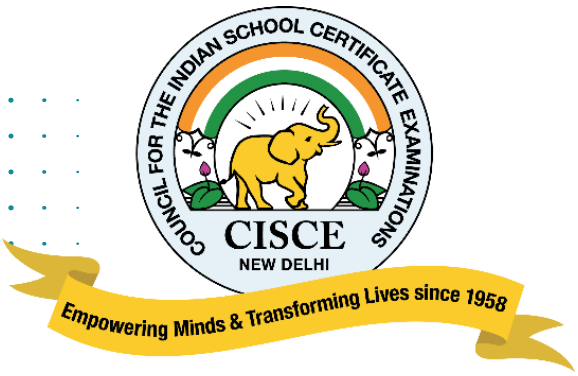
ICSE

INDIAN CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

YEAR 2028



ASSISTANT HAIR STYLIST (61)

Developed by:
Research, Development and Curriculum Division (RDCD)
CISCE

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Council for the Indian School Certificate Examinations (CISCE)

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ETHOS OF CISCE

- Trust and fair play.
- Minimum monitoring.
- Allowing schools to evolve their own niche.
- Catering to the needs of the children.
- Giving freedom to experiment with new ideas and practices.
- Diversity and plurality - the basic strength for evolution of ideas.
- Schools to motivate pupils towards the cultivation of:
  Excellence - The Indian and Global experience.
  Values - Spiritual and cultural - to be the bedrock of the educational experience.
- Schools to have an 'Indian Ethos', strong roots in the national psyche and be sensitive to national aspirations.

ASSISTANT HAIR STYLIST

(Subject Code: 61)

(Sector: Beauty and Wellness)

OVERVIEW

Assistant Hair Stylist needs to perform basic hair care as well as maintain hygiene and safety at the workplace. She/he should have knowledge about various hair products and should be able to perform basic services for hair care such as shampooing and conditioning, blow drying, provide basic haircuts, and assist the hair stylist in providing other advanced hair services. In addition to assisting in maintaining the salon ambience, she/he is also required to do various other tasks in the salon, including, sales of the hair care products after obtaining knowledge about them. She/he must also be conversant in correct usage and handling of products to perform the hair treatments safely.

OUTCOMES:

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

- communicate effectively with the customers;
- describe the various career options available in the beauty and wellness industry, such as, Assistant Hair Stylist, Product Advisor, etc.;
- apply effective oral and written communication skills to interact with people and customers;
- adopt a culture of safe, clean, healthy and pleasant environment at training centres and beauty salons;
- prepare and maintain the work area;
- demonstrate the knowledge of the anatomical structure of hair and understand the hair growth cycle;
- develop basic understanding of common disorders of the hair and scalp;
- demonstrate the knowledge of the basic principles and application of various types of hair products and their effect on the hair;
- demonstrate the skills of handling and maintenance of the equipment and implements used;
- demonstrate the procedure for basic hair care services (shampoo, conditioner, basic cuts, head massages, colour) and explain precaution to be undertaken during services;
- demonstrate client consultation techniques and client record information;
- demonstrate the procedure for basic haircut and identify suitable equipment and product/s for the haircut;
- demonstrate different types of hair styles with design tools;
- demonstrate professional ethics and attitude.

Class IX

*There will be **one** written paper of **two hours** duration carrying 100 marks and Internal Assessment of Practical of 100 marks.*

COURSE STRUCTURE:

PART I: THEORY – 100 MARKS
Employability Skills – 30 Marks
Unit 1: Communication Skills – I
Unit 2: Self-management Skills – I
Unit 3: Basic Information and Communication Technology Skills – I
Unit 4: Entrepreneurial Skills – I
Unit 5: Green Skills – I
Vocational Skills – 70 Marks
Unit 6: Introduction to the Beauty and Wellness Industry
Unit 7: Prepare and Maintain the Work Area
Unit 8: Basic Hair Structure
Unit 9: Basic Hair Care (Shampoo and Conditioner) and Common Hairstyles
Unit 10: Head Massage
PART II: INTERNAL ASSESSMENT (PRACTICAL) – 100 MARKS
Practical Work – 70 Marks
Practical Examination – 40 Marks
Practical File – 10 Marks
Viva Voce (based on Practical Examination/File) – 20 Marks
Project Work – 30 Marks
Report of Field Visit/Project – 10 Marks
Student Portfolio – 10 Marks
Viva Voce (based on Report of Field Visit/Student Portfolio/Project) – 10 Marks

PART I: THEORY- 100 MARKS

Employability Skills

Unit-1: Communication Skills – I

Learning Outcome 1.1: Demonstrate knowledge of various methods of communication

Theory	Practical
1. Methods of communication: (i) Verbal (ii) Non-verbal (iii) Visual	▪ Writing pros and cons of written, verbal, and non-verbal communication ▪ Listing dos and don'ts for avoiding common body language mistakes

Learning Outcome 1.2: Identify elements of communication cycle

Theory	Practical
1. Meaning of communication 2. Importance of communication skills 3. Elements of communication cycle: (i) Sender (ii) Ideas (iii) Encoding (iv) Communication channel (v) Receiver (vi) Decoding (vii) Feedback	▪ Draw a diagram of communication cycle ▪ Role plays on communication process related to the sector/job role

Learning Outcome 1.3: Identify the factors affecting our perspectives in communication

Theory	Practical
1. Perspectives in communication 2. Factors affecting perspectives in communication: (i) Visual perception (ii) Language (iii) Past experience (iv) Prejudices (v) Feelings (vi) Environment	▪ Group discussion on factors affecting perspectives in communication ▪ Sharing of experiences on factors affecting perspectives ▪ Sharing experiences on factors affecting communication at workplace

Learning Outcome 1.4: Demonstrate the knowledge of basic writing skills	
Theory	**Practical**
1. Writing skills related to the following: (i) Phrases (ii) Kinds of sentences (iii) Parts of sentence (iv) Parts of speech (v) Use of articles (vi) Construction of a paragraph	▪ Demonstration and practice of writing sentences and paragraphs on topics related to the subject

Unit-2: Self-management Skills – I

Learning Outcome 2.1: Describe the meaning and importance of self-management	
Theory	**Practical**
1. Meaning of self-management 2. Positive results of self-management 3. Self-management skills	▪ Identification of self-management skills ▪ Strength and weakness analysis

Learning Outcome 2.2: Identify the factors that help in building self-confidence	
Theory	**Practical**
1. Factors that help in building self-confidence – social, cultural, and physical factors 2. Self-confidence building tips – getting rid of negative thoughts, thinking positively, staying happy with small things, staying clean, hygienic, and smart, chatting with positive people, etc.	▪ Role play exercises on building self-confidence ▪ Use of positive metaphors/words ▪ Positive stroking on waking up and before going to bed ▪ Helping others and working for community

Unit-3: Basic Information and Communication Technology Skills – I

Learning Outcome 3.1: Demonstrate the knowledge of the role of Information and Communication Technology (ICT) in day-to-day life and workplace	
Theory	**Practical**
1. Introduction to ICT 2. Role and importance of ICT in personal life and at the workplace 3. ICT in our daily life (examples)	▪ Discussion on the role and importance of ICT in personal life and at the workplace ▪ Preparing posters/collages to show the role of ICT at workplace

4. ICT tools – mobile, tab, radio, TV, email, etc.	

Learning Outcome 3.2: Identify components of basic computer system and their functions

Theory	Practical
1. Computer system – Central Processing Unit (CPU), memory, motherboard, storage devices 2. Hardware and software of a computer system 3. Role and functions of Random Access Memory (RAM) and Read-only Memory (ROM) 4. Role and functions of Central Processing Unit 5. Procedure for starting and shutting down a computer	▪ Connecting the cables and peripherals to the Central Processing Unit ▪ Starting and shutting down a computer ▪ Group discussion on the various aspects of hardware and software

Learning Outcome 3.3: Demonstrate use of various components and peripherals of computer system

Theory	Practical
1. Peripheral devices and their uses – mouse, keyboard, scanner, webcam, etc. of a computer system	▪ Identification of various parts and peripherals of a computer ▪ Demonstration and practice on the use of a mouse ▪ Demonstration and practice on the use of a keyboard ▪ Demonstration of the use of printers, webcams, scanner, and other peripheral devices ▪ Drawing a diagram of a computer system and labelling it

Learning Outcome 3.4: Demonstrate basic computer skills

Theory	Practical
1. Primary operations on a computer system – input, process, storage, output, communication, networking, etc.	▪ Identification of the various input and output units and explanation of their purposes

Unit-4: Entrepreneurial Skills – I

Learning Outcome 4.1: Identify various types of business activities

Theory	Practical
1. Types of businesses – service, manufacturing,	▪ Prepare posters of business activities found in

hybrid 2. Types of businesses found in our community, business activities around us	cities/villages, using pictures ▪ Discuss the various types of activities, generally adopted by small businesses in a local community ▪ Best out of waste ▪ Costing of the product made from waste ▪ Selling of items made from waste materials ▪ Prepare list of businesses that provides goods and services in exchange for money

Learning Outcome 4.2: Demonstrate the knowledge of distinguishing the characteristics of entrepreneurship

Theory	Practical
1. Meaning of entrepreneurship development 2. Distinguishing characteristics of entrepreneurship 3. Role and rewards of entrepreneurship	▪ Prepare charts showing advantages of entrepreneurship over wages ▪ Group discussions on the role and features of entrepreneurship ▪ Lectures/presentations by entrepreneurs on their experiences and success stories ▪ Identify core skills of successful entrepreneurs

Unit-5: Green Skills – I

Learning Outcome 5.1: Demonstrate the knowledge of the factors influencing natural resource conservation

Theory	Practical
1. Introduction to the environment 2. Relationship between society and environment, ecosystem and factors causing imbalance 3. Natural resource conservation 4. Environment protection and conservation	▪ Group discussion on hazards of deteriorating environment ▪ Prepare posters showing environment conservation ▪ Discussion on various factors that influence our environment

Learning Outcome 5.2: Describe the importance of green economy and green skills

Theory	Practical
1. Definition of green economy 2. Importance of green economy	▪ Discussion on the benefits of green skills and the importance of green economy ▪ Prepare a poster showing the importance of green economy with the help of newspaper/magazine cuttings

Vocational Skills

Unit-6: Introduction to the Beauty and Wellness Industry

Learning Outcome 6.1: Identify various career opportunities in the beauty sector

Theory	Practical
1. Introduction to the beauty and wellness industry 2. Major sub-segments of the beauty and wellness sector 3. Career path for Assistant Hair Stylist	▪ Prepare a chart for career opportunities as Assistant Hair Stylist ▪ Describe the beauty and wellness sector

Learning Outcome 6.2: Describe the importance of beauty and hair care

Theory	Practical
1. Importance of beauty salons 2. Hair care	▪ Describe the importance of beauty salons and hair care Demonstrate the steps of hair care

Learning Outcome 6.3: Identify different services in hair care

Theory	Practical
1. Services for hair care: (i) Shampooing (ii) Conditioning (iii) Blow drying (iv) Basic hair cut (v) Head massage	▪ Demonstrate the hair care services

Unit-7: Prepare and Maintain the Work Area

Learning Outcome 7.1: Prepare and maintain the work area

Theory	Practical
1. Essentials of work area 2. Types of products, equipment used in services 3. Storage of tools, products, and equipment 4. Sterilisation and disinfection methods 5. Safe disposal of waste	▪ Demonstrate the products and equipment ▪ Demonstration on the storage of products, tools, and equipment safely and at the proper place ▪ Demonstrate the store management ▪ Demonstration of sterilisation and disinfection

6. Personal presentation and behaviour 7. Maintenance of record cards, equipment, and materials 8. Compliances with rules and norms at the workplace	of tools and equipment ▪ Segregation and disposal of waste ▪ Demonstration on the preparation and maintenance of the work area

Learning Outcome 7.2: Describe health and safety at the workplace	
Theory	**Practical**
1. Self-grooming as per the salon standards 2. Work area preparation 3. Personal safety during the service: (i) Maintain posture to minimize fatigue (ii) Hazards and risks at the workplace – document potential, fire, chemical, electrical, etc. 4. Styling tools and products that are safe and fit 5. Mix the ingredients to prepare the right proportion of products 6. Appropriate place to avoid spillage 7. First aid for the reaction	▪ Prepare a chart on health and safety standards ▪ Organise the styling tools and products for the hair stylist

Unit-8: Basic Hair Structure

Learning Outcome 8.1: Demonstrate the knowledge of the anatomical structure of hair

Theory	Practical
1. Types of hair 2. Parts of hair 3. Hair root: Arrector pili muscles, follicle, papilla, sebaceous gland 4. Hair shaft: cuticle, cortex, and medulla 5. Three stages of hair growth cycle: (i) Anagen (ii) Catagen (iii) Telogen	▪ Reading sessions on the terms used for describing the structure of hair ▪ Writing session on the terms used for describing the structure of hair ▪ Identify various parts of the hair structure and draw a diagram ▪ Prepare a chart on hair root and hair shaft – cuticle, cortex, medulla ▪ Make a group of 4 students and divide topics of hair structure among them, followed by a diagram presentation in the class ▪ Make a collage using pictures of hair types ▪ Prepare a chart of hair growth cycle and display in the class

Learning Outcome 8.2: Demonstrate the knowledge and skills of common diseases of the hair and scalp

Theory	Practical
1. Diseases of hair and scalp and its treatment (i) Hair fall (ii) Split ends (iii) Dandruff	▪ Prepare a photo collage of hair problems ▪ Group discussion on the problems of hair and scalp ▪ Demonstrate hair and scalp treatments

Unit-9: Basic Hair Care (Shampoo and Conditioner) and Common Hairstyles

Learning Outcome 9.1: Demonstrate the knowledge of shampoo and conditioner

Theory	Practical
1. Types of shampoo and conditioner according to hair and scalp 2. Importance of shampoo and conditioner	▪ Describe the shampoo ▪ Describe the conditioner ▪ Collect a sample of empty shampoo and conditioner bottles/*sheeshe* used for different hair types

Learning Outcome 9.2: Perform shampooing and conditioning service	
Theory	**Practical**
1. Prepare the work area 2. Client consultation and preparation 3. Equipment and material used for shampoo and conditioner 4. Identify the hair and scalp condition 5. Contraindications that prevent treatment (oily dandruff, scalp infection) 6. Accurate procedure for shampoo and conditioner 7. Chair setting as per client's comfort, privacy, and safety 8. Follow salon's code of conduct 9. After-care advice 10. Client's feedback	▪ Enlist tools and equipment ▪ Demonstrate the use of equipment ▪ Demonstrate and practice the rotary massage strokes ▪ Demonstrate operational function of shampoo station ▪ Demonstrate the shampoo and conditioner procedure ▪ Demonstrate the towel draping on wet hair ▪ Practice detangling the hair with the help of a wide toothed comb ▪ Demonstrate the blow drying of hair (blast dryer)

Learning Outcome 9.3: Make common hairdos	
Theory	**Practical**
1. Preparation of the work area 2. Styling products, tools, and equipment: hair gel, mousse, hair spray, serum, styling lotion, heat protectant, combs – flat back, vent brush, etc. 3. Types of hair style: plait, twist, braids, knots, rolls, chignon, pleat, ringlets, tonging, etc. 4. Procedure of the hair styles with accessories 5. Precaution during services	▪ Demonstrate the hair product application ▪ Demonstrate all the (specified by teacher) styles ▪ Demonstrate how to set hair accessories ▪ Make a collage using pictures of different hair styles

Learning Outcome 9.4: Describe the customer feedback information	
Theory	**Practical**
1. Accept the feedback in a positive manner File and documentation, routine reports, and feedback	▪ Demonstrate feedback form in the class

Unit-10: Head Massage

Learning Outcome 10.1: Describe scalp massage services

Theory	Practical
1. Client consultation and preparation 2. Hair and scalp analysis 3. Contraindications 4. Select and prepare tools, products, and equipment 5. Introduction to head massage and its types (strokes) 6. Selection of massage medium (hair oil/serum/gel) as per client requirement	▪ Demonstrate hair analysis – examine the hair and scalp condition ▪ Describe the contraindication of the services (in which condition, should services be avoided) ▪ Demonstrate the trolley setting ▪ Describe the head massage procedure (client draping, client comfort, understanding client relaxation point, use of suitable equipment)

Learning Outcome 10.2: Demonstrate head massage procedure

Theory	Practical
1. Preparation and position of client and assistant 2. Precautions during service 3. Head massage procedure (including various massage techniques) and zap points, *chakras* 4. Benefits of head massage 5. Factors that affect head massage 6. Contraindication of head massage (marma pressure points) 7. Follow salon's code of conduct 8. Post care advice (i) Home care advice	▪ Identify the suitable oil or medium for the procedure ▪ Arrange all the equipment as per requirement for performing head massage ▪ Demonstrate the steps of head massage ▪ Make a group of two people and explain all zap points and *chakras* in the class with the help of other group members ▪ Make a presentation in the class for contraindications of a head massage ▪ Group discussion on the benefits of head massage ▪ Operate the equipment used in head massage ▪ Role play: make a team of two, where one will act as the assistant hair stylist and another as the client and then one will explain to the other the home care advice, recommendations for product use and suggestions for further services

Learning Outcome 10.3: Describe the client feedback information	
Theory	**Practical**
1. Customer feedback (i) Ask simple questions to check with the client about their satisfaction with the finished result 2. Thank customer for feedback post-service or apologise when required	▪ Role-play to get the feedback form filled from the client as per the prescribed format ▪ Explain the principles of privacy, protection of information

PART II: INTERNAL ASSESSMENT (PRACTICAL) – 100 MARKS

To be assessed internally by the school.

For guidelines of Internal Assessment refer to Class X.

Class X

*There will be **one** written paper of **two hours** duration carrying 100 marks and Internal Assessment of Practical of 100 marks.*

COURSE STRUCTURE:

PART I: THEORY – 100 MARKS
Employability Skills – 30 Marks
Unit 1: Communication Skills – II
Unit 2: Self-management Skills – II
Unit 3: Basic Information and Communication Technology Skills – II
Unit 4: Entrepreneurial Skills – II
Unit 5: Green Skills – II
Vocational Skills – 70 Marks
Unit 6: Basic Blow Drying of the Hair
Unit 7: Basic Haircut
Unit 8: Hair Colour Application
Unit 9: Basic Makeup and Depilation
Unit 10: Assist the Hair Stylist in Advanced Hair Services
Unit 11: Creating Positive Impression at the Workplace
PART II: INTERNAL ASSESSMENT (PRACTICAL) – 100 MARKS
Practical Work – 70 Marks
Practical Examination – 40 Marks
Practical File – 10 Marks
Viva Voce (based on Practical Examination/File) – 20 Marks
Project Work – 30 Marks
Report of Field Visit/Project – 10 Marks
Student Portfolio – 10 Marks
Viva Voce (based on Report of Field Visit/Student Portfolio/Project) – 10 Marks

ICSE Examination Year 2028

PART I: THEORY – 100 MARKS

Employability Skills

Unit-1: Communication Skills – II

Learning Outcome 1.1: Demonstrate knowledge of various methods of communication

Theory	Practical
1. Methods of communication: (i) Verbal (ii) Non-verbal (iii) Visual	▪ Writing pros and cons of written, verbal, and non-verbal communication ▪ Listing dos and don'ts for avoiding common body language mistakes

Learning Outcome 1.2: Provide descriptive and specific feedback

Theory	Practical
1. Communication cycle and importance of feedback 2. Meaning and importance of feedback 3. Descriptive feedback – written comments or conversations 4. Specific and non-specific feedback	▪ Constructing sentences for providing descriptive and specific feedback

Learning Outcome 1.3: Apply measures to overcome barriers in communication

Theory	Practical
1. Barriers to effective communication – types and factors 2. Measures to overcome barriers in effective communication	▪ Enlisting barriers to effective communication ▪ Applying measures to overcome barriers in communication

Learning Outcome 1.4: Apply principles of communication

Theory	Practical
1. Principles of effective communication 2. 7Cs of effective communication	▪ Constructing sentences that convey all facts required by the receiver ▪ Expressing in a manner that shows respect to the receiver of the message ▪ Exercises and games on applying 7Cs of effective communication

Learning Outcome 1.5: Demonstrate basic writing skills

Theory	Practical
1. Writing skills related to the following: (i) Sentence (ii) Phrase (iii) Kinds of Sentences (iv) Parts of Sentence (v) Parts of Speech (vi) Articles (vii) Construction of a paragraph	▪ Demonstration and practice of writing sentences and paragraphs on topics related to the subject

Unit-2: Self-management Skills – II

Learning Outcome 2.1: Apply stress management techniques

Theory	Practical
1. Meaning and importance of stress management 2. Stress management techniques – physical exercise, yoga, meditation 3. Enjoying going to vacations and holidays with family and friends 4. Taking nature walks	▪ Exercises on stress management techniques – yoga, meditation, physical exercises ▪ Preparing a write-up or an essay on experiences during a holiday trip

Learning Outcome 2.2: Demonstrate the ability to work independently

Theory	Practical
1. Importance of the ability to work independently 2. Describe the types of self-awareness 3. Describe the meaning of self-motivation and self-regulation	▪ Demonstration on working independently on goals ▪ Planning of an activity ▪ Executing tasks in a specific period, with no help or directives ▪ Demonstration on the qualities required for working independently

Unit-3: Basic Information and Communication Technology Skills – II

Learning Outcome 3.1: Distinguish between different operating systems

Theory	Practical
1. Classes of operating systems 2. Menu, icons, and taskbar on the desktop 3. File concept, file operations, file organization, directory structures, and file-system structures 4. Creating and managing files and folders	▪ Identification of taskbar, icons, menu, etc. ▪ Demonstration and practice of creating, renaming, and deleting files and folders, saving files in folders and sub-folders, restoring files and folders from recycle bin

Learning Outcome 3.2: Apply basic skills for care and maintenance of a computer

Theory	Practical
1. Importance and need of care and maintenance of a computer 2. Cleaning computer components 3. Preparing maintenance schedule 4. Protecting computer against viruses 5. Scanning and cleaning viruses and removing SPAM files, temporary files, and folders	▪ Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software

Unit- 4: Entrepreneurial Skills – II

Learning Outcome 4.1: List the characteristics of a successful entrepreneur

Theory	Practical
1. Entrepreneurship and society 2. Qualities and functions of an entrepreneur 3. Role and importance of an entrepreneur 4. Myth about entrepreneurship 5. Entrepreneurship as a career option	▪ Writing a note on entrepreneurship as a career option ▪ Collecting success stories of first generation and local entrepreneurs ▪ Listing the entrepreneurial qualities – analysis of strength and weaknesses ▪ Group discussion of self-qualities that students feel are needed to become successful entrepreneurs ▪ Collect information and related data for a business ▪ Making a plan in teams for setting up a business

Unit-5: Green Skills – II

Learning Outcome 5.1: Demonstrate the knowledge of importance, problems and solutions related to sustainable development	
Theory	**Practical**
1. Definition of sustainable development 2. Importance of sustainable development 3. Problems related to sustainable development	▪ Identify the problems related to sustainable development in the community ▪ Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage ▪ Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values ▪ Preparing models on rainwater harvesting, drip/sprinkler irrigation, vermin-compost, solar energy, solar cooker, etc.

Vocational Skills

Unit-6: Basic Blow Drying of Hair

Learning Outcome 6.1: Demonstrate the knowledge of a blow dryer	
Theory	**Practical**
1. Function of the blow dryer and their brushes 2. Types and uses of blow dryer brushes 3. Types and uses of combs	▪ Explain the functions of a blow dryer ▪ Arrange brushes according to their application ▪ Make a collage using pictures of blow dryer brushes ▪ Identify and explain the types and uses of combs

Learning Outcome 6.2: Demonstrate the knowledge and skills of hair designing tools and products	
Theory	**Practical**
1. Hair designing tools: (i) Hot rollers (ii) Crimpers (iii) Iron (iv) Tong rod/curler (v) Blow dryer	• Explain the types and uses of tongs, iron, and crimper • Prepare a chart of hair styling products • Demonstrate hair styling products

2. Hair products: (i) Spray (ii) Cream (iii) Mousse (iv) Gel, etc.	

Learning Outcome 6.3: Identifying the client's requirements

Theory	Practical
1. Use suitable consultation techniques to identify the client's need for the look 2. Consultation techniques: (i) Catalogue of styles (ii) Chart or image, etc.	▪ Demonstrate the client consultation techniques ▪ Make a collage using pictures of different hair styles for referencing

Learning Outcome 6.4: Demonstrate the basic techniques of blow-drying process

Theory	Practical
1. Prepare the work area 2. Equipment and material used for blow drying 3. Identification of hair condition 4. Contraindication of blow drying 5. Blow drying procedure: (i) Blow dry using sections with different types of brushes (flat brush/paddle, round brush, finishing brush, etc.) (ii) Rollers and products (iii) Techniques: settings of the dryer (finger drying) (iv) Direction of blow drying and duration (v) Controlling hair sections during the blow-drying process (vi) Back brushing techniques 6. Provide specific after care advice	▪ Demonstrate the various techniques to minimise damage to the hair ▪ Arrange all tools and material used for blow drying as per standard ▪ Demonstrate the techniques of hair sectioning and back brushing ▪ Identify tools and equipment used for blow drying ▪ Demonstrate the blow dryer with all brushes and rollers ▪ Demonstrate hair product application ▪ Create different hairstyle looks with the help of a blow dryer and brushes ▪ Role play: post care advice

Unit-7: Basic Haircut

Learning Outcome 7.1: Demonstrate the knowledge of hair cutting factors

Theory	Practical
1. Type of hair – straight, wavy, curly 2. Factors affecting hair cutting 3. Angles and elevation	▪ Demonstrate the classification of hair in the class ▪ Describe the factors affecting haircuts

Learning Outcome 7.2: Describe the client consultation techniques

Theory	Practical
1. Client consultation: (i) Identify the client's desired look by catalogue styles, chart, or image reference (ii) Contraindication that may restrict the service	▪ Role play: interaction ▪ Make a collage using photos of different hair cutting styles

Learning Outcome 7.3: Demonstrate the knowledge of suitable equipment and product for the haircut

Theory	Practical
1. Equipment that can be used on different types of haircuts 2. Tools: clippers, scissors, razors, trimmer, sectioning clips, tail comb, cutting comb and wide comb 3. Types of products available for achieving final look 4. Products: gel, mousse, spray, serum, creams	▪ Perform trolley setting ▪ Demonstrate hair cutting tools with their usage ▪ Prepare a collage using pictures of hair products

Learning Outcome 7.4: Perform hair cutting services

Theory	Practical
1. Preparing the work area 2. Equipment and material used for haircuts 3. Different factors of hair cuts 4. Prepare the client's hair prior to cutting: (i) Client draping for the haircut (ii) Sectioning hair as per the cut 5. Cutting procedure:	▪ Draw a collage using pictures of different hair types like straight, wavy, curly with different face shapes ▪ Demonstrate the client's draping and hair sectioning ▪ Demonstrate all cutting techniques on the dummy ▪ Demonstrate in the class for steps of hair cutting with dos and don'ts

(i) Cutting techniques: scissors over comb, clipper over comb, freehand and thinning straight cut (ii) One length, V cut, U cut, tapered and round, square shapes with suitable neckline (iii) Angles with elevations 6. Post haircut advice 7. Follow code of conduct as per salon standard	▪ Practice of all cutting, step by step, in the class ▪ Conduct group discussion on cutting-related problems ▪ Demonstrate the use of post haircut products

Learning Outcome 7.5: Demonstrate client feedback

Theory	Practical
1. Record file details of the procedure as per the organisational standards 2. Feedback post service	▪ Demonstrate the process of filling client records ▪ Fill feedback forms

Unit-8: Hair Colour Application

Learning Outcome 8.1: Demonstrate the knowledge of international colour chart

Theory	Practical
1. Colour theory: (i) Colour wheel chart (primary, secondary, and tertiary colour) 2. International colour chart 3. Hair and scalp conditions and causes, hair analysis and hair examination 4. Types of hair colouring: (i) Permanent (ii) Semi-permanent (iii) Temporary colours	▪ Make a chart of all the colour tubes with number and name ▪ Prepare an international colour chart ▪ Group activity on the colour chart

Learning Outcome 8.2: Demonstrate the colouring procedure

Theory	Practical
1. Work area preparation 2. Consulting and preparing the client for hair colouring 3. Select product, tools, and equipment as per the client service 4. Chair setting as per the client's comfort,	▪ Role play: interaction with client using suitable consultation technique to identify the service objective ▪ Demonstrate chair setting as per the services required ▪ Demonstration on pre-preparation of client for

privacy, and safety 5. Sections for colouring 6. Selection of colour with number tube based on highlighting and low lighting 7. Colour mixing ratio 8. Procedure for: (i) Full head colour (ii) Regrowth (iii) Highlighting (iv) Low lighting colour/henna techniques with dos and don'ts 9. Monitor the development of colour for desired look 10. Follow the salon's code of conduct	colouring ▪ Demonstration on conducting patch test ▪ Analysis of skin sensitivity check for reaction (leave for 24 hours after patch test) ▪ Demonstrating the colour mixing ratio and root touch-up/application of henna ▪ Demonstrate hair wash procedure ▪ Explain the dos and don'ts of colour/henna application

Learning Outcome 8.3: Describe the post hair colouring advice

Theory	Practical
1. Post colouring shampoo and conditioner 2. Homecare advice	▪ Demonstrate the post colouring product range

Learning Outcome 8.4: Demonstrate the knowledge of client records' information

Theory	Practical
1. Customer feedback 2. Post-service apologies when required 3. Prepare client card with signature 4. Record details of the procedure accurately as per the organisation's standards	▪ Filling up the client feedback form or record card ▪ Demonstrate feedback form in the class ▪ Consult the concerned authority to resolve issues generated during services

Unit-9: Basic Makeup and Depilation

Learning Outcome 9.1: Demonstrate the knowledge and skills of basic depilation, threading service

Theory	Practical
1. Client consultation and preparation 2. Benefits of threading 3. Threading techniques 4. Different shapes of eyebrows according to face	▪ Demonstration of threading process for upper lip hair removal ▪ Practical of eyebrow threading ▪ Application of pre and post products during threading

shape 5. Types of tools and materials used for threading: scissors, plucker, disposable eyebrow brush, thread, powder, cotton, etc. 6. Contraindications 7. Threading procedure (eyebrow and upper lip) 8. Aftercare procedures for threading services	

Learning Outcome 9.2: Perform simple makeup services	
Theory	**Practical**
1. Types of skin and skin tone 2. Types of makeup brushes 3. Uses of makeup removers 4. Uses of cleansers and toners 5. Types and purpose of various makeup products: foundation, powder, blush, mascara, eye shadow, eye liner, eyebrow pencil, lip liner and lip gloss/stick 6. Makeup application sequence 7. Selection and application of correct makeup products to enhance facial features and meet client's needs, etc.	▪ Identification of the skin types and skin tone ▪ Demonstration of the uses of cleansers and toners ▪ Demonstration of correct makeup product application

Unit-10: Assist the Hair Stylist in Advanced Hair Services

Learning Outcome 10.1: Demonstrate the knowledge of product, tools, and equipment as per the client's hair and scalp condition	
Theory	**Practical**
1. Maintain effective and safe methods of working 2. Personal safety during the service 3. Identify the condition of the hair and scalp using suitable consultation 4. Types of tools, materials and equipment used for hair services	▪ Demonstration and identification of various products and tools according to the client's hair and scalp condition ▪ Prepare a chart on health and safety standards ▪ Practical of trolley setting

Learning Outcome 10.2: Organise and arrange the work area	
Theory	**Practical**
1. Organise and arrange the product as per the service requirement	▪ Demonstration on how to arrange the work area and products

Learning Outcome 10.3: Carry out simple tasks to assist the hair stylist and post service	
Theory	**Practical**
1. Resolve problems occurring during the process of service 2. Cleaning up the area post service	▪ List out the instructions of post service

Unit-11: Creating a Positive Impression at the Workplace

Learning Outcome 11.1: Demonstrate the knowledge of creating positive impression at the workplace	
Theory	**Practical**
1. Meet and greet the customers: body language/posture/gesture 2. Well-lit area, light music, good fragrance 3. Reception area and salon staff room management 4. Creation of a caring and comforting environment 5. Effective consultation techniques to identify service or treatment objectives 6. Effective communication techniques for dealing with clients, especially on the telephone, good listening skills and emphatic behaviour 7. Code of conduct and professional etiquettes Working as an effective team member	▪ Games for developing leadership qualities and effective communication skills ▪ Activities on working as a team member ▪ Demonstration and games on effective communication

Learning Outcome 11.2: Demonstrate professional etiquettes and personal grooming	
Theory	**Practical**
1. Behave in a professional manner or with etiquettes 2. Use effective communication techniques when dealing with the clients 3. Personal grooming and hygiene 4. Uniform and work accessories – personal protective equipment 5. Maintaining good health and posture	▪ Demonstration of procedures and practices for maintaining personal hygiene, use of personal protective equipment and maintaining good health and posture using videos and presentations ▪ Demonstration on presentable appearance: light makeup, hair dressing, shoes/dress/body odour

Learning Outcome 11.3: Describe the client feedback records	
Theory	**Practical**
1. Accept feedback in a positive manner, file and documentation, routine reports, and feedback 2. Maintain confidentiality of information as required	▪ Demonstrate feedback form in the class ▪ Observing and making a note of how to maintain information ▪ Consult the concerned authority to resolve any issues generated during service

PART II: INTERNAL ASSESSMENT (PRACTICAL) – 100 MARKS

Practical Work

- Practical Examination – 40 Marks
- Practical File – 10 Marks
- Viva Voce (based on Practical Examination/File) – 20 Marks

The Practical Work allows candidates to demonstrate that they have knowledge and understanding of performing a task. This will include the hands-on Practical Examination and viva-voce. In addition, candidates will be required to maintain a practical file of the work done throughout the year.

*Candidates will be required to perform any **two** practicals selected by the external examiner. The two practicals selected by the external examiner will be from different units of the syllabus.*

Project Work

- Report of field visit/Project – 10 Marks
- Student Portfolio – 10 Marks
- Viva Voce (based on Report of Field Visit/Student Portfolio/Project) – 10 Marks

Project Work aims at assessing the practical skills of candidates over a certain period of time. This includes report of field visits, project undertaken, student portfolio along with viva-voce.

*Candidates are required to have completed **one** project on a topic of their choice from any topic/allied aspect covered in the syllabus. The project may include case study (example, study of a local industry/business), survey, model making, poster making/creation of audio-visual aids, interview of an entrepreneur from the local industry, etc.*

Candidates should maintain record of the field visits undertaken during the year. This should include subject-specific information obtained from the experts/observations made during the field visits.

The student portfolio is a compilation of work done by the candidate throughout the year, and may include reports, articles, photos of products prepared by the candidate in relation to the unit of competency.

EVALUATION

The practical and project work is to be evaluated by the subject teacher and by an External Examiner. The External Examiner shall be nominated by the Head of the school and may be a teacher from the faculty, but not teaching the subject in the relevant section/class.

The Internal Examiner and the External Examiner will assess the candidate's work independently.

Award of Marks	(100 Marks)
Subject Teacher (Internal Examiner)	50 marks
External Examiner	50 marks

The total marks obtained out of 100 are to be sent to the CISCE by the Head of the school.

The Head of the school will be responsible for the online entry of marks on the CISCE's CAREERS portal by the due date.

Teaching-learning Activities

For effective transaction of the subject content a combination of classroom activities, practical work and field visits/educational tours are to be used by the teacher.

Special emphasis should be laid on occupational safety, health and hygiene while conducting the teaching-learning activities.

Classroom Activities

Classroom activities, including, interactive lecture sessions followed by discussions should be conducted by the subject teachers, using a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc.

Practical Work

Practical work may include but not be limited to hands-on training, simulated training, role play, case-based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques.

Field Visits/Educational Tours

Students should be taken for field visits to give them an opportunity to interact with experts and to expose them to the various tools, equipment, materials, procedures, and operations in the workplace. During field visits, students should obtain subject-specific information from the experts or make a record of the activities observed.

A checklist of observations to be made by the students during the field visits should be developed by the teachers for systematic collection of information by the students on various aspects. For example, visit a salon and observe the following: location, ambience, work area (hair wash/hair cut styling), hygiene, etc.

During the visit, students may obtain the following information from the owner or the supervisor of the salon:

- Area under the salon
- Location, environment, convenience
- Type of work areas and their layout and arrangement
- Types of equipment and materials used
- Product and brands used by salons
- Hygiene and safety methods
- Sale procedure
- Workforce engaged
- Total annual income
- Total expenditure of the salon
- Profit/loss (annual)
- Any other information

In a year, at least 3 field visits/educational tours should be organised for the students, to expose them to the activities in the workplace. Schools may identify different opportunities for field visits within a short distance from the school and make necessary arrangements for the same.

List of Equipment and Materials

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

S. No.	Equipment Required
1.	All-purpose comb
2.	Barber brush
3.	Bath comb
4.	Anatomy and physiology charts
5.	Hand-held dryer and attachments
6.	Trolley
7.	Scalp steamer
8.	Climazone
9.	Round brushes (various diameters)
10.	Flat brushes
11.	Paddle bristle brushes
12.	Vent dressing comb
13.	Back comb
14.	Hot rollers with pins
15.	Bendy rollers
16.	Velcro rollers
17.	Pin curl clips
18.	Hood dryer
19.	Wraps
20.	Foil
21.	High/low lighting cap
22.	Perm curlers (various sizes)
23.	End papers
24.	Cotton wool
25.	Towels (white and brown)
26.	Tissue papers
27.	Disposable gloves

S. No.	Equipment Required
28.	Apron and capes
29.	Colour brushes
30.	Bowls
31.	Head steamer
32.	Computer with internet
33.	Crimpers
34.	Curling iron
35.	Curling rods (small, medium, large)
36.	Clippers
37.	Cutting scissors
38.	Cutting sheets
39.	Decorative pin boxes
40.	Dustbin
41.	Electric curler
42.	Exfoliation machine
43.	Frosting cap
44.	Derma scope
45.	Garbage bins/bags
46.	Hair clips set
47.	Hair connector
48.	Hair cutting comb
49.	Hairdresser chair/stool
50.	Hair dryer
51.	Hair pin boxes
52.	Hair steamer
53.	Hand mirrors
54.	Highchair

S. No.	Equipment Required
55.	Hydraulic chair x 5
56.	Invisible pin boxes
57.	Jumbo roller set
58.	Ladies/kids cut catalogues
59.	Large size rollers
60.	Large stools
61.	Large tooth comb
62.	Magazines/books with racks
63.	Measuring cup sets
64.	Measuring glass sets
65.	Measuring spoon sets
66.	Medium size rollers
67.	Mixing bowls set
68.	Mop
69.	Needle for striking
70.	Perming cap
71.	Pin curl clip boxes
72.	Razor with blades
73.	Roller brush set 5 in 1

S. No.	Equipment Required
74.	Roller pins
75.	Shampoo bowl set
76.	Shampoo unit
77.	Shower cap
78.	Small scissors
79.	Small size hair roller wires
80.	Small stools
81.	Spatula
82.	Spray bottle
83.	Steriliser
84.	Straightening iron
85.	Tail comb
86.	Thinning scissors
87.	Timer
88.	Tinting brush with comb
89.	Whiteboard
90.	Wide toothed comb
91.	Working and facial trolleys

Teacher Qualifications

The suggestive qualifications and minimum competencies for the subject teacher are as follows:

- Graduate in Cosmetology

  OR

  Certificate in Beauty and Wellness or Hair Dressing

  OR

  Any international diploma in Hair Dressing of 6 months duration with 1 year experience as a hair stylist

  OR

  12th Pass with 5 years of experience in the requisite domain

  OR

  10th Pass with 8 years of experience in the requisite domain.
- Effective communication skills (oral and written).
- Basic computing skills.