

**Curriculum of Matric Tech**  
**FUNDAMENTALS OF COSMETOLOGY (I)**  
**GRADE IX**  
**2020**



**GOVERNMENT OF PAKISTAN**  
**Ministry of Federal Education and Professional Training ISLAMABAD**  
**In Collaboration with**  
**National Vocational and Technical Training Commission**

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## Introduction

Cosmetology is the application of beauty that provides students with a study of concepts related to the cosmetology profession. This study includes cosmetology history and opportunities, professional image, infection control and basic fundamentals and principles of hair and beauty care. Many people work in the cosmetology industry as barbers, skin-care specialists, hair stylists and nail technicians.

The high demand for cosmetology course will help students to generate self-employment opportunities for the betterment of society. The purpose of this course is to develop youth of Pakistan through education and training. To control the increasing un-employment, promoting entrepreneurship (self-employment), alleviate poverty and provide skilled manpower for industrial/economic growth of state, the government of Pakistan has decided to introduce technical scheme at SSC level. For this a stream of technical subjects has been selected including hair and beauty services as one of the elective subjects.

A research report carried out by the concerned body on technical vocational education and training (TVET) in Pakistan, the carrier possibility in this industry of beauty is endless. This industry offers various careers for these professionals to excel and grow. It is a lucrative career option with earnings increasing with experience and reputation trained cosmetologists find well-paid jobs in beauty parlors, high-end salon, showbiz, media and main objective is self-employment/entrepreneurship. Makeup professionals are always in demands in television and industries and also in demand in the world of fashion other options are being an image consultant, writing books, articles and academic.

Compile and analyze career pathways and the potential of income within the cosmetology program of studylocally, state-wide, and nationally. Use supporting evidence from multiple sources, such as local job postings, department of labor and workforce development data, to describe the educationrequirements, job availability, salaries, and benefits. Outline an educational pathway to obtain thenecessary level of education and relevant certifications for a chosen occupation in the cosmetologyindustry, review and revise throughout the program of study. Careers may include the following, but arenot limited to salon hairstylist, salon owner/manager, skin care specialist, nail technician, natural hair stylist, makeup artist, cosmetology instructor, state board examiner, cosmetic sales representative and cosmetic research chemist.

## Rationale

Cosmetology is the foundational course in the human services career cluster for students interested in learning more about becoming a cosmetologist. Upon completion of this course, proficient students will gain knowledge in the fundamental skills in both theory and practical applications of cosmetology practices. Laboratory facilities and experiences simulate those found in the cosmetology industry. Upon completion and acquisition of designed hours, students are eligible to take the concerned bogy examination to attain certification. It will reduce unemployment in Pakistan with the growth of career opportunities and empower the women in beauty industry.

## Aims and Objectives

### Aims

- Design to train the students in practical skills, theoretical knowledge and professional attitude necessary to obtain competency entry level positions in the cosmetology profession upon completion of course requirements
- Able to perform skills in the areas of hair cutting, hair styling, hair coloring, skin care, makeup and other fields related to cosmetology
- Able to communicate effectively with colleagues, supervisors and guests
- Able to project professionalism
- Able to perform basic analytical skills and to advise clients on total look concepts
- Able to apply academic learning, technical information and related matter to assure sound judgements, decision and procedure

### Objectives

- Develop quality training to those seeking a career as professional beauty therapist
- Develop the economic opportunities for the cosmetology field
- Develop understanding of the basic principles, properties and application of various types of cosmetics and their effect on the human beings.
- Develop professional skills, attitude and knowledge of hair care including pre and post hair care, hair and scalp treatment, basic perming, basic coloring, basic hair cutting, bleaching, straightening and basic make-up; and beauty care including body scrub, hand spa, foot spa, body massage, facial treatment, manicure, pedicure and facial make-up.
- Produce a capable & skillful workforce as required by the prevailing market demands.
- Equip the trainees with skills, attitude and knowledge to ensure adherence to safety measures in salons.

### Grade-IX

Learning Themes and Students' Learning Outcomes Knowledge, Skills and Attitude					
Chapter 01					
Cosmetology Concept (IX) T= 11, P= 19, Total=30					
Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Introduction of cosmetology	The students will be able to: <ul style="list-style-type: none"> <li>• define cosmetology</li> <li>• know about components of cosmetology(hair,skin,nail, makeup and fitness etc.).</li> <li>• understand importance of cosmetology for personality development</li> <li>• learn terminology used in cosmetology</li> </ul>	<ul style="list-style-type: none"> <li>• Group presentation on role of cosmetology in society</li> <li>• Group presentation on components of cosmetology</li> </ul>	Periods(T) Periods(P)	Multimedia , projector, or LED TV with good sound system	Classroom

	<ul style="list-style-type: none"> <li>know about cosmetology industry</li> <li>understand the different branches</li> <li>recognize the emerging trends in cosmetology industry</li> </ul>				
History of cosmetology	<ul style="list-style-type: none"> <li>know background of cosmetology</li> <li>learn ancient traditions</li> <li>understand gradual development in beauty sector</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on traditions in provinces and regions of Pakistan</li> <li>depiction of ancient tradition in cosmetology through pictures</li> </ul>	Periods(T) Periods(P)	Multimedia , projector, or LED TV with good sound system	Class room
Scope of cosmetology	<ul style="list-style-type: none"> <li>know about scope of cosmetology industry (entrepreneur and academic opportunities)</li> <li>familiarize with the growing demand for cosmetology career options</li> <li>recognize collaboration with different sectors (fashion industry, media channels and showbiz industry etc.)</li> <li>identify the role to uplift manufacturing industry</li> </ul>	<ul style="list-style-type: none"> <li>Group Presentation on growing demands and career opportunities</li> <li>Group presentation on collaboration with different sectors</li> <li>Visit local area and explore the career options in cosmetology</li> <li>gather information about two national brands in beauty sector and collect information about two local brands and share their information in class.</li> </ul>	Periods(T) Periods(P)	Multimedia , projector, or LED TV with good sound system	Class room/O utdoor or visit
<b>Chapter 02</b>					
<b>Tools and Equipment for hair and makeup services</b> <b>T=07, P=5, Total= 12</b>					
<b>Content</b>	<b>Students' Learning Outcome</b>	<b>Activities/Practical</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
Hair tools and equipment	The students will be able to: <ul style="list-style-type: none"> <li>differentiate the terms tools and equipment</li> <li>identify types of hair tools <ul style="list-style-type: none"> <li>hair trolley</li> <li>hand sanitizer</li> <li>gown and towel for hair services</li> <li>bowl for creams</li> <li>applicator brushes</li> </ul> </li> </ul>	Demonstrate tools and equipment for hair services	Periods(T) Periods(P)	Hair tools and equipment	Class room/L ab

	<ul style="list-style-type: none"> <li>○ mirror</li> <li>○ magnifying glass</li> <li>○ scissors</li> <li>○ hair clips</li> <li>○ sectioning clips</li> <li>○ paddle brush</li> <li>○ the right combs</li> <li>○ pins for styling</li> <li>○ all-purpose shears</li> <li>○ blending shears</li> <li>○ razor</li> <li>○ round brush</li> <li>● identify types of equipment for hair services <ul style="list-style-type: none"> <li>○ steamer</li> <li>○ straighteners</li> <li>○ curlers</li> <li>○ rollers</li> <li>○ blow dryer</li> </ul> </li> <li>● describe use of tools for skin services</li> <li>● describe use of equipment for skin services</li> </ul>				
Makeup tools and equipment	<ul style="list-style-type: none"> <li>● identify types of makeup tools <ul style="list-style-type: none"> <li>○ make up trolley</li> <li>○ hand sanitizer</li> <li>○ gown and towel for make-up services</li> <li>○ bowl for creams</li> <li>○ applicator brushes</li> <li>○ mirror</li> <li>○ magnifying glass</li> <li>○ scissors</li> <li>○ sponges</li> <li>○ puff</li> <li>○ eye lash curler</li> <li>○ beauty blenders</li> <li>○ make up pellets</li> <li>○ powder brush</li> <li>○ blush and contour brush</li> <li>○ round buffing brush</li> <li>○ foundation brush</li> <li>○ setting brush</li> <li>○ blending brush</li> <li>○ eyeshadow brush</li> <li>○ concealer brush</li> <li>○ fan brush</li> <li>○ spooli</li> <li>○ eyeliner brush</li> <li>○</li> </ul> </li> <li>● identify types of equipment for makeup services</li> <li>● describe use of tools for makeup services</li> </ul>	Demonstrate tools and equipment for makeup services	Periods(T) Periods(P)	Make up tools and equipment	Classroom/Lab

	<ul style="list-style-type: none"> <li>describe use of equipment for makeup services</li> </ul>				
<b>Chapter 03</b>					
<b>Hair Care</b>					
<b>T= 10, P= 14, Total= 24</b>					
<b>Content</b>	<b>Students' Learning Outcome</b>	<b>Activities/Practical</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
Hair anatomy and analysis	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>define hair</li> <li>know the role of hair in personality reflection</li> <li>understand the types of hair</li> <li>recognize the layers of hair</li> <li>know about texture of hair</li> <li>comprehend hair growth and problems</li> <li>understand the condition of hair <ul style="list-style-type: none"> <li>natural hair</li> <li>treated hair</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on understanding of anatomy of hair care.</li> <li>Pictorial presentation on: <ul style="list-style-type: none"> <li>types of hair</li> <li>texture of hair</li> </ul> </li> <li>Students will be asked to assess their own hair including type and condition and share with the class</li> </ul>	Periods(T) Periods(P)	Whiteboard , Multimedia	Classroom/Lab
Shampooing, masking and combing	<ul style="list-style-type: none"> <li>learn basic principles of shampooing</li> <li>identify the appropriate product for shampooing</li> <li>select the appropriate product for masking</li> <li>prepare the hair for shampooing</li> <li>understand the proper way of combing</li> </ul>	<ul style="list-style-type: none"> <li>Perform shampooing and combing process in groups</li> </ul>	Periods(T) Periods(P)	Washing unit , Shampoo, mask, comb, towel Gloves	Classroom/Lab
Hair problems and remedies	<ul style="list-style-type: none"> <li>identify different problems of hair <ul style="list-style-type: none"> <li>dandruff</li> <li>hair fall</li> <li>dry and damaged hair</li> <li>oily scalp</li> <li>chemically treated hair</li> <li>split ends</li> <li>henna treated hair</li> <li>alopecia</li> </ul> </li> <li>understand the basic precautionary measures for treatment</li> <li>identify appropriate product as per hair condition and texture</li> </ul>	<ul style="list-style-type: none"> <li>Perform physical assessment of scalp and hair</li> <li>Apply appropriate product as per hair condition and problem</li> </ul>	Periods(T) Periods(P)	Whiteboard , Multimedia	Classroom/Lab

**Chapter 04**

**Hair dye and coloring**  
**T = 8, P = 15, Total = 23**

<b>Content</b>	<b>Students' Learning Outcome</b>	<b>Activities/Practical</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
Introduction of hair color and dyeing	<ul style="list-style-type: none"> <li>analyze hair type (natural hair, treated hair, colored hair, henna treated hair, metallic hair)</li> <li>learn the color theory for hair dyeing</li> <li>learn to prepare trolley setting for hair dye and coloring</li> <li>learn about types of dye</li> <li>know about types of tools and equipment used for hair services</li> </ul>	<ul style="list-style-type: none"> <li>Presentation on color theory</li> <li>Demonstrate the hair condition for coloring</li> </ul>	Periods(T) Periods(P)	Hair color, brushes, gloves, comb, bowls, towel, apron, capes, clips, shower cap	Classroom/Lab
Hair Dyes	<ul style="list-style-type: none"> <li>understand color theory</li> <li>understand lightning and darkening of hair color</li> <li>understand concept of toning hair color</li> <li>know about different techniques of hair dyes</li> </ul>	<ul style="list-style-type: none"> <li>Apply hair color as per choice on volunteers</li> <li>Perform a group activity on applying different hair dyes</li> </ul>	Periods(T) Periods(P)	Cape, apron, comb, section clips, setting spray, setting gel, setting powder, bobby pins, Invisible-pins, hair decorating accessories, hair buns, hair extensions, hair ponies (big and small) Hair dyes, bowl, brushes, apron, , section clips, shower cap, streaking cap, streaking foils	Lab
Streaking	<ul style="list-style-type: none"> <li>define streaking</li> <li>understand the concept of</li> </ul>	<ul style="list-style-type: none"> <li>Perform streaking                             <ul style="list-style-type: none"> <li>o high</li> </ul> </li> </ul>	Periods(T) Periods(P)	Cape, apron,	Lab



	de-coloring of hair <ul style="list-style-type: none"> <li>• learn process of applying             <ul style="list-style-type: none"> <li>○ high lights</li> <li>○ low lights</li> <li>○ baby lights</li> <li>○ ombre</li> <li>○ sombre</li> <li>○ balayage</li> <li>○ sun-kissed balayage</li> <li>○ 3d coloring</li> </ul> </li> </ul>	lights <ul style="list-style-type: none"> <li>○ low lights</li> <li>○ baby lights</li> <li>○ ombre</li> <li>○ sombre</li> <li>○ balayage</li> <li>○ sun-kissed balayage</li> <li>○ 3d coloring</li> </ul>		comb, section clips, setting spray, setting gel, setting powder, bobby pins, Invisible-pins, hair decorating accessories, hair buns, hair extensions, hair ponies (big and small) Hair dyes, bowl, brushes, apron, , section clips, shower cap, streaking cap, streaking foils	
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**Chapter 05**

**Introduction to make up  
T = 10, P = 20, Total = 30**

Content	Students Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Introduction to Makeup	The students will be able to: <ul style="list-style-type: none"> <li>• know the concept of makeup</li> <li>• learn need and importance of makeup</li> <li>• understand different types of makeup</li> <li>• understand the problems associated with makeup</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on role of makeup in personality</li> <li>• Differentiate the types of make-up and its importance</li> </ul>	Periods(T) Periods(P)	Computer, Multimedia Contour palette, Sketch paper, pencil, makeup brushes Cleanser, Moisturizer, Toner, wiper, Makeup kit, makeup brushes kit, tissue towel,	Lab

				beauty blenders	
Product and tools Knowledge	<ul style="list-style-type: none"> <li>learn basic features and quality of products</li> <li>understand different products for make up</li> <li>classify products for different types of skin, occasion and time</li> <li>know about different types of tools and equipment for make-up services</li> <li>learn about trolley setting for make up services</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on products for different types of skin, occasion and time</li> <li>Give task to students for differentiation of products</li> <li>Demonstrate the properties of products</li> <li>Perform trolley setting for make-up services</li> </ul>	Periods(T) Periods(P)	Computer, Multimedia Contour palette, Sketch paper, pencil, makeup brushes Cleanser, Moisturizer, Tonner, wipes Makeup kit, makeup brushes kit, tissue towel, beauty blenders	Lab
Face Mapping	<ul style="list-style-type: none"> <li>learn different shapes of faces</li> <li>learn the enhancement of features of face with products</li> <li>highlight and contour the face</li> </ul>	<ul style="list-style-type: none"> <li>Perform analyzing the face shape and features of different students of class</li> <li>Demonstrate the steps of contouring of different faces</li> <li>Demonstrate the techniques of highlights for face</li> </ul>	Periods(T) Periods(P)	Computer, Multimedia Contour palette, Sketch paper, pencil, makeup brushes Cleanser, Moisturizer, Tonner, wipes Makeup kit, makeup brushes kit, tissue towel, beauty blenders	Lab
<b>Chapter 06</b>					
<b>Basics of make up T= 9, P= 14, Total=23</b>					
Skin preparation and Techniques as per skin type	The students will be able to: <ul style="list-style-type: none"> <li>learn pre and post services of make up</li> <li>learn to prepare skin for make up</li> <li>understand principals of CTM</li> <li>understand cleansing, toning, moisturizing (CTM) technique</li> </ul>	<ul style="list-style-type: none"> <li>Prepare client for makeup</li> <li>Perform CTM</li> <li>Practice makeup <ol style="list-style-type: none"> <li>Primer</li> <li>Camouflage</li> <li>Base and foundation</li> <li>Compact powder</li> </ol> </li> </ul>	Periods(T) Periods(P)	Computer, Multimedia Contour palette, Sketch paper, pencil, makeup brushes Cleanser,	Lab

	<ul style="list-style-type: none"> <li>learn primer technique</li> <li>learn to camouflage the skin</li> <li>understand base techniques</li> <li>comprehend compact powder procedure</li> <li>understand contour the face</li> <li>apply blusher</li> <li>apply eye makeup</li> <li>apply lipstick</li> <li>apply makeup fixer (optional)</li> </ul>	<ul style="list-style-type: none"> <li>e) Contouring</li> <li>f) Blush-on</li> <li>g) Highlighter</li> <li>h) Basic eye-makeup</li> <li>i) Lipstick</li> </ul>		Moisturizer , Tonner, wipes Makeup kit, makeup brushes kit, tissue towel, beauty blenders	
Self-Make up	<ul style="list-style-type: none"> <li>understand the importance of self-make up</li> <li>learn the techniques of self-makeup</li> <li>understand makeup for different events and occasion</li> </ul>	<ul style="list-style-type: none"> <li>Apply self-makeup for different events and occasion</li> </ul>	Periods(T) Periods(P)	Computer, Multimedia Contour palette, Sketch paper, pencil, makeup brushes Cleanser, Moisturizer , Tonner, wipes Makeup kit, makeup brushes kit, tissue towel, beauty blenders	Lab

**Chapter 07**

**Introduction to Management  
T= 05, P= 06, Total= 11**

<b>Content</b>	<b>Students' Learning Outcome</b>	<b>Activities/Practical</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
Introduction to Management	The students will be able to: <ul style="list-style-type: none"> <li>define management</li> <li>know concept of management</li> <li>learn benefits of management</li> <li>understand the different types and theories of management</li> <li>recognize importance of management in cosmetology sector</li> </ul>	<ul style="list-style-type: none"> <li>Presentation on management role</li> </ul>	Periods(T) Periods(P)	Stationary items, multimedia, computer system/laptop	Classroom/Lab
Types and Theories of Management	<ul style="list-style-type: none"> <li>know about types of management</li> <li>learn theories of management</li> <li>Understand the problems of management functions and its</li> </ul>	<ul style="list-style-type: none"> <li>Role play on problems of management and its solution</li> </ul>	Periods(T) Periods(P)	Stationary items	Classroom/Lab

	solutions				
<b>Chapter 08</b>					
<b>Salon Management</b> <b>T= 11, P= 17, Total=28</b>					
<b>Content</b>	<b>Students' Learning Outcome</b>	<b>Activities/Practical</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
Front desk management	<ul style="list-style-type: none"> <li>describe greeting rules</li> <li>understand the roles and responsibility of receptionist</li> <li>learn appointment and scheduling of clients</li> <li>maintain check and balance of the records</li> <li>maintain bill book and cheque book</li> </ul>	<ul style="list-style-type: none"> <li>Perform role model of receptionist</li> <li>Group discussion on front desk management</li> <li>Perform call handling</li> </ul>	Periods(T) Periods(P)	Stationary items,multi media,computer system/laptop	Classroom/Lab
Material management	<ul style="list-style-type: none"> <li>know about the optimization of product line</li> <li>learn real time stock control</li> <li>comprehend stock tracking at multiple locations and expiry date control</li> <li>know the process of stock inventory as per purchase order</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration on stock control</li> </ul>	Periods(T) Periods(P)	Stationary items,multi media,computer system/laptop	Classroom/Lab
Client and staff management	<ul style="list-style-type: none"> <li>learn handling telephone calls (in-bound &amp; out-bound).</li> <li>understand customer care services (positive attitude, welcoming, expert in services and professional behavior).</li> <li>recognize the importance of relation between client and staff</li> </ul>	<ul style="list-style-type: none"> <li>Maintain feedback record</li> <li>Maintain record of regular client</li> </ul>	Periods(T) Periods(P)	Stationary items,multi media,computer system/laptop	Classroom/Lab
Revenue and expense management	<ul style="list-style-type: none"> <li>know about the strategy for the management of the inventory</li> <li>manage record of sale and purchase stock</li> </ul>	<ul style="list-style-type: none"> <li>Perform filling the record book of expenses and revenue</li> </ul>	Periods(T) Periods(P)	Stationary items,multi media,computer system/laptop	Classroom/Lab

## Assessment and Evaluation

Assessment is the practice of collecting evidence of student learning. It aims at improving learning and teaching as well as recognizing the achievement of students. It determines students' progression through their learning experiences and enables them to demonstrate that they have achieved the intended learning outcomes. The assessment is aligned with curriculum aims, design and learning processes.

Evaluation is an integral part of teaching-learning process. It involves gathering information through various assessment techniques, making valuable judgment and sound decisions. Assessment provides information and teaching about students' achievement in relation to learning objectives. With this information, the teacher makes informed decisions about what should be done to enhance the learning of students or to improve teaching methods. Assessment must be:

- Mainly open-ended, allowing for discussion and revision of new understanding.
- Tolerant of divergent thinking of students and promote the notion of no "one right answer".
- Presented in alternative mode, not just paper-and-pencil responses to limiting questions.
- Designed to foster analysis, comparison, generalization, prediction, and modification according to the grade and development level.
- Capable of promoting collaboration and team effort in demonstration of competence.
- Ongoing and cumulative, showing growth over time.

### **Formative (Internal) Assessment**

Internal assessment refers to the assessment practices employed as part of the learning and teaching process. It is an ongoing process throughout the session and uses Test — Feedback — Adjust cycle repeatedly to improve students' performance and efficiency in learning and teaching. In designing internal assessment for the subject, teachers should maintain a proper balance between the formative and summative functions of assessment. It should be comprehensive to cover all the objectives as per curriculum. A diversity of assessment modes should be adopted so that students are given opportunities to develop and demonstrate the full range of learning outcomes of the curriculum, including those of knowledge, skills and values and attitudes.

### **Methods for Internal/Formative Assessment**

Following tasks can help in formative assessment;

- Demonstration
- Practical exercises
- Group discussion
- Role play
- Oral/Multimedia presentation
- Test
- Assignment

- Quiz

Feedback on students work in all of the above tasks must be prompt, effective, and efficient. Assessment should have questions setting that specifically help in finding out knowledge, understanding and skills that can evaluate the competency of trainee.

### **Summative /External Assessment**

Summative assessment will be managed by concerned Board of Intermediate and Secondary Education. It will be composed of two parts;

**1) Theory Assessment /Written examination:** The theory examination is suggested to consist of a wide variety of questions. Its overall weight age should be 40 %. It should be based on the curriculum rather than textbook. The assessment should be designed to examine the candidate's understanding of the whole syllabus and should test the range of abilities according to Bloom Taxonomy.

**2) Practical Assessment/Practical examination:** This is designed to test practical skills of students. Its overall weight age should be 60%. It will comprise of written exam (10%), practical (70 %) and viva/oral exam (20%).

A standards-referenced approach will be adopted for grading and reporting student performance. The purpose of this approach is to recognize what each student can do the in the subject at the end of the 2-year secondary school level education. The performance of each student will be matched against a set of performance standards, rather than comparing to the performance of other students. It makes the implicit standards explicit by providing specific indication of individual student performance. Descriptions will be provided for the set of standards.

## **Guidelines for Writing a Textbook**

A textbook is an important teaching and learning resource and one of the most extensively used resources in classrooms. To reflect national needs and aspirations the needs and aspirations, the textbooks should be written in accordance with this curriculum. This curriculum meets not only the general aims and objectives but also fulfills the specific requirements of the individual subject. As the textbook serves as a framework for teaching, the author/authors should consider the following features:

- A textbook must include an introduction to the textbook, explaining how to use the textbook
- The textbook must be in line with the national curriculum, covering all SLOs of each content.
- Content and illustrations must be culturally, contextually and age appropriate.
- All text and material must be accurate, up-to-date and error-free.
- The continuity of the concepts, their integration and logical development should be ensured.
- Horizontal and vertical overlapping of the concepts should be avoided.
- The textbook should be informative and interactive with questions to be put at suitable intervals to provoke the students to think.
- The language used should be simple, clear, straight forward, unambiguous and easily comprehensible by the students of the particular level.

- Simple questions may be asked within the chapter, which requires students to recall, think, and apply what they have just learnt as well as to reinforce the learning of the concepts and principle.
- The examples and applications should be from everyday life and be supportive of our cultural values.
- Photographs and illustrations should be clear, labeled and supportive of the text. Tables, flow charts and graph may be given wherever needed.
- Key points at the end of each chapter should provide a summary of the important concepts and principles discussed in the chapter.
- End-of-the-chapter exercises must include a variety of assessment styles based on levels of Bloom's Taxonomy. These should encourage students to think, develop skills, and use information for a variety of purposes.
- Textbooks should be free from all kinds of biases including, gender, religion, occupation, social background etc.
- To make the students self-learner use of IT based resources may be encouraged. Relevant internet links and other online resources may be included.
- Glossary of the new vocabulary must be included.

### **Guideline for planning and writing a chapter**

The textbook author may decide the titles of each chapter and can choose to cover students' learning outcomes (SLOs) from any themes in developing the content of the chapter. The textbook author must also keep in mind that a number of SLOs cannot be addressed in the text (as if this is done it would lead students to simply memorize the text and not serve the realization of the curriculum). These SLOs could be realized through questions and practical activities within and at the end of the chapter exercises.

- Learning outcomes must be given at beginning of each chapter.
- Decide on key ideas, facts, concepts, skills and values that can be developed.
- Illustrations must clearly convey the desired concept.
- Activities must demand from students to do inquiry and problem solving according to grade level.
- Ensure that the content is up to date, accurate and developmentally appropriate.
- Contents must be in line with chapter outcomes.
- Language must be consistent, culturally appropriate and grammatically correct (as if talking to a group).
- Language must engage and hold reader's attention.
- Recall previous learning, where possible.
- Structure the writing so that the sentence is simple, paragraphs deal with single ideas etc.
- Interesting information in the form of tidbits, fact file, point to ponder etc. must be given.
- Write a summary/concept map at end of each chapter, reviewing key knowledge and skills.
- End-of-chapter exercises
- Recall and integrate previous learning
- Engage students and develop their creativity
- Move from lower to higher order thinking
- Focus on multiple intelligences
- Keep the text contextually relevant in line with local teaching and learning.

- Provide website links for further research

### Guidelines for Writing Learner Workbook

Workbooks are books that contain writing activities and exercises that build upon each chapter in the textbook. Workbook exercises help students to develop conceptual understanding of the concepts dealt with in the text, to develop skills and to apply knowledge to new situations. Basic features of a workbook A workbook should have:

- Various exercises and activities for each chapter, topic, subtopic.
- Exercises and activities that will enable student to develop and practice the content knowledge, skills and higher order thinking.
- Accurate and variety of exercises.
- Clear illustrations/ examples/ explanations to show what students are supposed to do, and/or what product looks like.
- Exercises and activities with a variety of purposeful, stimulating, challenging and innovative items to encourage students to review and practice the knowledge and skills they have learnt.
- Exercises that include both constructed and restricted response items.
- Activities, which requires readily available, acceptable, and affordable materials and resources.

Basic Requirements for Lab (Tools/Equipment)		
SR#	Tools & Equipment	Quantity
1	Hydraulic Chairs	12
2	Hydraulic stools	12
3	Shampoo Unit	5
4	Magnifying Glass	5
5	Hair Irons	12
6	Hair Dryer	12
7	Crimpers	5
8	Straightening Iron	12
9	Curling Iron (Large, medium, small)	12
10	Foot spa machine	12
11	Sterilizer machine	5



12	Facial Steamer	2
13	Paraffin Heater	5
14	Hair Steamer	2
15	Timer	12
16	Computer with Internet	10
17	Double Wax heater	5
18	Working and facial Trolleys	12
19	Bleach Brushes	25
20	Spatula	100
21	Blackhead Remover	25
22	Manicure Set	12
23	Pedicure Set	12
24	Small Stools for manicure & pedicure	12
25	Facial Bed	2
26	Manicure Table	2
27	Buffer (4 sider)	25
28	Tweezers	25
29	Small Scissors	25
30	Cutting Scissors	25
31	Thinning Scissors	10
32	Frosting Cap	12
33	Foil paper	10
34	Measuring Cup sets	25
35	Razor with blade	5
36	Shampoo Bowl Set	12

37	Foot Scraper	25
38	Measuring Spoon sets	10
39	Mixing Bowles set Tinting Brush with Comb	25
40	All Propose Comb	25
41	Hair Cutting Comb	25
42	Large Tooth Comb	25
43	Tail Comb	25
44	Shower Cap	2 packs
45	Hair Sectioning Clips set	25
46	Hair Pins Boxes	25
47	Invisible Pins Boxes	25
48	Decorative Pins Boxes	25
49	Pin Curl Clips Boxes (Benders)	12 packs
50	Jumbo Rollers set	2
51	Large Size Rollers	10
52	Medium Size Rollers	10
53	Hand Mirrors	12
54	Dustbin	5
55	Mop	5
56	White Board	1
57	Markers Set	25
58	Roller Brush set 5 in 1	2
59	Gowns	25
60	Applicator Brushes	25
61	Spray Bottle	25

62	Rubber bands	12 packets
63	Candles	5 packs
64	Sponges	50
65	Plastic bowels for water	25
66	Cotton wool	15 rolls
67	Eye lash curler/turner	10
68	Hair Brush	25
69	Different Towels	25
70	Emery Boards	25
71	Hoof Stick	25
72	Makeup brushes	25 sets
73	Aprons	50
74	Black towels	50
75	White towels	50
76	Facial Gown	25
77	Antiseptic Thread for Threading	3 boxes
78	Strip Rolls (waxing)	12
79	Cutting Cape	25
80	First Aid Box	1