wavy ridges
 - 5.2.2 Furrows
 - 5.2.3 White spots or leuconychia
 - 5.2.4 Hypertrophy
 - 5.2.5 Bitten nails or onychophgy
 - 5.2.6 hang nails
 - 5.2.7 Egg shell nails
 - 5.2.8 Blue nails
 - 5.2.9 Ring worm of the hands
 - 5.2.10 Ring worm of foot
 - 5.3 Care of hands and feet
 - 5.3.1 Maincure
 - 5.3.2 Pedicare
 - 5.3.3 Artificial nail fixing
 - 5.3.4 Nail decoration or nail art
 - 5.3.5 Selection of nail polishes
 - 5.3.5 Applications of nail poilsh

Syllabus - Practical

Unit 1

Introduction to Cosmetology and beauty parlour

- 1.1 Introduction of cosmetics equipments

Unit 2- Skin

- 2.1 Skin care routine
- 2.2 Cleaning, toning, moisturising, conditioning
- 2.3 Facials
- 2.4 Clean up
- 2.5 Deep cleanse
- 2.6 Ordinary facial
- 2.7 Facial for oily skin
- 2.8 Facial for dryskin

Unit 3 - Hygienic Rules

- 3.1 Sterlization and Sanitation (Methods)

Unit 4 - Hair

- 4.1 Hair care treatments
 - 4.1.1 Cleansing
 - 4.1.2 Toning
 - 4.1.3 Conditioning
 - 4.1.4 Brushing
 - 4.1.5 Shampooing
 - 4.1.6 Hot oil treatment
 - 4.1.7 Henna Treatment
 - 4.1.8 Blow drying
- 4.2 Hair Removal methods
 - 4.2.1 Epilation
 - 4.2.2 Depilation
 - 4.2.3 Tweezing
 - 4.2.4 Threading
 - 4.2.5 Waxing
 - 4.2.6 Oil lightners

Unit 5 - Nail

- 5.1 Care of hands and feet
 - 5.1.1 Manicure
 - 5.1.2 Pedicure
- 5.2 Fixing of Artificial nails
- 5.3 Nail Decoration

**Unitwise Hour Distribution
(Theory)**

Unit No	Name of unit	No of hours
1	Introduction to cosmetology and beauty parlour management	5
2	Skin	40
3	Sterlization and sanitation	5
4	Hair	45
5	Nai	145
	Total hours	140

**Termwise Hour Distribution
(Theory)**

Terms	Hours	Total hours
First term		
Unit 1	5	45
Unit 2	40	
Second term		
Unit 3	45	50
Unit 4		
Third term		
Unit 5	45	45
	Total	140

**Unitwise Hour Distribution
(Practical)**

Unit No	Name of unit	No of hours
1	Introduction to cosmetology	10hrs
2	Skin	160hrs
3	Hygeinic Rules	10hrs
4	Hair	160hrs
5	Nail	80hrs
	Total	420hrs

**Termwise Hour Distribution
(Practical)**

Term	Hours	Total hrs
First term		170
Unit 1	10	
Unit 2	160	
Second term		170
Unit3	10	
Unit 4	160	
Third term	80	
Unit 5	80	80
Total		420

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.

UNIT PLAN

INTRODUCTION TO SCOPE OF COSMETOLOGY

UNIT 1

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation
<ul style="list-style-type: none"> To get an awareness of cosmetology, beauty parlour, parlour management, parlour setting, cosmetics, equipments and various beauty treatments available etc through lecture, demonstration discussion, visual aids, photographs CD's. 	Lecture, Discussion demonstration	Photographs Charts Models Equipments	Awareness, collection of pictures, under standing identification of equipments	Discussion, Assignment Group Discussion	Oral test Discussion diary

DAILY PLAN

Standard: VHSE-I

Subject : Cosmetology and Beauty Parlour Management

Date:

Unit : Skin Care

Time : 5 periods

Curriculum Objective :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 • What are the changes that the skin undergoing in extreme weather conditions, over use of strong cosmetics • How can it prevented or treated? 	<ul style="list-style-type: none"> • Each group test the changes that take place • After discussion leader of the first group consolidates the changes and noted in the discussion diary.

EVALUATION

Introduction

As the curriculum is based on a particular vocation, evaluation becomes an inevitable procedure. Evaluation is done along with learning process throughout the course of study. In order to make an evaluation, the teacher should be able to understand the students, their scholastic and co-scholastic knowledge. Capacity building in the selected vocation is the most important part in vocational education and it should be evaluated accordingly. The technical skills, interest and devotion in the particular field, communication skills, analysis, organising and presentation skills etc. have to be evaluated. The personal and social qualities also have to be evaluated. Thus evaluation is an integral part of learning process which assesses the implementation of the curriculum.

Need and importance of Evaluation

Evaluation is to assess the scientific knowledge of students and to recognise to what extent they have achieved the specified capabilities. A written examination at the end of an year which is purely based on a textbook is not of much use. "Evaluation is a systematic process of collecting, analysing and interpreting evidence of students' progress and achievement both in cognitive and non-cognitive areas of learning for the purpose of taking a variety of discussions".

The teacher can properly assess the level of the learner and can identify his/her strength and weakness. This will help each student to evaluate themselves and to improve their level of learning by taking necessary assistance from the teacher (self evaluation) classmates can evaluate themselves through interaction (peer group evaluation) Evaluation even help the teacher to analyse and improve their performance. Evaluation helps to integrate the teacher, learner and even the parents. Thus student who are socially useful and can perform productive work are created. This will improve the quality of our young generation.

Features of Evaluation

- Evaluation should be humane in nature. It must help the students grow as social beings.

- Evaluation should be the responsibility of the teacher who teaches the students and is responsible for developing the requisites healthy attributes in them.
- Evaluation should be consistent with its purpose and must provide a reliable and valid measure of the student's performance.
- Evaluation should reflect the outcome of each learning intervention and should provide all the students with equal opportunity to display their individual potential.
- Evaluation should take into account both the background and the prior experience of the students.
- Procedures for grading and their reporting should be appropriate and easily understood by one and all.
- Evaluation should restore the faith and trust of the masses by ensuring transparency in the procedure.

Theories of constructivism and multiple intelligence are the basis of modern learning. So evaluation strategies have also to be changed. Evaluation must be;

- Continuous and comprehensive
- Scholastic and co-scholastic
- Depending on grading system.
- Depending on a vocational or trade proficiency.

Continuous and Comprehensive Evaluation

Most of our traditional evaluation methods are related only to the area of scientific knowledge or the memory of students. To eliminate the limitations of this method we are forced to evaluate the multi-dimensional competencies of the learner with respect to the practicability and nature of the subject.

Continuous and Comprehensive Evaluation is an essential ingredient of any learning process. It helps the learner to understand and evaluate his own progress and to develop adequate strategy for further improvement. Continuous Evaluation also helps us to measure the attained goals of formulated curriculum objectives.

Merits of Continuous and Comprehensive Evaluation system are:

1. Making student's learning regular
2. Provides for a variety of activities
3. Effective feedback is possible
4. Assess the all round development of the learner on a continuous basis through a variety of activities.
5. Remedial and diagnostic teaching is possible.
6. The process as well as the product is assessed.

Different tools are used to evaluate the multi dimensional competencies of the learners. The Continuous and Comprehensive Evaluation (CCE) includes not only written test (class tests) but also oral tests, observation, interview, debates, discussions, seminars etc.

The learner proceeds through a variety of learning experiences. Therefore the level of progress should be evaluated in a comprehensive and continuous manner. Moreover, the learner is to be made aware of the findings and it helps him to measure his progress. Necessary help should be provided to them in time. As such we can generate the environment and opportunity for Continuous Evaluation.

In order to evaluate the multi- dimensional competencies of the learner, different tools and techniques have to be used. The multi- dimensional competencies of the learner include :

- Class -room interaction
- Task orientation
- Creative expression
- Field/institutional interactions
- Knowledge assessment/ expression

Continuous Evaluation Items

1. Assignment
2. Seminar
3. Class test
4. Project etc.

* For continuous evaluation class test (CT) is made compulsory taking any two of the above said indicators. CT can be a written test, oral test (viva), Practical test.

CE Item	Evaluation Indicators	Weightage	Score
1. Assignment	1. Awareness of the content	4/3/2/1	20
	2. Comprehensiveness of the content	4/3/2/1	
	3. Systematic and sequential arrangement	4/3/2/1	
	4. Observation/suggestions/Views Judgements/ Evaluation	4/3/2/1	
	5. Timely Submission	4/3/2/1	
2. Seminar	1. Ability to plan and organise	4/3/2/1	
	2. Skills in the collection of data	4/3/2/1	
	3. Awareness of the content (presentation of the paper, participation in discussion, ability to substantiate the ideas and views)	4/3/2/1	

	4. Ability to prepare the report (sequence in the presentaionof the concepts, authenticity and clarity of ideas/views/concepts)	4/3/2/1	
	5. Quality of Seminar Document	4/3/2/1	20
3. Project	1. Ability to plan (Selection of the method for solution of the problem, identifying suitable tools, planning the various activities to be carried out in each stage)	4/3/2/1	
	2. Ability to collect data (sufficiency and Relevance of data. Classification and arrangement of data for analysis, reliability and authenticity of the Collected data.)	4/3/2/1	
	3. Ability to analyse the elements and procedure (Structuring of elements and developing logic. Efficiency in using the package/tool. Recognising design errors and correcting them)	4/3/2/1	
	4. Ability to prepare the project report (Reflection of the process skills. Communicability and authenticity of the report in relation with the Project diary)	4/3/2/1	
	5. Viva Voce(Knowledge of the content and Process)	4/3/2/1	20

CE item calculation

Subject		item: Assignment					Total Score (20)
Sl. No	Name	Evaluation Indicators					
		I (4)	II (4)	III (4)	IV (4)	V (4)	
1	Anand	2	3	4	4	4	17
2	Shibu	4	3	4	4	4	19

Consolidated statement of CE

Class: 1st year

Subject: Cosmetology and Beauty
Parlour Management

Sl. No	Name	CE Items			Total (60)	Total CE Out of 20 Score obtained $\times \frac{20}{60}$
		1 Class Test (20)	2 Assignment (20)	3 Seminar/ Project (20)		
1	Anand	18	17	19	54	18
2	Shibu	20	19	18	57	19

No minimum score for CE

Terminal Evaluation (TE)

Terminal Evaluation is in written form. The test should not be aimed to test the memory alone. The terminal evaluation questions give more emphasis on application level, analysis and synthesis. The questions are framed so that the students are able to apply their different mental process. The maximum score is 80 and the minimum score of TE is 24 (30%).

The terminal evaluation questionnaire should be capable of measuring

- Content validity
- Criterion validity
- Constant validity
- Reliability
- Class test, term evaluation and annual examination should be in tune with the new approach.
- Should not be prepared to test the rote memory.
- Questions asked should provoke the thinking abilities of students.
- Questions to test the competency of application analysis, synthesis and evaluation are to be given. In otherwords the questions should be framed in such a way that the students are able to apply their various mental processes.
- Questions should be based on the learning process and the new approach to each subject.
- Results should be scientifically analysed.

- Evaluation results should be analysed and follow up may be carried out at relevant levels (remedial measures).
- Eighty percent marks are set apart for the common examination as the part of the Term Evaluation

The Question Paper must have

- Application level questions
- Synthesis level questions
- Comparison of facts
- Challenging questions
- Scope for obtaining innovative ideas
- Giving creative thinking by the students
- Questions based on the objectives of learning activities
- Practical oriented questions
- Environment related questions
- Divergent thinking level questions

Role of the Teacher in the Evaluation Process

- Preparation for the effective execution of evaluation
- Preparation of daily planning notes (teaching manual) and helping learners in their activities.
- While learners are engaged in doing seminars/collections/assignments/collections, conduct interim evaluation and provide necessary help.
- Consider assignment, seminar, collections etc. as learning activities and approach them as evaluation materials.
- Prepare a format to record continuous evaluation.
- Identify and evaluate the progress at different stage.
- Find out learner's difficulty by conducting feedback.
- Make use of the support mechanism fully, provided by the department of education.
- Make the parents aware of the new approach to curriculum and evaluation system through class P.T.A.
- Make use of the training programme for professional excellence and transparency in work.
- Make use of the Humanities Teachers Council for academic progress.
- Identify and make use of the possibility of action research to resolve classroom learning problems.

Grading

It is not scientific to assess the achievement of a student solely based in the marks in the terminal examinations. Marking system proved unscientific in evaluating the growth and development of students both in cognitive and non-cognitive areas. To overcome this shortcomings, a popular mode of evaluation based on students' performance- grading system- has been evolved. At the Higher Secondary stage, it

is desirable to use a point absolute grading to co-ordinate and record the evaluation. After giving the score, they are changed into percentages and appropriate letter grades are awarded corresponding to each percentage.

Score in percentage	Grade
90-100	A+
80-89	A
70 -79	B+
60-69	B
50-59	C+
40-49	C
30-39	D+
20-29	D
Below 20	E

Consolidated statement of CE & TE

Class: 1st year

**Subject: Cosmetology and Beauty
Parlour Management**

Sl. No	Name	CE (20)	TE (80)	Total CE+ TE (100)	Grade
1	Anand	18	60	78	B+
2	Shibu	19	72	91	A+

The maximum score of CE+TE is 100 and the minimum score is 30. (30%)

Practical Evaluation (PE)

PE is the important part of vocational practicals. The practical skills must be evaluated after completing all practical experiments in each term and at the end of the academic year. PE must cover all required indicators to evaluate the technical skill and practical knowledge of the different topics covered.

Indicators for Practical evaluation and their score

No	Indicators	Percentage	Score
1	Procedure and demonstration	40%	60
2	Calculation	10%	15
3	Identification	20%	30
4	Spotters	10%	15
5	Record	10%	15
6	Viva	10%	15
		Total	150

Consolidated statement of Practical Evaluation

Class: 1st year

Subject: Cosmetology and Beauty Parlour Management

No	Name	Procedure and demonstration	Calculation	Identification	Spotters	Record	Viva	Total	Grade
		60	15	30	15	15	15	150	
1	Anand	40	10	20	10	12	13	105	B+
2	Shibu	55	13	25	13	13	13	142	A+

How will you find out grade for PE

Convert the total score into percentage and find out the grade

eg: Total score: 105, percentage $\frac{105}{150} \times 100 = 70$, Grade B+

The minimum score to be obtained is fixed at 40% that is 60 out of 150. Grade B

Vocational Competency Evaluation

Being a vocational course, a system to judiciously evaluate the required value addition and consequent capacity building in the selected vocational subject is highly essential. As the other evaluation components like CE, PE and TE cannot assess the vocational competencies and professional skills acquired by the students, an internship evaluation (IE) component has been introduced to meet this requirement.

Internship evaluation should be done based on the following components.

I. Regularity and punctuality.

A regular presence and habit of time bound completion of task is a must for attaining maximum efficiency.

Regularity and Punctuality can be evaluated by 5 Point scale.

Rating Scale

		1	2	3	4	5
1	Regularity	Never regular	Often regular	Usually regular	Most of the time regular	Always regular
2	Punctuality	Never Punctual	Often Punctual	Usually Punctual	Most of the time Punctual	Always Punctual

Regularity and punctuality can be assessed by using attendance of the student and time bound completion of tasks.

II. Value addition

Value addition can be evaluated through conducting field visits/survey. The experiences gained through field visit and survey increases the level of intrinsic motivation and positive attitude towards the vocational field and there by increase his value as a skilled semi- professional.

The aim of value addition is to measure the interest, devotion Group management, perseverance of the learner in specific areas Value addition can be evaluated from field visit, survey and simulated experiments.

III. Capacity building

Capacity building can be evaluated through conducting the following activities.

1. OJT/Simulated experiment
2. Performance- Camp/ Exhibition/ Clinic.
3. Performance- Production/Service cum Training centre.

These components helps the students to practice the acquired skills in the real situation and there by increasing self confidence and promoting self reliance.

Capacity building is aimed at measuring the skills of the learner from OJT/ production cum training centre/ research and development/graded area exposure.

IE Item	Evaluation Indicators	Weightage	Score
1. Regularity and Punctuality			10
2. Value addition	<p>Field Visit</p> <p>1. Attitude and readiness towards the task.</p> <p>2. Capacity for observation.</p> <p>3. Data collection.</p> <p>4. Application of ideas.</p> <p>5. Documentation/ recording.</p> <p style="text-align: center;">OR</p> <p>Survey</p> <p>1. Planning.</p> <p>2. Data collection.</p> <p>3. Consolidation of data and analysis.</p> <p>4. Drawing inference.</p> <p>5. Reporting.</p>	<p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p>	20
3. Capacity building	<p>OJT/ Simulated Experiment/ Practical skill</p> <p>1. Involvement/ Participation.</p> <p>2. Skills in doing work/ Communication skill.</p> <p>3. Time bound action.</p> <p>4. Capacity for observation, analysis and innovation.</p> <p>5. Documentation, Recording and display.</p> <p style="text-align: center;">OR</p>	<p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p>	20

IE Item	Evaluation Indicators	Weightage	Score
	<p>Performance in camp/ Exhibition/ clinic</p> <p>1. Ability for planning and organising.</p> <p>2. Mastery of subject.</p> <p>3. Ability for communication.</p> <p>4. Innovation.</p> <p>5. Involvement/Social commitment.</p> <p style="text-align: center;">OR</p> <p>Performace in production/ service cum training centre (PSCTC)</p> <p>1. Mastery of vocational skills.</p> <p>2. Managerial capacity.</p> <p>3. Promoting self confidence.</p> <p>4. Innovative approach.</p> <p>5. Promoting self - reliance.</p>	<p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p>	

Vocational Competency Items for Internship Evaluation

Items	Score
Regularity & Punctuality	10
Field visit/survey(any one)	20
OJT/simulated experiment/ Practical Skill/ Performance- Camp/exhibition/Clinic Performance- PSCTC (any one)	20
Total	50

A minimum of 80% attendance is required for promotion to the second year. Those who have shortage of attendance should repeat first year. Those who have 80% and above attendance but failed to achieve 30% of Internship Evaluation (IE) will be promoted to the second year. He has to improve the component in which he performed poor. He has to attain the minimum by improving the particular component to get eligible for appearing second year public examination.

Consolidated statement of IE

Class: 1st year

Subject: Cosmetology and Beauty

Parlour Management

SI No	Name	Regularity & Punctuality	Field visit or survey	OJT or Practical skill	Total Score	Grade
		10	20	20	50	
1	Anand	5	12	10	27	C+
2	Shibu	6	15	16	37	B+

SCOPE OF COSMETOLOGY

INTRODUCTION TO COSMETOLOGY AND BEAUTY PARLOUR MANAGEMENT

Introduction

Cosmetology refers to the scientific study and practice of beauty culture. As a professional career cosmetology offers many opportunities. Cosmetology is a fast growing multicore business of self employment. The art of cosmetology refers to the actual performance of the many beauty culture practice. The practice of cosmetology offers the rare opportunity for a career filled with personal pleasure and satisfaction. It appeals to the artistic and a esthetic needs of the cosmetologist. It encourages the personal talents and ability. And most important it combines job satisfaction with financial stability

Curriculum Objectives

- To get an awareness of cosmetology, beauty parlour, parlour management, parlour setting, cosmetics, equipments' various beauty treatments through lecture, demonstration, discussions visual aids, CD displays etc.

Syllabus

Introduction to cosmetology and beauty parlour

To the Chapter

This chapter entitled the breif description of scope of cosmetology

- Beauty Parlour.
- Beauty parlour settings.
- Parlour management.
- About cosmetics.
- About beauty equipments.
- About various beauty treatments.

Lecture demonstration, CD displays discussions can be accepted as a strategy for the transaction of the chapter.

Discussion points

- Cosmetology
- Beauty parlour
- Cosmetics

- Equipment
- Beauty treatments

Activity

A group discussion may lead to cover the new trends, scope, change and development of cosmetology . Everyone should be instructed to incorporate in the discussion. All the discussion points should be noted in their discussion diary.

UNIT ANALYSIS
INTRODUCTION TO SCOPE OF COSMETOLOGY

UNIT 1

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation	Times
<ul style="list-style-type: none"> To get an awareness of cosmetology, beauty parlour, parlour - management, parlour setting, cosmetics, equipments and various beauty treatments available etc through lecture, demonstration discussion, visual aids, photographs CD's. 	Lecture, Discussion demonstration	Photographs Charts Models Equipments	Awareness, collection of pictures, understanding identification of equipments	Discussion, Assignment Group Discussion	Oral test Discussion diary	5hrs

SKIN

2.1 INTRODUCTION OF SKIN

Introduction

The skin is the largest and one of the most important organs of the body. The scientific study of the skin is important to the cosmetologist because it forms the basis for an effective program of the skin care and beauty services. The cosmetologist with a thorough understanding of skin, its structure and functions will be in a better position to give clients professional care.

Curriculum Objectives

To give basic knowledge about the structure and composition of skin, nerves of the skin, what factors are involved in giving the skin its colour, elasticity, texture, complexion and glands of the skin through lecture, demonstration, CD, charts, models, reference books etc.

Syllabus

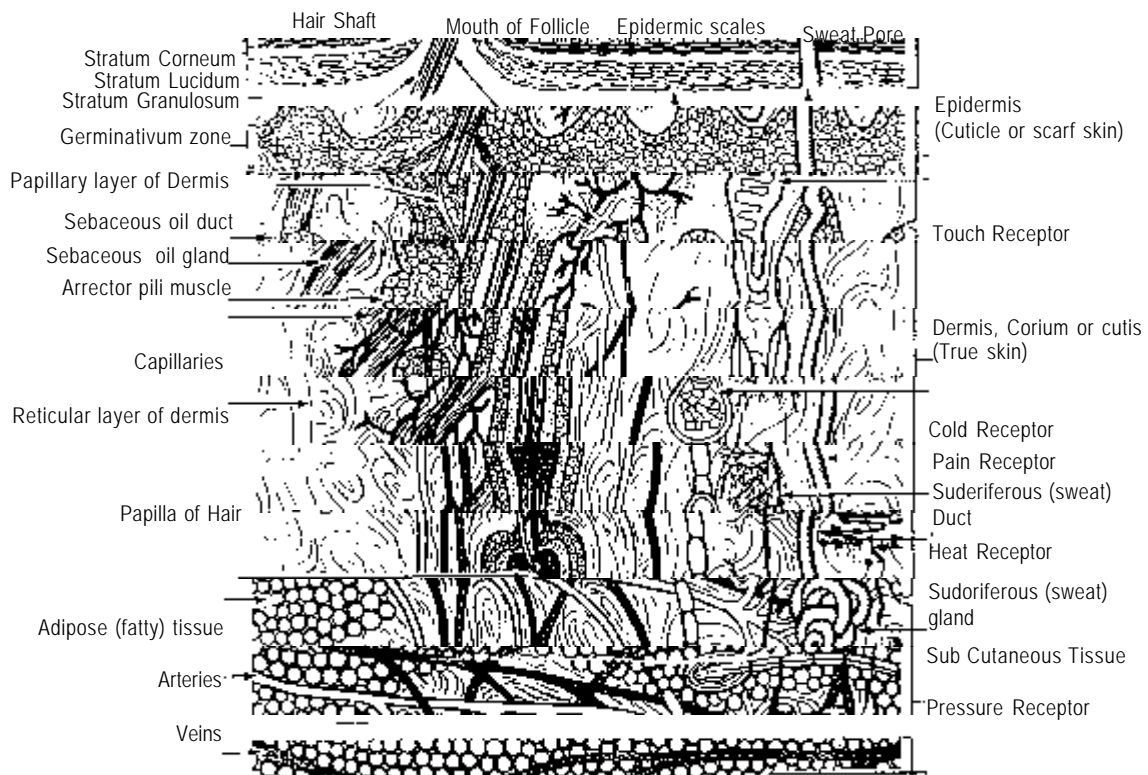
Introduction of skin

To the Chapter

This chapter entitled with

- Main division of the skin (epidermis, dermis and subdermis)
- The layers of epidermis (Stratum corneum, stratum lucidum, stratum granulosum and stratum germinativum)
- The layers of dermis (papillary layer, reticular layer)
- The structures within the papillary and reticular layers (fat cells, blood vessels, lymph vessels, oil glands, sweat glands, Hair follicles, Arrector pili-muscles etc.)
- How the skin is nourished
- The nerves of skin (Motor nerves and sensory nerves)
- Sense of touch (Arrector Pili-muscles)
- Skin elasticity
- Skin colour (Melanin)
- The glands of skin (Sudoriferous or sweat glands and sebaceous glands or oil glands).

Lecture, demonstration CD , discussions, charts, models etc can be accepted as a strategy for the transaction of the chapter.



Structure of Skin

Discussion points

- Understanding of skin structure
- Nourishment of skin
- Sensations
- Ageing of skin (skin elasticity)
- Working of glands

Quiz

It can also be instructed to conduct a quiz between two groups on the basis of the matter discussed. The group which asks the question should give the correct answer if there is no response from the other group. The teacher should interfere whenever necessary. Questions like the following can be framed for the quiz.

- Name the two main divisions of the skin?
- Name the four layers of the epidermis?
- Name the 2 layers of the dermis?
- Name the 3 types of nerve fibers found in the skin?
- What determines the colour of the skin?

- What is the functions of sweat glands?
- What are the important functions of oil glands?

The learner can be asked to note the answer of these questions in their discussion diary. The teacher should conclude the topic at the end of the quiz.

Expected Outcome

- Discussions
- Quiz

Evaluation

- Oral test
- Written test
- Discussion diary

UNIT ANALYSIS

INTRODUCTION TO SKIN

UNIT 2.1

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation	Times
<ul style="list-style-type: none"> To give basic knowledge about the structure and composition of skin, nerves of the skin, what factors are involved in giving the skin colour, elasticity texture complexion and glands of the skin through lecturer, demonstration, CD displays, charts, models, reference books etc. 	<p>Lecture, Discussion demonstration</p>	<p>Photographs Charts Models Reference books</p>	<p>Thorough understanding, awareness</p>	<p>Discussion diary</p>	<p>Oral test Discussion diary Quiz</p>	<p>2hrs</p>

2.2 CELLS, TISSUES, ORGANS AND SYSTEMS

Introduction

It is important for cosmetologist to study and understand the major parts of the body upon which they render services or apply treatments.

Curriculum Objectives

To develop the general knowledge of how to care for the skin. One must have a thorough understanding of health, growth and repair of these areas as well as how they function as the body is composed of cells, tissues, organs and systems through lectures, demonstration, charts, displays, models, reference, books etc

Syllabus

Cells, Tissues, organs and systems

To the chapter

This chapter entitled with

- Cells
- Metabolism
- Tissues
- Organs
- Systems
- Functions of skin

Discussion points

- Definition of cells and its duties
- Metabolism and how the body cells are nourished
- Building up of cellular tissues (Anabolism)
- Breaking down of cellular tissues (catabolism)
- Characteristics of tissues and classifications
- Important organs and its functions
- Important systems and its functions.

- Important functions of skin

Content Summary

The body is composed of cells, tissues, organs and systems

Cells are the basic units of all living things. Every part of the body is composed of cells which differ from each other in size, structure and function. The two main parts of the cell are the nucleus and cytoplasm.

Metabolism

Is a complex chemical process whereby the body cells are nourished and supplied with the energy needed to carry on their many activities.

There are 2 phases for metabolism. Anabolism and catabolism.

Anabolism

The building up of cellular tissues. During anabolism the cells of the body absorb water, food and oxygen for the purpose of growth reproduction and repair.

Catabolism

The breaking down of cellular tissues. During catabolism the cells consume what they have absorbed in order to perform specialized functions such as muscular effort, secretions and digestion.

Cells create and renew all parts of the body, they assist in blood circulation by carrying food to the blood and waste matter from the blood and they control all body functions.

Tissues

Tissues are composed of groups of cells. Each tissue has a specific function. Body tissues are classified as

Connective Tissues

To support, protect and bind together other tissues of the body. (example bone cartilage, ligaments, tendon).

Muscular Tissues

Contracts and moves various parts of the body

Nerve tissues

Carries messages to and from the brain and controls and co-ordinates the functions of the body.

Epithelial tissues

Is a protective covering on body surfaces such as skin, mucous membranes, lining of the heart, glands etc.

Liquid tissues

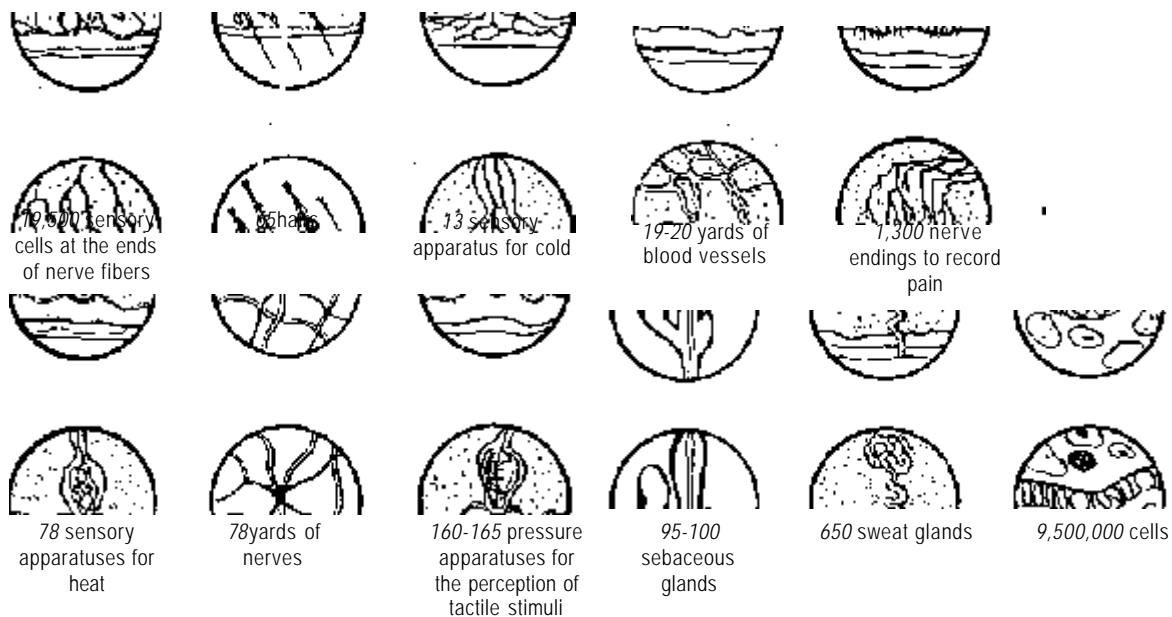
Carries food, waste products and hormones by means of blood and lymph

Organs

Organs are structures containing two or more different tissues that are combined to accomplish a specific function

The most important organ of the body are the brain which controls the body, the heart which circulates the blood, the lungs which supply oxygen to the blood, the liver which removes toxic products of digestion, the kidneys which excretes water and other products and stomach and intestines which digest food.

One Square inch of skin contains



System

Systems are groups of organs that co-operate for a common purpose

The important system are

- | | | |
|---------------------|---|-----------------------|
| Skeltal system | - | bones |
| Muscular system | - | muscles |
| Nervous system | - | nerves |
| Circulatory system | - | blood supply |
| Excretory system | - | organs of elimination |
| Respiratory system | - | lungs |
| Digestive system | - | stomach and intestine |
| Reproductive system | - | reproduction |

Functions of skin

The principal functions of the skin are protection, heat regulation, absorption, sensation, secretion, excretion, production of Vitamin D and insulation.

Consolidation points

The student with a thorough understanding of general knowledge of how to care the scalp, skin, hair and nails through the health, growth and repair of these areas as well as how they function.

Assignments can be given to the following topics

- Classification of tissues
- Organs and its functions
- System and its purposes
- Functions of the skin

Each student prepares a classified list on the above topics.

Expected Outcome

- Discussion
- Assignment
- Notes

Evaluation

- Oral test
- Written test
- Discussion diary

UNIT ANALYSIS
UNIT 2.2
 ● **CELLS, TISSUES, ORGANS AND SYSTEMS**
 ● **FUNCTIONS OF SKIN**

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation	Times
<ul style="list-style-type: none"> To develop the general knowledge of how to care the skin by understanding of health growth and repair as well as how they function through l e c t u r e , demonstration, charts displays and models 	Lecture, Discussion	Charts Models Reference CD's internets	Understanding Awareness	Discussion diary Assignment Notes	Oral test Discussion diary	6hrs
<ul style="list-style-type: none"> To give an awareness of the functions of skins through lecture, demonstration charts and displays 	Lecture, Discussion	Charts Models Reading Materials	Understanding Awareness	Assignments Notes	Written test Oral test Discussion diary Written test	

2.3 TYPES OF SKIN

Introduction

The skin is called the 'mirror of the body'. A healthy skin is usually a sign of overall good health. A good skin is unblemished and uniform in colour, firm and smooth. The main concern of beauty therapist is the skin so that she can work on relate treatments. Hence it is necessary to have a basic idea of the types of skin.

Curriculum Objectives

To get an awareness of different, types of the skin through lectures, tests, observation, photograph, pictures etc

Syllabus

Types of skin

To the chapter

This chapter entitled the different types of skin

- Different types of skin (Dry, oily , normal, combination sensitive, dehydrated matured etc)
- Functions of sebaceous galnds.
- Skin testing methods
- Skin testers

Lecture, demonstration, CD's, charts etc can be accepted as a strategy for the transaction of the chapter

Discussion points

- Understanding the types of the skin
- Functions of sweat glands
- Skin testing method
- Skin tester equipment and its working

Consolidation point

The learner can be asked to test their own skin types using skin testers and other methods and note it in their discussion diary.

Evaluation

- Oral test
- Discussion diary
- Collection of pictures

UNIT ANALYSIS

UNIT 2.3 TYPES OF SKIN

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation	Times
<ul style="list-style-type: none"> To get an awareness of different types of the skin through lectures, tests, observations photographs pictures etc 	Lecture Discussion Demonstration tests Observation	Photographs Charts Equipments	Awareness Identification of skin type understanding	Discussion Diary Tests	Oral test, Practical test, Discussion diary, Collection of pictures	5hrs

2.4 DISORDERS OF SKIN

Introduction

This information has been compiled to help the cosmetologist become familiar with certain common skin disorders which may come into contact in the beauty parlour. The students must be prepared to recognise certain skin conditions and must know how to act properly with them.

Curriculum Objectives

To give basic knowledge to recognize certain skin disorders and act properly with them through lecture, picture demonstration, charts, reference etc.

Syllabus

Disorders of the skin

To the chapter

- Lesions (Definition)
- Disorders of Sebaceous glands
- Disorders of sweat glands
- Definition of inflammations
- Definition to pigmentation
- Definition to hypertrophies

Discussion points

- Definition to lesion
- Disorders of Sebaceous glands (comedone or blackheads, milia or white heads, acne, seborrhea, Asteatosis etc)
- Disorders of sweat glands (Bromidrosis, anidrosis, hyperdrosis, prickly heat etc).
- Definitions to inflammation (Dermatitis, eczema, psoriasis etc)
- Definitions to pigmentations (Tan, stains, freckles, chloasma, birthmarks, wrinkles, vitligo, albanism etc
- Definition to hypertrophies (new growth, callous, mole, wart etc).

Content Summary

Lesions

A lesion is a structural change in the tissue caused by injury or disease

Disorders of Sebaceous glands

Comedones

Comedones are hardened sebum appearing frequently on the face, nose, forehead etc. When the hair follicle is filled with an excess of oil from the Sebaceous gland creates a blockage at the mouth of the follicle

To treat blackheads, the skins oiliness must be reduced.

Milia or White heads

It is a disorder of sebaceous gland caused by the accumulation of sebaceous matter. This may occur on face, neck, chest etc. They show as tiny white pearly lumps under the surface of the skin. The clogged oil like black heads is not exposed to the air and oxidation does not takes place.

Acne

During the teenage the oil glands become very active. Acne is a chronic inflammatory disorder of the Sebaceous glands. Common types of acne are mild acne, moderate acne, severe acne, factor agravating acne are over use of oily food, continuous touch and picking, deficiency of iodine, prolonged stress and anxiety.

Appropriate cleansing, reducing oilness of the skin, closing open pores preventing infection etc are to be followed.

Seborrhea

It is a condition caused by over activity of sebaceous glands . The surface of the skin and hair become very oily.

Asteatosis

The Sebaceous glands secrete very little sebum or some times none at all. The skin become very dry and scaly.

Disorders of sweat glands

Bromidrosis or body odour

It refers to foul smelling perspiration. Actually Perspiration itself has little or no odour. The problem is caused by bacterial action on the skin

Good grooming habits can help to control bromidrosis.

Anidrosis

Anidrosis occurs because the body has lost its ability to regulate its temperature

Hyperhidrosis

It is a abnormal sweating condition. Normally the sweat glands become very active in hot weather inorder to keep the body cool. But some people sweat more even in cool weather

Prickly heat or Miliria rubra

It is caused by the inflammation of the skin around the sweat pores. It usually occurs in hot weather and appears in the form of small red pimples accompanied by intense itching.

Various powders and lotions can provide temporary relief.

Dermatitis

Is a term used to denote an inflammatory condition of the skin.

Eczema

Eczema an inflammation of the skin of acute or chronic nature of dry or moist lesions. It is frequently accompanied by itching or by a burning sensation.

Psoriasis

A common chronic , inflammatory disease , usually found on the scalp, elbows, knees, chest etc, The lesions are round dry patches covered with silvery scales.

Tan

Tan caused by excessive exposure to the sun

Stains

Abnormal brown skin patches. Their colour is due to the presence of blood pigments

Chloasma

It is increased deposits of pigments in the skin. It is found mainly on forehead, nose and cheeks.

Wrinkles

It occur with age as the skin loses its elasticity. As we grow older dead cells collect on the skin. This results in dryness and roughness of the skin. The natural oil production is reduced adding the dryness. All these changes combined with the effect of environmental pollution produces wrinkles.

Vitiligo

This appear in the form of white patches. It is caused by internal factors which block transfer of melanin on the surface of skin.

Albanism

It is a hereditary condition that occur in people with little or no pigments. They have the difficulty to open the eyes to sunlight and the condition is known as photophobia. Albanism is due to an enzymatic defect of melanocyte in the production of melanin.

Callous

An acquired superficial round thickened patch of epidermis due to pressure friction on the hands and feet. If the thickening grows inwards it is called a corn.

Mole

A small brownish spot or blemish on the skin. Large, dark hairs often occur in moles

Wart

It is caused by a virus and is infectious.

Activity

Discussion on disorders of sweat glands and Sebaceous glands (30mins)

Problem

Disorders of the sweat glands and Sebaceous glands?

Each students list the disorder and its symptoms

Consolidation

Teacher consolidates by inviting responses form the students. Students list out and draw a column chart on the same.

UNIT ANALYSIS

DISORDER OF SKIN

UNIT 2.4

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation	Times
<ul style="list-style-type: none"> To give basic knowledge to recognize certain skin disorders and to act properly with them through lecture, picture demonstration, CD's charts references etc. 	<p>Lecture Discussion</p>	<p>Photographs Charts References</p>	<p>Awareness Understanding</p>	<p>Discussion Diary Picture collection</p>	<p>Oral test Written Test Discussion diary</p>	<p>5hrs</p>

2.5 SKIN CARE

Introduction

Our skin is perhaps the most vulnerable organ in the body. It is constantly exposed to the pollution, heat, grime etc. A neglected skin cannot perform its functions properly. This lack of care leads to disturbances into the system.

Curriculum Objectives

To get an awareness of care of the skin from extreme weather conditions, over use of strong cosmetics, good skin care routine etc, through lectures, demonstration, discussions etc.

Syllabus

Skin care

To the chapter

- Characteristics of a healthy skin
- Care of a healthy skin (Diet, importance of water, fresh air, exercise, sleep, minimum strain).
- Skin care regime (cleansing, toning, moisturising and conditioning routine).

Lecture, demonstration discussions can accepted as strategy for the transaction of the chapter.

Discussion points

- Healthy skin and its characteristics.
- Importance of care of skin.
- Nutrition for a healthy skin.
- Importance of water for better elimination of waste products.
- Cleansing, toning, mosituring and conditioning.

Seminar on the following topics

Healthy skin -its importance

Care of skin

Importance of cleaning , toning, moisturising and conditioning

- Each student should present a paper presentation time is 15 minutes
- Discussion 10 minutes
- Date and time of presentation is informed in advance
- Give necessary guidelines for preparing seminar reports
- All studenrs should note down the points of discussion
- Give additional information if any
- Students prepare notes on the topics

UNIT ANALYSIS
SKINCARE

UNIT 2.5

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation	Times
<ul style="list-style-type: none"> To get an awareness of the skin from extreme weather conditions over use of strong chemicals, wrong skin care routine, the proper caring through lecture, demonstrations, discussions. 	Lecture Discussions References Charts models etc	Photographs Charts References	Awareness Understanding Ability	Discussion diary Picture collection Seminar	Oral test Written Test Discussion diary Project	5hrs

2.6 FACIALS

Introduction

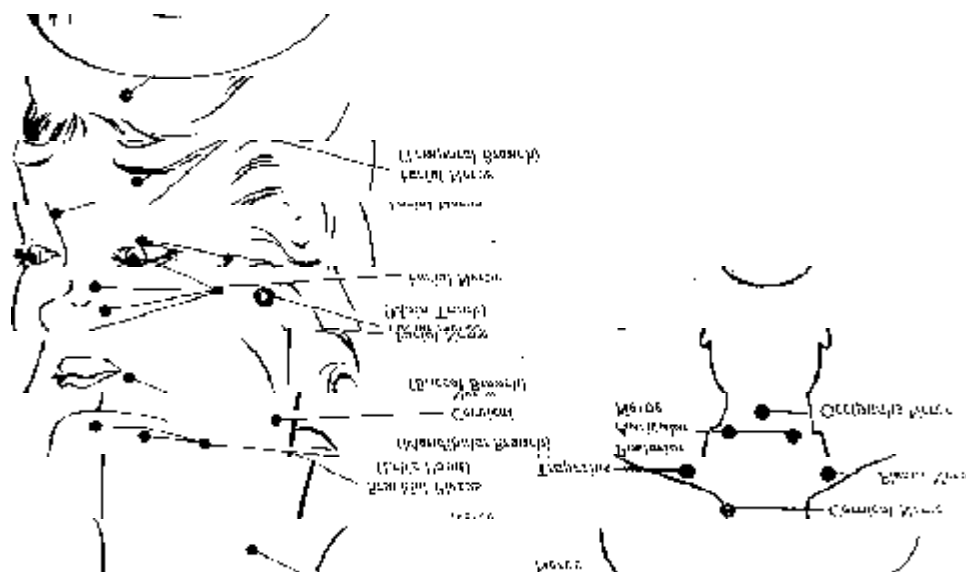
Facial is a very important part of skin care. Facial help to keep the skin fresh and muscles firm. Regular facial improves blood circulation, keep the skin pores healthy, the skin and all its structures are nourished, the activity of glands is stimulated, the nerves are soothed and rested, fat cells are reduced, the skin is rendered soft and pliable. The facial responds by increased circulation, secretion, nutrition and excretion.

Curriculum Objectives

To give basic idea of importance of facials, its benefits and to give facial treatments to improve the skin tone, texture and appearance through lecture, demonstration, charts, picture demonstration CDs, reference etc.

Syllabus

Facials



Nerve Points of the Skin

To the chapter

- Importance of massage.
- Benefits of facial massages.
- Motor nerve points of the face.
- Physiological and psychological effects.

- Importance of relaxation.
- Material and equipments required.
- The procedure .
- Purpose of cosmetics.
- Importance of steaming, cool compressions, pack applications etc.
- Facial for normal skin, dry skin, oily skin and acne.

Discussion points

- Benefits of massages
- Benefits of facials
- Purpose of facials
- Facial procedure (cleansing, toning, massaging, steaming, cool compression, pack applicaitons)
- Different facials for different skin types

For active dicussion the teacher can prompt learners to use materials and equipements correctly.

Quiz

It can also be instructed to conduct a quiz between two groups on the basis of the matter discussed. Questions like the following can be formed for the quiz

- 1 What causes a dry skin?
- 2 How does the cosmetologist close the pores when giving on oily skin facial?
- 3 What five measures must a cosmetologist limit her cosmetic treatment with acne skin?
- 4 Why must the patron's skin be analysed before a facial?
- 5 What benefit can be acheived by a client who recieves regular facials?

The learner can be asked to note the answers of these questions in their discussion diary. The teacher should conclude the topic at the end of the quiz.

UNIT ANALYSIS

FACIAL

UNIT 2.6

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation	Times
<ul style="list-style-type: none"> To give basic idea of importance of facials, its benefits and to give treatments to improve the skin tone, texture and appearance through lecture, demonstration charts,, picture demonstration CDs references. 	Lecture Discussion Reference	Photographs Charts References	Awareness Understanding Ability	Discussion , Quiz, Picture collection	Oral test Written Test Discussion diary	8hrs

2.7 PACKS AND MASKS

Introduction

Masks usually contains several ingredients all combined to form a paste or solution which is applied to the whole face excluding the eyes and mouth area. Depending on the ingredients masks will cleanse, exfoliate, stimulate the circulations or generally refine the complexion making it smooth and soft. Masks and packs are generally part of a professional facial treatments or applied as a separate treatment.

Curriculum Objectives

To get an awareness of important packs and masks available, its mixing, application and use through lecture, demonstration, samples, visual aids, photographs reference etc.

Syllabus

Packs and masks

To the chapter

- Introduction of packs and masks.
- Importance of packs and masks.
- Ingredients in packs and masks.
- Different types of packs and masks.
- pack facials for normal and oily skin.
- mask facials for dry skin.

Content Summary

Masks and Packs

All masks and packs leave your skin feeling fresh and smooth. Depending on the ingredients masks will cleanse exfoliate, stimulate the circulation or generally refine the complexion making it smooth and soft.

Types of masks are clay mask, exfoliating mask, oil mask, peel off mask, Gel mask, refresher mask, oil mask, cream mask, eye mask, oily skin mask, dryskin masks etc.

Clay and lemon packs are recommended for normal or oily skin. Hot oil mask facial are recommended for dry skin and for wrinkled skin. Egg pack are used to tighten the skin.

Activity

Discussion on the following topics (30minutes)

- Importance of packs and masks.
- Types of masks and packs.
- Different types of packs and mask facials.

A general discussion is conducted and relevant responses are noted on the discussion diary by each student.

The teacher consolidates the points

**UNIT ANALYSIS
PACKS AND MASKS**

UNIT 2.7

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation	Times
<ul style="list-style-type: none"> To get an awareness of important packs and mask available, its mixing, application and use through lecture, demonstration samples, visual aids, photographs, reference etc. 	<p>Lecture demonstration Application</p>	<p>Postures Charts Photographs</p>	<p>Awareness Understanding Ability</p>	<p>Skill</p>	<p>Oral test Written Test Discussion diary</p>	<p>5hrs</p>

2.8 BLEACHING

Introduction

Bleaching fades the colour of the small hairs on face, hands and legs and there by improving the colour of the skin.

Curriculum Objectives

To get an awareness of advantages and disadvantages of bleach, the ingredients used in bleach, its application methods, importance of patch test, after care, allergy remedies etc through lecture demonstration, testing, pictures etc.

Syllabus

Bleaching

To the chapter

- Advantages disadvantages of bleach.
- Importance of patch test.
- Ingredients used in cream bleach and powder bleach.
- Care after bleach.
- Allergy remedies.

Discussion points

- Why a patch test necessary before bleaching
- Difference between creableach and powder bleach
- Remedies taken after bleach
- Allergy symptoms and its remedies

Discussion, patch tests, applications can be conducted and the teacher can prompt the learners to use the materials correctly

**UNIT ANALYSIS
BLEACHING**

UNIT 2.8

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation	Times
<ul style="list-style-type: none"> To get an awareness of advantages and disadvantages of bleaching, the ingredients used, its application methods, importance of patch test, after care, allergy remedies etc through lecture demonstration, testing, pictures etc. 	Lecture demonstration Discussion	References Charts Photographs	Awareness Understanding Ability	Discussion diary	Oral test Written Test Discussion diary	4hrs

HYGIENIC RULES

3. HYGIENIC RULES

Introduction

Sterilization and sanitation are of practical importance to the cosmetologist because they deal with methods use to prevent the growth of germs or to destroy them entirely, which are responsible for infections and communicable diseases.

Curriculum Objectives

To give awareness of importance of sterilization and sanitation in a beauty parlour through lecture, demonstration, practical classes etc.

Syllabus

Hygienic rules

To the chapter

- Definition
- The various methods of sterilization and sanitation

Discussion points

- The various methods of sterilization
- Difference between sterilization and sanitation
- How the spread of disease can be prevented
- Why good sanitation practice in the beauty parlours are necessary

A seminar can be conducted on the following topics?

Why good sanitation practices in the beauty salon are necessary?

A seminar can be conducted on the following topic.

Why good sanitation and sterilization practices in the beauty salon are necessary?

Each student should present a paper presentation time is 15 minutes. Discussion 10minutes. Teacher should give guidelines for preparing seminar results. All students should note down the points of discussion students prepare notes on the topic and should note it on the discussion diary.

UNIT ANALYSIS
HYGIENIC RULES

UNIT 3

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation	Times
<ul style="list-style-type: none"> To give awareness of importance of sterilization and sanitation in a beauty parlour through lecture, demonstration, practical classes etc. 	Lecture demonstration Discussion	Models Photographs Sample	Awareness of importance of sterilization and sanitation	Discussion of diary parlour setting	Setting a model beauty parlour in a sanitized way	5hrs

HAIR

4.1 HAIR

Introduction of Hair

The hair is a slender, thread like outgrowth of the skin and scalp of the human body. The main purpose of hair is protection. Hair is found all over the body except on the palms, soles, lips and eyelids, The hair on the scalp protect the skull from injuries and forms a pleasing frame for the face. Eyebrows and eyelashes adds beauty and line of colour to the face. Eyebrows divert sweat from the eyes. The eyelashes help protect the eyes from dust and light glare. Small hairs on the face and body helps in the efficient evaporation of perspiration.

Curriculum Objectives

To give basic knowledge about the structure, composition, life, density, colour, texture, porosity, elasticity and density of hair through lecture, demonstration, charts, photographs, models etc.

Syllabus

Introduction of hair

To the chapter

- Introduction of hair
- Composition of hair
- Divisions of hair
- Structures associated with hair root
- Structure connected to hair follicles
- Replacement of hair
- Life and density
- Colour of hair
- Classification of hair
- Texture, porosity and elasticity

Discussion points

- Purposes of hair
- Chemical compositions of hair
- Divisions of hair
- Layers of hair
- Characteristics of hair
- Texture, density, porosity and elasticity

- Trichology
- Types of Hair
- Hair growth and regeneration

Contents

Chemical composition

The hair is composed of carbon, hydrogen, nitrogen, sulphur and oxygen.

Divisions of hair

Human hair is divided into two principal parts. Hair root and hair shaft

Layers of hair

The hair cells are arranged in 3 layers. They are cuticle, cortex and medulla.

Characteristics of hair

The main characteristics of hairs are the texture, elasticity, porosity and density.

Hair growth and regeneration

For a normal healthy person hair goes through a steady cycle of events, growth, fall and replacement, ie anagen, catagen and telogen. Hair growth influenced by seasons, nutrition health etc.

Types of hair

Before you get down to hair care it is important to make sure what kind of hair you have and then to look after it accordingly. There are mainly 3 types of hair. Oily hair, dry hair and normal hair

Classification of hair

Hair have different names in different parts of the body eg : 'Barba' on the face

Texture density, porosity and elasticity

Texture

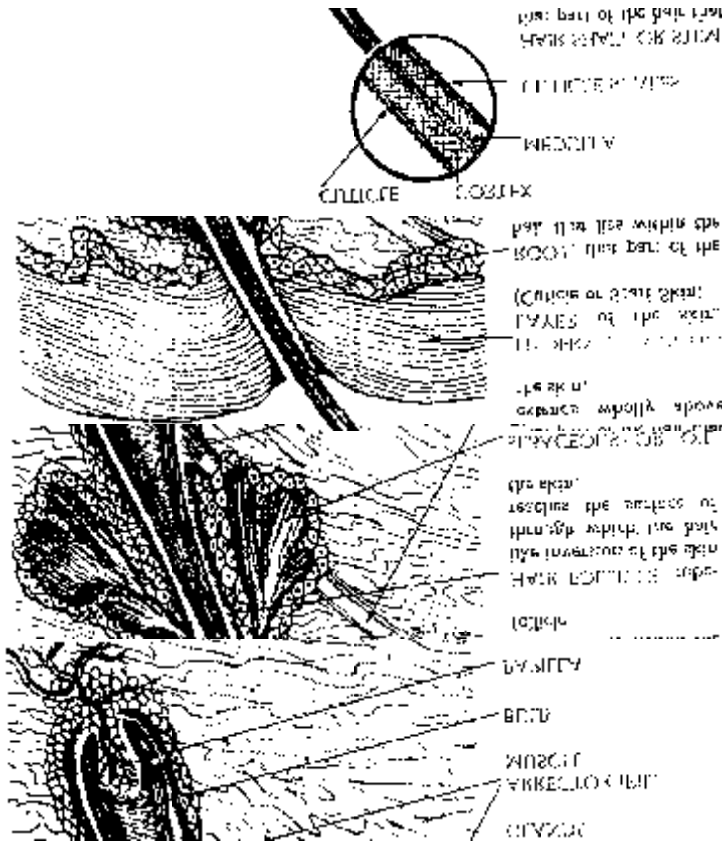
Refers to the degree of fineness of the hair, which may vary on different parts of the head.

Porosity

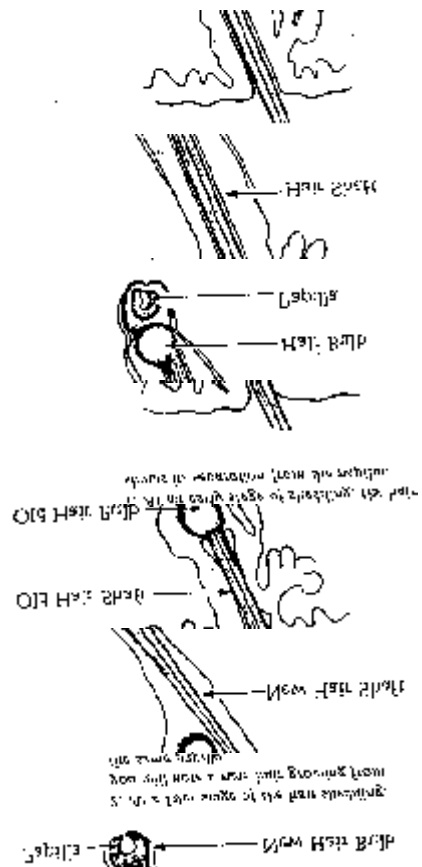
Is the ability of the hair to absorb moisture

Density

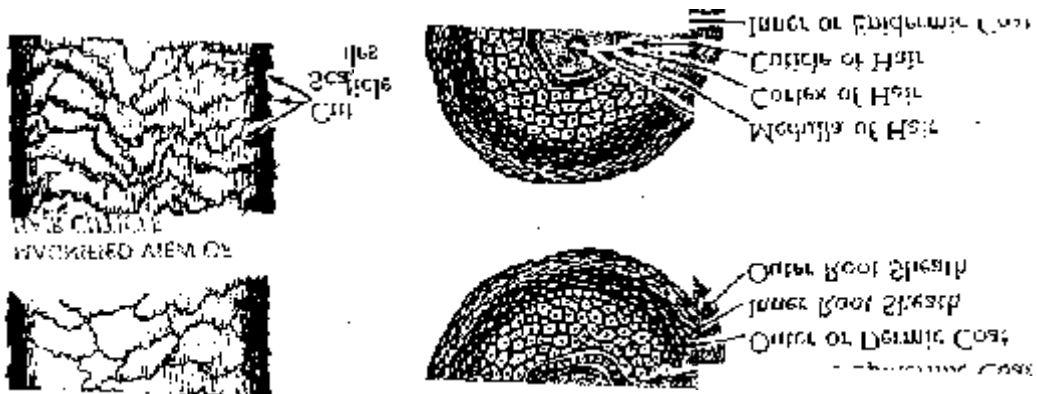
Refers the amount of hair per square inch on the scalp



Cross section of hair



Replacement of Hair



Cross sectional view of hair

Elasticity

It is the ability of hair to stretch and return to its original form without breaking.

Trichology

Trichology is the study of hair its structure and disorders

Color of hair

The cortex contains coloring matter the melanin pigments

Lecture, photographs, discussion, seminars, video visuals, charts posters, quiz can be accepted as a strategy for the transactions of the chapter, Quiz, oral tests and seminars can be conducted.

Sample Questions

- 1 Why the study of hair important to the cosmetologist?
- 2 Name the 3 general shapes of hair?
- 3 What is meant by hair cycle?
- 4 What are the characteristics of hair?
- 5 What is melanin?
- 6 Discussion diary can be prepared after the discussion

Projects

Make a chart to analyse the structure of the hair. In the first column describe the structure of each layer. In the second explain how this structure gives hair its unique properties. In the 3rd column list the parlour services that affect this particular structure. And finally list the products in the last columns that you would use.

UNIT ANALYSIS
INTRODUCTION TO HAIR

UNIT 4.1

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation	Times
<ul style="list-style-type: none"> To give basic knowledge about the structure, composition, life, density, colour, texture, porosity, elasticity and density of hair through lecture, demons tration, charts, photographs models etc. 	Lecture demonstration	pictures Photographs Charts , references	Understanding Awareness	Discussion Diary Assignment	Oral test Written test	5hrs

4.2 DISORDERS OF HAIR AND SCALP

Introduction

The hair like the skin is a barometer to the state of your internal health. Our hair suffers from the abuses rendered by the polluted environment, the water we drink and the water we use to clean the hair. If you are generally healthy and have a balanced diet you will most probably find that your hair reflects it

Curriculum Objectives

To get an awareness to able you analyse the type of hair and scalp damages prescribe a remedy and advice a way to avoid it by lecture, demonstration pictures, charts , photographs etc.

Syllabus

Disorders of hair and scalp

To the chapter

- Causes for dandruff
- Types of dandruff
- Different treatments
- Causes for Alopecia (loss of hair)
- Causes for tinea (ring worm)
- Causes of scabies
- Causes for pediculosis
- Causes for hair loss

Discussion points

Dandruff

Dandruff consists of small white scales appear on the scalp and hair and known by the medical term of pityriasis

Causes

- The excessive shedding of the epithelial cells
- Poor circulation
- Infections
- Lack of nerve stimulation
- Uncleanliness etc

Types of dandruff

- Dry type (Pityriasis capitis simplex)]
- Waxy type (Pityriasis steatoides)

Treatments

- Frequent scalp treatments
- Use of mild shampoos
- Regular scalp massages
- Antiseptic lotions
- Scalp ointments

Caution

Both type of dandruffs are to be considered contagious and may spread by the use of common brushes, combs etc so sanitize everything that comes in contact with.

Alopacia

Alopacia is the technical term for abnormal form of hair loss

Other types

(i) Alopacia senilis

Baldness occurring in old age

(ii) Alopacia premature

Baldness occurring before middle age.

(iii) Alopacia areata

Sudden falling of hair in round patches or baldness in spots accompanied by anemia, typhoid etc

Tinea (ringworm)

All its forms are contagious. It is transmissible from one person to another . It is carried by scales or hairs containing fungi. Shower baths, swimming pools, unsantized articles are source of transmission.

Scabies

It is highly contagious caused by itch mites. Vesicles and pustules may form.

Pediculosis

It is contagious caused by head louse infesting the hair of the scalp . Itching occurs and the resultant scratching may cause the infections.

Discussion may conducted on the following topics

- Causes of dandruff
- Conditions that may be the causes of dandruff
- What is alopecia, alopecia, senilis and alopecia areata
- What are the treatment for dandruff?
- What are tinea, scabies and pediculosis?

UNIT ANALYSIS

UNIT 4.2 DISORDER OF HAIR AND SCALP

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation	Times
<ul style="list-style-type: none"> To get an awareness to able to analyse the type of hair and scalp damages prescribe a remedy and advice a way to avoid it by lecture, demonstration pictures, charts , photographs etc. 	<p>Lecture demonstration Testing Observation</p>	<p>pictures Photographs Charts , references</p>	<p>Understanding Awareness</p>	<p>Discussion Diary Assignment, Notes</p>	<p>Oral test Written test</p>	<p>15hrs</p>

4.3 HAIR CARE AND TREATMENTS

Introduction

Hair is the most versatile and permanent accessory of a women. An effective hair care routine involves cleansing, toning and conditioning. Another important aspect of effective care is the use of proper hair care products. Different types of hair need different hair care products. Cleansing is the fore most routine in daily care. Cleansing is to wash away excess oil on hair and scalp. Proper cleansing the scalp and hair need the toning. Toning will stimulate the blood circulation required for the healthy growth. The conditioning restore and correct the imbalances. Hot oil treatment and Henna treatment are good for hair health and as dandruff treatment.

Curriculum Objectives

To get an awareness of the importance of hair care methods , the purpose and the practical methods by lecture demonstration, pictures visuals aids, applications etc

Syllabus

Hair care treatments

To the Chapter

- Importance of hair care
- Importance of cleansing
- Methods of cleansing
- Importance of toning
- Methods of Toning
- Importance of conditioning
- Methods of conditioning
- Method of brushing
- Hot oil treatment
- Henna treatment
- Blow drying
- Shampooing and types of shampoos
- Scalp and hair care treatment

Content Summary

Importance of cleansing

Cleansing is the foremost routine in daily hair care. The purpose of cleansing is to wash away excess oil on hair and scalp and clear the hair follicles of unexfoliated clear cells. Proper cleansing encourages healthy hair growth.

Toning

After cleansing the scalp and hair need the toning exercise. The toning of scalp and hair is achieved by gently massaging. It helps in stimulating blood circulation for the healthy growth of hair.

Conditioning

The most important part of hair care is conditioning. It is a restorative routine. The conditioning routine restore and correct the imbalances of moisture and oil.

Shampooing

Shampooing remove all dirt, oils, cosmetics and skin debris from the scalp and hair shaft. Unless the scalp and hair are cleansed regularly the accumulation of oil and perspiration which mixes with the natural scales and dirt offers a breeding place for disease producing bacteria and can lead to scalp disorders.

Brushing

Brushing stimulates the blood circulation to the scalp, helps remove dust and dirt from the hair and gives hair added sheen.

Types of shampoos

Plain shampoos, soapless shampoos, liquid cream shampoos, cream shampoos, acid balanced (non strip) shampoos, medicated shampoos.

Scalp and Hair care

The purpose of scalp treatment is to preserve the health and beauty of the hair and scalp. A basic requisite for a healthy scalp is cleanliness

Scalp manipulation stimulate the circulation of the blood to the scalp relax and soothe the nerves, stimulate the muscles and the activity of scalp glands and help maintain the growth and health of the hair.

Knowing the muscles, the location of blood vessels and the nerve points of the scalp and neck will help to give beneficial results.

UNIT ANALYSIS
HAIR CARE TREATMENT

UNIT 4.3

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation	Times
<ul style="list-style-type: none"> To get an awareness of the importance of hair care methods, the purpose and the practical methods by lecture demonstration, pictures visual aids, applications etc 	Lecture demonstration Testing Observation	Pictures using cosmetics Charts , references	Understanding Awareness Ability	Discussion Diary Assignment, Notes	Oral test Practical test	15hrs

4.4 METHODS OF HAIR REMOVAL

Introduction

The unwanted hair is of great concern. The presence of unwanted superfluous hair can often detract from a persons appearance. There are many ways of removing unwanted hair. There are two categories the depilation and epilation. Depilation means that the hair is removed at the skin line Epilation means that the hair is removed below the skin.

Curriculum Objectives

To get practical knowledge of the removal of unwanted hair from the body by the methods of tweezing, threading, waxing and by using depilatories by lecture, demonstration etc.

Syllabus

Methods of Hair Removal

To the chapter

- Epilation
- Depilation
- Tweezing
- Treading
- Waxing
- Electrolysis (theory)
- Oil lightner

Discussion Points

- Definition of Epilation
- Definition of depilation
- Temporary methods of hair removals (Tweezing, threading and waxing)
- Electrolysis (theory)
- Oil lightners

Content Summary

Tweezing

Is an excellent way of removing small amounts of individual hairs. They are

most often used to shape the eye brows.

Depilatories

Are chemicals that dissolve the hair so that it can be wiped or washed away.

Waxing

Is an effective method for removing unwanted hair in large areas. Hot wax and cold wax are available. Apply wax in the direction of hair growth and remove the strip in the opposite direction of hair growth. Hold the skin very tightly while pulling the strip.

Electrolysis

Electrolysis is the process of removing hair permanently by means of electricity. It works by the insertion of a very fine filament called a probe into the hair follicle. Electricity is then applied so that the papilla is destroyed either by heat or by alkalinity. The hair is then removed. A new hair will not grow from the follicle once the papilla has been destroyed.

Sample Questions

- 1 What is electrolysis?
- 2 Which areas can be treated by electrolysis
- 3 What are the points consider while waxing?
- 4 What are oil lightners?

UNIT ANALYSIS
METHODS OF HAIR REMOVAL

UNIT 4.4	Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation	Times
	<ul style="list-style-type: none"> To get practical knowledge of the removal of unwanted hair from the body by different methods, by lecture, demonstration etc. 	Lecture demonstration practicals	Pictures Charts , references	Understanding Awareness Ability	Discussion Diary Assignment, Practical	Oral test Practical test	10hrs

NAIL

5.1 STRUCTURE AND COMPOSITION OF NAILS

Introduction

Nails are appendage of the skin. Neatly trimmed nails of uniform color have considered a mark of good grooming. It provide protection for the area it cover. The technical term for nail is onyx and the study of nails are called onychology

Curriculum Objectives

To give basic knowledge about the structure, composition, growth of nails and various shapes of nails through lecture, picture displays , charts, posters, photographs, models etc.

Syllabus

Structure and composition of Nails

To the chapter

- Introduction of nails
- Structure of the nails
- Parts surrounding the nails
- Nail growth
- Various shapes of nails

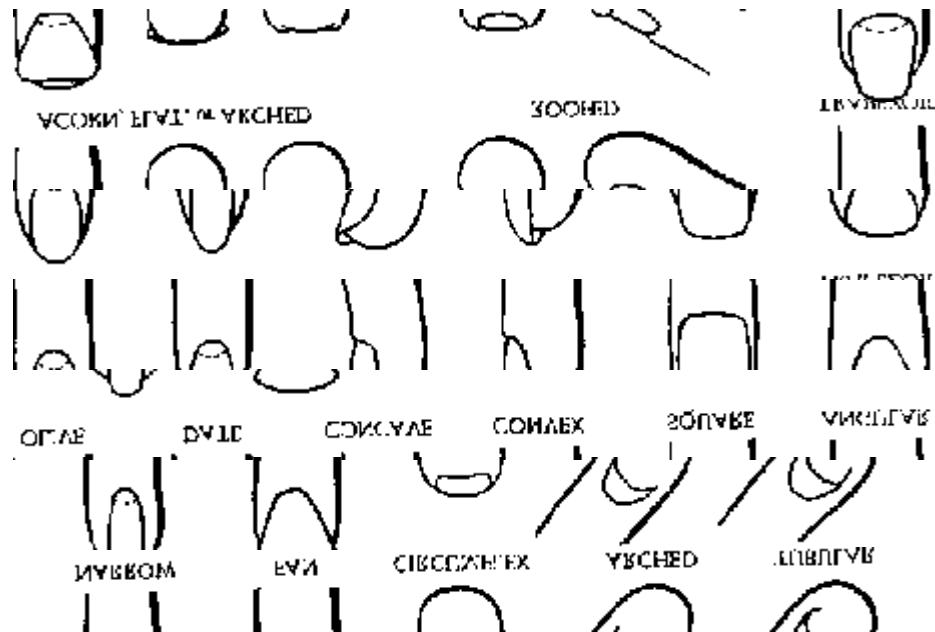
Discussion points

- Purpose of nails
- Nail structures
- Surrounding parts of the nail
- Nail growth
- Various shapes of nails

The **mantle** is the deep fold of skin which the nail root is embedded.

Nail growth

The growth of the nail is influenced by nutrition, health and diseases. The nail grows forward starting at the matrix and extending over the tip of the finger. It is growing faster in the Summer than in winter



Various Shapes of Nails

Sample Questions

- 1 What are nails and its functions?
- 2 What is the technical term for nails?
- 3 How does the nail receive the nourishment?

Project

Draw a large cross section of the nail. Label each section and indicate its importance to the overall nail structure.

**UNIT ANALYSIS
STRUCTURE AND COMPOSITION OF NAILS**

UNIT 5.1

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation	Times
<ul style="list-style-type: none"> To give an idea about structure and various parts of the nail 	Lecture Discussion	Charts, models, photographs ,	Understanding, Awareness	Discussion Diary, Notes	Oral test, quiz discussion diary etc	5hrs
<ul style="list-style-type: none"> To understand the various phases in growth of nails. 	Lecture , Discussions,	reference Charts, models,	Understanding, Awareness	Discussion Diary, Notes	Oral test, quiz discussion diary etc	
<ul style="list-style-type: none"> To give an idea about different shapes of the nails 	Visuals aids Lecture discussion, demonstration	photographs , reference Charts, models, photographs , reference	Understanding, Awareness	Discussion Diary, Notes	Oral test, quiz discussion diary etc	

5.2 NAIL IRREGULARITIES AND DISEASES

Introduction

Many common disorders of the nails such as cuticle problems can be corrected by regular manicures. Proper care and manicuring can improve certain disorders. Onychosis refers to any diseases of the nail.

Curriculum Objectives

To get an awareness of common nail irregularities and diseases its causes and care through lecture pictures, charts and posters.

Syllabus

Nail irregularities and diseases.

To the chapter

- Introduction about nail disorders.
- Corrugation or wavy ridges.
- Furrows, Leuconychia, onychophagy or bitten nails, split nails, Hang nails, egg shell nails, blue nails, ringworm of the hands, ring worm of foot (Athletes foot etc)

Contents Summary

Corrugation or Wavy ridges

Are caused by uneven growth of the nails usually the result of illness or injury. Carefully buff the nails

Furrows.

Depressions in the nails either lengthwise or across the nail. Avoid use of metallic cuticle pushers

Leuconychia or white spots

Appear frequently in the nails but do not indicate diseases. As the nails continues to grow these spot disappear

Onychophagy (bitten nails)

Is a result of an acquired nervous habit that prompts the individuals to chew the nail or the hardened cuticle frequent manicures and care of cuticle help to overcome this habit.

Split or brittle nails

Causes are injury to the finger, careless filing of the nails and excessive use of cuticle solvents and nail polish removes suggest oil manicures.

Hangnails

Is a condition in which cuticle splits around the nail. Dryness of cuticle, cutting off too much cuticle or carelessness in removing the cuticle may result in hang nails.

Proper care such as hot oil manicure, properly cared hands etc will help to improve the condition

Egg shell nails

Nail plate being noticeably thin, which and much more flexible than normal nails. The nails plate separates from the bed and curves at the free edge.

Blue Nails

May be attributed to poor blood circulation or heart disorder

A regular manicure should be given

Ringworm of hands (tinea)

It is highly contagious disease caused by fungus. Red lesions may occur in patches or rings over hands. Itching may occur

Only physician can determine

Ringworm of the foot (Athlets foot)

Deep itching, They spread over the sole and between the toes and skin becomes red and oozes. Both prevention and treatment are accomplished by keeping the skin cool, dry and clean.

Activity

Assignments can be given

- Make chart to analyze the structure of the nail. Label each section
- Make another chart and indicate nail disorders in 1st column its causes in the 2nd column and its preventive methods in the 3rd column.

UNIT ANALYSIS
NAIL IRREGULARITIES AND DISEASES

UNIT 5.2

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation	Times
<ul style="list-style-type: none"> To get an awareness of common nail irregularities and diseases its causes and care through lecture pictures, charts and posters 	Lecture demonstration practicals	Pictures Charts , references,	Understanding Awareness Ability	Discussion Diary Assignment,	Oral test Practical test	20hrs

Application of nail polish

Apply base coat. Apply the polish lightly and quickly using sweeping strokes from the base to the free edge of the nail. Apply top or seal coat Apply hand lotion.

Artificial nails

Clean attractive hands and nails are an admirable part of a woman's top to toe grooming. When a woman cannot grow natural nails of the desired strength and length artificial nails can be applied. Press on artificial nails are also available.

Nail Arts

It is an exciting and elaborate form of nail decoration. It is increasingly popular especially for parties and special occasions. Nail polish, specially designed paints, gem, stones, glitters, feather brushes etc used for it.

Sample questions

- 1 What is meant by manicuring
- 2 List out the cosmetics and implements used for manicure
- 3 Why a base coat applied before the nail polish?
- 4 What are the steps in plain manicure?
- 5 What is pedicuring?

UNIT ANALYSIS
CARE OF HANDS AND FEET

UNIT 5.3

Objectives	Strategies	Learning Materials	Skills	Expected product	Evaluation	Times
<ul style="list-style-type: none"> To get an idea of definition of manicure and pedicure qualifications of a manicurist etc 	Lecture Discussion Lecture	References	Awareness Understanding ability	Discussion diary	Oral test, Discussion diary	20hrs
<ul style="list-style-type: none"> To get an idea of how to give a good manicure and pedicure in a good manner 	Discussion Practicals	Pictuers charts Photographs posters	Awareness Understanding ability Knowledge	Practical awarness	Practical knowledge	

SAMPLE QUESTIONS

- 1 What are the scope of cosmetology?
- 2 Mention the career opportunities in the field of cometology?
- 3 List out the points consider before starting a beauty parlour.
- 4 Briefly describe a healthy skin?
- 5 Draw the structure of the skin?
- 6 How is skin nourished?
- 7 To what five sensations will the sensory nerves of the skin react?
- 8 What is the functions of sweat glands?
- 9 Mention the functions of sebum?
- 10 Name the four appendages of the skin?
- 11 What is a cell?
- 12 What is metabolism and its two phases?
- 13 Name nine body systems?
- 14 Which system covers, shapes and supports the skelton?
- 15 What are the important functions of skin?
- 16 What are the types of the skin?
- 17 Which type skin is considered the best and what is its characteristics?
- 18 How is skin tested?
- 19 Why is it necessary that cosmetologist be very careful before trying to deal with a skin in the beauty parlour?
- 20 Why should a cosmetologist should not neat a client with an infections or contagious disease?
- 21 Briefly describe the disorders of sweat glands?
- 22 Briefly describe the disorders of sebaceous glands?
- 23 Define Albanism?
- 24 What is the importance of water in the diet?
- 25 Briefly explain cleansing, toning moisturising and conditioning?

- 26 What are the benefits of regular facial?
- 27 What is the importance of steaming?
- 28 What is the importance of pack application?
- 29 What are the materials and equipments used for facial?
- 30 What is the importance of packs and masks
- 31 For what type of skin are packs recommended?
- 32 For what type of skin are masks recommended?
- 33 Why a patch test done before bleaching?
- 34 What are the importance of sterilization and sanitation in a beauty parlour?
- 35 What is trichology?
- 36 What are the main purpose of hair?
- 37 How does the hair receives its nourishments?
- 38 What is meant by hair cycle?
- 39 Define hair texture, porosity elasticity?
- 40 What are the causes for dandruff?
- 41 Briefly describe scabics and pediculosis?
- 42 What is the importance of cleansing toning, conditioning and shampooing?
- 43 Why is it necessary to condition the hair after shampooing
- 44 What are the points to consider on waxing?
- 45 What is epilation and depilation?
- 46 What are the points consider on electrolysis?
- 47 What are oil lightners?
- 48 Draw the structure and composition of nail?
- 49 What are the various shapes of nails?
- 50 What are correugations or wavy ridges?
- 51 What are furrows, white spots and onychophgy
- 52 What are the signs of athlets foot?
- 54 What is meant by manicuring?
- 55 What is meant by pedicuring?
- 56 What are the essential cosmetics and equipments used for manicuring?