•

STATE MONITORING FORMAT
(To be completed by SPD and sent to NCERT)

Quarter under Report | I | II | III | ■ |

Year | 2 | 0 | 1 | 5 | 1 | 6 |

Period of quarter: **jan-mar**

General Guidelines:

1. This format has four parts, I, II, III, IV and V. Part I, II, III & IV will be completed by consolidating information received from all DPOs through DMFs.
2. Part V will be completed by the SPD on the basis of his/her perceptions.
3. Information provided should belong to the quarter under report only.
4. Completed STMF should be submitted to NCERT.
5. Guidelines given in each part should be read carefully before answering the questionnaire.

Part-I
(To be consolidated by SPD using information from DMF (Part I) filled by DPOs of all districts)

Section A: School Information

1. (a) CRC **1499** ,   BRC **141**,   District **22_** ,   State

_PUNJAB

2. (a) Number of schools in the state

| I - V | **13343** | | VI - VIII | **6286** | | I - VIII | |

(b) Number of schools which filled up SMFs

| I - V | **13139** | | VI - VIII | **6140** | | I - VIII | |

3. Number of Teachers: In Position
)

  (a) Primary Teachers   (i) Regular | **28824** |

                                (ii) Contractual | **5950** |

  (b) Upper Primary Teachers   (i) Regular | **33203** |

                                (ii) Contractual | **8380** |

Section B: Attendance Information

4. Information about attendance of students during last month in the State:

CLASS	BOYS			GIRLS			TOTAL		
	Above 80%	60%-79%	Below 60%	Above 80%	60%-79%	Below 60%	Above 80%	60%-79%	Below 60%
1	10540	2072	538	10597	2189	508	10511	2092	536
2	10530	2034	534	10550	1973	568	10535	2015	590
3	10591	1955	547	10680	1873	547	10644	1964	532
4	10590	1929	588	10728	1864	507	10677	1918	545
5	10709	1847	540	10877	1767	456	10828	1818	493
6	5039	796	217	5407	735	249	5115	769	256
7	5100	743	211	5125	762	203	5160	754	226
8	5075	758	215	5191	718	212	5162	741	237

5. Number of Children with Special Needs (CWSN) in government schools in the Stat

77671

6. Steps taken by the schools to improve students' attendance:
- Home visit by teachers .
- Motivation during morning assembly.
- Discussion during P T M

7. (a) Number of out-of-children admitted to age-appropriate classes under RTE.

Boys: | 3832 | Girls: | 3222 |

Section C: Curriculum Transaction

9. Number of schools distributing textbooks at different times after beginning of session | 0 |

Within one week	Within one month	After one month
---	---	---

10. What is SPO doing to improve system for timely distribution of textbooks?

10. What is SPO doing to improve system for timely distribution of textbooks?

___By _better coordination at block and dist .level .

12. Initiatives/ strategies adopted by teachers for improving teaching learning process.

- . Visit local places where they can explain their points.
- , By Quiz, poster, Collage making activities.

13. Specific efforts made for making classrooms inclusive (CWSN).

o impart education to students by using latest educational skills. Efforts made to motivate girl students to have moʌ€ Involvement in all aspects of life

Section D: Continuous and Comprehensive Evaluation

15. How are CRCCs monitoring the progress of pupils' learning?

- . Evaluation of pupil Progress Cards.
- . BRC's are used tools developed by DRC and DPO to maintain pupil learning
- Oral questions are asked from pupils.

Section E: Teacher Training

16. Ways in which training inputs were used by the teachers. Write five prominent examples.

1. Training programme should be organised by subject experts according to syllabus.
2. Knowledge sbout child psychology.
3. Training Programme should be updated.

			Boys		Girls		Total	
			No.	%	No.	%	No.	%
1st	punjabi		24501	13	26008	14	50509	27
			24534	13	24318	13	48852	26
			23213	12	22277	12	45490	24
			13961	7	12303	7	26264	14
			8541	5	7662	4	16203	9
			94769	51	92610	49	187379	100
	math		23697	13	25390	14	49087	26
			24125	13	23318	12	47443	25
			23742	13	23496	13	47238	25
			14436	8	13010	7	27446	15
			8769	5	7310	4	16079	9
			94769	51	92610	49	187379	100
2nd	punjabi		26628	13	28519	14	55147	28
			26755	13	26127	13	52882	27
			24511	12	22588	11	47099	24
			14578	7	13096	7	27674	14
			8702	4	7670	4	16372	8
			101174	51	98000	49	199174	100
	math		27111	14	27344	14	54455	27
			26640	13	25473	13	52113	26
			24979	13	22821	11	47800	24
			14634	7	13529	7	28163	14
			8687	4	7956	4	16643	8
			102051	51	97123	49	199174	100
3st	punjabi		28262	14	29145	14	57407	28
			27401	14	26761	13	54162	27
			25296	12	22174	11	47470	23
			14940	7	12423	6	27363	14
			8733	4	7261	4	15994	8
			104632	52	97764	48	202396	100

state

Class	Subject						
	math	26353	13	26902	13	53255	27
		26972	13	26114	13	53086	27
		26501	13	23644	12	50145	25
		15706	8	13219	7	28925	14
		9202	5	7693	4	16895	8
		103778	52	96484	48	200262	100
4st	punjabi	28723	13	30987	14	59710	27
		29993	14	29406	13	59399	27
		26366	12	23386	11	49752	23
		16747	8	14236	7	30983	14
		10077	5	8548	4	18625	9
		111640	51	106563	49	218203	100
	math	26612	12	27247	12	53859	25
		30349	14	29868	14	60217	28
		27915	13	26171	12	54086	25
		16472	8	14425	7	30897	14
		10293	5	8866	4	19159	9
		111641	51	106577	49	218218	100
	evs	26656	12	28755	13	55411	25
		29505	14	29213	13	58718	27
		28137	13	25538	12	53675	25
		17089	8	14671	7	31760	15
		10256	5	8398	4	18654	9
		111643	51	106575	49	218218	100
	hindi	28814	13	31732	15	60546	28
		29893	14	29048	13	58941	27
		27347	13	24072	11	51419	24
		15629	7	13856	6	29485	14
		9964	5	7861	4	17825	8
		111649	51	106569	49	218218	100
	english	25406	12	27743	13	53149	24
		29076	13	28337	13	57413	26
		28470	13	26004	12	54474	25
		17641	8	15769	7	33410	15
		11051	5	8721	4	19772	9
		111644	51	106574	49	218218	100
5st	punjabi	27290	12	31775	14	59065	26
		32550	14	31729	14	64279	28
		28348	12	23475	10	51823	23
		18567	8	13923	6	32490	14
		11086	5	8344	4	19430	9
		117841	52	109246	48	227087	100

Subject						
math	23752	10	24224	11	47976	21
	29490	13	28936	13	58426	26
	31366	14	28182	12	59548	26
	21673	10	18208	8	39881	18
	11560	5	9696	4	21256	9
	117841	52	109246	48	227087	100
evs	28768	13	32587	14	61355	27
	33199	15	31664	14	64863	29
	29030	13	23667	10	52697	23
	16381	7	13142	6	29523	13
	10357	5	7747	3	18104	8
	117735	52	108807	48	226542	100
hindi	27082	12	30976	14	58058	26
	30381	13	29982	13	60363	27
	29379	13	24358	11	53737	24
	19580	9	14929	7	34509	15
	11313	5	8420	4	19733	9
	117735	52	108807	48	226542	100
english	26767	12	30822	14	57589	25
	32380	14	30909	14	63289	28
	29588	13	24377	11	53965	24
	18038	8	14392	6	32430	14
	10962	5	8165	4	19127	8
	117735	52	108807	48	226542	100
Punjabi	22346	9	28545	12	50891	21
	28623	12	31416	13	60039	24
	32005	13	27744	11	59749	24
	24619	10	18925	8	43544	18
	20041	8	12553	5	32594	13
	127967	52	119183	48	247150	100
hindi	21215	9	26894	11	48109	19
	26743	11	29068	12	55811	23
	31617	13	28554	12	60171	24
	25970	11	19720	8	45690	18
	22329	9	14947	6	37276	15
	127874	52	119183	48	247057	100
English	17755	7	21784	9	39539	16
	24400	10	26552	11	50952	21
	30916	13	28812	12	59728	24
	27784	11	22988	9	50772	21
	27114	11	19047	8	46161	19
	127969	52	119183	48	247152	100
Math	18211	7	20561	8	38772	16

6 th

	Subject							
		24572	10	26529	11	51101	21
		32277	13	31392	13	63669	26
		28940	12	24590	10	53530	22
		23864	10	16121	7	39985	16
		127864	52	119193	48	247057	100
	Science	19750	8	24001	10	43751	18
		25961	11	29313	12	55274	22
		32854	13	30784	12	63638	26
		27652	11	21421	9	49073	20
		21753	9	13662	6	35415	14
		127970	52	119181	48	247151	100
	SSt	19134	8	22864	9	41998	17
		26108	11	28745	12	54853	22
		33017	13	30822	12	63839	26
		27090	11	21690	9	48780	20
		22614	9	15066	6	37680	15
		127963	52	119187	48	247150	100
7 th	Punjabi	22165	9	29435	12	51600	21
		29365	12	31203	13	60568	25
		32418	13	27728	11	60146	25
		24218	10	17473	7	41691	17
		17639	7	10725	4	28364	12
		125805	52	116564	48	242369	100
	Hindi	20031	8	26751	11	46782	19
		26112	11	29034	12	55146	23
		31896	13	27861	11	59757	25
		26225	11	19574	8	45799	19
		21567	9	13330	5	34897	14
		125831	52	116550	48	242381	100
	English	17767	7	21847	9	39614	16
		23458	10	26265	11	49723	21
		31039	13	28936	12	59975	25
		28068	12	22994	9	51062	21
		25498	11	16510	7	42008	17
		125830	52	116552	48	242382	100
	Math	17667	7	20771	9	38438	16
		24094	10	26610	11	50704	21
		32661	13	30022	12	62683	26
		29386	12	24698	10	54084	22
		22024	9	14450	6	36474	15
		125832	52	116551	48	242383	100
	Science	18560	8	24765	10	43325	18
		26042	11	28274	12	54316	22

Grade	Subject						
8 th		32922	14	30046	12	62968	26
		27801	11	21194	9	48995	20
		20505	8	12272	5	32777	14
		125830	**52**	**116551**	**48**	**242381**	**100**
	SSt	19321	8	24583	10	43904	18
		26384	11	28449	12	54833	23
		32450	13	29652	12	62102	26
		27181	11	20986	9	48167	20
		20494	8	12881	5	33375	14
		125830	**52**	**116551**	**48**	**242381**	**100**
	Punjabi	24221	13	33995	14	58216	26
		32973	13	32355	12	65328	25
		32772	12	23988	13	56760	25
		20062	7	12308	7	32370	15
		12989	5	7513	4	20502	9
		123017	**51**	**92610**	**49**	**242381**	**100**
	Hindi	19946	13	28131	14	48077	28
		28456	13	28888	13	57344	27
		32994	13	26183	11	59177	24
		24508	8	16814	7	41322	14
		17112	5	10211	4	27323	8
		123016	**51**	**92610**	**49**	**242381**	**100**
	English	18037	13	23907	14	41944	27
		27706	13	29968	13	57674	26
		34136	12	28386	12	62522	24
		26338	7	17446	7	43784	14
		17124	4	10096	4	27220	9
		123341	**51**	**92610**	**49**	**242381**	**100**
	Math	16638	14	20852	14	37490	26
		26002	13	27791	12	53793	25
		35004	13	30126	13	65130	25
		28329	7	19878	7	48207	15
		17421	4	11150	4	28571	9
		123394	**51**	**92610**	**49**	**242381**	**100**
	Science	20288	13	28709	14	48997	28
		32476	13	32357	13	64833	27
		35335	12	26492	11	61827	24
		22497	7	14370	7	36867	14
		12797	5	7866	4	20663	8
		123393	**51**	**92610**	**49**	**242381**	**100**
	SSt	18394	13	24379	14	42773	27
		30225	13	32928	13	63153	26
		37317	13	28940	12	66257	24

23009	8	14950	7	37959	14
14442	5	8609	4	23051	9
123387	51	92610	49	242381	100

17. Suggestions for upcoming training programmes provided at the District level.

• More & more improved usage of audio & visual Aids in teaching learning process.
• Teacher are advised to make their class so interesting that students are engaged.
• Curriculam and Topic to be taught should be well planned before teaching.

Section F: Functioning of SMC

Number   %

18. Number of schools having School Management Committees (SMCs) in the State

19279   1

19. (a) Number of schools where School Development Plans have been prepared.

N | A

  (b) Number of schools involving SMCs in preparation of this plan.

N | A

  (c) Action taken on schools that did not involve SMCs.

<u>   **n.a**   </u>

Number   %

20. (a) Number of SMCs which were given training about their roles and functions.

N | A

  (b) Action taken for coverage of SMCs not trained.

Section G: Learners' Assessment

21. **Please aggregate pupil assessment data of schools <u>in the format used in schools</u> and enclos
the same (CCE format). Following format is given as an example only**

  (a) Details of Learners' Achievement, class-wise and subject-wise for Classes I-V for las
      term/quarter/month.

Part-II

1. (a) Number of classrooms (teaching) observed by the CRCCs in the last quarter:
   Range...........to............

2 (a) School visits by CRCCs:

Number of times visits were made to each school   *Number of CRCCs visiting*

   (i) Once in a month   `/`

   (ii) Once in two months

   (iii) Once in three months

   (iv) Once in four to six months

3. Suggestions provided by the CRCCs to improve classroom teaching.
   * Improving activities and development of teachers
   * Improvement in TLM

4. Number of schools not maintaining records of pupils' progress in the schools

5. (a) How many schools are having less than 60% coverage of the syllabus ?

   (b)What has been done to address this issue?

   __NA

	.Number	%
	nil	
	nil	

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1. (a) Number of DPOs who are not providing QMTs regularly   `0`

Part-III

(To be consolidated by SPD using information from DMF Part III filled up by all DPOs)

1. Five important specific functions that BRCs performed in the district.

Regular Monitoring Of the School.
One Site Teacher Trainingto Improve Quality of Teaching
Evaluating The students
Helping The Subject Teacher To establish lab corner in school/ lab.
Use of TLM in teaching to make teaching learning process more effective.

2. Number of BRCs who prepared a schedule for visit of schools.

ALL

3. Number of times each school was visited by BRCs on an average.

2

4. Write five examples of professional support provided by the BRC to teachers during the las: quarter.

Gave topic specific guidelines for weaker students.
Provided guidelines and gave instructions for making TLMs.
Acted as bridge between teachers and administration for addressing local problems.
Arranged teachers for schools where teacher students ratio is low from neighboring schools.
Provided latest multimedia support in teacher training programmes.

5. How are BRCs monitoring the records of pupil progress in learning?

(a)	By CCE registers.	
(b)	By organizing school and block level competitons.	
(c)	Testing	students
	Testing students randomly	

6 (a) Mention the number of in-service professional development programmes for primary teachers organized in last quarter.

(b) What percent of current year's target has been achieved during last quarter?

(c) List major issues emerging from the programmes.

- Activity based teaching learning
- To improve reading habits
- Training to improve handwriting.

- To inculcate creativity among students.

6. (a) How many in-service professional development programmes /workshops were organized for teachers of upper primary classes in the following subjects during last quarter?

(i) Mathematics

`01`

(ii) Science

`01`

(iii) Social Science

`01`

(iv) Language

(v) Arts Education

(vi) Health and Physical Education

(b) What percent of current year's target has been achieved during last quarter? `100` %

(c) List major issues emerging from the programmes.

- Daily life examples related to topic must be there to enhance interest among the student
- Math/Science labs must be fully equipped.
- Teacher must prepare TLMs with the help of students.
- Use of computers/multimedia must be encouraged.
- Objective type question bank must be developed for every subject/topic.

Part-IV

(To be consolidated by SPD using information from DMF Part IV filled up by all DPOs)

1. Number of districts having 'quality monitoring' mechanism. [ ]

    (a) The institutions involved _SISE (SCERT),DIETs,DPOs,BPEO

    (b) Members of 'quality' monitoring Dy director,principal diet,deo ,bpeo,

    (c) Role of BRC/CRC in quality monitoring to

       • Provide on site support to teachers

       • Conduction of CCE

    (d) Role of DPO in 'quality' monitoring MONITORING ,LOGISTIC SUPPORT

2. What kind of 'quality interventions' were provided at district level in the last quarter?

ALL

    (a) Training of resource persons on RTE Act 2009 — **04**

    (b) Training of Resource Persons on Pedagogy and Assessment — **04**

    (c) Training of SMC members on 'School Development Plan' — [ ]

    (d) Training of 'Educators' for special training of children admitted to age-appropriate classes — [ ]

3. Number of districts organizing meetings of BRC, CRC and Head Teachers to understand the problems of district.

MONTHLY MEETIN

    (a) Once in a month — [/]

    (b) Once in two months — [ ]

    (c) Once in three months — [ ]

    (d) Once in four-six months — [ ]

4. Field visits (schools) by DPOs during last quarter:

    (a) Number of schools visited by DPOs on an average — **30**

    (b) Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPOs.

5. (a) How often do DPOs and DIETs hold coordination meetings or coordinate between themselve for SSA activities (Please √ mark)

Number of districts coordinating :		
Mostly	Sometimes	Never
/		

    (b) If there are problems, give details

    NA

Part-V

(To be completed by SPD on the basis of his/ her perceptions)

1. The textbooks used in the State at primary and upper primary stage are developed by (Mark √)
   (a). State Government
   (b). NCERT
   (c). Private publishers
   (d). Any other...........................

2. When was the last revision of syllabi and textbooks initiated and completed in the State?
   Attached as per Annexure 'A'

3. Please furnish details of common training modules in use, if any, in training of different functionaries at primary and upper primary levels in the State

Modules	Pry/Upper Pry	Year of development
Maths Cornucopia	U.Pry	2012-13
Science	U.Pry	2012-13
Sanwaad	Pry & U.Pry	2012-13

4. Status of CRCs/BRCs in the State:

	Sanctioned Posts	In Position
CRCs	1499	1499
BRCs	852	852

5. Activities of SSA/RTE in which DIETs & SCERT were involved. Please State problems, if any.
   a. DIETs: Involvement 1. Training to teachers
   2. Monitoring
   3. Need Analysis
   4. Modules Development

   Problems_____

   b. SCERT: Involvement

   1. Training to teachers

   2. Monitoring

   3. Need Analysis

   4. Modules Development

   5. Research Work

   Problems_____

6. To what extent following structures met State's expectations in providing desired support for quality improvement of educational processes (Please rate on 5 point scale).

	Least 1	2	3	4	5 Greatest
CRCs	◯	◯	◯	⊗	◯
BRCs	◯	◯	◯	⊗	◯
DIETs	◯	◯	◯	⊗	◯
DPO	◯	◯	◯	⊗	◯
SCERT	◯	◯	◯	⊗	◯

7. (a) Does the State have State Resource Group to advice on Quality? [Yes ✓ | No]

   (b) If yes, when was last meeting held? What were the main recommendations?

   To enhance the quality the main focus was laid on the capacity building of teachers for which activity based trainings were organized.

1. (a) Major programmes / activities of SSA for quality enhancement during the current year..........

   1. A Bimonthly Magazine 'Pervesh Bal Pustika' for students of class I to V is being published by SSA Punjab. This Magazine contains the original writings and paintings by school students.

   2. 'Swachta Club has been established in all Govt. Primary Schools in last sessions 2015-16. Atudents & teachers are members of 'Swachta Clubs' and different types of duties related to cleanliness have been assigned to members.

   3. Hand wash day has been celebrated on 15 October 2015 in all Govt. Primary Schools.

   4. The special focus was given to target behind children. A Program has been started for three months (from August to October) to improve reading & arithmetic skills.

   5. Monthly, daily calendar prepared at head office and circulated to all primary schools of the state through PERVESH Co-coordinators.

   6. The whole syllabus was divided on weekly basis during session 2015-16. Weekly syllabus with lesson plan was given to schools through monthly agenda.

2. State key problems encountered/ identified during the quarter by the State, in the context of quality parameters:

   Lack of funds led to decrease in the participation of students in the activities designed in academic calendar.

   Director General School Education
   Cum State Project Director, Punjab

Information on Textbooks:

Name of Text book	Textbooks developed by(name of agency)	Year in which first edition of textbook published	Year in which textbooks have been renewed last	Language/s in which textbooks are published	Cost of textbooks*	Plans for next renewal
			Class I			
Punjabi Parvesihka	PSEB	1978-79,2002-03	2014-15	Punjabi		
Punjabi Pustak-1	PSEB	2002-03	2014-15	Punjabi		
Ganit ka jadu-1(Pbi)	PSEB	2012-13	2012-13	Pbi, hindi, Eng		As per NCF guide lines
Learn your English-1	PSEB		2014-15	Eng		
Hindi pustak-1	PSEB		2007-08			As per NCF 2005 & PCF 13 to need not be changed
			Class II			
Punjabi Pustak-2	PSEB	1978-79,2004-05	2014-15	Punjabi		
Ganit ka jadu-2	PSEB	2012	2012-13	Pbi, hindi, Eng		As per NCF guide lines
Learn your English-2	PSEB		2014-15	Eng		
Hindi pustak-2	PSEB		2008-09	hindi		As per NCF 2005 & PCF 13 to need not be changed
			Class III			
Punjabi Pustak-3	PSEB	1978-79,2005-06	2014-15	Punjabi		
Ganit ka jadu-3	PSEB	2014	2014-15	Pbi, hindi, Eng		As per NCF guide lines
Environmental Edu.-3	PSEB					
Hindi pustak-3	PSEB		2009-10	hindi		As per NCF 2005 & PCF 13 to need not be changed
			Class IV			
Punjabi Pustak-4 (1 lang.)	PSEB	1978-79,2004-05	2014-15	Punjabi		
Punjabi Path Pustak-4 (2 lang.)	PSEB	1992-93	2015-16	Punjabi		
Aao Hindi sikho -4	PSEB		2007-08	Hindi		
Environmental Edu.-4	PSEB			Pbi.		
Mathematics-4	PSEB	2014	2014-15	Pbi.		As per NCF guide lines
Learn your English-4	PSEB		2012-13	Eng		
Hindi pustak-4	PSEB		2012-13	hindi		
			Class V			
Punjabi Pustak-5 (1 lang.)	PSEB	1978-,2007-08		Punjabi		2015-16
Punjabi Path Pustak-5 (2	PSEB	1992-93		Punjabi		2015-16

Name of Text book	Textbooks developed by(name of agency)	Year in which first edition of textbook published	Year in which textbooks have been renewed last	Language/s in which textbooks are published	Cost of textbooks*	Plans for next renewal
lang.)	PSEB		2008-09	Hindi		As per NCF 2005 & PCF 13 to need not be changed
Aao Hindi sikho -5				Pbi.		2015-16
Environmental Edu.-5	PSEB			Pbi.		2015-16
Mathematics-5	PSEB	2006	2006	Eng		
Learn your English-5	PSEB		2012-13	hindi		
Hindi pustak-5	PSEB		2011-12			
Class VI						
Punjabi Pustak-6 (I lang.)	PSEB	1978-,2008-09	2014-15	Punjabi		2015-16
Punjabi Path Pustak-6 (2 lang.)	PSEB	1992-93		Punjabi		2016-17
Aao Hindi sikho -6	PSEB		2008-09	Hindi		
Samajik vigyan.-6	PSEB	2006-07	2014-15	Pbi. hindi, Eng		
Mathematics-6	PSEB	2014	2014-15	Pbi. hindi, Eng		As per NCF guide lines
English grammar-6	PSEB		2014-15	Eng		
Hindi pustak-6	PSEB		2011-12	hindi		
Physical edu.-6	PSEB	1974	2015-16	Pbi. hindi, Eng		
Vigyan-6	PSEB		2014	Pbi. hindi, Eng		
Learn your English-6	PSEB		2014-15	Eng.		
Geometrical Drawing& Chitrkal-6	PSEB		2002	Pbi. hindi,		
Punjabi viakaran-6-8	PSEB	2008-09	2014-15	Pbi. hindi, Eng		
Computer Books-6	PSEB	2009-10	2010-11	Pbi. hindi, Eng		
Class VII						
Punjabi Pustak-7 (I lang.)	PSEB	1978-,2010-11		Punjabi		2015-16
Punjabi Path Pustak-7 (2 lang.)	PSEB	1992-93		Punjabi		2016-17
Hindi Pustak-7 (I lang.)	PSEB		2012-13	hindi		
Aao Hindi sikho-7	PSEB		2012-13			
English Reader Book-7	PSEB		2014-15	Eng.		As per NCF guide lines
Mathematics-7	PSEB	2014	2014-15	Pbi.		2015-16
English grammar-7	PSEB			Eng		
Science-7	PSEB		2014	Pbi. hindi, Eng		
Social Science-7	PSEB	2007-08	2014-15	Pbi. hindi, Eng		
Health & Physical Edu.-7	PSEB	1974	2015-16	Pbi. hindi, Eng		

Name of Text book	Textbooks developed by(name of agency)	Year in which first edition of textbook published	Year in which textbooks have been renewed last	Language/s in which textbooks are published	Cost of textbooks*	Plans for next renewal
Class VIII						
Punjabi Pustak-8 (1 lang.)	PSEB	1978-,2011-12	2014-15	Punjabi		
Punjabi Path Pustak-8 (2 lang.)	PSEB	1992-93		Punjabi		2016-17
Hindi Pustak-8 (1 lang.)	PSEB		2012-13	hindi		As per NCF 2005 & PCF 13 to need not be changed
	PSEB		2012-13			As per NCF 2005 & PCF 13 to need not be changed
Aao Hindi sikho-8			2014-15	Eng.		
English Reader Book-8	PSEB		2005-06,2015-16	Pbi. hindi, Eng		
Mathematics-8	PSEB	2005	2008	Eng		2015-16
English grammar-8	PSEB		2006,2015-16	Pbi. hindi, Eng		
Science-8	PSEB	2008-09	2014-15	Pbi. hindi, Eng		
Social Science-8	PSEB	1974		Pbi. hindi, Eng		2016-17
Physical Edu.-8	PSEB		2002	Pbi. hindi,		
Geometrical Drawing& Chitrkal-8	PSEB	2008-09	2014-15	Pbi		
Punjabi viakaran-6-8	PSEB	2009-10	2010-11	Pbi, Eng		
Computer Books-8						

Source: AWP&B 2016-17

Timeline of Distribution of Free Textbooks