

**Curriculum of Matric Tech**  
**FUNDAMENTALS OF COSMETOLOGY (II)**  
**GRADE X**  
**2020**



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

## Contents

<b>Introduction.....</b>	<b>3</b>
<b>Rationale .....</b>	<b>3</b>
<b>Aims and Objectives .....</b>	<b>4</b>
<b>Aims .....</b>	<b>4</b>
<b>Objectives.....</b>	<b>4</b>
<b>Grade-X .....</b>	<b>4</b>
<b>Assessment and Evaluation .....</b>	<b>11</b>
<b>Formative (Internal) Assessment .....</b>	<b>11</b>
<b>Methods for Internal/Formative Assessment .....</b>	<b>11</b>
<b>Summative /External Assessment .....</b>	<b>12</b>
<b>1) Theory Assessment /Written examination: .....</b>	<b>12</b>
<b>2) Practical Assessment/Practical examination: .....</b>	<b>12</b>
<b>Guidelines for Writing a Textbook .....</b>	<b>12</b>
<b>Guideline for planning and writing a chapter .....</b>	<b>13</b>
<b>Guidelines for Writing Learner Workbook.....</b>	<b>14</b>

## 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-X

Learning Themes and Students' Learning Outcomes Knowledge, Skills and Attitudes					
Chapter 01					
Hair cutting T = 10, P = 24, Total = 34					
Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Preparation for Hair cutting	The students will be able to: <ul style="list-style-type: none"> <li>• Know about trolley setting for hair services</li> <li>• learn to prepare clients for haircut Services</li> <li>• know about hair Sections</li> <li>• learn straight line haircut</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the hair sectioning application</li> <li>• perform technique of straight cutting</li> <li>• Perform blow dry on haircut and elaborate the purpose of blow dry</li> <li>• Perform basic trim</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	Lab

	<p>techniques following angles &amp; degrees</p> <ul style="list-style-type: none"> <li>• learn blow dry process according to the hair cut</li> <li>• Know about basic trim techniques</li> </ul>			<p>ponies (big and small) Hair dyes, bowl, brushes, apron, , section clips, shower cap, streaking cap, streaking foils</p>	
Hair Cutting Styles	<ul style="list-style-type: none"> <li>• learn to handle tools and equipment according to SOPs</li> <li>• learn different hair cutting techniques and rules</li> <li>• know haircut types for women <ul style="list-style-type: none"> <li>○ u-shaped cut</li> <li>○ layers cut</li> <li>○ feather cut</li> <li>○ wedge cut</li> <li>○ steps cut</li> <li>○ bangs or flick</li> <li>○ short bob</li> <li>○ a-line bob</li> <li>○ graduation bob</li> <li>○ pointed bob</li> <li>○ undercut bob</li> <li>○ emo cut</li> <li>○ diana cut</li> </ul> </li> <li>• comprehend haircut techniques for men <ul style="list-style-type: none"> <li>○ army</li> <li>○ layers</li> <li>○ spike</li> <li>○ side cut</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discuss about types of cut according to face shape and client requirement</li> <li>• Perform hair cut for women <ul style="list-style-type: none"> <li>○ u-shaped cut</li> <li>○ layers cut</li> <li>○ feather cut</li> <li>○ wedge cut</li> <li>○ steps cut</li> <li>○ bangs or flick</li> <li>○ short bob</li> <li>○ a-line bob</li> <li>○ graduation bob</li> <li>○ pointed bob</li> <li>○ undercut bob</li> <li>○ emo cut</li> <li>○ diana cut</li> </ul> </li> <li>• Perform hair cut for men <ul style="list-style-type: none"> <li>○ army</li> <li>○ layers</li> <li>○ spike</li> <li>○ side cut</li> </ul> </li> <li>• Divide the class in different groups. Each group will perform one cutting style</li> </ul>	<p>Periods( T) Periods( P)</p>	<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</p>	Lab

**Chapter 02**

**Hair Styling**

**T = 05, P = 12, Total = 17**

<b>Content</b>	<b>Students' Learning Outcome</b>	<b>Activities/Practical</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
Basic Hair Styling	<ul style="list-style-type: none"> <li>• know basic hair styling <ul style="list-style-type: none"> <li>○ straightening</li> <li>○ curling</li> <li>○ crimping</li> <li>○ blow dry</li> <li>○ braids</li> <li>○ back combing</li> <li>○ 60s hair style</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform basic hair styling <ul style="list-style-type: none"> <li>○ straightening</li> <li>○ curling</li> <li>○ crimping</li> <li>○ blow dry</li> <li>○ braids</li> <li>○ back combing</li> <li>○ 60s hair style</li> </ul> </li> </ul>	<p>Periods( T) Periods( P)</p>	<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)</p>	Lab

Advance Hair Styling	<ul style="list-style-type: none"> <li>• Comprehend advance hair styling <ul style="list-style-type: none"> <li>○ up do's</li> <li>○ extensions setting</li> <li>○ bridal</li> <li>○ Bun</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform advance hair styling <ul style="list-style-type: none"> <li>○ up do's</li> <li>○ extensions setting</li> <li>○ bridal</li> <li>○ buns</li> <li>○ decorate hair with decorative accessories</li> </ul> </li> <li>• Divide the class in different groups. Each group will perform one hair style</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)	Lab
----------------------	---	--	--------------------------	--	-----

**Chapter 03**

**Party and Bridal Make up**  
T = 10, P = 18, Total = 28

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Natural/ No Makeup	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• understand the concept of natural/no-makeup</li> <li>• familiarize the latest trends of make up</li> <li>• know about trolley setting for make-up services</li> <li>• prepare the client according to the requirement</li> <li>• prepare the skin according to the requirement</li> <li>• learn eye makeup according to the requirement</li> <li>• know the process of skin work (foundation, blush, highlight, etc).</li> <li>• learn lip colors technique according to the requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Perform natural/no-makeup look</li> </ul>	Periods(T) Periods(P)	Makeup kit, Makeup brushes kit, Beauty blender, puff, towel, head band, tissue, wipes, sterilizer	Lab
Party Make Up	<ul style="list-style-type: none"> <li>• understand concept of party makeup</li> <li>• prepare the client and trolley according to the requirement</li> <li>• learn color correction technique according to the requirement</li> <li>• know foundation properties according to</li> </ul>	<ul style="list-style-type: none"> <li>• Apply party makeup look</li> <li>• Apply day makeup look</li> <li>• Apply night makeup look</li> </ul>	Periods(T) Periods(P)	Makeup kit, Makeup brushes kit, Beauty blender, puff, towel, head band, tissue, wipes, sterilizer	Lab

	<ul style="list-style-type: none"> <li>the complexion</li> <li>add dimensions to face through color products (blush, contour, highlight, etc.) according to the requirement</li> <li>learn eye makeup technique according to the requirement</li> <li>learn suitable lipstick for party makeup</li> </ul>				
Bridal Make Up	<ul style="list-style-type: none"> <li>understand the concept of bridal makeup</li> <li>Prepare trolley for make-up according to standards</li> <li>select suitable make-up materials and tools for client according to the skin complexion, dress style and make-up style</li> <li>learn bridal makeup technique as per requirement</li> <li>set jewelry and dupatta as per requirement</li> </ul>	<ul style="list-style-type: none"> <li>Practice bridal makeup in a group activity</li> </ul>	Periods( T) Periods( P)	Makeup kit, Makeup brushes kit, Beauty blender, puff, towel, head band, tissue, wipes, trolley, sterilizer	Lab

#### Chapter 04

#### Media Make up T = 10, P = 15, Total = 25

Model Make Up	<ul style="list-style-type: none"> <li>understand the concept of model makeup</li> <li>design makeup plan accurately according to the theme</li> <li>select suitable color cosmetics to perform Model make-up according to requirement</li> <li>learn process of Model makeup according to the requirement</li> </ul>	<ul style="list-style-type: none"> <li>Practice model makeup in a group activity</li> </ul>	Periods( T) Periods( P)	Makeup kit, Makeup brushes kit, Beauty blender, puff, towel, head band, tissue, wipes, sterilizer	Classroom/ Lab
Showbiz Makeup	<ul style="list-style-type: none"> <li>understand the concept of media makeup</li> <li>select make-up to achieve the desired effect on camera &amp; lights and maintaining continuity during shoots (where required)</li> <li>learn color matching techniques that suit the features of the</li> </ul>	<ul style="list-style-type: none"> <li>Practice media makeup in a group activity</li> <li>perform character makeup according to the requirement</li> <li>perform editorial makeup according to the requirement</li> <li>perform fantasy makeup according to the requirement</li> </ul>	Periods( T) Periods( P)	Makeup kit, Makeup brushes kit, Beauty blender, puff, towel, head band, tissue, wipes, trolley, sterilizer	Classroom/ Lab

	<ul style="list-style-type: none"> <li>character's image</li> <li>highlight the facial profile of the character according to the theme</li> <li>learn to match the color of light with skin for photography and videography</li> <li>learn makeup for indoor and outdoor photography and videography</li> <li>comprehend editorial makeup according to the requirement</li> <li>comprehend character makeup according to the requirement</li> <li>comprehend periodic makeup according to the requirement</li> <li>comprehend fantasy makeup according to the requirement</li> <li>learn removing process of make-up carefully to reduce artists' discomfort</li> </ul>				
--	---	--	--	--	--

**Chapter 05**

**Manicure and Pedicure  
T = 12, P = 20, Total = 32**

<b>Content</b>	<b>Students Learning Outcome</b>	<b>Activities/Practical</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
Manicure	The students will be able to: <ul style="list-style-type: none"> <li>define manicure</li> <li>understand purpose of manicure</li> <li>recognize the types of manicure</li> <li>learn about types of tools and equipment for manicure</li> <li>know about trolley setting for manicure</li> <li>prepare the nail for manicure</li> <li>learn application of cuticle cream on nail edges</li> <li>soak the hands by using related product</li> <li>remove cuticle and clean the nails</li> <li>select cleanser for hands and exfoliate.</li> <li>comprehend massage</li> </ul>	<ul style="list-style-type: none"> <li>Prepare client for concerned treatment</li> <li>Perform manicure process in groups               <ol style="list-style-type: none"> <li>Sanitize the hands</li> <li>Nail cutting and shaping</li> <li>Apply cuticle softening cream/lotion</li> <li>Soak hands by adding manicure products</li> <li>Clip file and buff the nails</li> <li>Push back cuticles</li> <li>Exfoliate</li> <li>Massage the</li> </ol> </li> </ul>	Periods(T) Periods(P)	dipping tub,towel,manicure tool and product kits	Lab



	<p>technique on hands following reflexology/pressure points</p> <ul style="list-style-type: none"> <li>learn application of mask on hands</li> </ul>	<p>hands with moisturizer</p> <p>i) Mask</p> <ul style="list-style-type: none"> <li>Divide the class in different groups and assign the different task to each group. Each group will exhibit their task.</li> </ul>			
Pedicure	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>define pedicure</li> <li>understand purpose of pedicure</li> <li>recognize the types of pedicure</li> <li>learn about types of tools and equipment for pedicure</li> <li>know about trolley setting for pedicure</li> <li>prepare the feet for pedicure</li> <li>select cuticle cream on nail edges</li> <li>understand soaking procedure</li> <li>learn to remove cuticle and clean the nails</li> <li>select appropriate product for cleansing and scrubbing</li> <li>massage the feet following reflexology/pressure points</li> <li>learn application of mask on feet</li> </ul>	<ul style="list-style-type: none"> <li>Practice pedicure process in groups <ul style="list-style-type: none"> <li>a) Sanitize the feet</li> <li>b) Remove nail polish if applied</li> <li>c) Nail trimming and shaping</li> <li>d) Apply cuticle softening cream/lotion</li> <li>e) Soak feet by adding pedicure products</li> <li>f) Push back and remove cuticles</li> <li>g) Exfoliate</li> <li>h) Remove the dead skin from heels</li> <li>i) Clip file and buff the nails</li> <li>j) Massage the feet with moisturizer</li> <li>k) Mask</li> </ul> </li> <li>Divide the class in different groups and assign the different task to each group. Each group will exhibit their task.</li> </ul>	<p>Periods( T)</p> <p>Periods( P)</p>	dipping tub, towel, pedicure tool and product kits	Lab

**Chapter 06**

**Nail art**

**T = 10, P =12, Total =22**

Introduction to nail Art	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>learn nail art</li> <li>comprehend the purpose of nail art</li> <li>learn different techniques of nail art</li> <li>understand the different nail shapes</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the different techniques for nail art</li> </ul>	<p>Periods( T)</p> <p>Periods( P)</p>	Nail art kit	Class room/Lab
--------------------------	---	---	---------------------------------------	--------------	----------------

	<ul style="list-style-type: none"> <li>learn about nail art tools and equipment</li> <li>understand the products for nail art</li> </ul>				
Application of nail art techniques	<ul style="list-style-type: none"> <li>know about trolley setting for nail art</li> <li>analyze the nail condition before services</li> <li>prepare the client and environment for nail art</li> <li>know about application of different techniques <ul style="list-style-type: none"> <li>marble nail art</li> <li>flower, beads nail art</li> <li>3D gel nail art</li> <li>UV gel nail art</li> <li>shellac gel nail art</li> </ul> </li> <li>learn about pattern for nail art</li> </ul>	<ul style="list-style-type: none"> <li>Create pattern for nail art</li> <li>Perform nail art through different techniques</li> </ul>	Periods(T) Periods(P)	Nail art kit	Class room/Lab

### Chapter 07

### Entrepreneurship T = 8, P =12, Total =20

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Introduction to Entrepreneurship	The students will be able to: <ul style="list-style-type: none"> <li>define entrepreneurship</li> <li>know the key concepts of entrepreneurship</li> <li>understand main component of entrepreneurship</li> <li>learn types of entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on entrepreneurship</li> </ul>	Periods(T) Periods(P)	Multimedia Presentation and virtual exposure	Classroom
Feasibility and Business Plan	<ul style="list-style-type: none"> <li>know how to identify business opportunity.</li> <li>know how to develop feasibility and business Plan.</li> <li>prepare a business plan.</li> </ul>	<ul style="list-style-type: none"> <li>Design a business plan keeping in view skills of cosmetology</li> </ul>	Periods(T) Periods(P)		Classroom
Marketing and Marketing Mix	<ul style="list-style-type: none"> <li>learn about concept of marketing and marketing mix</li> <li>understand 6 P's of marketing</li> <li>calculate costing and pricing</li> </ul>	<ul style="list-style-type: none"> <li>Develop a marketing strategy for your business model developed in previous activity</li> </ul>	Periods(T) Periods(P)	Multimedia and White Board	Classroom

## 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