



# Punjab School Education Board

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**Subject Schema and Assessment Framework  
for**

**Hunar Sikhiya Schools (HSS)**

**Class 11**

**Session 2025 - 26**



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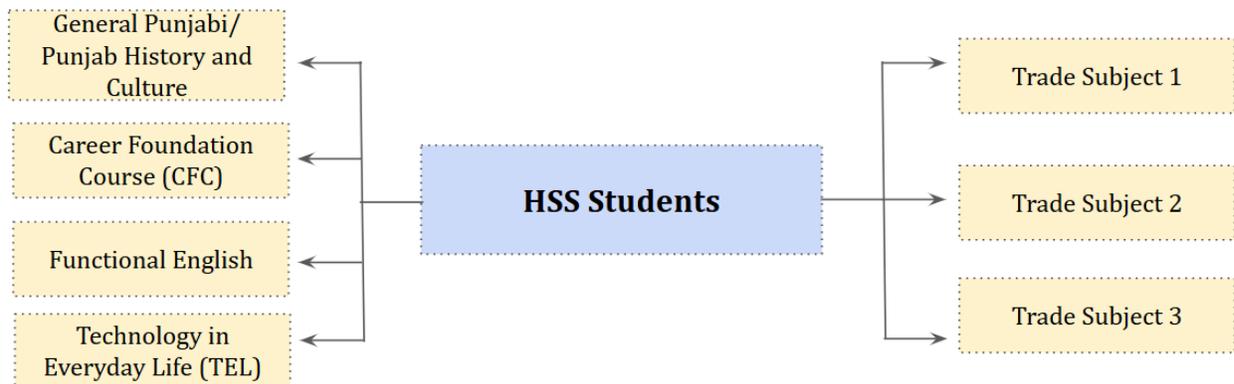
## 1. Introduction

### 1.1. Background

The Hunar Sikhiya 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 Sikhiya Schools**

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



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## 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 Sikhiya Schools				
TRADE	Trade A	Trade B	Trade C	...
<b>Subject 1</b>	Trade A: Subject 1	Trade B: Subject 1	Trade C: Subject 1	Trade ...: Subject 1
<b>Subject 2</b>	Trade A: Subject 2	Trade B: Subject 2	Trade C: Subject 2	Trade ...: Subject 2
<b>Subject 3</b>	Trade A: Subject 3	Trade B: Subject 3	Trade C: Subject 3	Trade ...: Subject 3
Compulsory Subjects				
<b>Subject 4</b>	Punjabi			
<b>Subject 5</b>	Functional English			
<b>Subject 6</b>	Technology in Everyday Life			
<b>Subject 7</b>	Career Foundation Course			

## 2.2. Compulsory subjects:

Every student will be offered four compulsory subjects:

Compulsory Subject	Remarks (Change)
Functional English	Will replace the existing subject - General English



General Punjabi OR Punjab History and Culture	No Change
Technology in Everyday Life	Will replace existing subject - Computer Science
Career Foundation Course	Will replace existing subject - General Foundation Course
Environmental Education	To be discontinued in the Hunar Sikhiya Schools

### 2.3. Elective subjects:

Four trades will be introduced in the academic year 2025-26 for grade XI across groups as mentioned below. A student will select one trade out of four.

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



Digital Marketing	Subject - 2	New Subject
Digital Development	Subject - 3	New Subject
<b>C. Services Group</b>		<b>Remarks</b>
<b>Trade 1: Beauty &amp; Wellness (B&amp;W)</b>		<b>New trade introduced under this group</b>
Beauty Therapist	Subject - 1	NSQF subject
Hair Styling	Subject - 2	New Subject
Salon Management	Subject - 3	New Subject
<b>Trade 2: Healthcare Sciences and Services (HSS)</b>		<b>New trade introduced under this group</b>
General Duty Assistant	Subject - 1	NSQF subject
Allied Health Services	Subject - 2	New Subject
Biology	Subject - 3	Same as being taught under science stream

### 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 and in both 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 Sikhiya 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 unfamiliar contexts to test application of concepts. *[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.



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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.

### 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: Ongoing portfolio assessments in addition to 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

HSS 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.

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)
<input type="checkbox"/> Externally evaluated in Grade 12					



- 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 'D' 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



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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
<b>Very Short</b>	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	
<b>Short</b>		Labeling Questions	
	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
<b>Long</b>			Stations
	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 your 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.



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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.



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**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.