

**Office of Director Higher Education Punjab SAS Nagar
(College Education Branch)**

To

1. The Vice Chancellors of All State Universities in Punjab
2. The Vice Chancellors of All Private Universities in Punjab
3. The Principals of All Government, Government-Aided and Private Colleges in Punjab

Memo No.: Office/Coll.Edu.(2)/ 1

Dated, SAS Nagar: 10.3.2026

Subject: Mandatory Recognition of Hunar Sikhia School (HSS) Senior Secondary (10+2) Certification for Higher Education Admissions.

- 
1. Having reviewed the communication by the Directorate of School Education (Secondary), Punjab dated 03.02.2026 regarding consideration and equivalence of Hunar Sikhia School (HSS) Senior Secondary (10+2) certification - Hunar Sikhia School (HSS) Programme has been implemented from the Academic Session 2025-26 and is affiliated with the Punjab School Education Board (PSEB). Students graduating under this programme are awarded the PSEB Senior Secondary (10+2) Pass Certificate, which is recognised at par with Senior Secondary certificates of conventional streams.
 2. Accordingly, all State and Private Universities and all Government/Government-Aided/Private Colleges in Punjab shall :
 - (a) Treat the PSEB-issued HSS Senior Secondary (10+2) Certificate as fulfilling “10+2 Pass” eligibility requirements for admission to all undergraduate, diploma, and certificate programmes wherever such qualification is prescribed.
 - (b) Include marks obtained in HSS subjects for the purpose of calculating aggregate percentages and determining eligibility wherever minimum percentage criteria are applicable.
 - (c) Recognise Functional English studied under HSS as satisfying prescribed English subject requirements for admission and eligibility, wherever English is specified as a compulsory subject or medium of instruction.
 - (d) Permit eligible HSS candidates to apply for and secure admission to multidisciplinary, general, and professional programmes, subject only to fulfilment of notified minimum eligibility norms.
 - (e) Recognise HSS trade subjects as meeting eligibility criteria for admission to degree, diploma, and certification programmes aligned with respective course specialisations. Where specific subject gaps are identified, institutions shall provide bridge/foundation modules within the first year of study and shall not deny admission solely on the ground of trade-based curriculum.

- (f) Treat HSS Senior Secondary (10+2) candidates at par with all other Senior Secondary candidates for the purposes of scholarships, financial assistance, fee concessions, and all other institutional or Government benefits.
3. The Universities and Colleges shall immediately incorporate these directions in their Statutes, Ordinances, Admission Brochures, Prospectuses, Information Bulletins, and official websites. No admission notification or guideline issued henceforth shall contain any clause inconsistent with these directions.
- 4 In case any clarification or additional information is required for the implementation of these directions, the Universities and Colleges shall undertake consultations in the presence of representatives of the Department of School Education (Secondary) and relevant industry experts.
- 5 These instructions shall be implemented uniformly from the Academic Session 2026–27 onwards. All Universities and Colleges shall thereafter formally intimate the Department of Higher Education, Punjab of the changes incorporated in their relevant rules, regulations and admission documents in compliance with these instructions.

This issues with the approval of the competent authority.



Director Higher Education Punjab

Endst. No.: Office/Coll.Edu.(2)/1

Dated: **10.3.2026**

Copy to:

1. Secretary to Government of Punjab, Department of Higher Education.
2. Punjab Development Commission (PDC).
3. Director, Department of Technical Education & Industrial Training.
4. Director (Academics), Punjab State Board of Technical Education and Industrial Training (PSBTE & IT).
5. Director, School Education (Secondary), Punjab.
6. Chairman, Punjab School Education Board.

Directorate of School Education (Secondary) Punjab

Vidya Bhawan, PSEB Complex, E-Block, 4th Floor, Phase-8, SAS Nagar

To

The Secretary to Government of Punjab

Department of Higher Education

Mini Secretarial, Sector 9, Chandigarh

Memo No. 705946/222628692

Dated: 03. Feb. 2026

Subject: Consideration and Equivalence of Hunar Sikhia School (HSS) 10+2 Certification for Higher Education Admissions

The Department of Education (Secondary), Government of Punjab, has launched the Hunar Sikhia School (HSS) Programme from the Academic Year 2025-26 with the objective of strengthening skill-based education at the senior secondary level and enabling structured pathways from school education to higher education and employment.

Hunar Sikhia Schools offer in-depth, skill-based and trade-oriented education where the curriculum comprises:

- i. Four foundational subjects: Functional English, Punjabi, Technology in Everyday Life (TEL), and Career Foundation Course (CFC); and
- ii. Three trade-specific subjects from ONE of the following specialisations:
 - Banking, Financial Services & Insurance (BFSI);
 - Digital Design & Development (DDD);
 - Healthcare Sciences & Services (HSS); and
 - Beauty & Wellness (B&W)

A detailed subject-wise scheme of studies and syllabus for all foundational and trade-specific subjects is enclosed as Annexure 1.

It is hereby submitted that Hunar Sikhia Schools (HSS) are affiliated with the Punjab School Education Board (PSEB) and the students graduating from HSS are awarded the PSEB Senior Secondary (10+2) Pass Certificate, which is considered at par with students completing Class 12 under conventional Arts, Science, or Commerce streams.

In this context, it is requested that all universities and colleges in Punjab may be asked to take note and:

- i. Consider the PSEB-issued HSS Senior Secondary (10+2) certification as meeting "any stream / subject / 10+2 pass" eligibility requirements, at par



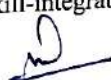
- with other Senior Secondary qualifications across Punjab and in institutions that accept PSEB Senior Secondary qualifications;
- ii. Consider marks obtained in HSS subjects when calculating aggregate scores wherever minimum percentage criteria apply;
 - iii. Consider Functional English studied under HSS as fulfilling prescribed English requirements for admission and eligibility, where the criteria specify English as a compulsory subject or where English is the medium of instruction;
 - iv. Consider HSS students for admission to multidisciplinary and general programmes, subject to fulfilment of minimum eligibility norms;
 - v. Consider inclusion of Hunar Sikhia School (HSS) trade(s) and subject(s) as meeting eligibility criteria for admission to degree, diploma, and certification programmes aligned with their respective trade specialisations; where any subject-specific or technical gaps are identified, universities may grant conditional admission with completion of prescribed foundation or bridge modules within the first year of study or as per institutional norms.
 - vi. Consider students completing HSS Senior Secondary (10+2) and meeting eligibility criteria for higher education admissions at par with other Senior Secondary students for the purpose of scholarships, financial aid, or fee concessions offered by universities, colleges, or government schemes.

Further, it is also submitted that the Department is ready to undertake consultations with universities, to explore revisions in eligibility norms and to identify pathways to facilitate academic progression for Hunar Sikhia School students in relevant academic and professional programs.

While undertaking eligibility revisions or introducing new admission pathways for Hunar Sikhia School students, universities may be requested to invite industry experts and representatives from the Department of Education (Secondary) during deliberations to ensure academic relevance, skill alignment, and policy coherence.

All universities and affiliated colleges may also be asked to extend their cooperation by recognizing Hunar Sikhia School (HSS) qualifications in their admission processes and facilitating the inclusion of HSS-qualified candidates in relevant undergraduate, diploma, and certificate programmes from the Academic Session 2026–27 onwards.

The Department of Education (Secondary) seeks the cooperation of the Department of Higher Education and all universities in institutionalising these provisions through their standard operating procedures (SOPs) and ensuring that they are clearly reflected in admission guidelines, prospectuses, and official websites, so that HSS graduates are seamlessly integrated into Punjab's higher education ecosystem from the Academic Session 2026–27 onwards. This initiative will strengthen skill-integrated



education, enhance student mobility, and support alignment of higher education with workforce requirements in the State.


02.02.26
Director School Education (Secondary),
Punjab.

Endst No:-

Date:-

Copy to:

1. The Chairman, Punjab State Education Board
2. The Vice Chancellors / Principals, All Universities and Colleges in Punjab
3. The Vice Chancellors / Principals, All Universities and Colleges in Haryana
4. The Vice Chancellors / Principals, All Universities and Colleges in Himachal Pradesh


02.02.26
Director School Education (Secondary),
Punjab.

Annexure 1: Detailed Description of HSS Subjects

Compulsory / Foundational Subjects

- **Technology in Everyday Life**
 - Focuses on technology used in everyday life such as Gmail, Google Lens, Excel, Video Editing, Website creation etc.
 - Introduces planning, task tracking, research etc.
 - Replaces Computer Science in the schema for the Old Vocational scheme
- **Career Foundation Course**
 - Prepares students for workplace readiness and entrepreneurship
 - Introduces career planning, financial literacy, workplace ethics and personal development
 - Develops essential workplace and career development skills such as CV creation, email, etc.,
 - Replaces General Foundation Course in the schema for the Old Vocational scheme
- **Functional English**
 - Developed by Cambridge University Press
 - Builds essential communication skills for everyday and workplace interactions
 - Emphasises on spoken fluency, formal and informal writing, business communication and public speaking
 - Replaces English in the schema for the Old Vocational scheme
- **Punjabi**
 - Enhances linguistic proficiency and cultural understanding
 - Focuses on reading, writing, and verbal communication skills
 - Strengthens connection with regional heritage and enables confident communication
 - No change to the Punjabi subject as taught in conventional streams in government schools

Trade subjects: Healthcare Sciences and Services

- **General Duty Assistant (NSQF)**
 - NSQF aligned course
 - Trains students to provide patient care and help maintain a suitable environment.
- **Allied Health Services**
 - Developed by Max Healthcare
 - Focuses on understanding healthcare ecosystem, careers (with focus on allied health roles), medical language to enable informed healthcare career choices.
 - Develops diagnostic skills through a foundational understanding of common healthcare topics.
 - Strengthens knowledge and skills for front-office operations and ethical patient documentation practices

- Biology
 - Develops a foundational knowledge in biology, (human anatomy, physiology, diseases, and their management), to support advanced learning and practical application in healthcare careers.
 - No change to the Biology subject as taught in conventional streams in government schools

Trade subjects: Banking, Financial Services and Insurance

- Business Correspondent (NSQF)
 - NSQF aligned course
 - Trains students in functions of business correspondent to provide banking services in remote locations where the bank does not have a presence in order to promote financial inclusion.
- Financial Products and Services
 - Developed by LabourNet
 - To equip learners with essential knowledge and practical skills related to Banking, Financial Services, and Insurance (BFSI) products, sales strategies, and customer relationship management.
 - Provides knowledge of regulatory standards and empowers students to contribute to financial inclusion and economic empowerment initiatives
- Financial Accounting and Applications
 - Developed by LabourNet
 - Equips learners with knowledge and skills on mathematical operations and accountancy principles crucial for the Banking, Financial Services, and Insurance (BFSI) domain.
 - Promotes adaptability and proficiency in utilizing digital tools and software amidst evolving regulatory landscape

Trade subjects: Digital Design and Development

- Digital Design
 - Developed by Foundation for Innovation and Technology Transfer, Indian Institute of Technology Delhi
 - Develops visual sensitivities, developing software competencies to create great visuals and apply visual design abilities as problem-solving within the user centred design process.
 - Makes the learner ready with visual design abilities which the other two courses, digital marketing and digital development will leverage to implement an idea visually onto the digital platforms.
- Digital Development
 - Developed by Foundation for Innovation and Technology Transfer, Indian Institute of Technology Delhi
 - Aims to create citizen developer capabilities for businesses, using low code and no code platforms.
 - Provides the hands-on skill of translating the marketing knowledge through visual designs onto digital platforms, and provides learners the ability to use online platforms and software to be able to create digital artefacts in terms of mobile apps and websites.

- Digital Marketing
 - Developed by Foundation for Innovation and Technology Transfer, Indian Institute of Technology Delhi
 - Understanding the marketing principles and role of digital marketing.
 - Provides a foundational understanding of how businesses attract, retain, and satisfy customers, ensuring that the candidate's decisions align with broader business objectives.
 - Makes the learner ready with marketing abilities, which the other two courses, digital design and digital development, will leverage to implement an idea effectively across various digital platforms.

Trade subjects: Beauty and Wellness

- Beauty Therapist (NSQF)
 - NSQF aligned course
 - Provides hands-on training in beauty treatments of the face and body, including skincare, makeup, manicure, pedicure and other salon services.
- Hair Styling
 - Developed by Orane International
 - Trains in practical skills like how to use different hairdressing tools safely, how to choose the right haircut or color for someone, and how to do various hair treatments without harming the scalp.
 - Prepares students for a successful career in the beauty industry, ready to meet the needs of their clients with creativity and care.
- Salon Management
 - Developed by Orane International
 - Designed as a foundational pathway for students to excel in the vibrant beauty industry.
 - The curriculum is crafted to guide students through the intricacies of managing a salon efficiently, mastering client communication, and embracing the entrepreneurial spirit necessary for launching and expanding a beauty business.
 - Students will acquire essential management skills, understand the nuances of customer relations, and explore sustainable and strategic business practices.



Punjab School Education Board

**Subject Schema and Assessment Framework
for**

Hunar Sikhia Schools (HSS)

Class 11

Session 2026 - 27



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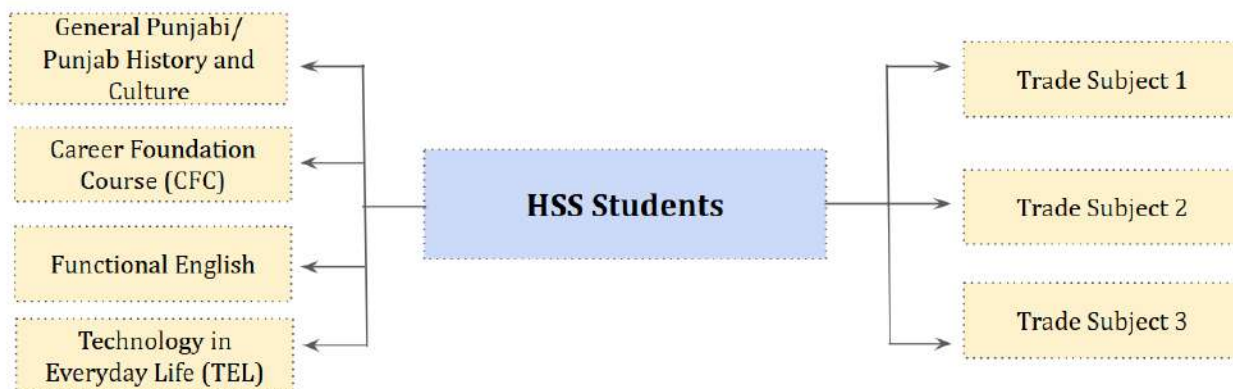
1. Introduction

a. Background

The Hunar Sikhia Schools (HSS) in Punjab is a pioneering initiative to provide high-quality, in-depth skill-based education aligned with the evolving needs of students, industry, and the broader economy.

HSS addresses a critical need in Punjab's education system by catering to students who leave school each year, do not pursue further education and enter the workforce directly, with limited preparedness to manage the school-to-work transition. A survey of government senior secondary school students in May-June 2023 revealed that 45% of respondents intended to pursue either full-time or part-time employment after school, indicating a strong need to align school education with job market requirements.

The launch of HSS in government schools of Punjab stems from a comprehensive review of the existing vocational education landscape and incorporates international best practices and insights from extensive industry consultations. It is designed to prepare students to enter the workforce after class 12 in specific trades of interest, as well as to pursue relevant higher education pathways in these chosen trades.



Subject Schema for Hunar Sikhia Schools

The curated combination of subjects aims to equip students with both depth in specific vocational skills and breadth in general employability competencies.



b. Purpose of the Document

The purpose of this document is to provide a subject scheme and a comprehensive understanding of the overall assessment design for the Hunar Sikhiya Schools, by outlining the approach for curriculum and assessment of students' industry-relevant skills in their chosen vocational trades.

The scheme of studies will provide an overall structure of compulsory and elective subjects that a student may opt under a vocational trade of their choice. It specifies the trades that have been merged and new trades that are being introduced across groups. Further, it also outlines the existing subjects under each trade and new subjects that have been introduced.

The assessment framework introduces competency-based assessments for vocational education and training, aligned with the National Education Policy [Section 16.4] and industry standards. It also draws upon guidelines from the National Skills Qualifications Framework (NSQF), the existing Old Vocational scheme in Punjab, and incorporates valuable inputs from school leaders, parent surveys, knowledge partners and the Punjab School Education Board.

Designed to support educators and administrators, this document will guide the implementation of a robust, industry-aligned subject schema and assessment system for Hunar Sikhiya Schools. It marks a significant shift towards competency-focused curriculum and evaluations in Punjab's secondary schools, ensuring students are well-prepared for their chosen careers or further education pathways. By bridging the gap between academic curricula and real-world skill requirements, this program aims to enhance the effectiveness and relevance of vocational education in Punjab.

2. Subject Schema

a. Introduction to HSS trades

In Grade 11, students enrolled in Hunar Sikhiya Schools will have the opportunity to select a trade aligned with their interests and career aspirations, and pursue it through a 2 year period over Grades 11 and 12. The curriculum structure has been carefully designed to address student needs and industry requirements, ensuring a comprehensive and relevant educational experience.

The HSS curriculum will comprise of a total of 7 subjects:



1. **Elective Subjects (Trade):** These subjects aligned to a specific trade will provide in-depth knowledge and skills specific to the particular industry or trade. Each trade offers 3 specialized subjects that cover the core competencies required for success in that field.
2. **Compulsory Subjects:** The compulsory subjects focus on developing broad, transferable skills essential for success in any workplace. These 4 subjects take a practical approach to ensure students are well-prepared for on-the-job scenarios.

Hunar Sikhiya Schools				
TRADE	Trade A	Trade B	Trade C	...
Subject 1	Trade A: Subject 1	Trade B: Subject 1	Trade C: Subject 1	Trade ...: Subject 1
Subject 2	Trade A: Subject 2	Trade B: Subject 2	Trade C: Subject 2	Trade ...: Subject 2
Subject 3	Trade A: Subject 3	Trade B: Subject 3	Trade C: Subject 3	Trade ...: Subject 3
Compulsory Subjects				
Subject 4	General Punjabi/ Punjab History and Culture			
Subject 5	Functional English			
Subject 6	Technology in Everyday Life			
Subject 7	Career Foundation Course			

b. Compulsory subjects:

Every student will be offered four compulsory subjects:

Compulsory Subject	Remarks (Change)
Functional English	Will update the existing subject - General English
General Punjabi OR	No Change



Punjab History and Culture	
Technology in Everyday Life	Will update existing subject - Computer Science
Career Foundation Course	Will update existing subject - General Foundation Course

c. Elective subjects:

The four trades offered to HSS students across groups are as mentioned below. A student will select one trade out of four during admission in Grade XI and will continue the same in Grade XII as well. A student cannot change trades between Grade XI and XII.

A. Banking and Finance Group		Remarks
Trade 1: Banking, Financial Services and Insurance (BFSI)		This trade will replace following existing trades - Insurance, Taxation Practice, and Banking & Financial Services
Business Correspondent	Subject - 1	NSQF subject
Financial Products & Services	Subject - 2	New Subject
Financial Accounting & Application	Subject - 3	New Subject
B. Digital Science Group		Remarks
Trade1: Digital Design & Development (DDD)		This new trade will replace the existing Computer Science trade
Digital Design	Subject - 1	New Subject
Digital Marketing	Subject - 2	New Subject
Digital Development	Subject - 3	New Subject



C. Beauty and Health Group		Remarks
Trade 1: Beauty & Wellness (B&W)		New trade introduced under this group
Beauty Therapist	Subject - 1	NSQF subject
Hair Styling	Subject - 2	New Subject
Salon Management	Subject - 3	New Subject
Trade 2: Healthcare Sciences and Services (HSS)		New trade introduced under this group
General Duty Assistant	Subject - 1	NSQF subject
Allied Health Services	Subject - 2	New Subject
Human Biology	Subject - 3	Aligned with the science stream curriculum*

**May be revised basis the curriculum requirement for vocational trade.*

3. Assessment Framework

3.1 Objectives of the Assessment Framework

The key objectives of this assessment framework are:

- To provide a comprehensive assessment of students' practical skills and knowledge in their chosen trade.
- To assess students' proficiency in essential employability skills.
- To ensure assessments are conducted on industry-relevant competencies.
- To provide a holistic view of student progress and achievement through varied assessment types through formative and summative assessments.
- To align assessments with potential higher education pathways, facilitating seamless progression for students in chosen trade.

3.2 Principles of HSS Assessment Approach and its alignment with National Education Policy (NEP) 2020



Competency-based assessments are a significant feature of the assessment framework for Hunar Sikhia Schools (HSS). Competencies are considered as a measure of students' ability to perform a job specific task. These competencies when assessed are an indicator of learning achievements that are observable and can be assessed systematically. This competency framework is built upon the following key principles, each aligned with the National Education Policy (NEP) 2020:

1. Industry Relevant and Performance-Based Assessment

- It should focus on tasks that directly mirror current industry practices, emphasizing actual performance and job-specific skills. *[NEP Section 16.8, bridging the gap between education and employability]*
- Assessment should prioritize testing real-world skills through practical examinations and projects. *[NEP Section 4.6 : emphasis on experiential learning]*
- Assessments should also include testing application of concepts in unfamiliar contexts. *[NEP Section 4.6 : emphasis on experiential learning]*
- Example: In Digital Design and Development, students may create a responsive website for a real client within a specified timeframe.

2. Comprehensive Cognitive Skill Assessment

- It emphasizes assessing the full spectrum of cognitive skills, from recall to complex problem-solving and creation through various key areas. *[NEP Section 4.4 : vision of comprehensive education and Section 4.6: emphasis on conceptual understanding]*
- Example: In a Banking, Financial Services, and Insurance (BFSI) assessment, a range of questions may look like:

Cognitive Skill	Example in BFSI Assessment
Remember	Define key financial terms such as assets, liabilities, and equity.
Understand	Explain the difference between various types of insurance policies.
Apply	Calculate the compound interest on a fixed deposit using given parameters.
Analyze	Compare the risk and return profiles of different investment options.
Evaluate	Assess a client's financial situation and recommend suitable banking products.



Create	Develop a comprehensive financial plan for a small business, including banking, investment, and insurance components.
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3. Comprehensive Evaluation

- Assessments should incorporate both formative and summative assessments to provide ongoing feedback and final performance measures. *[NEP Sec 4.6 : Continuous and comprehensive evaluation system]*
- Example: In Digital Design and Development, there are ongoing assessment requirements such as portfolio maintenance assessed through a viva-voce in the final practical exams.

4. Balancing Standardization and Authenticity

- The assessment should maintain consistent standards while ensuring tasks are authentic and relevant to real-world scenarios.
- The questions should also test unfamiliar context to test application.
- Example: In Beauty and Wellness, there may be a standardized written test on anatomy and cosmetic chemistry, combined with a practical exam where students perform a facial treatment on a client with specific skin concerns, balancing consistent evaluation with real-world variability.

3.3 Overall Assessment Schema

Hunar Sikhia Schools will follow a comprehensive approach for holistic assessment of student growth through three key areas:

1. **Theory Assessments** to evaluate students' understanding of foundational concepts and their application. It encourages critical thinking and clear articulation of thoughts.
 - Best suited for: Competencies such as conceptual understanding, logical reasoning, and retention of knowledge.
 - Formats: It may include a mix of 1-sentence responses, MCQs, short answers, and long-form responses.
2. **Practical-Based Assessments** to measure the ability to apply learned concepts in real-world or simulated scenarios. It will enhance problem-solving skills and hands-on application of knowledge.



- **Best suited for:** Competencies such as practical skills, experimentation, role-plays, and creativity in real-time scenarios.
- **Formats:** It may include portfolios, surveys, presentations, task performance, etc.

3. **Internal Assessments** to provide ongoing, internal feedback and personalized evaluations. It will help track progress over time and tailor teaching strategies to individual needs.

- **Best suited for:** personal growth, continuous improvement, and self-reflection.
- **Formats:** It may include a mix of theory and practical based assessments.

The assessment structure for Grades 11 and 12 presents a comprehensive evaluation system. In Grade 12, both theory and practical components are internally and externally evaluated, ensuring standardized assessment across institutions. Grade 11 adopts an internal evaluation approach for all subjects.

This diverse assessment schema aims to provide a balanced approach to the assessment of students' knowledge, practical skills, and overall academic performance across various subjects.

The assessment schema is as follows:



Scored Subjects					
		Practical	Theory	Internal	Total
Trade Subjects*	Trade Subject 1	50	40	10	100
	Trade Subject 2	50	40	10	100
	Trade Subject 3	50	40	10	100
Language Subjects	Functional English	40	50	10	100
	General Punjabi/ Punjabi History & Culture	-	80	20	100
Total Marks					500

Graded Subjects					
Industry readiness Subjects	Technology in everyday life	50	40	10	100 (Graded)
	Career Foundation Course	15	30	05	50 (Graded)

Externally evaluated in Grade 12 *Exception applies to the Healthcare trade, as detailed below. | Prescribed book provided by PSEB

- For the Healthcare trade (Grade 11 and 12), the marks distribution for trade-specific subjects is given below. The marks distribution for all other subjects (including Language and Industry Readiness) shall remain consistent with the structure applicable across other trades.

Scored Subjects					
		Practical	Theory	Internal	Total
Trade Subjects in Healthcare trade	Allied Healthcare	50	40	10	100
	General Duty Assistant	70	25	5	100
	Human Biology	40	50	10	100

- It is mandatory to get minimum 33% marks in theory and practical separately.
- No minimum marks are required in internal assessment but it is mandatory to get 33% marks in theory, practical and in aggregate.
- Students must score at least 'E' grade in all subjects to be declared 'pass'.



Below is the general grading criteria:

General Grading Criteria:

S.No	Marks	Grading
1	Above 90% marks	A+
2	Above 80% marks and upto 90% marks	A
3	Above 70% marks and upto 80% marks	B+
4	Above 60% marks and upto 70% marks	B
5	Above 50% marks and upto 60% marks	C+
6	Above 40% marks and upto 50% marks	C
7	Above 33% marks and upto 40% marks	D
8	Below 33% marks	E

- A student may choose one of the offered trades (which includes three elective and four foundational subjects). The student may choose a subject from the academic stream as additional. Additional subjects will be assessed as per the norms already set by the Punjab School Education Board



The list of subjects in the academic stream is as follows:

1. Punjabi
2. Hindi
3. English
4. Urdu
5. Sanskrit
6. French
7. German
8. History
9. Economics
10. Mathematics
11. Political Science
12. Public Administration
13. Religion
14. Music (Vocal)
15. Gurmat Sangeet
16. Music (Instrumental)
17. Music (Tabla)
18. Music (Dance)
19. Philosophy
20. Geography
21. Defence Studies
22. Psychology
23. Home Science
24. Modeling and Sculpture
25. Commercial Art
26. Drawing and Painting
27. History and Appreciation of Art
28. Physical Education and Sports
29. Media Studies
30. Physics
31. Chemistry
32. Biology
33. Computer Application
34. Business Studies
35. Accountancy
36. Fundamental of e- Business
37. Agriculture
38. National Cadet Corps (NCC)



3.4 Assessment Methods and Types

To conduct comprehensive and varied assessments as per the proposed framework, the following suggested question types may be considered.

Type of Answer	Internal Exam	Theory Exam	Practical Exam
Very Short	MCQs	MCQs	Labeling Questions
	MCQs with rationale	Match the following	Gap-fill diagrams
	Match the following	True/False	
	Fill in the blanks	Gap-fill diagram	
		Labeling Questions	
Short	Short answer type questions	Short answer type questions	Role plays
	Short case based	Fill in the blanks	Short case based
		Short case based	Problem Solving case
			Stations
Long	Case based	Essay type	Practical Performance
		Case based	Simulation
			Oral presentations/ interviews
			Portfolio Assessment
			Field visits / internships etc

brief explanation of the various recommended assessment tools is enclosed herein for reference with relevant examples.



4. **Multiple-Choice Questions (MCQs):** This question type has several possible answers, only one of which is correct.

Example: Which of the following is not a common skin type in beauty therapy?

A) Oily B) Dry C) Combination D) Transparent

5. **MCQs with rationale:** If a rationale is asked for the chosen question, it will be an MCQ with rationale that can provide a qualitative understanding of students' learning.

6. **Match the following:** This question type requires students to match items from two columns.

Example: Match the financial product with its definition:

Mutual Fund	Long-term investment in a diversified portfolio
Term Insurance	Savings account with a set interest rate and duration
Fixed Deposit	Protection that pays out if the policyholder dies

7. **True/False:** In this, students must identify presented statements as either true or false.

Example: CSS is primarily used for adding interactivity to websites. (True/False)

8. **Labeling Questions:** In this, students are asked to identify and label parts of a diagram or image.

Example: Label the major bones of the human skeletal system on this diagram.

9. **Gap-fill diagrams:** This question type requires students to complete a diagram by filling in missing parts.

Example: Complete this flowchart of the loan approval process by filling in the missing steps.



10. **Short answer type questions:** This question type requires brief responses, usually one or two sentences.

Example: List two key benefits of using version control in web development.

11. **Role plays:** This question type involves simulated scenarios where students act out specific roles to practice and demonstrate their skills in real-life situations under a given duration.

Example : In pairs, roleplay a job interview for a customer service position. Student A (Job Applicant): Introduce yourself and discuss two of your key strengths relevant to customer service.

Student B (Interviewer): Ask the following questions:

1. "Tell me about yourself and why you're interested in this position."
2. "What are your top two strengths that make you suitable for customer service?"

12. **Fill in the blanks:** This question type asks students to complete a sentence by filling in missing words or phrases.

Example: The process of removing dead skin cells from the face is called _____.

13. **Essay type:** This question type requires detailed explanations, often applying theoretical knowledge to practical scenarios.

Example: Explain the importance of maintaining patient confidentiality in healthcare and describe three strategies to ensure it in a clinical setting.

14. **Case based questions:** This question type presents a real-world situation that students must address using their skills and knowledge.

Example: A client wants to invest ₹5 lakhs for 5 years. Considering their low risk tolerance, what investment options would you recommend and why?

15. **Simulation:** This question type involves virtual simulations/infrastructure for students to complete tasks in a controlled, digital environment.



Example: On a station, collect all the necessary information about the patient to begin their treatment journey.

16. Practical Performance: This question type requires students to perform a specific task that is evaluated.

Example: Design a responsive website homepage for a local beauty salon using HTML, CSS, and JavaScript.

17. Portfolio Assessment: This question type involves evaluating a collection of work that demonstrates skills developed during the coursework in the year.

Example: Compile a portfolio of your best UI/UX designs for mobile applications, including wireframes, prototypes, and final designs.

18. Oral Presentations: This question type assesses students' ability to explain or demonstrate a concept verbally, often with visual aids.

Example: Present a 5-minute pitch for a new skincare product line, including target market and unique selling points.

19. Stations and observation Checklists: This question type involves an instructor observing and evaluating a student's performance of a task or a list of tasks. The testing criteria are provided in the question.

Example: Perform a basic facial treatment on a client while being evaluated on technique, hygiene, and client interaction.



Appendix - Syllabus for Grade 11

Compulsory Subjects

A. Technology in Everyday life

Unit-n umber	Unit Name	Sub-topics
Unit 1	Personal Use Technologies	Personal productivity and collaboration with others, Educational video channels
		Contacts, Notes, Apps & Notifications, Notes, File types & conversion, Cloud storage and apps, Sharing & collaborating, Backup and Sync, Cyber safety, Secure storage
		Browsers, Search engines, Image search, Translation, OCR, AI assistants. Diverse messaging options, Online conferencing, speech-to-text, Social media
		Shooting and Editing videos & photos, Digital art/poster Mini projects & Activities for students to use each of the technologies mentioned above.
Unit 2	Planning and Task Tracking	Task breakdown, Tracking task progress, Travel planning including Budget handling, priorities and trade-offs
		Maps, Search, Reviews & Ratings, Calendar, Spreadsheets – tabular organisation, formatting for ease of comparison, calculations using simple formulas, dropdowns for reliable data entry, conditional formatting
		Group Project to Plan a Class Tour: ● Gather and analyse tour requirements, ● Generate many ideas, develop multiple tour plan options and select the best, ● Meticulously detail the tour plan, ● Seek peer feedback and make improvements.
		Evolution of planning processes with technology. How do Maps work? Additional features of Spreadsheet for calculation, data organisation, and attractive formatting.



Unit 3	Animated eLearning Video	Styles of animation, elements of animation, animation script, iterative improvement process.
		Diverse tools for different styles of Animation, Characters, backgrounds, animation effects, Special effects, Graphical drawing tool, Video creation
		Group Project to Develop an Animated eLearning Video: • Understand elements of animation • Choose the style of animation suitable to explain an eLearning concept • Prepare an elaborate animation script • Develop the animated eLearning video • Peer feedback and improvements
		Evolution of animation techniques with technology Variety of eLearning options – MOOCs, Swayam Prabha, and others. Also, earning opportunities with animation and digital media skills.
Unit 4	Structured Communication	Multi-modal communication with customers, Email threads, Structuring & formatting documents (e.g. resumes), Structuring presentations purposefully, Norms of online discussions, Contact management
		Various tools for customer communication, word processing, spelling & grammar checking, formatting, templates, presentation tools, structured discussion tools, contacts
		Small Group Project: Create Slides and Present • Clarity and purpose of the message • Structure aligned with the purpose • Adding technology elements to make it vibrant • Peer Feedback & improvement
		Evolution of Written communication, Advanced features in word processing and slide presentation, Desktop Publishing software for magazine articles and books, Applications of different types of printers – dot-matrix, line printers, inkjet, laser. Also, earning opportunities for skills in structured communication.
Unit 5	Online Brand Presence	Digital branding principles, key elements of online branding, prioritising web and social media channels for intended target groups, designing and communicating brand identity, and basics of



		online advertisement.
		Digital design and web tools, Web domain, Developing and hosting a Web site, Content management systems, Social media handles, Online communities, Introduction to online advertising tools and metrics
		Group Project: Create an Online Brand • Conceptualise the brand identity for a chosen organisation • Develop brand collateral: name, logo, tagline, banner, visiting cards • Develop a basic website • Design a digital poster and message to communicate brand identity to target groups. • Utilise social media platforms to reach the target group population. • Understand how an online advertising platform can be used.
		HTML, CSS and their properties Evolution of brand building and management with technology Careers enabled by skills in creating brand collateral and in reaching out to online audiences.
Unit 6	Basic Computation Concepts	Applications of Basic Computational Thinking in everyday lives: Products using digital automation such as programmable LED lights, washing machines, microwaves, roti-makers, and so on.
		Programming blocks. Automation of solutions based on Goals and Constraints. Activities: • Solve a few puzzles with gradually increasing difficulty levels using interactive block programming. • Explain the basic computation concepts such as Sequencing, Conditional decision, and Repetition loops using everyday life examples.
		Understand the basic elements & constructs of popular programming languages and their evolution. Process of compiling/interpreting/executing programs. Security: Hacking, Viruses, Spyware, Worms, Phishing, Spamming; Ways and tools to protect from such threats. Careers enabled by a basic understanding of computational thinking and automation.



B. Career Foundation Course

Unit-number	Unit Name	Sub-topics
1.	Introduction to Employability Skills	Importance of Employability Skills, Learning Employability Skills Online, Explore the Future of Work
2.	Becoming a Professional in the 21st Century	21st Century Employability Skills, Know Yourself, Behaviour and Attitude, Critical Thinking and Decision-Making, Time-Management in the Workplace, Problem-Solving
3.	Constitutional Values: Citizenship	Values and Ethics, Our Constitution: Guiding Principles, Protecting Our Environment
4.	Communication Skills	Communication, Verbal Communication: Speaking, Verbal Communication: Writing, Non-Verbal Communication, Practicing Effective Communication, Workplace Communication: Introduction, Effective Team Work, Managing Conflicts, Handling Criticism
5.	Diversity and Inclusion	Gender Stereotypes, Understanding Gender-Based Discrimination, Understanding Gender Equality, Diversity in the Workplace, Inclusion in the Workplace, Prevention of Sexual Harassment in the Workplace [POSH]
6.	Entrepreneurship	Introduction to Entrepreneurship, Entrepreneurial Mindset, Difference between Self-Employment and Entrepreneurship, Market Scan, Marketing in the 21st Century, Understanding Customer Needs, Selecting a Type of Business: Product or Service, Final Business Idea, Building Business Plan, Basic Legal Functions Needed for Any Business
7.	Financial and Legal Literacy	Introduction to Financial Management, Basics of Banking, Online Banking and Digital Transactions, Mobile Banking, Online Payments, Salary, Loans and Insurance, Legal Literacy



C. Functional English

Unit-no /Chapter number	Chapter name	Sub topics
1.	Introducing Yourself and Others	Reading: 2 short theme-based descriptive texts Listening: 2 theme-based listening audios Speaking: 2 theme-based activities Writing: 1 theme-based gap fill exercise Grammar: Parts of speech, Present simple tense, Common errors in self-introduction Vocabulary: Words used to describe people, Words used for self-introductions
2.	Daily Routines	Reading: 2 theme-based narrative/descriptive texts Listening: 2 theme-based listening audios Speaking: 2 theme-based activities Writing: 2 theme-based tasks Grammar: Parts of speech (continued), Adverbs of frequency, Prepositions of time, Subject-verb agreement (basic) Vocabulary: Words and collocations related to daily activities, Time expressions
3.	Hometown and State	Reading: 1 theme-based narrative/descriptive text Listening: 2 theme-based listening audios Speaking: 2 theme-based activities Writing: 2 theme-based activities Grammar: Present simple tense, Past simple tense, Adjectives, Articles Vocabulary: Words related to features, Vocabulary about unique features
4.	Weather and Climate	Reading: 4 theme-based narrative/descriptive/predictive texts Listening: 2 theme-based listening audios Speaking: 2 theme-based activities Writing: 2 theme-based activities



		Grammar: Future tenses, Conditional statements, Passive voice Vocabulary: Terms related to weather and climate
5.	Food Exploration	Reading: 6 theme-based narrative/descriptive texts Listening: 2 theme-based listening audios Speaking: 2 theme-based activities Writing: 1 theme-based exercise Grammar: Countable and uncountable nouns, Quantifiers and qualifiers for countable and uncountable nouns respectively, Subject-verb agreement(continued), Comparatives and superlatives Vocabulary: Words related to cuisines and dishes, Adjectives of quality and quantity, Phrases to express likes and dislikes, Terms and phrases associated with table manners and etiquette
6.	Celebrations and Festivals	Reading: 4 theme-based narrative/descriptive texts Listening: 2 theme-based listening audios Speaking: 2 theme-based activities Writing: 2 theme-based exercise Grammar: Subordinate clauses, Gerund and to-infinitive Vocabulary: Words related to celebrations and festivals, Words and expressions related to celebrations (Expressions for expressing joy, gratitude, and well-wishes)
7.	Urban Living	Reading: 4 theme-based narrative/descriptive texts Listening: 2 theme-based listening audios Speaking: 2 theme-based activities Writing: 1 theme-based activity Grammar: Continuous tenses, Prepositions of place, time and direction, Coordinating clauses, Subject-verb agreement(advanced) Vocabulary: Words related to urban life, Descriptive words related to urban experiences



8.	Health and Fitness	Reading: 4 theme-based narrative/descriptive texts Listening: 2 theme-based listening audios Speaking: 2 theme-based activities Writing: 2 theme-based tasks Grammar: Modifiers, Placement of modifying phrases and clauses, Modal verbs Vocabulary: Words related to health and fitness, Common words associated with healthy lifestyles and fitness
9.	Locations and Directions	Reading: 3 theme-based visual/non-visual texts Listening: 1 theme-based listening task Speaking: 1 theme-based activity Writing: 1 theme-based task Grammar: Prepositions of place, time and directions, Imperatives, Present continuous and Future continuous tense Vocabulary: Phrases related to directions, Terms related to navigation apps (expressions for using technology to find and follow directions)
10.	Project Work	Steps of Project Work, Exploring potential topics, Collaboration, Understanding graphics like mind map, flowchart, concept map, etc.



D. General Punjabi OR Punjabi History and Culture

General Punjabi

Unit No/ Chapter /Class	Unit Name	Translation
Unit - 1	ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਦੀ ਜਾਣ-ਪਛਾਣ	Introduction to Punjabi Culture
Unit - 2	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਲਿਖਣ ਦਾ ਹੁਨਰ ਕਾਰ ਵਿਹਾਰ ਦੇ ਪੱਤਰ, ਸੰਖੇਪ-ਰਚਨਾ	Punjabi Language Writing Skills Business Letters, Summary Composition
Unit - 3	ਵਿਆਕਰਨ: ਕੋਸ਼-ਤਰਤੀਬ ਅਤੇ ਵਾਕ-ਰੂਪਾਂਤਰਨ	Grammar: Vocabulary, Sentence Structure and Sentence Transformation
Unit - 4	ਪੰਜਾਬੀ ਸਾਹਿਤ: ਕਵਿਤਾਵਾਂ ਅਤੇ ਕਹਾਣੀਆਂ	Punjabi Literature: Poems and Stories

**For further information, please refer to the PSEB website.*

Punjabi History and Culture

Unit No.	Unit Topics
Unit - 1	The land of the people, The Age of the Harappa Culture, The Age of the Vedic Aryans.
Unit - 2	From the Buddha to Ashoka, Invasions and impact
Unit - 3	The Gupta-Vardhana Age, The Turks in the Punjab.
Unit - 4	Education and Literature, Art and Architecture, The Siddhas and the Sufis.

**For further information, please refer to the PSEB website.*



Trade Subjects

A. Banking, Financial Services and Insurance

A1: Business Correspondent (NSQF subject)

Unit No	Name of the Unit	Topics
Unit 1	Introduction to Banking System	Meaning of Banking History and evolution of banking in India Banking structure in India and types of banking. Functions of business correspondents and business facilitators. Roles and responsibilities of business correspondent and business facilitators.
Unit 2	Sources of New Customers	Demographic factors of bank customers Customer segmentation meaning Financial needs of customers Market segmentation based on demand Assessment of the prospective customer's financial status Identification of potential customers Information systems for customers
Unit 3	Verification of Preliminary Information	Describe the preliminary customer information Pursue referral enquiry for potential customers Receive and update the required documents Educate customers about payment mechanisms.
Unit 4	Process of Banking Application	Delivery of document to the bank Status of Application form Delivery of documents on account opening General administrative work

**For further information, please refer to the PSSCIVE or PSEB website.*



A2: Financial Accounting and Applications

Unit No.	Unit Name	Topics
Unit 1	Introduction to Accounting	Definition and Concept of Accounting Basic Accounting Terminology Fundamental Accounting Assumptions Accounting Principles Bases of Accounting
Unit 2	Recording of Transactions and Preparation of Ledger	The three types of Accounts: Nominal, Real and Personal Three Golden Rules of Accounting Rules for Different Accounts: Nominal, Real and Personal Source Documents and Their Importance Steps for Recording Transactions
Unit 3	Journal Entries and Ledger Postings	Journal Entries Components of a Journal Entry Types of Journal Entries Application of golden rules of accounting in a journal entry Meaning and components of a ledger account Process of Ledger Posting and posting in a ledger accounts
Unit 4	Rectification of Errors	Rectification of Errors and its importance Types of errors Methods and steps of rectification of errors Process of Rectification of Errors: Rectification of Two Sided Errors, Rectification of One Sided Errors
Unit 5	Preparation of Trial Balance	Definition and purpose of Trial Balance Limitation or Errors that affect Trial Balance Steps to prepare Trial Balance Suspense Account
Unit 6	Bank Reconciliation Statement	Preparation of Bank Reconciliation Statement Components and Format of a Bank Reconciliation Statement.



Unit No.	Unit Name	Topics
		Bank balance and Cash book balance Reconciling balance between bank balance and cash book balance Preparation of Amended Cash Book and Bank Reconciliation Statement
Unit 7	Depreciation, Provisions and Reserves	Introduction to Depreciation Methods of Calculating Depreciation - Straight line method and Written down value (WDV) Methods of Recording Depreciation - Straight line method and Written down value (WDV) (only asset account) Introduction to Provisions and Reserves - meaning and examples Types of Reserves
Unit 8	Final Accounts Preparation - Part One Final Accounts Preparation - Part Two	Final Accounts Trading Account Profit and Loss Account Balance Sheet Trading Account with adjustments Need for Adjustments in Profit and Loss Account and Balance Sheet
Unit 9	Accounting for Bills of Exchange	Introduction to Bills of Exchange and Promissory Note Difference Between a Bill of Exchange and a Promissory Note Practical Application and Important Terms Related to Bills of Exchange Accounting Treatment of Bills of Exchange and Promissory Notes
Unit 10	Accounting Equation	Accounting for Owner's Equity, Drawings, and Capital Accounts
Unit 11	Computers in Accounting	Introduction to Computer and Accounting Information System Automation of Accounting Process



Unit No.	Unit Name	Topics
		Basics of Accounting on MS Excel with its application and importance Overview of MS Office Suite Basics of Tally

A3: Financial Products and Services

Unit No.	Unit Name	Topics
Unit 1	Fundamentals of Banking System	Concept of banking and functions of Bank Types of Bank Accounts: Savings Accounts, Current Accounts, Fixed Deposits, Recurring Deposits Foreign Services (NRI, NRO, Remittances)
Unit 2	BFSI Products and Services	Lending Products: Loans, Mortgages, Overdraft Facilities, Credit Cards Investment Products: Mutual Funds (Meaning and Schemes), Meaning of Bonds and Stocks
Unit 3	Using Payment Instruments	Applying for a Cheque Book Using Cheques: Writing, Depositing, and Clearing Applying for Electronic Fund Transfers (EFT) Using EFT like RTGS, and NEFT for Transfers and Payments Understanding Demand Drafts, Online Banking, Debit and Credit cards
Unit 4	Understanding Basic Banking Calculations	Review of Basic Arithmetic Operations Understanding Fractions, Decimals, and Percentages for Business Application Ratios and Proportions in Business Applications
Unit 5	Understanding Insurance	Basics of Insurance: Meaning of Insurance, Insurer and Insured Types of Insurance Products: Life Insurance, Health Insurance, Property Insurance, Liability Insurance.



Unit No.	Unit Name	Topics
Unit 6	Financial Inclusion	What is Financial Inclusion? Need for Responsible Financial Practices What are Savings and Why Should Savings be Encouraged? What are Investments and Why Should They be Encouraged? What is Financial Planning? Relevant Government Schemes and Initiatives for Financial Inclusion
Unit 7	Debt Collection Techniques and Processes	Understanding Debt collection Debt Collection Process Techniques for Effective Debt Collection: Communication Skills, Persuasion Techniques Handling Objections and Excuses from Debtors
Unit 8	Documentation and Compliance in Debt Collection	Documentation and Record-Keeping in Debt Collection Dealing with Difficult Situations and Conflict Resolution Ethics and Compliance in Debt Collection
Unit 9	Financial Services Pricing and Commission	Principles of Pricing Financial Services Pricing Strategies: Cost-Plus Pricing, Value-Based Pricing, Competitive Pricing Percentage and Markup Calculations Commission Calculations Basics of Budgeting



B. Digital Design and Development

B1: Digital Design

Unit No/ Chapter /Class	Unit Name	Subtopics
Unit - 1	Introduction to Visual Design	What is design?, Elements of Design, Graphic Design Principles, Colour theory, Typography, Layout
Unit - 2	How to Create visuals	Visual Design Process, Defining the Problem, Idea Generation for Visual Design, Creating Visual Form
Unit - 3	Designing Brand Identity	Visual Brand Identity, Logo Design, Visual Brand Book
Unit - 4	Visual Brand Design	Social Media Design, Data Visualisation, Graphics for Web and App, Email newsletter
Unit - 5	Portfolio Design	Introduction to Portfolio Design, Designing a Case Study, Digital Portfolio Design

B2: Digital Marketing

Unit-no	Chapter name	Subtopics
Unit 1	Story of Digital Marketing	Introduction to Digital Marketing, Digital Marketing Fundamentals, Digital Marketing Opportunities
Unit 2	Customer & Brand	Digital Customer, Understand your Customer, Understand Brand , Build a Brand
Unit 3	Digital Landscape	Digital Platforms, Digital Content , Creative Ideation Methods
Unit 4	My First Strategy	Digital Marketing Strategy, Media Mix , Goal Setting, Your First Marketing Strategy
Unit 5	Understanding Product Promotion	Business Models, Product Portfolio, Launching a product



B3: Digital Development

Unit-no	Unit name	Subtopics
Unit 1	Hello World	Introduction to Mobile & Web Environments, Use Cases of Website & Apps, Getting Started with No-Code Tools
Unit 2	My First No-code Website	Design to Development Process, My First Blog Website
Unit 3	Website customisation	Test of a Website, Analytics of Test Results, Website Customisation
Unit 4	Getting Started with App Development	App Development Overview, My First No-code App, Testing and Iteration of No-code Apps
Unit 5	Launching the Product	Understanding Domain and Web-hosting, Publishing Websites, Managing App Hosting



C. Beauty and Wellness

C1: Beauty Therapist (NSQF subject)

Unit No	Name of the Unit	Topics
Unit 1	Beauty and Wellness Industry, and Beauty Therapy	Career Opportunities in the Beauty and Wellness Sector Beauty Therapy Services Preparing and Maintaining the Work Area Health and Safety in the Work Area
Unit 2	Skincare Services	Anatomy and Physiology of the Skin Types of Skin and Skincare Actions of the Facial, Neck and Shoulder Muscles Bleaching
Unit 3	Manicure and Pedicure Services	Anatomy of the Nail, Hand and Feet Manicure Pedicure
Unit 4	Depilation Services	Waxing Threading

**For further information, please refer to the PSSCIVE or PSEB website.*

C2: Hairstyling

Unit No.	Chapter Name	Sub Topics
1	Introduction to Hair Industry	1. Perceiving Beauty 2. Beauty and Wellness 3. Need of Beauty Industry 4. Evolution of Beauty and Wellness 5. Hairdressing Industry 6. Trends in the industry 7. Career in hairdressing the industry 8. Assessment



2	Hygiene and Sanitation	1. Understanding Health Protocols and Risk Prevention 2. Personal Hygiene and Protective Measures 3. Sanitization and Sterilisation of Tools and Equipment 4. Optimizing Salon Environment and Workspace 5. Assessment
3	Prepare and Maintain in the work area	1. Introduction 2. Identification of Tools and Products Needed for Hairstyling, 3. Maintaining, Sanitizing and Organising the Workstation and Trolley, 4. Maintenance of Accurate Client Records, 5. Efficient Methods for Storing and Organizing Tools and Products After Use 6. Assessment
4	Sectioning and Parting	1. Sectioning and Parting 2. Anatomy of the Head in reference point 3. Types of Sectioning Techniques 4. Tools Required 5. Sectioning 6. Common Challenges and How to Solve Them 7. Assessment
5	Understanding Hair science	1. Structure of Hair 2. Composition of Hair 3. Hair Types and Textures 4. Types of Hair and Scalp 5. Understanding pH 6. Common Contraindications for Hair Services 7. Client Consultation 8. Assessment
6	Shampoo and Condition the Hair & Scalp	1. Shampoo and Its Types 2. Hair Conditioner and Its Types 3. Ingredients in Shampoos & Conditioners 4. Understanding Scalp and Hair Treatment 5. Trolley Setting for Shampooing and Conditioning 6. Practical Aspects of Shampooing and Conditioning



		7. Personalised Home Care 8. Assessment
7	Basic Thermal Hair Styling & Basic Up Do's	1. Introduction to Thermal Styling, 2. Thermal Styling Products 3. Materials required for Updos 4. Essential Steps for Hair Preparation in Hairstyling 5. Safety Precautions in Thermal Styling 6. Common Thermal Styling Techniques 7. Basic Hairstyling & Updos 8. Assessment
8	Basic Hair Cutting	1. Introduction to Hair Cutting 2. Scissor & Comb: Holding & Lifting 3. Process of Hair Cutting 4. Assessment
9	Basic Hair Colouring	1. Introduction to Hair Colouring 2. Colour Theory 3. Hair Colouring Products 4. Essential Tools & Materials for hair colouring 5. Preliminary Steps in Hair Colouring 6. Assessment

C3: Salon Management

Unit No.	Chapter Name	Sub Topics
1	Understanding Salon and its Types	1. What is a Salon 2. Salon types 3. Types of Services Offered 4. Roles and Responsibilities in a Salon 5. Basic Infrastructure and Layout 6. Visit to a Salon 7. Assessment
2	Basics of Salon Management	1. What is Salon Management 2. Daily Salon Operations 3. Staff Management and Leadership



		4. Client Management and Customer Service 5. Salon Marketing and Client Retention 6. Basic Financial Management for Salons 7. Health and Safety 8. Waste Management and Environmental Responsibility 9. Salon visit 2 10. Assessment
3	Develop and Maintain Your Effectiveness at a Salon	1. Workplace Dynamics & Professionalism in the Salon 2. Client Communication and Relationship Management 3. Personal Growth and Professional Development 4. Assessment
4	Perform Salon Reception Duties	1. Salon Reception Roles and Responsibilities 2. Professional Image and Communication for Salon Reception Staff 3. Salon Appointment System 4. Payment Management at the Salon 5. Assessment
5	Retail Sales and Marketing Strategies	1. The Importance of Retail Sales 2. Understanding Retail Product Sales in a Salon 3. Client Consultation Techniques 4. Selling Products and Services 5. Ways of Product Promotion 6. Staying Updated with Industry Trends 7. Assessment



D. Healthcare

D1: General Duty Assistant (NSQF subject)

Unit-no	Chapter Name	Subtopics
1	Introduction to Healthcare System	Healthcare delivery systems, Functions of a hospital in patient care, Role and functions of a clinic, Role of rehabilitation facility in patient recovery, Enlist the facilities/treatment provided by long term care facilities.
2	Role of General Duty Assistant in Patient Care.	Essential duties and responsibilities of Patient care assistant, Good qualities of Patient care assistant, Identify and report vital signs.
3	Customer Service and Public Relation	Qualities of a good medical receptionist, Tasks performed by a Medical Receptionist, Knowledge of responding to emergency calls.
4	Human Anatomy, Physiology and Nutrition	Various terms of anatomy and physiology, Importance of a balanced diet, Role of various nutrients and vitamins.
5	Primary Healthcare and Medical Emergencies	Importance of primary healthcare, Various indicators of the millennium development goals (MDGs) related to Health, Various medical emergency situations.
6	Handling Emergency Services	Emergency Admission procedure, Knowledge of discharge procedure, Explain safety and security procedures, Significance of command and control system in a hospital.
7	Personal Hygiene and First Aid	Grooming routines to be followed for personal hygiene, Importance of personal hygiene, Factors that affect health and prevent diseases, Method of hand washing.

**For further information, please refer to the PSSCIVE or PSEB website.*



D2: Allied Health Services

Unit-no	Chapter Name	Subtopics
1	Introduction to the Healthcare Industry & Allied Healthcare Services	1. Introduction to the Healthcare Industry 2. Key Players in Healthcare 3. Components and Processes in Healthcare 4. Allied Healthcare Professionals Roles and Job Responsibilities
2	Disease Prevention and Infection Control	1. Understanding Diseases 2. Understanding Infections 3. Standard Prevention Methods 4. Methods of Infection Control in Healthcare Settings 5. Vaccination and their role in Disease Prevention
3	Patient Assessment	1. Introduction to Patient Assessment 2. The Patient Assessment Process 3. Advanced Techniques in Patient Assessment
4	Medical Terminology	1. General Medical Terminology 2. Anatomical Terminology 3. Disease Terminology
5	Professionalism, Communication and Ethics in the Healthcare System	1. Healthcare Ethics & Regulations 2. Consent in Healthcare 3. Professionalism in Healthcare 4. Professional Development
6	Front Office Operations- Overview	1. Introduction to Front Office 2. Understanding Help Desk & Call Center Operations 3. Patient Relations
7	Front Office Operations- OPD, IPD & PHP	1. Managing the OPD & its Appointments 2. IPD Admission & Discharge 3. Preventive Health Program Management
8	Front Office Operations- Billing and emergency services	1. Managing the Billing Process 2. Managing Insurance & Third Party Assistance 3. Report Delivery & Data Management 4. Managing Emergency Services
9	Front Office Operations- HIS	1. Hospital Information System (HIS)



D3: Human Biology

Unit	Unit Title	Chapter	Chapter Title	Topic list
I	Diversity in Living World	1	Biological Classifications	Five kingdom classification; Salient features and classification of Monera, Protista and Fungi into major groups; Lichens, Viruses and Viroids.
II	Organisation in Plants	2	Morphology of Flowering	Morphology of different parts of flowering plants: root, stem, leaf, inflorescence, flower, fruit and seed; Description of family Solanaceae.
		3	Anatomy of Flowering Plants	Anatomy and functions of tissue systems in dicots and monocots.
III	Structure and Functions	4	Cell: The Unit of Life	Cell theory and cell as the basic unit of life; Structure of prokaryotic and eukaryotic cells; Plant cell and animal cell; Cell envelope; Cell membrane, cell wall; Cell organelles – structure and function; Endomembrane system: endoplasmic reticulum, golgi bodies, lysosomes, vacuoles; Mitochondria, ribosomes, plastids, microbodies; Cytoskeleton, cilia, flagella, centrioles (ultrastructure and function); Nucleus.
		5	Cell Cycle and Cell Division	Introduction to cell division; Basic difference between mitosis and meiosis; Significance of mitosis and meiosis.
		6	Biomolecules	Chemical constituents of living cells: biomolecules; Structure and function of



				proteins, carbohydrates, lipids, nucleic acids.
IV	Human Physiology	7	Breathing and Exchange of Gases	Respiratory organs in animals (recall only);Respiratory system in humans;Mechanism of breathing and its regulation in humans – exchange of gases, transport of gases and regulation of respiration;Respiratory volume;Disorders related to respiration – asthma, emphysema, occupational respiratory disorders.
		8	Body Fluids and Circulation	Composition of blood, blood groups, coagulation of blood;Composition of lymph and its function;Human circulatory system – structure of human heart and blood vessels;Cardiac cycle, cardiac output, ECG;Double circulation;Regulation of cardiac activity;Disorders of circulatory system – hypertension, coronary artery disease, angina pectoris, heart failure.
		9	Excretory Products and Their Elimination	Modes of excretion – ammonotelism, ureotelism, uricotelism;Human excretory system – structure and function;Urine formation, osmoregulation;Regulation of kidney function – renin–angiotensin, atrial natriuretic factor, ADH and diabetes insipidus;Role of other organs in excretion;Disorders – uraemia, renal failure, renal calculi, nephritis;Dialysis and artificial kidney, kidney transplant.



		10	Locomotion and Movement	Types of movement – ciliary, flagellar, muscular; Skeletal muscle – contractile proteins and muscle contraction; Skeletal system and its functions; Joints; Disorders of muscular and skeletal system – myasthenia gravis, tetany, muscular dystrophy, arthritis, osteoporosis, gout.
		11	Neural Control & Coordination	Neuron and nerves; Nervous system in humans – central nervous system; Peripheral nervous system and visceral nervous system; Generation and conduction of nerve impulse; Reflex action; Sensory perception; Sense organs; Elementary structure and functions of eye and ear.
		12	Chemical Coordination and Integration	Endocrine glands and hormones; Human endocrine system – hypothalamus, pituitary, pineal, thyroid, parathyroid, adrenal, pancreas, gonads; Mechanism of hormone action (elementary idea); Role of hormones as messengers and regulators; Hypo- and hyperactivity and related disorders – dwarfism, acromegaly, cretinism, goiter, exophthalmic goiter, diabetes, Addison's disease.



Punjab School Education Board

**Subject Schema and Assessment Framework
for**

Hunar Sikhia Schools (HSS)

Class 12

Session 2026 - 27



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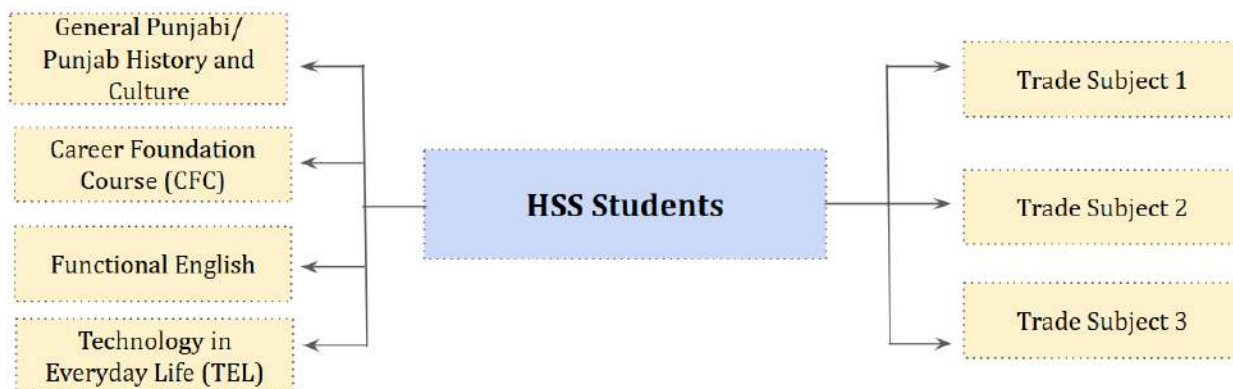
1. Introduction

1.1. Background

The Hunar Sikhia Schools (HSS) in Punjab is a pioneering initiative to provide high-quality, in-depth skill-based education aligned with the evolving needs of students, industry, and the broader economy.

HSS addresses a critical need in Punjab's education system by catering to students who leave school each year, do not pursue further education and enter the workforce directly, with limited preparedness to manage the school-to-work transition. A survey of government senior secondary school students in May-June 2023 revealed that 45% of respondents intended to pursue either full-time or part-time employment after school, indicating a strong need to align school education with job market requirements.

The launch of HSS in government schools of Punjab stems from a comprehensive review of the existing vocational education landscape and incorporates international best practices and insights from extensive industry consultations. It is designed to prepare students to enter the workforce after class 12 in specific trades of interest, as well as to pursue relevant higher education pathways in these chosen trades.



Subject Schema for Hunar Sikhia Schools

The curated combination of subjects aims to equip students with both depth in specific vocational skills and breadth in general employability competencies.



1.2. Purpose of the Document

The purpose of this document is to provide a subject scheme and a comprehensive understanding of the overall assessment design for the Hunar Sikhiya Schools, by outlining the approach for curriculum and assessment of students' industry-relevant skills in their chosen vocational trades.

The scheme of studies will provide an overall structure of compulsory and elective subjects that a student may opt under a vocational trade of their choice. It specifies the trades that have been merged and new trades that are being introduced across groups. Further, it also outlines the existing subjects under each trade and new subjects that have been introduced.

The assessment framework introduces competency-based assessments for vocational education and training, aligned with the National Education Policy [Section 16.4] and industry standards. It also draws upon guidelines from the National Skills Qualifications Framework (NSQF), the existing Old Vocational scheme in Punjab, and incorporates valuable inputs from school leaders, parent surveys, knowledge partners and the Punjab School Education Board.

Designed to support educators and administrators, this document will guide the implementation of a robust, industry-aligned subject schema and assessment system for Hunar Sikhiya Schools. It marks a significant shift towards competency-focused curriculum and evaluations in Punjab's secondary schools, ensuring students are well-prepared for their chosen careers or further education pathways. By bridging the gap between academic curricula and real-world skill requirements, this program aims to enhance the effectiveness and relevance of vocational education in Punjab.

2. Subject Schema

2.1. Introduction to HSS trades

In Grade 11, students enrolled in Hunar Sikhiya Schools will have the opportunity to select a trade aligned with their interests and career aspirations, and pursue it through a 2 year period over Grades 11 and 12. The curriculum structure has been carefully designed to address student needs and industry requirements, ensuring a comprehensive and relevant educational experience.

The HSS curriculum will comprise of a total of 7 subjects:



1. **Elective Subjects (Trade):** These subjects aligned to a specific trade will provide in-depth knowledge and skills specific to the particular industry or trade. Each trade offers 3 specialized subjects that cover the core competencies required for success in that field.
2. **Compulsory Subjects:** The compulsory subjects focus on developing broad, transferable skills essential for success in any workplace. These 4 subjects take a practical approach to ensure students are well-prepared for on-the-job scenarios.

Hunar Sikhia Schools				
TRADE	Trade A	Trade B	Trade C	...
Subject 1	Trade A: Subject 1	Trade B: Subject 1	Trade C: Subject 1	Trade ...: Subject 1
Subject 2	Trade A: Subject 2	Trade B: Subject 2	Trade C: Subject 2	Trade ...: Subject 2
Subject 3	Trade A: Subject 3	Trade B: Subject 3	Trade C: Subject 3	Trade ...: Subject 3
Compulsory Subjects				
Subject 4	General Punjabi/ Punjab History and Culture			
Subject 5	Functional English			
Subject 6	Technology in Everyday Life			
Subject 7	Career Foundation Course			

2.2. Compulsory subjects:

Every student will be offered four compulsory subjects:

Compulsory Subject	Remarks (Change)
Functional English	Will update the existing subject - General English
General Punjabi OR	No Change



Punjab History and Culture	
Technology in Everyday Life	Will update existing subject - Computer Science
Career Foundation Course	Will update existing subject - General Foundation Course

2.3. Elective subjects:

The four trades offered to HSS students across groups are as mentioned below. A student will select one trade out of four during admission in Grade XI and will continue the same in Grade XII as well. A student cannot change trades between Grade XI and XII.

A. Banking and Finance Group		Remarks
Trade 1: Banking, Financial Services and Insurance (BFSI)		This trade will replace following existing trades - Insurance, Taxation Practice, and Banking & Financial Services
Business Correspondent	Subject - 1	NSQF subject
Financial Products & Services	Subject - 2	New Subject
Financial Accounting & Application	Subject - 3	New Subject
B. Digital Science Group		Remarks
Trade1: Digital Design & Development (DDD)		This new trade will replace the existing Computer Science trade
Digital Design	Subject - 1	New Subject
Digital Marketing	Subject - 2	New Subject
Digital Development	Subject - 3	New Subject



C. Beauty and Health Group		Remarks
Trade 1: Beauty & Wellness (B&W)		New trade introduced under this group
Beauty Therapist	Subject - 1	NSQF subject
Hair Styling	Subject - 2	New Subject
Salon Management	Subject - 3	New Subject
Trade 2: Healthcare Sciences and Services (HSS)		New trade introduced under this group
General Duty Assistant	Subject - 1	NSQF subject
Allied Health Services	Subject - 2	New Subject
Human Biology	Subject - 3	Revised Biology for Healthcare Science in alignment with the current science stream*

**May be revised basis the curriculum requirement for vocational trade.*

3. Assessment Framework

3.1. Objectives of the Assessment Framework

The key objectives of this assessment framework are:

- To provide a comprehensive assessment of students' practical skills and knowledge in their chosen trade.
- To assess students' proficiency in essential employability skills.
- To ensure assessments are conducted on industry-relevant competencies.
- To provide a holistic view of student progress and achievement through varied assessment types through formative and summative assessments.
- To align assessments with potential higher education pathways, facilitating seamless progression for students in chosen trade.

3.2. Principles of HSS Assessment Approach and its alignment with National Education Policy (NEP) 2020



Competency-based assessments are a significant feature of the assessment framework for Hunar Sikhia Schools (HSS). Competencies are considered as a measure of students' ability to perform a job specific task. These competencies when assessed are an indicator of learning achievements that are observable and can be assessed systematically. This competency framework is built upon the following key principles, each aligned with the National Education Policy (NEP) 2020:

1. Industry Relevant and Performance-Based Assessment

- It should focus on tasks that directly mirror current industry practices, emphasizing actual performance and job-specific skills. *[NEP Section 16.8, bridging the gap between education and employability]*
- Assessment should prioritize testing real-world skills through practical examinations and projects. *[NEP Section 4.6 : emphasis on experiential learning]*
- Assessments should also include testing application of concepts in unfamiliar contexts. *[NEP Section 4.6 : emphasis on experiential learning]*
- Example: In Digital Design and Development, students may create a responsive website for a real client within a specified timeframe.

2. Comprehensive Cognitive Skill Assessment

- It emphasizes assessing the full spectrum of cognitive skills, from recall to complex problem-solving and creation through various key areas. *[NEP Section 4.4 : vision of comprehensive education and Section 4.6: emphasis on conceptual understanding]*
- Example: In a Banking, Financial Services, and Insurance (BFSI) assessment, a range of questions may look like:

Cognitive Skill	Example in BFSI Assessment
Remember	Define key financial terms such as assets, liabilities, and equity.
Understand	Explain the difference between various types of insurance policies.
Apply	Calculate the compound interest on a fixed deposit using given parameters.
Analyze	Compare the risk and return profiles of different investment options.
Evaluate	Assess a client's financial situation and recommend suitable banking products.



Create	Develop a comprehensive financial plan for a small business, including banking, investment, and insurance components.
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3. Comprehensive Evaluation

- Assessments should incorporate both formative and summative assessments to provide ongoing feedback and final performance measures. *[NEP Sec 4.6 : Continuous and comprehensive evaluation system]*
- Example: In Digital Design and Development, there are ongoing assessment requirements such as portfolio maintenance assessed through a viva-voce in the final practical exams.

4. Balancing Standardization and Authenticity

- The assessment should maintain consistent standards while ensuring tasks are authentic and relevant to real-world scenarios.
- The questions should also test unfamiliar context to test application.
- Example: In Beauty and Wellness, there may be a standardized written test on anatomy and cosmetic chemistry, combined with a practical exam where students perform a facial treatment on a client with specific skin concerns, balancing consistent evaluation with real-world variability.

3.3. Overall Assessment Schema

Hunar Sikhia Schools will follow a comprehensive approach for holistic assessment of student growth through three key areas:

1. **Theory Assessments** to evaluate students' understanding of foundational concepts and their application. It encourages critical thinking and clear articulation of thoughts.
 - Best suited for: Competencies such as conceptual understanding, logical reasoning, and retention of knowledge.
 - Formats: It may include a mix of 1-sentence responses, MCQs, short answers, and long-form responses.
2. **Practical-Based Assessments** to measure the ability to apply learned concepts in real-world or simulated scenarios. It will enhance problem-solving skills and hands-on application of knowledge.



- **Best suited for:** Competencies such as practical skills, experimentation, role-plays, and creativity in real-time scenarios.
- **Formats:** It may include portfolios, surveys, presentations, task performance, etc.

3. **Internal Assessments** to provide ongoing, internal feedback and personalized evaluations. It will help track progress over time and tailor teaching strategies to individual needs.

- **Best suited for:** personal growth, continuous improvement, and self-reflection.
- **Formats:** It may include a mix of theory and practical based assessments.

The assessment structure for Grades 11 and 12 presents a comprehensive evaluation system. In Grade 12, both theory and practical components are internally and externally evaluated, ensuring standardized assessment across institutions. Grade 11 adopts an internal evaluation approach for all subjects.

This diverse assessment schema aims to provide a balanced approach to the assessment of students' knowledge, practical skills, and overall academic performance across various subjects.

The assessment schema is as follows:



Scored Subjects					
		Practical	Theory	Internal	Total
Trade Subjects*	Trade Subject 1	50	40	10	100
	Trade Subject 2	50	40	10	100
	Trade Subject 3	50	40	10	100
Language Subjects	Functional English	40	50	10	100
	General Punjabi/ Punjabi History & Culture	-	80	20	100
Total Marks					500

Graded Subjects					
Industry readiness Subjects	Technology in everyday life	50	40	10	100 (Graded)
	Career Foundation Course	15	30	05	50 (Graded)

Externally evaluated in Grade 12 *Exception applies to the Healthcare trade, as detailed below. | Prescribed book provided by PSEB

- For the Healthcare trade (Grade 11 and 12), the marks distribution for trade-specific subjects is given below. The marks distribution for all other subjects (including Language and Industry Readiness) shall remain consistent with the structure applicable across other trades.

Scored Subjects					
		Practical	Theory	Internal	Total
Trade Subjects in Healthcare trade	Allied Healthcare	50	40	10	100
	General Duty Assistant	70	25	5	100
	Human Biology	40	50	10	100

- It is mandatory to get minimum 33% marks in theory and practical separately.
- No minimum marks are required in internal assessment but it is mandatory to get 33% marks in theory, practical and in aggregate.



- Students must score at least 'E' grade in all subjects to be declared 'pass'.

Below is the general grading criteria:

General Grading Criteria:

S.No	Marks	Grading
1	Above 90% marks	A+
2	Above 80% marks and upto 90% marks	A
3	Above 70% marks and upto 80% marks	B+
4	Above 60% marks and upto 70% marks	B
5	Above 50% marks and upto 60% marks	C+
6	Above 40% marks and upto 50% marks	C
7	Above 33% marks and upto 40% marks	D
8	Below 33% marks	E

- A student may choose one of the offered trades (which includes three elective and four foundational subjects). The student may choose a subject from the academic stream as additional. Additional subjects will be assessed as per the norms already set by the Punjab School Education Board



The list of subjects in the academic stream is as follows:

1. Punjabi
2. Hindi
3. English
4. Urdu
5. Sanskrit
6. French
7. German
8. History
9. Economics
10. Mathematics
11. Political Science
12. Public Administration
13. Religion
14. Music (Vocal)
15. Gurmat Sangeet
16. Music (Instrumental)
17. Music (Tabla)
18. Music (Dance)
19. Philosophy
20. Geography
21. Defence Studies
22. Psychology
23. Home Science
24. Modeling and Sculpture
25. Commercial Art
26. Drawing and Painting
27. History and Appreciation of Art
28. Physical Education and Sports
29. Media Studies
30. Physics
31. Chemistry
32. Biology
33. Computer Application
34. Business Studies
35. Accountancy
36. Fundamental of e- Business
37. Agriculture
38. National Cadet Corps (NCC)



3.4. Assessment Methods and Types

To conduct comprehensive and varied assessments as per the proposed framework, the following suggested question types may be considered.

Type of Answer	Internal Exam	Theory Exam	Practical Exam
Very Short	MCQs	MCQs	Labeling Questions
	MCQs with rationale	Match the following	Gap-fill diagrams
	Match the following	True/False	
	Fill in the blanks	Gap-fill diagram	
		Labeling Questions	
Short	Short answer type questions	Short answer type questions	Role plays
	Short case based	Fill in the blanks	Short case based
		Short case based	Problem Solving case
			Stations
Long	Case based	Essay type	Practical Performance
		Case based	Simulation
			Oral presentations/ interviews
			Portfolio Assessment
			Field visits / internships etc

A brief explanation of the various recommended assessment tools is enclosed herein for reference with relevant examples.



1. **Multiple-Choice Questions (MCQs):** This question type has several possible answers, only one of which is correct.

Example: Which of the following is not a common skin type in beauty therapy?

A) Oily B) Dry C) Combination D) Transparent

2. **MCQs with rationale:** If a rationale is asked for the chosen question, it will be an MCQ with rationale that can provide a qualitative understanding of students' learning.

3. **Match the following:** This question type requires students to match items from two columns.

Example: Match the financial product with its definition:

Mutual Fund	Long-term investment in a diversified portfolio
Term Insurance	Savings account with a set interest rate and duration
Fixed Deposit	Protection that pays out if the policyholder dies

4. **True/False:** In this, students must identify presented statements as either true or false.

Example: CSS is primarily used for adding interactivity to websites. (True/False)

5. **Labeling Questions:** In this, students are asked to identify and label parts of a diagram or image.

Example: Label the major bones of the human skeletal system on this diagram.

6. **Gap-fill diagrams:** This question type requires students to complete a diagram by filling in missing parts.

Example: Complete this flowchart of the loan approval process by filling in the missing steps.



7. **Short answer type questions:** This question type requires brief responses, usually one or two sentences.

Example: List two key benefits of using version control in web development.

8. **Role plays:** This question type involves simulated scenarios where students act out specific roles to practice and demonstrate their skills in real-life situations under a given duration.

Example : In pairs, roleplay a job interview for a customer service position. Student A (Job Applicant): Introduce yourself and discuss two of your key strengths relevant to customer service.

Student B (Interviewer): Ask the following questions:

1. "Tell me about yourself and why you're interested in this position."
2. "What are your top two strengths that make you suitable for customer service?"

9. **Fill in the blanks:** This question type asks students to complete a sentence by filling in missing words or phrases.

Example: The process of removing dead skin cells from the face is called _____.

10. **Essay type:** This question type requires detailed explanations, often applying theoretical knowledge to practical scenarios.

Example: Explain the importance of maintaining patient confidentiality in healthcare and describe three strategies to ensure it in a clinical setting.

11. **Case based questions:** This question type presents a real-world situation that students must address using their skills and knowledge.

Example: A client wants to invest ₹5 lakhs for 5 years. Considering their low risk tolerance, what investment options would you recommend and why?

12. **Simulation:** This question type involves virtual simulations/infrastructure for students to complete tasks in a controlled, digital environment.



Example: On a station, collect all the necessary information about the patient to begin their treatment journey.

13. **Practical Performance:** This question type requires students to perform a specific task that is evaluated.

Example: Design a responsive website homepage for a local beauty salon using HTML, CSS, and JavaScript.

14. **Portfolio Assessment:** This question type involves evaluating a collection of work that demonstrates skills developed during the coursework in the year.

Example: Compile a portfolio of your best UI/UX designs for mobile applications, including wireframes, prototypes, and final designs.

15. **Oral Presentations:** This question type assesses students' ability to explain or demonstrate a concept verbally, often with visual aids.

Example: Present a 5-minute pitch for a new skincare product line, including target market and unique selling points.

16. **Stations and observation Checklists:** This question type involves an instructor observing and evaluating a student's performance of a task or a list of tasks. The testing criteria are provided in the question.

Example: Perform a basic facial treatment on a client while being evaluated on technique, hygiene, and client interaction.



Appendix - Syllabus for Grade 11

Compulsory Subjects

A. Technology in Everyday life

Unit-n umber	Unit Name	Sub-topics
Unit 1	Power of the Internet Cloud	Productively search on the internet, effectively collaborate in the cloud, Experience existing Virtual Reality (VR) and Augmented Reality (AR) products for knowledge and recreation, Apply AI in research and in a range of situations, and Explore Internet-based automation possibilities.
		Apps enabling collaboration in the cloud, Search engine features, AI-based assistants for research, for generating art, music, stories, etc, IoT devices, VR, and AR. Activities for using each of the technologies listed above.
		Familiarity with layperson vocabulary and practical use of the following topics: Digital Communication at present times – Bluetooth, WiFi, Router, LAN/Internet, Cloud, and associated Communication protocols, Basics of cloud computing, server farms, Trends in AI via machine learning (ML) and natural language processing (NLP), its enablement by cloud computing, and its extension to Robotics, Impact of empowering IoT devices.
Unit 2	Innovating a Daily-use Product	Invention and innovation, the process of developing a product with innovative features, and the role of 3D modelling.
		Ideation tools including AI, student-friendly tools for 2D and 3D modelling
		Group project: Basic 3D model of a product with innovative features • Understand innovation; Develop innovative requirements for improving a daily-use product • Brainstorm, evaluate and decide on design ideas to satisfy requirements • Sketch the design on paper for peer review • Understand 3D modelling and develop a basic 3D model for the proposed product • Peer review, Decide on improvements
		Basic exposure to: Advanced features of a student-friendly 3D



		modelling tool Innovative product development cycle
Unit 3	Data-based Decision Making	Process of deriving insights from data, Designing a purposeful survey, Data Collection, Data Grouping and Analysis
		Online Survey Forms, Spreadsheets – pivot tables, graphs and charts, Printing data reports
		Group Project: Data-based Decision Making - Choose a problem or need applicable to a large number of classmates - Design survey questions for a deeper understanding - Send the online survey and collect data - Analyse the results and develop insights using filtering, sorting, de-duping, pivoting, visualising, etc. - Share the insights and reports in a structured manner in presentations and printed form.
		Familiarity with layperson vocabulary and practical use of the following topics: Data organisation methods & tools, Handling large amounts of data (CSV, compression, etc.); Purpose and architecture of DBMS, database, cloud database, no-sql Big Data; Evolution of data-based insights & decision making, Business Intelligence using tools such as Tableau, PowerBI, etc.
Unit 4	Leveraging eCommerce and eGovernance	eCommerce: Buying, selling, comparison shopping; spotting fake listings. Digital Payments & Online Banking (CFC link): Safe UPI use, cards, and net banking basics. eGovernance: Accessing certificates, public services, and grievance systems via portals (DigiLocker, NAD, UMANG). Digital Identity & Security: Password management, 2FA, digital footprint awareness. Fraud Prevention: Detecting phishing, scams, fake websites, and reporting online frauds. Practical Public Data Use: Finding verified government information (e.g., schemes, scholarships, employment data).
		Common eCommerce platforms in India (Amazon, Flipkart) and how they work. Most-used eGovernance portals (e.g., DigiLocker, UMANG, MyGov). Fraud and spam detection with real examples. Everyday file handling: saving certificates in PDF, uploading documents securely. Activities: - Navigate eCommerce platforms – find products, compare features/prices. - Mock digital payment exercises – QR code scan, UPI transfer demo (without real money).



		● Identify fake offers/emails – practical spotting of phishing attempts. ● Explore ways to sell items, how to setup a store ● DigiLocker hands-on – download and verify a mock certificate. ● eGovernance demo – submit a mock grievance or service request (non-sensitive data). ● Role-play fraud scenarios – OTP scams, fake calls, phishing messages. ● Secure practices – create strong passwords, practice 2FA setup.
		Familiarity with layperson vocabulary and practical use of the following topics: Different models of eCommerce, Evolving landscape of digital payments, Different models of eGovernance
Unit 5	Troubleshooting Tech Issues	Basic troubleshooting steps (reboot, update, settings check, etc.). Common issues and solutions: ● Smartphone problems (app crashes, storage full, connectivity issues). ● Windows PC performance problems (slow speed, freezing, update issues). ● Internet & WiFi router troubleshooting (reset, connectivity drops). ● Bluetooth & device pairing problems. ● Basic cybersecurity fixes (removing malware, checking suspicious apps). Data Backup & Recovery: Practical ways to back up data (phone/PC), restore deleted files, and use cloud storage.
		Recognizing performance problems on different devices. Knowing when to seek professional help vs. self-fixing. Backup strategies for apps & devices (Google Drive, OneDrive, external drives). Activities: Hands-on Troubleshooting Labs: ● Identify and fix common PC problems (clear cache, check task manager, uninstall unused apps). ● Smartphone troubleshooting: freeing storage, closing background apps, resetting network settings. Internet & WiFi Fault Drill: ● Simulate a no-connection issue and apply step-by-step fixes (checking cables, router reset). Data Backup Task: ● Practice creating a backup on Google Drive/OneDrive and



		restoring files. “Troubleshoot & Solve” Challenge: • Students are given mock problems (e.g., “app not opening” or “slow PC”) and work in groups to diagnose and fix them. Security Check: • Run a free antivirus/malware scan (or mock simulation). • Demonstrate safe data recovery after accidental deletion.
		Familiarity with layperson vocabulary and practical use of the following topics: Performance monitoring and metrics of interest; From analog to digital communications, Troubleshooting Communication Protocols. Careers enabled by expertise in troubleshooting tech issues.
Unit 6	IT Operational Support for Micro Business	Manage key micro-business operations: budgeting, expense and revenue tracking, cashflow, orders, deliveries, receipts, and customer data. Track and record digital payment transactions and receipts. Understand customer needs, collect feedback, and improve satisfaction. Apply basic data privacy, backup, and secure storage practices.
		Use spreadsheet templates for budgeting, expense tracking, and periodic financial reports. Manage appointments and reminders using digital calendars. Maintain customer data and purchase history with simple CRM apps or spreadsheets. Record orders, deliveries, and issue digital receipts. Use contact lists and audit trails for organized business operations. Activities: • Analyze business data using spreadsheet functions (filters, pivot tables, and formulas). • Create charts and simple dashboards for visualizing sales and expenses. • Review customer feedback and order trends to identify areas of improvement. • Generate monthly or quarterly performance reports from financial and operational data.
		Familiarity with layperson vocabulary and practical use of the following topics: Understand archival and backup processes for business continuity. Gain awareness of digital payment systems and basic tax compliance (e.g., GST, invoices). Explore real-life examples of micro-businesses leveraging technology for growth. Learn about careers in IT operational support, bookkeeping, and e-commerce coordination.



B. Career Foundation Course

Unit-number	Unit Name	Sub-topics
Unit 1	Career Development and Goal-Setting	Introduction to the World of Work, My Interests and Abilities, Building Your Career Pathway, Job Market Research, Setting Goals for Your Career
Unit 2	Entrepreneurial Skills	Build an Entrepreneurial Mindset, Build a Business/Self-Employment Plan, Accounting for Business, Present a Business Plan, Funding for Business
Unit 3	Job Application Skills	Building My Resume and Cover Letter, Preparing for an Interview, Decoding Interviews, Mock Interviews, Introduction to Platform-Based Jobs, Applying for Jobs Through Online Portals
Unit 4	Professional Workplace Readiness	Positive Work Environment, Personal Grooming and Hygiene, Managing Stress in the Workplace, Professional Networking, Handling Rejection and Failure, Formal and informal communication
Unit 5	Professional Skills	People Skills in the Workplace, Working Well in a Team, Self-Management Skills at Work, Making Choices and Problem Solving at Work, Design Thinking and its application, Workplace etiquettes
Unit 6	Customer Service	Customer Service and Relationship Building, Types of Customers, Probing to Identify Customer Needs, Simple Techniques for Communicating with Customers, Closing Sales and Customer Feedback



C. Functional English

Unit-no /Chapter number	Chapter name	Sub topics
Unit 1.	Leisure and Interests	Reading: 2 theme-based narrative/descriptive texts Listening: 2 theme-based listening audios Speaking: 2 theme-based activities Writing: 2 theme-based tasks Grammar and usage: Adjectives to describe leisure preferences (e.g., relaxing, exciting, challenging); conjunctions Vocabulary and context: Leisure activities related vocabulary (e.g., hobbies, sports, entertainment); idiomatic expressions related to leisure
Unit 2.	Formal and Informal Requests	Reading: 2 theme-based conversations Listening: 2 theme-based listening audios Speaking: 2 theme-based activities Writing: Informal emails-I Grammar: Modal verbs, Question tags Vocabulary: Formal and informal phrases, phrases/expressions related to email writing; idiomatic expressions related to seeking and offering assistance
Unit 3.	Around the Globe	Reading: 2 theme-based narrative/descriptive texts Listening: 2 theme-based listening audios Speaking: 2 theme-based activities Writing: Informal emails-II Grammar and usage: Direct and indirect questions, reported speech (questions) Vocabulary and context: Key terms related to cultural appreciation; vocabulary for describing specific cultural aspects, traditions, and landmarks; terms and phrases related to migration and moving to another country
Unit 4.	Processes and Procedures	Reading: 3 short theme-based visual/descriptive texts (process-based flowcharts/manuals/troubleshooting steps, etc.)



		Listening: 2 theme-based listening audios Speaking: 2 theme-based activities Writing: 2 theme-based gap fill tasks (guided) Grammar: Sequencing and linking words; past simple and present perfect tense; active and passive voice Vocabulary: Process specific vocabulary; transition words
Unit 5.	Making Decisions	Reading: 2 theme-based narrative/descriptive texts Listening: 2 theme-based listening audios Speaking: 2 theme-based activities Writing: Formal emails Grammar and usage: The future tense - simple and perfect Vocabulary and context: Probability-related vocabulary (adverbs of frequency); expressions for discussing dilemmas and decision-making
Unit 6.	Advertising and Marketing	Reading: 4 short theme-based narrative/descriptive/persuasive texts (classifieds/classifieds from matrimonial/ads/sensitive content on gender) Listening: 2 theme-based listening audios Speaking: 2 theme-based activities Writing: 2 theme-based tasks Grammar: adjectives- positives, comparatives and superlatives Vocabulary: Words and phrases commonly used in the advertising; terminology related to branding, promotion, and market positioning; vocabulary for describing product features, benefits, and unique selling points
Unit 7.	Customer Relationships	Reading: 2 theme-based narrative/descriptive texts (dialogues/chatbot/DM (Direct Message)/negative customer review) Listening: 2 theme-based listening audios (telephonic conversation) Speaking: 2 theme-based activities Writing: Email etiquette Grammar and usage: Reported speech (imperative and assertive statements only); asking open-ended and close-ended questions



		Vocabulary and context: Understanding positive, negative and neutral language; contextual vocabulary and words/phrases used to demonstrate telephone etiquette
Unit 8.	Planning for the Future	Reading: 2 theme-based job advertisements with job descriptions; an official memo Listening: 2 theme-based listening audios Speaking: 2 theme-based activities Writing: Job application (cover letter) over emails/letters Grammar and usage: Future continuous and future perfect continuous tense; clauses (dependent and independent) Vocabulary and context: Career-related vocabulary and context; phrasal verbs; language for writing résumés
Unit 9.	Describing Data	Reading: 3 theme-based data inputs (charts/graphs/mind maps etc.) Listening: 2 theme-based listening audios (summary) Speaking: 2 theme-based activities Writing: 2 theme-based tasks (sequential data, charts, etc.) Grammar and usage: Voice (revision) Vocabulary and context: Describing trends and patterns in different types of visual data; expressing uncertainty in data
Unit 10.	Project Work	Revision of Project work List of topics aligned with the Unit themes and the trades (research, survey questionnaire and analysis, reporting)
	Extension 1	Reading, Grammar, Vocabulary, Speaking, and Writing tasks based on Units 1 to 5
	Extension 2	Reading, Grammar, Vocabulary, Speaking, and Writing tasks based on Units 6 to 10



D. General Punjabi OR Punjabi History and Culture

General Punjabi

Unit No/ Chapter /Class	Unit Name	Translation
Unit 1	ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਦੀ ਜਾਣ-ਪਛਾਣ	Introduction to Punjabi Culture
Unit 2	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਲਿਖਣ ਦਾ ਹੁਨਰ, ਕਾਰ ਵਿਹਾਰ ਦੇ ਪੱਤਰ, ਸੰਖੇਪ-ਰਚਨਾ	Punjabi Language Writing Skills Business Letters, Summary Composition
Unit 3	ਵਿਆਕਰਨ: ਕ੍ਰੇਸ਼-ਤਰਤੀਬ, ਵਾਕ-ਰੂਪਤਰਨ ਅਤੇ ਅਖਾਉਤਾ	Grammar: Lexical order, sentence structure, and pronunciation
Unit 4	ਪੰਜਾਬੀ ਸਾਹਿਤ: ਕਵਿਤਾਵਾਂ ਅਤੇ ਕਹਾਣੀਆਂ	Punjabi Literature: Poems and Stories

**For further information, please refer to the PSEB website.*

Punjabi History and Culture

Unit No.	Unit Topics
Unit 1	1. The Great Mughals and their legacy to the Punjab. 2. Sri Guru Nanak Dev Ji. 3. Successors of Sri Guru Nanak Dev Ji.
Unit 2	1. Baba Banda Singh Bahadur and his Martyrdom. 2. Sikhs became the Masters of the Punjab
Unit 3	1. The Punjab under Sher-e-Punjab Maharaja Ranjit Singh. 2. The British occupation of the Punjab.
Unit 4	1. Some Famous Legends of the Punjab:- a. Puraan Bhagat b. Heer Ranjha c. Sohni Mahiwal 2. Classical Literature of the Medieval period.
Map Question Topics	1. Baba Banda Singh Bahadur 2. Sri Guru Gobind Singh ji 3. Maharaja Ranjit Singh 4. First Anglo-Sikh War 5. Second Anglo Sikh war

**For further information, please refer to the PSEB website.*



Trade Subjects

A. Banking, Financial Services and Insurance

A1: Business Correspondent (NSQF subject)

Unit No	Name of the Unit	Topics
Unit 1	Banking Transaction	Deposit Transactions Cash Withdrawal Transactions Account Transfers Payments from Bank Accounts
Unit 2	Banking Services to Customer	Loan and Mortgage Services Wealth Management Services Customer Services Recovery and Defaulter Management Process
Unit 3	Customer Centric Service Orientation	Communication with Customers and Colleagues Sensitivity in Behaviour Communication at Workplace Maintain Service Orientation and Implementation
Unit 4	Integrity Ethics and Teamwork in Banking	Integrity in Banking Protecting Customer Information Ethical Practices of Banks Developing Team Climate in Banks

**For further information, please refer to the PSSCIVE or PSEB website.*

A2: Financial Accounting and Applications

Unit No.	Unit Name	Topics
Unit 1	Calculations for Income Tax	Introduction to Income Tax, Understanding 5 heads of Income: Salary components Taxable Income Computation of an Individual: Deductions, Adjustments, Exclusions, and Allowances
Unit 2	Calculating	Tax Rates and Slabs: Determining Tax Liability



Unit No.	Unit Name	Topics
	Income Tax: Tax Rates and Slabs	Surcharge and Cess Calculations Advance Tax and TDS (Tax Deducted at Source)
Unit 3	Calculations for GST	Taxable Value Determination: Including or Excluding GST Goods and Services Tax (GST) Rates: CGST, SGST, IGST Input Tax Credit (ITC) Calculations GST Filing and Compliance: Overview of GSTR-1, GSTR-3B, GSTR-9
Unit 4	Understanding Tally	Basics of Accounting on Tally Interest calculators
Unit 5	Understanding Digital Payment Tools	EMI calculators Digital payment tools/gateways (UPI)
Unit 6	Accounts Executive	Know your Company Books of Prime Entry Accounts Receivables Accounts Payables
Unit 7	Tax Executive	Income Tax Calculations GST Calculations TDS Calculations
Unit 8	Tally Executive	Tally Installation Initial Setup Voucher Entry Trial Balance Generation Reporting Analysing Reports Inventory Module Finalisation of Books of Accounts



A3: Financial Products and Services

Unit No.	Unit Name	Topics
Unit 1	Rules and Regulations of Insurance	Overview of Insurance Regulations Regulatory Bodies in the Insurance Industry: IRDA Consumer Rights and Protections
Unit 2	Principles & Practice of Insurance	Claim procedures and settlement process Risk management through insurance Bancassurance
Unit 3	Applying for and Managing Insurance	Understanding Insurance Products Applying for Life Insurance: Policy Selection and Application Process Applying for Health Insurance: Individual and Family Plans Applying for Property Insurance: Homeowners and Auto Insurance Managing Insurance Policies: Premium Payments, Claims Process
Unit 4	Housekeeping in Banks	Importance of housekeeping in banks for efficient operations Basic housekeeping tasks (cleaning, maintenance, security) Ethics- Confidentiality, integrity Basic guiding principles on cyber fraud Best practices while dealing with financial products, handling confidential information (OTP, account number, and so forth)
Unit 5	Foundations of Management	Foundations of Management Working as a Team Everyday Problem-Solving and Decision-Making Planning, Organising, and Execution



Unit No.	Unit Name	Topics
Unit 6	Front-Office Executive	Customer Onboarding & Interactions Documentation Transactions Role and Functions of the Front Office in BFSI Customer Service Skills for Front Office Staff Handling Customer Inquiries, Requests, and Complaints Introduction to various Banking Software for Front Office Operations
Unit 7	Insurance Agent	Product Knowledge and Compliance Client Interaction Simulations Digital Tools Training Case Studies Sales Techniques
Unit 8	Mutual Fund Distributor	Fundamentals of Mutual Funds Client Advisory Role-play Regulatory Environment Market Analysis Techniques Sales and Relationship Management



B. Digital Design and Development

B1: Digital Design

Unit No/ Chapter /Class	Unit Name	Subtopics
Unit 1	Empathizing with user	Introduction to UX Scope of UX design Secondary research methods Primary research methods Applying research methodologies
Unit 2	Decoding data	Synthesis of data Persona Journey mapping Defining the problem Information Architecture
Unit 3	Mapping ideas into wireframes	UI design Designing for different screens Generating ideas Designing wireframes
Unit 4	Digitizing UI design	UI library Graphics in UI High fidelity prototype
Unit 5	UX Testing	Need for testing Heuristic evaluation AB testing Incorporating feedback

B2: Digital Marketing

Unit-no	Chapter name	Subtopics
Unit 1	Metrics and data	Data in digital marketing; Marketing metrics; Data driven marketing strategies
Unit 2	Search Engine Optimisation (SEO)	Understanding SEO; Applying SEO; Optimizing content for SEO; Search Engine Marketing (SEM)
Unit 3	Performance marketing	Performance marketing methods; Advertisement platforms; Meta ads
Unit 4	Customer Relationship	CRM platforms; Email marketing; CRM analytics



	management (CRM)	
Unit 5	The future of digital marketing	Social commerce; Sustainable marketing; Technology trends; Marketing ethics

B3: Digital Development

Unit-no	Unit name	Subtopics
Unit 1	Foundation of low-code development	From no-code to low-code; Exploring web technologies in low code; Navigating low-code no-code lifecycle
Unit 2	Exploring web development	Introduction to web development tools; Frontend fundamentals; Understanding APIs; Backend basics; Version control and collaboration
	Creating website using CMS	Introduction to cloud CMS; Themes and templates in CMS; Contents and plugins in CMS
Unit 3	Building low-code apps	App and development tools; My first low-code app; Designing hybrid user interfaces; Implementing app logic and navigation; Testing and publishing your app
Unit 4	Citizen development in action	Understanding citizen development; Identifying business problems and solutions; Developing solutions with low-code tools; Best practices for citizen developers
Unit 5	Foundation of low-code development	From no-code to low-code; Exploring web technologies in low code; Navigating low-code no-code lifecycle



C. Beauty and Wellness

C1: Beauty Therapist (NSQF subject)

Unit No	Name of the Unit	Topics
Unit 1	Makeup Services	Basic Skin Types and Skin Tones, Makeup Products, Selection and Application of Makeup, The Colour Wheel, Basic Bindi Designs, Saree Draping, Makeup Removal Methods.
Unit 2	Facial Beauty Services	Facial Steaming and Massage, Electrical Facial Skin Treatment.
Unit 3	Salon Reception Duties	Client Care, Maintaining the Reception Area, Payment Processing.
Unit 4	Demonstrating Positive Impression and Personal Presentation	Creating Positive Impression at the Workplace, Personal Grooming and Presentation.

**For further information, please refer to the PSSCIVE or PSEB website.*

C2: Hairstyling

Unit No.	Chapter Name	Sub Topics
Unit1	Head Massage	Introduction to head massage; Bones of the Head, Neck & Shoulder; Muscles of the Head, Neck & Shoulder; Pressure Points in Head and Neck Region; Client Consultation, Hygiene & Safety; Benefits (physiological & psychological effects); Contra – Indications; Trolley Setting; Massage techniques and Procedures



Unit 2	Hair Texturizing	Face Shapes; Advanced Layering and Graduation Techniques; Advanced Texturizing Methods; Haircut's Finishing and Styling Techniques; Hair Cut Customization and Consultation; Female Haircuts – 8 cuts; Male Haircuts - 8 cuts; Beard grooming techniques; Product knowledge for Male Grooming; Assessment.
Unit 3	Professional Hair Treatments	Importance of Salon Treatments; Types of Treatments According to Concerns; Product Knowledge and Their Technologies; Contra-Indications Procedure; Introduction & types of Home Remedies; Common Ingredients, their Benefits and application techniques; Assessment.
Unit 4	Hair Rebonding	Introduction to Hair Rebonding; Benefits and Contraindications of Rebonding; Product Knowledge for Hair Rebonding; Client Consultation; Pre-Service Preparation and Trolley Setup; Step-by-Step Application Procedure for Rebonding; Post-Treatment Care Difference Between Straightening and Perming; Assessment
Unit 5	Advance Thermal Hair Styling & Advance UpDo's	Advance Thermal Styling – Curling Tongs, Hot Rollers, Crimpers, Wavers; Advance Updo Techniques – Advance Braids, Front Styles, Advance Buns & 3D waves; Different Styling Hacks; Assessment
Unit 6	Advance Hair Coloring	Advanced Color Wheel; Underlying Pigments; Advanced Types of Hair Coloring Products; Client Consultation; Pre-lightening; Color Techniques – Global with fashion shade, Highlights, Streaks, Weaving, Male Frosting; Advanced Case Studies;; Post Care; Assessment
Unit 7	Hair Extension and Hair Crafting Techniques	Introduction to hair Extensions and Hair Crafting; Types of Hair Extensions - Clip-in Extensions, Micro-ring Extensions; Hair Crafting Techniques – Creating basic hair forms such as donuts, stuffings, attachments, and simple hair accessories using artificial hair; Tools and Materials Used in Hair Extensions; Safety, Hygiene, and Handling Precautions; Client Suitability and Hair Matching; Assessment



C3: Salon Management

Unit No.	Chapter Name	Sub Topics
Unit 1	Store and Stock Management	Introduction to store and stock management; Inventory control, shelf management and manual stock registers; Product usage tracking and staff accountability; Salon stock management software and security; Financial implications and sustainability practices; Legal and regulatory compliance in stock management; Salon visit; Assessment
Unit 2	Business Structure and Financial Management of a Salon	Introduction to business structures in the salon industry; Salon management software utilization; Financial management and GST application in salon operations; Strategic marketing and client retention strategies; Financial implications and sustainability practices; Assessment
Unit 3	Marketing & Advertising Strategies for a Salon	Understanding digital presence for salons; Leveraging social media for salon promotion; Below-the-line marketing tactics for salons; Creating engaging content for salon marketing; Customer relationship management (CRM) for salons; Email marketing strategies; Design basics for salon promotional materials
Unit 4	Building Your Beauty Business: From Idea to Expansion	Introduction to entrepreneurship in the beauty industry; Salon location and setup; Branding brilliance: the power of naming for success; Growth strategies and scaling your business



D. Healthcare

D1: General Duty Assistant (NSQF subject)

Unit-no	Chapter Name	Subtopics
Unit 1	Handling Emergency Services:	Responding to Emergency Calls and Admissions, Receiving Emergency Patients in a Hospital, Handling and Monitoring Patients during Disasters, Transportation of Injured Patients.
Unit 2	Disinfection and Sterilisation:	Prevention and Control of Hospital Associated Infections, Disinfecting the Ward and Equipment, Disinfecting the Patient Treatment Area, Care and Cleaning of Articles.
Unit 3	Community Health Care:	Introduction to Communicable Diseases, Immunisation, Basic Needs of the Elderly, Taking Care of Common Problems of the Elderly, Forms and Routes of Medication.
Unit 4	Biomedical Waste Management:	Introduction to Biomedical Waste, Segregation, Transportation and Disposal of Biomedical Waste, Role of the Hospital Staff in Biomedical Waste Management.
Unit 5	Medical Record Keeping:	Importance of Maintaining Medical Records, Process of Medical Record Keeping, Maintenance of Medical Records.

**For further information, please refer to the PSSCIVE or PSEB website.*



D2: Allied Health Services

Unit-n o	Unit Name	Subtopics
Unit 1	Medical Documentation & Clinical Data Management	Medical documentation importance, types of medical records (outpatient, inpatient), maintaining medical records, documentation integrity, confidentiality, privacy, legal requirements, documentation procedures, documenting assessments interventions and outcomes, consent and reporting, clinical data significance, data collection methods, data accuracy and validation, basics of health data analytics, clinical data operator roles and responsibilities, regulatory requirements, healthcare IT systems, health informatics, EHR role, data security, healthcare IT trends, career opportunities in medical documentation and clinical data management
Unit 2	Fundamentals of Public Health	Concept of health, dimensions and determinants of health, definition of public health and preventive health, levels of prevention, epidemiology, surveillance, roles of ANM ASHA Anganwadi workers, National Health Mission, ASHA selection, JSY JSSK MCTS, antenatal intranatal postnatal care, child health, family planning, contraception, safe abortion, school health services, HPV awareness, deworming, nutrition deficiency prevention, menstrual hygiene, community awareness on drug abuse, smoking alcohol, nutrition, NCDs, communicable diseases like malaria dengue chikungunya tuberculosis
Unit 3	Basics of Nutrition and Dietary Intake	Basics of nutrition nutrients calories, nutrition assessment principles, essential nutrients, dietary guidelines for populations and diseases, diet planning importance, personalized diet plans, factors affecting diet planning, nutrition in chronic disease prevention and management, counselling basics, food safety and hygiene practices



Unit 4	Basics of Pharmacy Practices	Introduction to pharmacology, pharmacokinetics, pharmacodynamics, drug classification, mechanisms of action, drug uses, dosage calculation, routes of administration, identifying and managing ADRs, preventing medication errors, medication adherence strategies, pharmacy practice areas, prescription reading, dispensing, hazardous substance handling, HAM management, patient counselling techniques
Unit 5	Introduction to Phlebotomy	Definition and importance of phlebotomy, roles and responsibilities, career opportunities, anatomy and physiology of veins, blood physiology, equipment types, needles tubes tourniquets, colour coded tubes, sample types, venipuncture techniques, order of draw, pre-procedural patient communication and preparation, procedural blood collection, post-procedural handling, specimen labelling, storage and transport, infection control, PPE use, biomedical waste management, ethics, consent, lab regulations
Unit 6	Career and Higher Education Opportunities	NCAHP Act 2021, allied health domains, medical laboratory sciences careers, trauma burn care and surgical technology, physiotherapy roles, nutrition and dietetics careers, ophthalmic sciences, occupational therapy, community care and behavioural health, medical radiology and imaging, physician associates and technologists, health information management and informatics



D3: Human Biology

Unit	Unit Title	Chapter	Chapter Title	Topic List
I	Reproduction	1	Human Reproduction	Male and female reproductive systems; Microscopic anatomy of testis and ovary; Gametogenesis – spermatogenesis and oogenesis; Menstrual cycle; Fertilisation; Embryo development up to blastocyst formation; Implantation; Pregnancy and placenta formation (elementary idea); Parturition (elementary idea); Lactation (elementary idea).
		2	Reproductive Health	Need for reproductive health and prevention of Sexually Transmitted Diseases (STDs); Birth control – need and methods; Contraception; Medical termination of pregnancy (MTP); Amniocentesis; Infertility and assisted reproductive technologies – IVF, ZIFT, GIFT (elementary idea for general awareness).
II	Genetics and Evolution	3	Principles of Inheritance and Variation	Heredity and variation; Mendelian inheritance; Deviations from Mendelism – incomplete dominance, co-dominance, multiple alleles and inheritance of blood groups, pleiotropy; Elementary idea of polygenic inheritance; Chromosome theory of inheritance; Chromosomes and genes; Sex determination – in humans, birds and honey bee; Linkage and crossing over; Sex-linked inheritance – haemophilia, colour blindness; Mendelian disorders in humans – thalassemia; Chromosomal disorders in humans – Down's syndrome, Turner's syndrome, Klinefelter's syndrome.



III	Biology and Human Welfare	4	Human Health and Diseases	Pathogens;Parasites causing human diseases (malaria, dengue, chikungunya, filariasis, ascariasis, typhoid, pneumonia, common cold, amoebiasis, ring worm) and their control;Basic concepts of immunology – vaccines;Cancer;HIV and AIDS;Adolescence – drug and alcohol abuse.
		5	Microbes in Human Welfare	Microbes in food processing;Industrial production;Sewage treatment;Energy generation;Microbes as bio-control agents and bio-fertilizers;Antibiotics – production and judicious use.
IV	Biotechnology and its Applications	6	Biotechnology and its Application	Application of biotechnology in health: human insulin and vaccine production, gene therapy;Stem cell technology;Transgenic animals and their importance;Biosafety issues – biopiracy and patents.
V	Ecology and Environment	7	Organisms and Populations	Population interactions – mutualism, competition, predation, parasitism;Population attributes – growth, birth rate and death rate, age distribution;Topics excluded: Organism and its Environment, Major Abiotic Factors, Responses to Abiotic Factors, Adaptations.
		8	Biodiversity and its Conservation	Biodiversity – concept, patterns, importance;Loss of biodiversity;Biodiversity conservation;Hotspots;Endangered organisms;Extinction;Red Data Book;Sacred Groves;Biosphere reserves;National parks;Wildlife and sanctuaries.