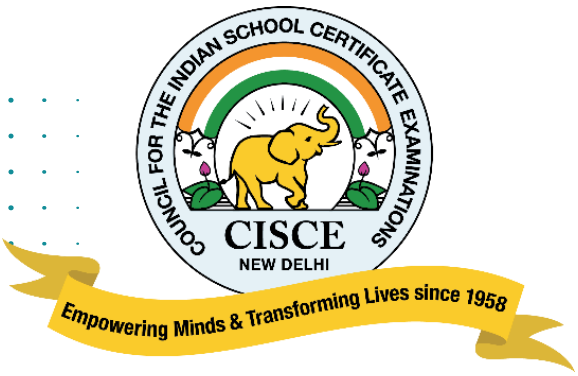
ICSE

INDIAN CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

YEAR 2028



ASSITANT BEAUTY THERAPIST (59)

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

January 2026

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- Trust and fair play.
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- 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 BEAUTY THERAPIST

(Subject Code: 59)

(Sector: Beauty and Wellness)

OVERVIEW

An Assistant Beauty Therapist needs to perform the basics of beauty therapy and maintain hygiene and safety at the workplace. She/he should be knowledgeable about various beauty products and should be able to perform basic depilation, manicure, pedicure, and basic face care services. She/he is required to assist the Beauty Therapist in providing advanced services. She/he must be trained in the correct usage and handling of products and tools/equipment to perform the skin 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, beauty therapist, makeup artist, hair stylist, etc.;
- adopt a culture of safe, clean, healthy and pleasant environment at training centres and beauty salons;
- demonstrate the knowledge of basic principles, properties and application of various types of cosmetics and their effect on the skin;
- demonstrate the skills of handling and maintenance of the equipment and implements used in beauty therapy;
- demonstrate the procedure for basic skin care and hair care services;
- demonstrate the procedure for manicure and pedicure;
- apply *mehendi* (henna) and make different designs;
- 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 and Beauty Therapy
Unit 7: Manicure, Pedicure and *Mehendi* Services
Unit 8: Hair Care
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 experiences (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	▪ Discussion on the role and importance of ICT in personal life and at the workplace ▪ Preparing posters/collages to show the role of

and at the workplace 3. ICT in our daily life (examples) 4. ICT tools – mobile, tab, radio, TV, email, etc.	ICT at workplace

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 a computer system	
Theory	**Practical**
1. Peripheral devices and their uses – mouse, keyboard, scanner, webcam, etc. of a computer system	▪ Identification of the 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, hybrid 2. Types of businesses found in our community, business activities around us	▪ Prepare posters of business activities found in 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 provide 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 and Beauty Therapy

Learning Outcome 6.1: Identify various career opportunities in the beauty sector	
Theory	**Practical**
1. Introduction to the beauty and wellness industry in India 2. Major sub-segments of the beauty and wellness sector 3. Career path for an Assistant Beauty Therapist in skin care services, makeup services and nail care services	▪ Identification of the beauty and wellness sub-segments using illustrations and videos ▪ Presentations on case studies of organisations providing beauty and wellness services

Learning Outcome 6.2: Identify different services in beauty therapy	
Theory	**Practical**
1. Services in beauty therapy: (i) Pedicure (ii) Manicure (iii) Threading (iv) Waxing (v) Bleaching (vi) Face clean-up (vii) Make-up (viii) Hairdo (ix) *Mehendi*	▪ Collection of pictures on different services used in beauty therapy and preparation of a portfolio by students ▪ Group activities on various services in beauty therapy

Learning Outcome 6.3: Prepare and maintain the work area	
Theory	**Practical**
1. Maintenance of record cards 2. Essentials of the work area 3. Sterilisation and disinfection methods 4. Personal presentation and behaviour 5. Safe disposal of waste 6. Storage of tools and equipment 7. Compliance with rules and norms at the workplace 8. Responsibilities of Assistant Beauty Therapist	▪ Demonstration on preparation and maintenance of the work area ▪ Filling up client record cards ▪ Demonstration of preparing clients for treatment ▪ Demonstration of sterilisation and disinfection of tools and equipment ▪ Segregation and disposal of waste ▪ Demonstration on the storage of products, tools, and equipment safely at the proper place

Learning Outcome 6.4: Maintain health and safety at the workplace	
Theory	**Practical**
1. Hazards and risks at the workplace – fire, chemical, electrical, etc. 2. Fire safety 3. Types of fire 4. Types of fire extinguishers 5. Electrical safety 6. Rescuing techniques 7. Chemical safety 8. Threats and risks associated with posture, lifting, and carrying 9. Correct posture for lifting and carrying 10. Parlour hygiene	▪ Exercises on reading information on labels of beauty products ▪ Identification of various areas to be cleaned, sanitised, and disinfected for maintaining hygienic conditions ▪ Preparation of status checklist for cleaning and safety of beauty parlour/salon ▪ Demonstrations on identification of contraindications of various beauty treatments ▪ Study of fire safety and electrical safety acts

Unit -7: Manicure, Pedicure and *Mehendi*

Learning Outcome 7.1: Demonstrate the knowledge of the anatomy of hands, nails, and feet	
Theory	**Practical**
1. Human body systems 2. Skeletal system 3. Muscular system 4. Nail growth and structure	▪ Demonstration on identification of bones and muscles in hands and feet in pictures ▪ Practical exercises on the location of bones in hands and feet

Learning Outcome 7.2: Perform manicure services	
Theory	**Practical**
1. Preparing the work area 2. Equipment and materials used for manicure 3. Identification of nail conditions 4. Contraindications that prevent treatment (haemophilia, arthritis, bruised nail, psoriasis of the nail, onycholysis and tinea unguium/onychomycosis) 5. Contraindications that restrict beauty and wellness services (onychorrhixis, leukonychia, furrows, beau's lines, onychophagy) 6. Nail conditions – weak nails, brittle nails, ridged nails, overgrown cuticles 7. Manicure procedure 8. Nail shapes 9. Applying nail polish	▪ Demonstration on the identification of nail shape, nail condition (texture, disease, etc.) ▪ Demonstration on identification of contraindications that restrict manicure services ▪ Identification of bones and muscles of the hands ▪ Demonstration on preparing client for manicure services ▪ Identification of products and tools suitable for carrying out manicure services

Learning Outcome 7.3: Perform pedicure services	
Theory	**Practical**
1. Purpose of pedicure 2. Contraindications for pedicure 3. Pedicure procedure 4. Pedicure massage 5. After-care advice	▪ Practical exercises on the identification of nail shape and nail condition (texture, disease, etc.) ▪ Identification of contraindications that restrict pedicure services ▪ Identification of bones and muscles of the feet ▪ Demonstration on preparation of client for pedicure services ▪ Identification of products and tools suitable to carry out the pedicure services

Learning Outcome 7.4: Carry out application of simple *mehendi* designs	
Theory	**Practical**
1. Tools and materials for *mehendi* application *2.* Preparations for application of *mehendi* 3. Procedure for application of *mehendi* 4. Sparkle *mehendi* *5.* Wooden block *mehendi* 6. After-care advice	▪ Demonstration for preparation of *mehendi* ▪ Demonstration of simple *mehendi* designs ▪ Identify various parts of the body commonly used for *mehendi* application ▪ Preparation of tools and product for *mehendi* application – *mehendi* cones, oils, etc. ▪ Demonstration for *mehendi* removal after drying

Unit-8: Hair Care

Learning Outcome 8.1: Perform simple hair dressing services

Theory	Practical
1. Types of hair – straight, wavy, curly, coily 2. Features affecting hair styling 3. Head shapes 4. Facial features 5. Face shape 6. Lifestyle 7. Anatomy of hair 8. Structure of hair 9. Contraindications 10. Hair and scalp conditions 11. Hair and scalp diseases 12. After-care advice	▪ Identification of different types of hair ▪ Identification of hair texture

Learning Outcome 8.2: Make common hairdos

Theory	Practical
1. Common hairstyles – plait, twist, braids, knots, chignon, rolls, ringlets, tonging, etc. 2. Hair accessories 3. Styling products, tools, and equipment – styling lotions, mousse, styling gel, heat protectants, serum, hairspray, cream, finishing gel, combs, flat back brush, vent brush, radial brush 4. Physical effects of styling on hair structure	▪ Demonstration of hairdos using different accessories ▪ Carrying out hair styling on dummies

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 Skin Care Services
Unit 7: Basic Depilation Services
Unit 8: Makeup Service
Unit 9: 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

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 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 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 successful entrepreneurs

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 a successful entrepreneur ▪ 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 Skin Care Services

Learning Outcome 6.1: Demonstrate the knowledge of the anatomy and physiology of skin	
Theory	**Practical**
1. Structure of the skin – epidermis, dermis, subcutaneous layer/hypodermis, hair follicle, hair shaft, sebaceous gland, arrector pili muscle, sweat gland and sensory nerve endings 2. Functions of the skin – protection, thermoregulation, hormone synthesis, excretion, immunological function, and sensory function	▪ Reading sessions on the terms used for describing the structure of the skin ▪ Writing sessions on the terms used for describing the structure of the skin ▪ Group activities on understanding the structure and functions of the skin

Learning Outcome 6.2: Demonstrate the knowledge of the actions of facial, neck and shoulder muscles	
Theory	**Practical**
1. Actions of the facial muscles and actions of the neck muscles 2. Actions of the shoulder muscles 3. Body movements	▪ Showing videos on demonstration of movement of muscles in the face, neck, and shoulders

Learning Outcome 6.3: Perform basic skin care services	
Theory	**Practical**
1. Different types of skin 2. Products related to skin care and methods to apply 3. Importance of cleansing, toning, moisturising, etc.	▪ Demonstration on identification of various products used for cleansing, toning, moisturising, etc.

Unit-7: Basic Depilation Services

Learning Outcome 7.1: Perform waxing	
Theory	**Practical**
1. Types of hair 2. Structure of hair 3. Growth cycle of hair 4. After-care advice for waxing 5. Guidelines for waste disposal 6. Guidelines for work area preparation 7. Consulting, planning and preparation for waxing with the client 8. Performing skin sensitivity test 9. Contraindications and contra-actions that affect or restrict waxing treatments 10. Equipment and products required for waxing	▪ Demonstration on conducting skin test to check for reaction ▪ Demonstration on assessment of hair growth pattern ▪ Demonstration on pre and post preparation of client for waxing ▪ Demonstration of the process for warming the wax ▪ Performing waxing process as per the requirement

Learning Outcome 7.2: Demonstrate the knowledge and skills of basic depilation services – threading	
Theory	**Practical**
1. Benefits of threading 2. Types of tools and materials used for threading – e.g., scissors, disposable eyebrow brush, thread, etc. 3. Threading procedure 4. After-care procedures for threading services	▪ Demonstration of the threading process for upper lip hair removal ▪ Application of pre and post products during threading

Learning Outcome 7.3: Perform bleaching procedure	
Theory	**Practical**
1. Types of bleach 2. Importance of patch test and bleach 3. Resources required for bleaching 4. Bleaching procedure 5. Advantages and disadvantages of bleaching	▪ Demonstration of patch test ▪ Analysis of skin sensitivity ▪ Demonstration of bleach preparation and application ▪ Demonstration of toning and moisturising of the skin

Unit-8: Makeup Service

Learning Outcome 8.1: Plan for makeup	
Theory	**Practical**
1. Assessment of client and information gathering from client 2. Contraindications	▪ Demonstration on collection of information of clients ▪ Study of contraindications

Learning Outcome 8.2: Make the preparations for makeup	
Theory	**Practical**
1. Types of makeup brushes 2. Equipment cleaning	▪ Identification of tools and materials used for makeup

Learning Outcome 8.3: Perform simple makeup services	
Theory	**Practical**
1. Makeup application sequence 2. Selection and application of correct makeup products based on facial features and client's needs 3. Types and purposes of various makeup products – foundation, powder, blush, mascara, eye shadows, eye liner, eyebrow pencil, lip liner and lipstick/gloss, etc.	▪ Demonstration of application of foundation ▪ Demonstration of application of concealer ▪ Demonstration of application of eye shadow

Unit-9: Creating positive Impression at the Workplace

Learning Outcome 9.1: Demonstrate the knowledge of creating a positive impression at the workplace

Theory	Practical
1. Reception area and salon staffroom management 2. Creation of caring and comforting environment 3. Effective consultation techniques to identify treatment objectives 4. Effective communication techniques for dealing with clients, especially over the telephone 5. Code of conduct and professional etiquettes 6. 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 9.2: Demonstrate professional etiquettes and personal grooming

Theory	Practical
1. Personal grooming and hygiene 2. Uniform and work accessories – personal protective equipment 3. Maintaining good health and posture 4. Professional etiquettes	▪ Demonstration of procedures and practices for maintaining personal hygiene, use of personal protective equipment and maintaining good health and posture using videos and presentations.

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, facial room, manicure/pedicure room, work area, hygiene, etc.

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

- Area under the salon and its layout
- Types of equipment and materials used
- Location, environment, convenience
- Sale procedure
- Accounts maintenance
- Workforce engaged
- Total expenditure of the salon
- Total annual income
- 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-in-one eyelash brush/comb
2.	All-purpose comb
3.	Applicator brush
4.	Armchair
5.	Barber brush
6.	Bath comb
7.	Blackhead remover
8.	Bleach brush
9.	Body massage bed
10.	Bowls
11.	Brushing machine 10 in 1 (vacuum, high frequency galvanic, wood lamp, magnifying glass, steamer)
12.	Complete makeup brush set
13.	Computer with internet
14.	Crimpers
15.	Curling iron
16.	Curling rods (small, medium, large)
17.	Cuticle knife, buffers, pedicure rasp (hard skin removal), nail scissors, clippers, hard skin remover, nipper (for pedicure)
18.	Cutting scissors
19.	Cutting sheets
20.	Decorative pin boxes
21.	Double wax heater

S. No.	Equipment required
22.	Dustbin
23.	Electric curler
24.	Exfoliation machine
25.	Eyebrow pencil sharpener
26.	Facial bed
27.	Facial steamer
28.	Facial scraper
29.	Foot spa
30.	Frosting cap
31.	Galvanic machine
32.	Garbage bins/bags
33.	Hairbrush
34.	Hair clip set
35.	Hair connector
36.	Hair cutting comb
37.	Hairdresser chair/stool
38.	Hair dryer
39.	Hair pin boxes
40.	Hair steamer
41.	Hand mirrors
42.	Highchair
43.	Hydraulic chair x 5
44.	Infrared lamp
45.	Invisible pin box
46.	Jumbo roller set
47.	Ladies/kids cut catalogues

S. No.	Equipment required
48.	Large size rollers
49.	Large stools
50.	Large tooth comb
51.	Magazines/books with racks
52.	Magnifying glass
53.	Makeup catalogues
54.	Makeup palate
55.	Manicure set
56.	Manicure table
57.	Makers set (as required)
58.	Measuring cup sets
59.	Measuring glass sets
60.	Measuring spoon sets
61.	Medium size rollers
62.	Mixing bowl set
63.	Modular mirrors
64.	Mop
65.	Needle for striking
66.	Paraffin heater
67.	Pedicure set
68.	Perming cap
69.	Pin curl clips boxes

S. No.	Equipment required
70.	Razor with blades
71.	Roller brush set 5 in 1
72.	Roller pins
73.	Shampoo bowl set
74.	Shampoo unit
75.	Shower cap
76.	Small scissors
77.	Small size hair roller wires
78.	Small stools
79.	Spatula
80.	Spray bottle
81.	Steriliser
82.	Stone therapy set
83.	Straightening iron
84.	Tail comb
85.	Thinning scissors
86.	Timer
87.	Tinting brush with comb
88.	Tweezer
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:

- Diploma in Cosmetology/Beauty Therapy/Beauty Culture from a recognised institution.
- The candidate should have a minimum of 1 year of work experience in the same job role or teaching experience in the relevant field
- Effective communication skills (oral and written)
- Basic computing skills.