

## STATE MONITORING FORMAT

Quarter under Report

I	II	III	IV
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2	0	1	4	-	1	5
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Period of quarter

Jul-14

to

30/9/2014

## Part-I

## Section A: School Information

1 DRC 

22
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 District 

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Punjab
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2 (a) Number of schools in the district

I-V	13432	VI-VIII	6432	I-VIII	106	Any other	-	Total	19970
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(b) Number of schools which filled up SMFs

I-V	11599	VI-VIII	5957	I-VIII	52	Any other	-	Total	17608
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3 (i) Number of Teachers:

In Position

(a) Primary Teachers	(i) Regular	26419
		5885
(b) Upper Primary Teachers	(i) Regular	25943
	(ii) Contractual	7013

3 (ii) Number of Teachers:

Primary

Upper Primary

(a) How many government schools in the district have a pupil teacher ratio above 1:30 in primary school and 1:35 in upper primary school?	2248	1297
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(b) How many teachers in the district have failed to join place of posting in last quarter?	0	
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(c) How many teachers are attached elsewhere than place of posting?	594	
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## Section B: Attendance Information

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

Month:

september

Number of schools with average daily attendance of :

BOYS

GIRLS

TOTAL





(b) Number of schools not involving SMCs in preparation of this plan.

18 18. Number of SMCs which have not been given training about their roles and functions.

Section G: Learners' Assessment

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

class	subject	No of students assessed	state						
			Boys		Girls		Total		
			No.	%	No.	%	No.	%	
1st	punjabi	182703	19088	10.4	19752	10.8	38840	21.3	
			22795	12.5	21615	11.8	44410	24.3	
			24305	13.3	22024	12.1	46330	25.4	
			14304	7.8	12752	7.0	27056	14.8	
			13953	7.6	12114	6.6	26067	14.3	
	math	182307	94445	51.7	88258	48.3	182703	100.0	
			19159	10.5	19738	10.8	38897	21.3	
			21952	12.0	22015	12.1	43968	24.1	
			23187	12.7	22185	12.2	45372	24.9	
			14023	7.7	12676	7.0	26699	14.6	
2st	punjabi	190994	14753	8.1	12619	6.9	27372	15.0	
			93074	51.1	89233	48.9	182307	100.0	
			21684	11.4	21985	11.5	43669	22.9	
			24196	12.7	23547	12.3	47743	25.0	
			24715	12.9	23204	12.1	47919	25.1	
	math	191543	14247	7.5	11695	6.1	25941	13.6	
			13426	7.0	12295	6.4	25721	13.5	
			98268	51.5	92725	48.5	190994	100.0	
			21648	11.3	22232	11.6	43880	22.9	
			24595	12.8	23303	12.2	47898	25.0	
3st	punjabi	205167	23626	12.3	22492	11.7	46118	24.1	
			14204	7.4	12032	6.3	26236	13.7	
			14410	7.5	13001	6.8	27411	14.3	
			98484	51.4	93059	48.6	191543	100.0	
			24075	11.7	24859	12.1	48934	23.9	
				25456	12.4	25456	12.4	50912	24.8
				24872	12.1	22384	10.9	47256	23.0
				16235	7.9	14284	7.0	30519	14.9
				14541	7.1	13006	6.3	27546	13.4
				105179	51.3	99988	48.7	205167	100.0
			23621	11.5	24314	11.9	47934	23.4	
			25568	12.5	25439	12.4	51007	24.9	
			24378	11.9	22744	11.1	47122	23.0	
			15912	7.8	13893	6.8	29805	14.5	
			15646	7.6	13517	6.6	29164	14.2	

	math	205032	105126	51.3	99906	48.7	205032	100.0	
4st	punjabi	220234	24965	11.3	26267	11.9	51231	23.3	
			29378	13.3	27690	12.6	57069	25.9	
			26430	12.0	23072	10.5	49502	22.5	
			17778	8.1	14074	6.4	31852	14.5	
			16545	7.5	14035	6.4	30580	13.9	
	math	219108	115097	52.3	105137	47.7	220234	100.0	
			24081	11.0	23927	10.9	48008	21.9	
			28600	13.1	26983	12.3	55584	25.4	
			27119	12.4	23040	10.5	50159	22.9	
			17363	7.9	15315	7.0	32679	14.9	
			17364	7.9	15315	7.0	32679	14.9	
	evs	219305	114529	52.3	104580	47.7	219108	100.0	
			24651	11.2	25455	11.6	50107	22.8	
			29115	13.3	27837	12.7	56953	26.0	
			26906	12.3	23145	10.6	50051	22.8	
			17332	7.9	14066	6.4	31398	14.3	
	hindi	218836	16628	7.6	14168	6.5	30796	14.0	
			114634	52.3	104671	47.7	219305	100.0	
			24374	11.1	25766	11.8	50140	22.9	
			28601	13.1	26596	12.2	55197	25.2	
			26544	12.1	22454	10.3	48998	22.4	
	english	218059	17590	8.0	15187	6.9	32777	15.0	
			17228	7.9	14495	6.6	31723	14.5	
			114337	52.2	104499	47.8	218836	100.0	
			22544	10.3	24002	11.0	46546	21.3	
			27615	12.7	26285	12.1	53900	24.7	
			27374	12.6	23728	10.9	51102	23.4	
			19102	8.8	15300	7.0	34402	15.8	
17540			8.0	14569	6.7	32109	14.7		
punjabi	238830	114175	52.4	103884	47.6	218059	100.0		
		29306	12.3	31445	13.2	60751	25.4		
		31667	13.3	30627	12.8	62294	26.1		
		29497	12.4	23809	10.0	53306	22.3		
		17906	7.5	14312	6.0	32218	13.5		
		16944	7.1	13317	5.6	30260	12.7		
		125320	52.5	113510	47.5	238830	100.0		
		math	239534	26739	11.2	27631	11.5	54370	22.7
				30419	12.7	28890	12.1	59309	24.8
				30770	12.8	27098	11.3	57868	24.2
				19866	8.3	16257	6.8	36123	15.1
				17652	7.4	14211	5.9	31863	13.3
				125447	52.4	114087	47.6	239534	100.0
math	239534	26915	11.2	28605	11.9	55520	23.2		
		31382	13.1	29714	12.4	61096	25.5		
		30008	12.5	25507	10.7	55515	23.2		
		20094	8.4	16017	6.7	36111	15.1		
		17064	7.1	14135	5.9	31199	13.0		
5st									

	evs	239441	125463	52.4	113978	47.6	239441	100.0	
	hindi	239314	26845	11.2	29138	12.2	55983	23.4	
			30977	12.9	30004	12.5	60981	25.5	
			30590	12.8	25952	10.8	56542	23.6	
			19503	8.1	14928	6.2	34431	14.4	
			17474	7.3	13903	5.8	31377	13.1	
			125389	52.4	113925	47.6	239314	100.0	
	english	239308	26379	11.0	27569	11.5	53948	22.5	
			30753	12.9	29407	12.3	60160	25.1	
			29113	12.2	25990	10.9	55103	23.0	
			20683	8.6	16005	6.7	36688	15.3	
			18387	7.7	15022	6.3	33409	14.0	
			125315	52.4	113993	47.6	239308	100.0	
	6 th	Punjabi	227685	20188	8.9	25663	11.3	45851	20.1
				26734	11.7	30085	13.2	56820	25.0
				30167	13.2	27994	12.3	58161	25.5
				21383	9.4	16589	7.3	37972	16.7
				17900	7.9	10981	4.8	28881	12.7
116373				51.1	111312	48.9	227685	100.0	
hindi		227684	18400	8.1	24149	10.6	42550	18.7	
			24341	10.7	26939	11.8	51280	22.5	
			29273	12.9	27767	12.2	57040	25.1	
			22907	10.1	18291	8.0	41198	18.1	
			21452	9.4	14165	6.2	35617	15.6	
			116373	51.1	111312	48.9	227684	100.0	
English		227685	15948	7.0	19942	8.8	35891	15.8	
			21783	9.6	24664	10.8	46447	20.4	
			28432	12.5	27762	12.2	56194	24.7	
			25219	11.1	21369	9.4	46588	20.5	
			24990	11.0	17575	7.7	42566	18.7	
			116372	51.1	111313	48.9	227685	100.0	
Math		227687	15137	6.6	18233	8.0	33371	14.7	
			21503	9.4	24480	10.8	45984	20.2	
			29281	12.9	28734	12.6	58015	25.5	
			24996	11.0	21848	9.6	46844	20.6	
			25458	11.2	18016	7.9	43474	19.1	
			116376	51.1	111312	48.9	227687	100.0	
Science		227684	16397	7.2	20570	9.0	36967	16.2	
			23505	10.3	26867	11.8	50372	22.1	
			30814	13.5	29850	13.1	60664	26.6	
			25106	11.0	20152	8.9	45257	19.9	
			20550	9.0	13873	6.1	34423	15.1	
			116372	51.1	111312	48.9	227684	100.0	
				16429	7.2	19564	8.6	35992	15.8
				22821	10.0	24858	10.9	47679	20.9
				28275	12.4	27513	12.1	55788	24.5
				23607	10.4	21214	9.3	44821	19.7
				25212	11.1	18173	8.0	43384	19.1

	SSt	227665	116343	51.1	111322	48.9	227665	100.0
7 <sup>th</sup>	Punjabi	224728	20375	9.1	25370	11.3	45745	20.4
			27351	12.2	28876	12.8	56228	25.0
			30996	13.8	27398	12.2	58394	26.0
			21979	9.8	16227	7.2	38206	17.0
			16091	7.2	10064	4.5	26155	11.6
			116793	52.0	107934	48.0	224728	100.0
	Hindi	224730	18337	8.2	22088	9.8	40424	18.0
			24358	10.8	27029	12.0	51386	22.9
			29553	13.2	26203	11.7	55756	24.8
			23736	10.6	19221	8.6	42957	19.1
			20808	9.3	13398	6.0	34206	15.2
			116792	52.0	107938	48.0	224730	100.0
	English	224727	15284	6.8	18058	8.0	33341	14.8
			21769	9.7	23722	10.6	45490	20.2
			29354	13.1	27532	12.3	56886	25.3
			24987	11.1	21517	9.6	46504	20.7
			25399	11.3	17107	7.6	42505	18.9
			116792	52.0	107935	48.0	224727	100.0
	Math	224831	15759	7.0	17978	8.0	33737	15.0
			22229	9.9	23080	10.3	45309	20.2
			30359	13.5	27652	12.3	58011	25.8
			25917	11.5	22615	10.1	48532	21.6
			22627	10.1	16614	7.4	39241	17.5
			116892	52.0	107939	48.0	224831	100.0
	Science	224727	16210	7.2	20317	9.0	36528	16.3
			23786	10.6	25695	11.4	49481	22.0
			30876	13.7	28767	12.8	59643	26.5
			25534	11.4	20404	9.1	45938	20.4
			20385	9.1	12752	5.7	33137	14.7
			116792	52.0	107935	48.0	224727	100.0
	SSt	224727	16164	7.2	19464	8.7	35628	15.9
			22853	10.2	23470	10.4	46323	20.6
28931			12.9	26447	11.8	55378	24.6	
23099			10.3	20511	9.1	43610	19.4	
25744			11.5	18044	8.0	43787	19.5	
116792			52.0	107935	48.0	224727	100.0	
Punjabi	223057	20654	9.3	25587	11.5	46240	20.7	
		28006	12.6	29478	13.2	57485	25.8	
		30327	13.6	26364	11.8	56691	25.4	
		21335	9.6	15892	7.1	37227	16.7	
		16395	7.4	9019	4.0	25414	11.4	
		116717	52.3	106340	47.7	223057	100.0	
			19522	8.8	24353	10.9	43875	19.7
			25740	11.6	26962	12.1	52702	23.6
			29254	13.1	26714	12.0	55968	25.1
			22450	10.1	17119	7.7	39569	17.8
			19751	8.9	10988	4.9	30739	13.8

8 <sup>th</sup>	Hindi	222853	116717	52.4	106136	47.6	222853	100.0
			16899	7.6	19622	8.8	36521	16.4
			23018	10.3	24660	11.1	47678	21.4
			29458	13.2	27781	12.5	57239	25.7
			25148	11.3	20080	9.0	45229	20.3
			22193	10.0	14001	6.3	36194	16.2
	English	222861	116717	52.4	106144	47.6	222861	100.0
			16594	7.4	19193	8.6	35787	16.1
			23060	10.3	23666	10.6	46727	21.0
			29722	13.3	27604	12.4	57326	25.7
			24424	11.0	20515	9.2	44939	20.2
			22917	10.3	15166	6.8	38083	17.1
			116717	52.4	106144	47.6	222861	100.0
	Math	222861	116717	52.4	106144	47.6	222861	100.0
			17741	8.0	21505	9.7	39246	17.6
			24866	11.2	26822	12.0	51688	23.2
			31305	14.0	28252	12.7	59557	26.7
			24470	11.0	18672	8.4	43142	19.4
			18307	8.2	10894	4.9	29201	13.1
			116690	52.4	106144	47.6	222834	100.0
			18484	8.3	20737	9.3	39221	17.5
	Science	222834	116690	52.4	106144	47.6	222834	100.0
			24773	11.1	25972	11.6	50746	22.7
			28376	12.7	27190	12.2	55566	24.8
			23375	10.4	18984	8.5	42360	18.9
			21708	9.7	14121	6.3	35829	16.0
			116717	52.2	107004	47.8	223721	100.0
	SSt	223721	116717	52.2	107004	47.8	223721	100.0

**Part II**

1 Number of classrooms (teaching) observed by different BRCCs in the last quarter:

Range 45 to 180

2 School visits by DRCCs:

Number of times visits were made to each school

- (i) Once in a month
- (ii) Once in two months
- (iii) Once in three months
- (iv) Once in four to six months

Number of DRCCs visited

v

3 Suggestions provided by the DRCCs to improve classroom teaching.

- (i) Use more TLM in teaching
- (ii) Use play way method
- (iii) Prefer smart class in the class room
- (iv) During teaching gives more examples from their daily lives



(v) Create friendly atmosphere in a class room  
 (vi) Give students more opportunities to express

Number	%
100	

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 have DRCs/BRCs done to address this issue? Have they done enough? If not, what are you going to do?

0	0
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NA

6 (i) Number of DRCC's who undertook expected number BRC's and schools visits?

7

(ii) Number of DRCC's who are not providing quarterly QMT's regularly.

NA

(iii) DRCC's who have not taken action in their blocks on schools/teachers lagging behind in annual syllabus/textbook coverage?

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Part-III

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

- (i) Regular monitoring of the school.
- (ii) On site teacher training to improve Quality of teaching
- (iii) Evaluating the students
- (iv) Helping the subject teacher to establish Lab/Corner in the school.
- (v) Use of TLM in Teaching to make Teaching Learning Process more effective.

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

ALL

3 Number of times each school was visited by DRCC on an average?

Once in four to six months

4 Write five examples of professional support provided by the DRC to teachers during the last quarter.

- (a) On site teacher training
- (b) Helping in preparing new TLM & establish Math/English/S.St/ Library corner.
- (c) Helping to evaluate the students & and maintain their record as per CCE.
- (d) Helping to understand child psychology.
- (e) Guide them to use new technique like computer aided learning by using Internet etc.

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

- (a) Monitoring the CCE record of the student
- (b) Base line /Mid test / Post test of students
- (c) Using various testing tools o evaluating the student program

- 6 (a) Mention the number of in-service professional development programmes for primary teachers organized in last quarter. 1
- (b) What percent of current year's target has been achieved during last quarter? 88%
- (c) List five major issues emerging from the programmes.
- |       |  |
|-------|--|
| (i)   | RTE information given to Head Teachers         |
| (ii)  | Special attention on slow learner Students     |
| (iii) | Making classes teaching friendly               |
| (iv)  | Regular observation and evaluation of students |
| (v)   | To implement RTE in the schools                |
- 7 (a) How many in-service professional development programmes /workshops were organized for teachers of upper primary classes in the following subjects during last quarter?
- |                                    | Number |
|------------------------------------|--------|
| (i) Mathematics                    | 1      |
| (ii) Science                       | 1      |
| (iii) Social Science               | 1      |
| (iv) Languages                     | 1      |
| (v) Arts Education                 | 1      |
| (vi) Health and Physical Education | 1      |
- (b) What percent of current year's target has been achieved during last quarter?
- (c) List five major issues emerging from the programmes.
- |       |  |
|-------|--|
| (i)   | It is the necessity to maintain Math Lab/Corner in all schools   |
| (ii)  | Empathies should be given on practical knowledge of this subject so that pupil can utilize in their daily lives.       |
| (iii) | Teaching of this subject should be such that students easily solve mathematical problem without any fear.              |
| (iv)  | Maximum work of this subject should be done by the students with the help of teachers.                                 |
| (v)   | Daily assignments and home work should be checked by the teacher and appreciation should be given even to be students. |

**Part-IV**

- 1 Has the State authority (SCERT/SSA) provided any guidelines to BRCs & DRCs for supervision of schools' classroom processes in your district? Yes
- If yes, provide information on the following:
- (a) Minimum number of schools to be supervised in a quarter 16000
- (a) Minimum number of classes (teaching learning processes) observed in a quarter 16000

- 2 Do you have a 'quality monitoring' mechanism at the district level? If yes, Yes
- (a) The institutions involved \_\_\_\_\_ DIET, DEO(SE) and DEO(EE)
- (b) Members of 'quality monitoring, PDC (parvesh), APDC (parvesh).
- (c) Role of DRC/BRC in quality monitoring maintain quality in education at grass root level.
- (d) Role of DPO in quality monitoring is to provide LEP grant and other grants to organise different types of activities in the class room and superwise them
- 
- 3 What kind of 'quality interventions' was provided a t district level in the last quarter?
- (a) Training of resource persons on RTE Act 2009 Yes
- (b) Training of Resource Persons on Pedagogy and Assessment No
- (c) Training of SMC members on 'School Development Plan' No
- (d) Training of 'Educators' for special training of children admitted to age-appropriate classes No
- 4 Do you organize meetings of DRCCs, BRCCs and Head Teachers to understand the problems of your district? Yes
- If yes, in what way:
- (a) Once in a month Yes
- (b) Once in two months
- (c) Once in three months
- (d) Once in four to six months
- 5 Field visits (schools) by DPO during last quarter:
- (a) Number of schools visited 58
- (b) Feedback from field on 'quality: State three priority areas, where intervention in next quarter is required.
- |   |
|---|
| (i) Vacant post should be filled up.  |
| (ii) There should be a check on the promotion of the weak students to next class. |
| (iii) Extra burden except academic work should not be there on teachers.          |
- (c) Number of BRCCs whose performance was poor Nil

(d) **What action has been taken on that?**

NA
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**6 How often do DPO and DIET hold coordination meetings or coordinate between themselves for SSA activities:  
(Please ✓ mark)**

- |                                       |                          |
|---------------------------------------|--------------------------|
| (a) <b>Once in a month</b>            | <input type="checkbox"/> |
| (b) <b>Once in two months</b>         | <input type="checkbox"/> |
| (c) <b>Once in three months</b>       | <input type="checkbox"/> |
| (d) <b>Once in four to six months</b> | <input type="checkbox"/> |

**If there are problems, give details**

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**7 List the areas for quality intervention where district needs support from the DIET in the next quarter.**

- |   |
|---|
| (i) <b>Multigarde Teaching</b>  |
| (ii) <b>Prepration and use of TLM</b>   |
| (iii) <b>Encouraging teachers to use a electronic media for transacting curriculum.</b> |
| (iv) <b>Co-curriculum areas motivation to the teachers.</b>                             |

**8 Do school buildings have minimum required infrastructure arrangement?**

Yes
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- |   |                          |
|---|--------------------------|
| (a) <b>Number of schools without safe drinking water facilities</b>   | <input type="checkbox"/> |
| (b) <b>Number of schools without separate toilets for boys/ girls</b> | <input type="checkbox"/> |
| (c) <b>Schools without barrier free access</b>                        | <input type="checkbox"/> |
| (d) <b>Schools without boundary wall</b>                              | <input type="checkbox"/> |
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## 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   | <input checked="" type="checkbox"/> |  |
| (b). NCERT              | <input type="checkbox"/>            |  |
| (c). Private publishers | <input type="checkbox"/>            |  |
| (d). Any other.....     | <input type="checkbox"/>            |  |

2. When was the last revision of syllabi and textbooks initiated and completed in the State?

### List attached

	Initiated	Completed
Primary: Syllabi	_____	_____
Textbooks	_____	_____
Upper Primary: Syllabi	_____	_____
Textbooks	_____	_____

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	1160
BRCs	852	679

5. Activities of SSA/RTE in which DIETs & SCERT were involved. Please State problems, if any.

a. DIETs: Involvement

1. Training to the teachers

2. Monitoring

- 3. Need analysis.
- 4. Modules Development

Problems\_\_\_\_\_

b. SCERT: Involvement

- 1. Training to the 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).

	<i>Least</i>	1	2	3	4	5	<i>Greatest</i>
CRCs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
BRCs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
DIETs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
DPO		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCERT		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. (a) Does the State have State Resource Group to advice on Quality? 

Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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(b) If yes, when was last meeting held? What were the main recommendations?

(Please attach copies of minutes and action taken)

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

2. It was recommended to organize the academic activities for e.g., quiz, map filling, spell bee etc.
1. (a) Major programmes/activities of SSA for quality enhancement during the current year.....
  1. Parvesh and Joro Gyan at Primary Level
  2. Math, Science, Social Science and English Quality Program at Upper Primary Level
- (b) Progress of these programmes during the quarter
  1. Math and English corners have been established in the Upper Primary Schools
  2. Enhancement of Results from Base Evaluation to Post Evaluation
  3. Activities according to academic calendar were done to enhance co-scholastic potential of students.
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.
3. Issues identified by the State for National level intervention if any (for Department of School Education & Literacy, MHRD, NCERT, other departments).

Vetting by NCERT is a tedious process.

**Date: 14.03.2015**

**Sd/-**

**Director General School Education  
cum  
State Project Director, Punjab**

## Revision of Syllabus and Text Books

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	Plans for next renewal
<b>Class-I</b>					
1. Punjabi parveshika	PSEB	1978-79 2002-03	2014-15	Pbi.	
2. Punjabi pustak-1	PSEB	2002-03	2014-15	Pbi.	
3. Ganit ka jadu-1 (Punjabi)	PSEB	2012-13	2012-13	P.H.E.	
4. Learn your English-1	PSEB	2007-08	2014-15	English	
<b>Class-II</b>					
1. Punjabi pustak-2	PSEB	1978-79 2004-05	2014-15	Pbi	
2. Ganit ka Jadu-2 (Punjabi)	PSEB	2012	2012-13	P,H,E	
3. Learn your English-2	PSEB		2014-15 2008-09	Eng.	
<b>Class-III</b>					
1. Punjabi pustak-3	PSEB	1978-79 2005-06	2014-15		
2. Ganit-3 (Punjabi)	PSEB	2014	2014-15	P,H,E	
3. Environmental Education-3 (Pbi)	PSEB				
4. Environmental Education-4					
5. Mathematics-4(Punjabi)	PSEB	2014	2014-15	P,H,E	
6. Learn your English-4	PSEB		2012-13	English	
7. Hindi Pustak-4			2011-12		
<b>Class-V</b>					
1. Punjabi pustak -5 (1 lang)	PSEB	1978 2007-08		Pbi.	2015-16
2. Punjabi path pustak-5(2 lang)	PSEB	1992-93		Pbi	2015-16
3. Aao Hindi Sikho-5	PSEB		2008-09	Hindi	
4. Mathematics-5 (Punjabi)	PSEB	2006	2006	P,H,E	2015-16
5. Learn your English-5	PSEB		2012-13	English	
6. Environmental Education-5(Pbi)	PSEB		2011-12		2015-16
<b>Class-VI</b>					
1. Punjabi pustak -6 (1 lang)	PSEB	1978 2008-09	2014-15	Punjabi, Hindi, English	
2. Punjabi path pustak -6 (2 lang)	PSEB	1992-93		Pbi	2016-17
2. Hindi Pustak -6	PSEB		2011-12	Hindi	
2. Aao Hindi Sikho -6	PSEB		2011-12		
3. Samajik Vigyan-6 (Pbi)	PSEB	2006-07	2014-15	P,H,E	
4. Physical Education-6(Pbi)	PSEB	1974		P,H,E	
5. Vigyan-6(Pbi)	PSEB		2014	P,H,E	
6. Mathematics-6 (Punjabi)	PSEB	2014	2014-15	P,H,E	



7. Learn your English-6	PSEB		2014-15	English	
8. English Grammer-6	PSEB		2014-15	English	
9. Geometrical Drawing and Chitrkala-6 (Pbi)	PSEB		2002	P,H	
10. Punjabi Viakaran 6-8	PSEB	2008-09	2014-15		
11. Computer Books-6	PSEB	2009-10	2010-11	P,E	
<b>Class-VII</b>					
1. Punjabi pustak-7 (1 lang)	PSEB	1978 2010-11		Pbi	2015-16
2. Punjabi path pustak-7(2 lang)	PSEB	1992-93		Pbi	2015-16
3. Hindi pustak-7	PSEB		2012-13	Hindi	
4. Aao Hindi Sikho-7	PSEB		2012-13	Hindi	
5. English Reader Book-7	PSEB		2014-15	English	
6. English Grammer-7	PSEB			English	2015-16
7. Ganit-7 (Punjabi)	PSEB	2014	2014-15	Pbi	
8. Science-7 (Pbi)	PSEB		2014	P,H,E	
9. Social Science-7 (Pbi)	PSEB	2007-08	2014-15	P,H,E	
10. Health & Physical Education-7 (Pbi.)	PSEB	1974		P,H,E	2015-16
<b>Class-VIII</b>					
1. Punjabi pustak-8(1 lang)	PSEB	1978 2011-12	2014-15	Pbi.	
2. Punjabi path pustak-8 (2 lang)	PSEB	1992-93		Pbi.	
2. Hindi Pustak-8	PSEB		2012-13	Hindi	
2. Aao Hindi Sikho-8	PSEB		2012-13		
3. English Reader Book-8	PSEB		2014-15	English	
4. English Grammer-8	PSEB		2008	English	2015-16
5. Mathematics-8 (Punjabi)	PSEB	2005	2005-06	P,H,E	2015-16
6. Science-8 (Pbi)	PSEB		2006	P,H,E	2015-16
7. Social Science-8 (Pbi)	PSEB	2008-09	2014-15	P,H,E	
9. Physical Education-8 (Pbi)	PSEB	1974		P,H,E	2016-17
10. Geometrical, Drawing and chitrkala-8 (Pbi)	PSEB		2002	P,H	
12 Punjabi Viakaran-8	PSEB	2008-09	2014-15	Pbi	
13. Computer book-VIII	PSEB	2009-10	2010-11	P,E	