

SURVEY
OF
SCHOOL TEXTBOOKS
IN INDIA
1969-70



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Foreword

THIS REPORT contains the results of an investigation carried out on school textbooks in India during 1969-70. Dr. M.B. Buch initiated the project and the following officers and staff assisted in the execution and completion of the work: Shri T. Vasudevayya, Shri C.S.A. Naidu, Shri K.N. Rao and Shri Ram Chandra Rao of the Field Unit, Hyderabad, Shri B.K. Nath of the Field Unit, Shillong and Smt. S.R. Krishna, Shri Surinder Mohan and Shri A. Rai of the Field Unit, Bikaner and Shri K.N. Hiriyaniah, Shri D.N. Abrol, Shri P.N. Arora, Shri C.L. Kaul, Shri R.R. Saxena, Shri D.C. Upreti, Shri G.D. Dhall, Shri V.K. Monga, Shri J.K. Gupta, Shri J.V. Reddy, Shri Ashok Kapoor, Smt. Ajit Shah, Smt. P.L. Singh, Smt. Kanta Seth and Km. Manju Mehta of the Data Processing and Educational Survey Unit. The Data Processing and Educational Survey Unit of the Council under the direction of Dr. R.G. Misra has been responsible for the finalisation of the report and our grateful thanks are due to all of them.

It is hoped that this report will provide some basic data useful to administrators and educational planners in their work. Any comments and suggestions on the report when received will be gratefully acknowledged and utilised in future work.

S.V.C. AIYA
Director

National Council of Educational
Research and Training
New Delhi-16
21 November, 1970.

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CHAPTER 1

Introduction

IN THE process of education there are three important elements—the teacher, the taught and the subject to be taught. The teacher in order to teach the subject utilises many instructional materials. Whatever he wishes to teach is conveyed generally to the students through oral instruction accompanied by written work on the black-board. Thus in a formal situation like a classroom, black-board is an aid to instruction. But this aid has its limited use. Other instructional aids are textbooks, supplementary books, reference books, maps, charts, film strips, films, etc. Of these, the textbook is presumably the most important because it is used in formal as well as informal situations of instruction and also in situations of self-study. Again, this is the cheapest of all the aids enumerated above and thus is the only aid available to a large majority of the pupils as also the teachers.

This aid functions in different ways. Even though a teacher can teach on the basis of his own knowledge unaided by any written or printed matter, sheer memory may not be very helpful in keeping the subject matter systematic and organised in a proper order. The textbook helps the teacher in organising his teaching and this order may be logical or psychological. The second function of the textbook is to discipline its user, a teacher or a student. It presents only the relevant material from the point of view of the age-group or the class for which it is meant. In so doing it sets limits both on the teacher and the taught. Of course, the textbook itself is written within the limits defined by the syllabus or by the author himself.

What is a textbook

Textbook has been defined in a number of ways but only two definitions are presented here.

- i. 'A book containing leading principles of the subject.'
- ii. 'Any book used as the basis or partial basis of a course of study.'

In the first definition there is an emphasis on quality, standard and exposition of principles of a subject. But it does not prescribe any limits on the scope of discussion keeping in view the class or the age-group for which it is meant. The second definition visualises an instructional situation and a book based on the course of study is known as the textbook. It is 'a book which is used in an educational institution for guiding instruction of the students.' This conveys the sense of the word 'programme', *i.e.* so much of the subject is to be covered in a particular grade or grades.

For the purposes of this study textbook is defined as 'a book prescribed or recommended for study by a competent educational authority.' This authority may be a Director of Education/Public Instruction, or a University or a Board of Education which has been authorised by the government of the area to act in this regard.

The existing position

The increase in the number of students because of the expansion of educational facilities by itself requires more books. But the second factor which has resulted in increased production of books is the change in school curriculum. The earlier emphasis on the three R's in elementary classes has yielded ground to an education with a much wider base. The new subjects of study like General Science, Social Studies, etc. have been introduced. In higher classes the diversification has resulted in a wide range of subjects available for study.

This increased demand has resulted in increased production and in larger profits for the textbook producers, but not much attention appears to have been paid to the following major aspects :

- i. quality of paper including durability;
- ii. quality of printing regarding suitability of type size;
- iii. quality of binding regarding durability and ease in usability;
- iv. quality of illustrations regarding suitability, colour composition, and clarity; and
- v. quality of the subject-matter regarding its correctness, presentation and comprehensibility.

The Education Commission has rightly pointed out :

"As education began to spread, the textbook industry became one of the very profitable fields for investment and the evils of the type mentioned above became more and more conspicuous."¹

1. Report of the Education Commission (1964-66); Ministry of Education, Government of India, New Delhi; p. 229.

The Commission further adds :

“Unfortunately, textbook writing and production have not received the attention they deserve. In most school subjects, there is a proliferation of low quality, sub-standard and badly produced books, particularly in the regional languages. This has been due to a number of factors among which mention may be made of

- the lack of interest shown by top ranking scholars so that the writing of textbooks has been generally done, in actual practice, by persons whose abilities are far from equal to the task;
- the malpractices in the selection and prescription of textbooks which defy control;
- the unscrupulous tactics adopted by several publishers;
- the lack of research in the preparation and production of textbooks; and
- the almost total disregard by private publishers (who are interested only in profits) of the need to bring out ancillary books, such as teachers’ guides to accompany textbooks.”¹

Apart from the above mentioned defects the quality of textbooks is particularly low with regard to subject-matter. It is common knowledge that they generally ignore the psychological needs of the reader. Many contain errors in the subject-matter itself. Quite a number of them are pedagogically unsound. The selection of the content and its organisation is defective and even the examples and exercises are not suitably selected and graded. Evaluation material is either absent or poor in quality. It may not be out of place to mention here that some of the nationalised textbooks are also not in a better position.

Improvement of textbooks

Government of India felt the need of improving textbooks sometime in the later half of the 19th century. In 1873 a Resolution on this theme was passed. Local Governments were requested to appoint committees for the examination of existing school books in order to discover defects and to bring them in harmony with the principles enunciated in the Resolution. Relevant portion on the issues involved is quoted below :

“For this purpose it has been determined that all Local Governments and Administration shall be requested to appoint Committees to examine and report upon the class books that are now prescribed in all those schools which receive any formal support from the State, in order to discover defects either in form

1. Report of the Education Commission (1964-66); Ministry of Education, Government of India, New Delhi; p. 229.

or substance, and to adapt more carefully the course of authorised reading to the general educational policy. Whether prizes might not be offered for sound and suitable elementary school books, if such are found to be wanting, is a suggestion which the committees will no doubt consider in its place."¹

This Resolution had a very slow effect and after a period of 40 years, *i.e.* in 1913 a Textbook Committee was constituted by the Government of Bihar. But prior to 1925, the selection and prescription of textbooks was generally an administrative function exercised by the Heads of various Education Departments of different States. There were no legally constituted statutory bodies for these purposes. In certain cases the Director of Public Instruction formed certain committees of experts to advise him on the choice of textbooks in different subjects for different types of schools.

Uttar Pradesh (formerly known as the United Provinces) initiated nationalisation of primary school textbooks in 1942-43 and for Junior High Schools in 1960. But in November, 1948 this was revised and a fresh decision to nationalise partially textbooks for grades II, III, IV was taken and the post of an Officer-on-Special Duty for Textbooks was created. In the same year Jammu and Kashmir and West Bengal nationalised textbooks up to middle and primary stages respectively. In the subsequent year Bihar set up a machinery for nationalisation of textbooks. The State of Travancore-Cochin introduced preparation, scrutiny, selection and publication of textbooks in November, 1951. Ajmer, Bhopal and Punjab introduced it in 1953 followed by Rajasthan in 1955. The present situation is that all the States have introduced nationalised textbooks at least at the elementary stage. At the other end of the continuum are Andhra Pradesh and Kerala where all textbooks (for detailed study in the latter case) up to the school leaving stage are nationalised. The Education Commission (1964-66) writing on State Production of Textbooks observes :

"As education began to spread, the textbooks industry became one of the very profitable fields for investment and the evils of the type mentioned above became more and more conspicuous. The attention of State Governments was soon drawn to them and it was decided that, in order to eliminate them, the State Governments should take over the production of textbooks. At present most State Governments have adopted this policy and taken over the production of textbooks. The extent to which this responsibility has been assumed shows considerable variation

1. Extract from the Proceedings of the Government of India in the Home Department (Education), under date Fort William, the 29 March, 1873.

—some States have produced only a few books at primary stage while others have produced all books till the end of the secondary stage. In one or two States, not only production but even distribution and sale of textbooks have been taken over by the States.”¹

Reviewing this policy the Commission writes—

“There have been some definite gains from this policy. Private profiteering has disappeared and prices have been kept low. The malpractices and intrigues which used to be so common a feature of what used to be called the ‘textbook rackets’ have also disappeared. The quality of books has improved in several instances, although the general level of the books still remains poor and their standard does not often come up to what some of the well-established efficient publishers are doing. The main reason for this failure is that the Education Departments which have taken over the responsibility of textbook production have not adequately organized themselves for it. It is this weakness that is largely responsible for the shortcomings one often sees in the State-produced textbooks, viz., failure to revise books for long periods, misprints, poor production, failure to supply books in time, etc. We do not desire to underestimate these deficiencies. What we want to highlight are two points : the first is that these weaknesses do not lead to the conclusion, as some interested parties are ever eager to show that State production of textbooks is wrong; and the second to emphasize the urgency for the Education Departments to organize themselves properly for this great educational responsibility they have undertaken.”²

Nationalisation of textbooks means complete control of all aspects of production. Of course, not all States in the country have gone in for it well beyond primary stage. But even when the books are not nationalised stricter controls have been introduced on private publishers too. These are in the form of controlling quality of paper and printing and then fixation of prices by appropriate authorities. This is in addition to selection of textbooks by reviewers who are appointed by Government or by agencies created by the Government through appropriate legislation.

Nationalisation of textbooks was discussed in a symposium organised during April-May 1955—‘Textbook Workshop’—at Srinagar held under the auspices of the Union Ministry of Education. As a

11. Report of the Education Commission (1964-66); Ministry of Education, Government of India, New Delhi; p. 229
22. *ibid*

result of the discussions there, a study on textbook production was taken up by the Central Bureau of Textbook Research, Ministry of Education, Government of India in June, 1955, the report of which entitled 'Textbook Production in India' was published in 1959.

Certain aspects of the problem on which information was sought from the States are given below :

- i. Reasons for State Textbook Production.
- ii. Legal authorisation for State Publication of Textbooks.
- iii. Agencies and officers responsible for the State venture.
- iv. Procedures of production at various stages;
 - (a) preparation of manuscripts on a competitive basis by commissioning authors of choice for the purpose.
 - (b) process of scrutiny and adoption of manuscripts.
 - (c) printing of textbooks.
 - (d) the procedures of fixation of price.
- v. Distribution of textbooks.
- vi. Statistics of State textbooks, as far as possible with those of publishers.

This study as reported presents the data as objectively as possible and does not attempt to advocate any particular method of textbook production. Another study had been published by the Ministry of Education and Scientific Research, Government of India, in 1958 under the title 'Textbook Selection Procedures in India.' This study was also started in June 1955 by the Central Bureau of Textbook Research. The various aspects of the problem studied in this report are as under :

- i. Nature of the Administrative steps taken by States.
- ii. Permanent officers.
- iii. Composition of Committee.
- iv. How books are obtained.
- v. How books are selected.
- vi. Issue of final list.
- vii. Specific problems.

In 1963 another study was published on the basis of replies received to a questionnaire circulated by the Ministry of Education, Government of India. The purpose of this investigation—'Textbook Selection, Production and Distribution Procedures in India'—was to bring the information on these issues up to date because many changes had taken place after the publication of the earlier studies.

Again, the National Policy on Education (1968), which has since been issued, has also given priority to the production of textbooks. It lays down that :

“The quality of books should be improved by attracting the best writing talent through a liberal policy of incentives and remuneration. Immediate steps should be taken for the production of high quality textbooks for schools and minorities. Frequent changes of textbooks should be avoided and their prices should be low enough for students of ordinary means to buy them.

“The possibility of establishing autonomous Corporation on commercial lines should be examined and efforts should be made to have a few basic textbooks common throughout the country. Special attention should be given to books for children and to university level books in regional languages”.

The Union Ministry of Education vide its Resolution No. F.18-22/68-BSE.2 (BSE 1) dated 31st December, 1968, established a National Board of School Textbooks with the following functions assigned to it :

1. To advise the Government of India and State Governments on all matters relating to the production and prescription of school textbooks.

2. To scrutinise textbooks produced at the State and National levels and to ensure that they are in conformity with the objectives of national integration.

3. To ensure that continuous efforts are made at the National and State levels to improve the standard of textbooks in subject-matter content, in presentation of material and in production; and to this end, to evolve appropriate criteria for the production of textbooks, especially for those in history, languages and social studies.

4. To ensure that textbooks are priced as low as possible consistently with the maintenance of essential standards and that all necessary steps are taken to give every pupil a reasonable access to all his textbooks.

Composition of this Board is to be as follows :

- (a) Union Minister for EducationChairman
- (b) All Education Ministers of States and Union Territories having legislatures and the Chief Executive Councillor of Delhi.
- (c) Sixteen educationists and experts in the field of textbook production representing various allied interests and expertise.
- (d) An officer of the Ministry of Education
.....Member Secretary

It is also mentioned that this Board will have adequate representation on it of teachers and other academic persons.

In order to fulfil these objectives, the programmes at the national level will be strengthened and will be correlated with the State level programmes on the following lines as indicated by the resolution :

1. Emphasis will be placed on the production of textbook materials.
2. Academic assistance will be offered to State Governments desiring to improve curricula and procedures for production and approval of textbooks.
3. On request made by the State Governments, textbooks will be scrutinised from academic and national points of view and suitable to the State Government concerned.
4. A central library of all school textbooks used in the country will be built up and there will be a regular programme of evaluating selected textbooks and making the reports of such reviews available to the State Governments concerned.
5. There will be a programme under which a random sample of textbooks used in different parts of the country will be continuously examined from the point of view of national integration and suggestions to make them more effective for this purpose will be brought to the notice of the State Governments and the Government of India.
6. Close working relationship will be established between professional persons engaged in textbook production at the ~~national and State levels, both in the public and private~~ sectors.
7. There will be an Advisory Committee in the NCERT comprising representatives of organisations for textbook production in the public and private sectors and teachers and experts in the field.

The National Board of School Textbooks have made certain recommendations for the improvement of textbooks in its meeting held in April, 1969. These recommendations, in brief, are given below :

1. It is desirable that textbooks up to class X should be produced by the State Governments. Each State Government should prepare a phased programme for the production of textbooks.
2. The private sector should produce only those textbooks whose production is not yet taken over by the State Governments.
3. The Ministry of Education and Youth Service should make a detailed study regarding the advantages and disadvantages of each type of organisation engaged in the State production of textbooks.

4. There should be a separate Textbook Department in the NCERT and a counterpart agency in every State. These should work in close and active collaboration with one another.
5. The NCERT should work out a general framework in the form of principles and criteria of preparing textbooks in different school subjects. The State authorities, subject specialists, teachers and other educators should be actively involved in this process.
6. Each State Government should undertake review of its own textbooks and the NCERT may also assist in this programme.
7. An adequate machinery should be created for the continuous evaluation and improvement of textbooks in every State.
8. The classroom teachers should be involved in the production of textbooks.
9. It may be desirable to establish subject teachers associations at District, State and National levels.
10. It is very essential to organise orientation courses for textbook writers, illustrators and designers.
11. There should be a system of field try-out for all textbooks.
12. Research and development programmes for improving the quality of textbooks should be developed in University Departments of Education, State Institutes of Education, Training Colleges and other appropriate organisations. These should be undertaken by the State Governments and encouragement and assistance should be given to organisations of private publishers to develop similar programmes.

Apart from the above mentioned recommendations the National Board of School Textbooks have made recommendations regarding the development of other instructional materials, role and functions of the NCERT and common textbooks in the country.

Role of National Council of Educational Research and Training

With the setting up of National Council of Educational Research and Training in September 1961 the Central Bureau of Textbook Research was transferred to this organisation and its scope was widened as suggested by the new name of the Department, viz., Department of Curriculum, Methods and Textbooks (D.C.M.T.).

The D.C.M.T., among other programmes, initiated a pilot study in Delhi to determine the effect of price changes after Independence on the quality of production and other physical factors relating to textbooks. The Department, subsequently, undertook a comparative study of textbook illustrations. This study examined two important aspects, viz., whether the illustrations were being used effectively,

and how improvement could be effected in them. The illustrations in History, Geography and Language textbooks were analysed for this purpose. The Department also initiated Social Studies Project in order to improve the teaching of Social Studies (History, Geography and Civics) as a compulsory subject of general education at all school stages. This included production of relevant textbooks also.

In 1966, functions of the Department of Curriculum, Methods and Textbooks were further enlarged to include evaluation also and a new department, Department of Curriculum and Evaluation was organised. The production of textbooks has been done under two major programmes, viz., Social Sciences Programme and Language Programme. The D.C.E. has helped some States in adopting/adapting textbooks produced in the Council and also in writing textbooks on Social Studies.

The Department of Science Education initiated tryout programme for its textbooks in Mathematics and Science prepared for middle classes. This programme was launched on an experimental basis in October, 1965 in 11 schools of Delhi. This number was gradually increased.

The textbooks were subsequently revised in the light of the experience gained in the field. So far the Department has revised 28 textbooks in Physics, Chemistry, Biology, Arithmetic, Algebra and Geometry for classes VI to VIII in both Hindi and English media.

In addition to the aforesaid programmes, it has also brought out a brochure "Suggestions for Writing Textbooks in Home Science" as a result of a Seminar for Home Science Teachers held at Coimbatore in December, 1962.

Seminar in Maharashtra

Maharashtra State Bureau of Textbook Production and Curriculum Research organised an All India Seminar on Textbook Production and Curriculum Research at Poona in December 1968. It was suggested that each State organisation should have a research unit which could initiate programmes relating to the production of textbooks and improvement of curriculum. It was also suggested that for the efficient working of the unit training and refresher courses may be arranged and the unit should have all equipments and tools required for research purposes. Each research unit in the State should have a well equipped library containing books on theory and techniques of developing, improving, implementing and administering curriculum in all subjects. Besides this it should also contain reference books in different subjects. A special section for textbooks should be maintained and textbooks published in different States in India as well as in advanced countries of the world should be collected. It

was further recommended that the research programmes of short term and long term duration should be undertaken on all aspects of textbook production and curriculum.

The seminar stressed that the research work done by the unit needs to be co-ordinated with the work done in State Institutes of Education, the units in other States, the universities, and the NCERT.

University studies and investigations¹

Besides the work done by the Government and autonomous agencies in the States as well as at the Centre, 122 research studies have also been undertaken at M.Ed. level in various Universities in the country up to 1966. These studies cover a wide range of topics concerning textbooks. Some of these are critical studies, reviews of textbooks, while others deal with content analysis and evaluation of textbooks, suitability of textbooks in terms of accepted aims, or conformity with the syllabus, criteria for selection and writing of textbooks. One study conducted at Poona University investigated trends in nationalisation of school textbooks.

Programmes in the States

As far as research and improvement programmes of States are concerned there is not much to say. Andhra Pradesh, Assam, Gujarat, Haryana, Jammu & Kashmir, Punjab, Rajasthan, Tamil Nadu and West Bengal and the Union Territories of Delhi, Himachal Pradesh, Chandigarh and Pondicherry have not taken up any programmes of this type. There is no provision of try-out of textbooks in these States and Union Territories.

In Bihar, the Academic Registrar of the Bihar State Textbook Publishing Corporation is responsible for conducting research and improvement programmes in textbooks. Research programmes are still to be approved by the Board of Directors.

In Kerala, the State Institute of Education, Trivandrum is entrusted with this responsibility. The Institute conducts workshops of teachers for the writing of textbooks. Other programmes initiated in this direction relate to preparation of vocabulary list for different grades and the revision of textbooks. The practice of try-out of textbooks has been introduced only this year. Textbooks in General Science, Mathematics and Social Studies prepared on the basis of revised curriculum are being tried out.

The Maharashtra State Bureau of Textbook Production and Curriculum Research established in January 1967 has undertaken the

1. (a) National Council of Educational Research and Training; Educational Investigations in Indian Universities (1939-1961); New Delhi.
- (b) Mimeographed list (1962-66)

following activities for the improvement of textbooks :

1. Try-out of textbooks;
2. Comments and suggestions on the textbooks from the experts;
3. Evaluation of language textbooks (Marathi);
4. Scrutiny of History and Geography textbooks from the viewpoint of national integration; and
5. Co-operation of teacher organisations for improvement of school textbooks.

In Mysore, criticism on textbooks is invited from classroom teachers using them. These are discussed in a group of critics. If necessary the textbooks are revised in the light of discussions. Suggestions of the teachers on the basis of classroom teaching made from time to time are taken care of before revising the books. The Bureau has taken up the following programmes in this direction :

1. Investigations connected with textbooks;
2. Survey regarding the possession of textbooks;
3. Production of children's literature;
4. Conducting Artists' workshop etc; and
5. Seminars and discussions on textbooks.

The programme of research and improvement of textbooks in Orissa has been taken up on a very limited scale. For the nationalised textbooks the State Institute of Education undertakes the review and evaluation work. Preparation of graded vocabulary from standard I to III has also been taken up by the S.I.E. For the books prepared by the Board of Secondary Education, subject experts have been appointed by the Board. They pay visits to the schools and take into consideration the suggestions of teachers for the improvement of syllabus and books.

In Uttar Pradesh, Govt. Central Pedagogical Institute carries out research in the field of textbook production. At times, it suggests improvement in textbooks. The Department always looks to that institution for such guidance

The present study

It is well known that the number of textbooks in use in the country is very large. It is also known that some of them are really much below the mark. Again, the production and selection procedures are extremely varied and are undergoing frequent changes. As regards approved books the number, at times, is too large to manage. It was, therefore, felt that a study may be conducted to find out the exact situation regarding textbooks at the school stage in the country so that the latest data on textbooks at the school stage could be made available to educational planners, administrators and research

workers. The main objectives of the survey were as follows :

- i. To get a complete enumeration of textbooks being used at the school stage in various States and Union Territories.
- ii. To get a comparative picture of the nationalised and approved textbooks.
- iii. To get a comprehensive view of the production, pricing, and distribution policies and procedures followed in different States and Union Territories.

Scope

Thus the status of textbooks including non-detailed textbooks in a State, the administrative set up, the authors—their qualifications and remuneration, if working for nationalised textbooks, reviewers—their qualifications and remuneration, printing, pricing and distribution policies in respect of nationalised textbooks, submission, review, selection and price fixation of approved textbooks are the items on which information has been sought. Apart from this each textbook has been examined from the point of view of size, print, editors, authors, language, etc.

In terms of area all States and Union Territories have been covered in this survey. Textbooks used in special types of institutions, e.g. Gurukul Kangri, Jamia Milia Islamia, etc. have not been included. Again, textbooks in use in Central Schools under the Central Schools Organisation have not been examined, and so also those in use in schools catering to Indian Schools Certificate Examination and the All India Higher Secondary Examination. Textbooks used for pre-University courses are also excluded though the Intermediate textbooks for Higher Secondary Schools/Intermediate Colleges of U.P. are included.

Procedure and tools

All States and Union Territories were approached to furnish information on all items. For this purpose research staff of the Educational Survey Unit went to almost all the States and Union Territories twice, once for eliciting information and a second time to verify the information as reported in the draft national report. The following techniques have been used :

- i. Questionnaire—replies to which were elicited personally by research staff;
- ii. Interviews—with authorities on additional points cropping up from the questionnaire; (At times it meant meeting five to six officers in a State who were connected with textbook production)
- iii. References to documents and files available with the authorities concerned; and

- iv. Individual examination of books on a prescribed schedule.
(This involved visits to private booksellers also)

Co-operation and difficulties

The local authorities co-operated well in the study though, at times, they could not help in giving a historical background because of the frequent transfers of personnel in government offices. Visits to booksellers were particularly difficult and so also was the meeting with authors. In the analysis of textbooks a difficulty had arisen regarding the availability of the latest edition. As such, at times, editions published earlier have also been considered. This is particularly significant when costs are analysed.

Analysis and interpretation

The collected data were scrutinised and some of the items on which information was not available from all the States and Union Territories were dropped for the purposes of analysis. For example, the information regarding the year in which a textbook was first approved and the number of editions published till date. Information on the first part was difficult to get because the publishers generally give the number and date of the latest order of approval. Regarding the second part it was not possible always to get the latest edition of the book so as to be sure of the information. Again, information regarding authors, as stated on the textbooks, at times, was very scanty and so was dropped. A separate proforma on authors was issued to individuals, but because of the time factor the workers had to be contented with whatever forms were returned. Complete information on illustrations could not be obtained and therefore, it had to be dropped.

Wherever a clarification was needed from the respondents it was received through correspondence. On the basis of these scrutinised data reports for all the States and Union Territories were prepared.

This work of reporting was done by the person who had visited that area. Later the draft national report was prepared by a group on the basis of the earlier prepared State reports.

The mimeographed report was circulated amongst various State DPI's/DE's. Members of the research staff again went to the field to check up with the local officers as regards the correctness of reporting in respect of their own area. With the comments received the report was further revised into the shape in which it is being presented. But before presenting the plan of the final report it may be worthwhile to know what other connected studies could be taken up for investigation.

Many side studies could also be undertaken by interested research

workers on the basis of the data already collected, some of which are :

- i. Qualifications of authors of textbooks;
- ii. Range of popularity of textbooks through a study of number of editions and number of translated versions;
- iii. Use of illustrations regarding their size and use of colour, etc.;
- iv. Classwise selection of size of the textbook.

The plan of the report

Starting with the process of instruction, the role of textbooks as an instructional aid, their quality and state participation with a view to improve them, the sensing of the problem, need for its study, objectives and scope, etc. the discussion reaches a stage where a reader would be interested in an introduction to the report of the investigation.

In chapter II, 'Factors Influencing Textbooks' are discussed—the factors that influence the quantitative side of textbooks in the country. Some of the significant ones are varying patterns of education in the States, languages in use, media of instruction and provision of subjects at the school stage. Constitutionally, education is a State subject and thus there exists a wide variety of educational patterns. The other three factors have been discussed in detail as to how these affect textbook production resulting sometimes in multiplicity of effort. Starting with languages in the country and through languages in schools at different stages under compulsory and optional categories the discussion leads to the media of instruction at the school stage. Next is discussed the multiplicity of subjects taught. Data based on study of syllabi are expressed in tabular forms for the convenience of comparative analysis.

Chapter III, 'Agencies for Textbook Production' presents a comparative picture of various kinds of organisations controlling textbook production and selection. It deals with the status of these organisations and also with their functions only up to the structural stage. Statewise description gives the number of organisations and their constitution for different school stages.

The next chapter, 'Nationalisation of Textbooks' deals with a historical analysis of the process of nationalisation of school textbooks. It discusses the change and the process of change, from a national perspective and also individually for each State and Union Territory. The time chart on nationalisation depicts in a nutshell the progress of nationalisation which started as early as 1942.

Chapter V, 'Preparation and Review' presents the procedures followed for preparation of textbook material both for nationalised

and approved textbooks and also the procedures for review leading up to final selection. How States differ even in the production of nationalised textbooks and the variation in extent of control exercised over approved textbooks is presented from a comparative viewpoint and separately for each State and Union Territory.

Chapter VI, 'Remuneration to Authors' deals with remuneration rates for authors, both for nationalised and approved books.

Chapter VII, 'Printing and Pricing of Textbooks' deals with details of quality of paper used, size of textbooks, the print size used for various classes, the type of binding, the pricing formulae and the distribution procedures followed for nationalised textbooks. For approved books it discusses the specifications laid down regarding all or some of the points referred to above. To what extent the prices of approved textbooks are fixed by the State or its agencies is reported here.

Chapter VIII, 'Number and Cost of School Textbooks' presents a quantitative picture of textbooks used in different subjects in each State and Union Territory. It also presents a comparative position of nationalised and approved textbooks. For classes I to V the minimum number of textbooks to be studied by a pupil and also the cost to be paid is given in a tabular form.

Chapter IX, 'Authors of School Textbooks' analyses the limited data available. Information on authors has been presented on variables like qualifications—academic and professional, experience—in teaching, supervision, administration and authorship, etc. How many of the books written by these authors are approved in one or more States is also presented.

Chapter X, 'Summary of Findings' summarises all the chapters.

It is hoped that this brief analysis of the situation will be useful for those who are directly or indirectly connected with the production of textbooks and are interested in their improvement.

CHAPTER II

Factors Influencing Textbooks

THERE ARE several factors which influence both the qualitative as well as the quantitative aspects of textbooks. Some of the factors influencing the quantitative aspects are :

- (a) Varying patterns of education in the States.
- (b) Languages in the Country.
- (c) Media of instruction.
- (d) Subjects provided in the syllabus.

(a) Varying patterns of education in the States

Each of these factors has its own contribution to influencing the production of textbooks though the relative weightage in each case is different. If the first factor had been controlled then possibly the subsequent factors would not have been so much of a problem. Education being a State subject each State follows its own pattern of education which has culminated in varying syllabi and standards in different subjects in different school stages. Moreover, in addition to a majority group speaking the regional language in a State there is a large number of people living in the State whose mother-tongue is other than the language of the majority and whose children are to receive education within the structure obtaining in the State. For their education textbooks based on the syllabus of the State have to be produced in their languages. This adds tremendously to the number of textbooks. Therefore, taking all the States together the factor of variety of syllabi from State to State makes the problem of textbooks very complex both qualitatively and quantitatively.

(b) Languages in the Country

The VIII Schedule of the Constitution of India recognised Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, Sanskrit, Tamil, Telugu and Urdu as the 14 National Languages in States and Union Territories of India. Almost

all the States have adopted one or the other of these languages as their Regional Language. By a later amendment Sindhi was also accorded this status. Despite the vastness of the country the notable feature is that in all States, except Nagaland and Orissa, there are people who speak one or the other of the first 14 languages although the number in some cases is almost negligible. According to 1961 Census, there is not even a single individual who speaks Sanskrit in Nagaland, while in Orissa there is nobody who speaks Assamese or Sanskrit. In the Union Territories of Delhi and Pondicherry persons speaking one or the other of the 15 languages are found. Although the 15 languages it is observed that Sanskrit is rarely spoken by people and in 7 Union Territories not even a single person speaks this language. In Nagaland Ao is the language spoken by majority of the people. None of the languages provided in the VIII Schedule is in common use and English is the main language used in the State.

Apart from these languages there are more than a thousand other languages current in India. The 1961 Census recorded 1,652 mother tongues spoken by 43,89,36,918 people. But among these only 572 mother tongues spoken by 43,62,24,545 (99.4%) people were attested in Grierson's Linguistic Survey of India classification while another 527 languages spoken by 62,432 people were considered unclassified. There were as many as 103 foreign mother tongues spoken by 3,15,466 people.

TABLE 2.1 MOTHER TONGUES RECORDED IN 1961 CENSUS

Category	No. of mother tongues	No. of speakers
1. No. of mother tongues attested in Grierson's Linguistic Survey of India classification	572	43,62,24,545
2. No. of mother tongues not traced in the Linguistic Survey of India and tentatively classified	400	3,20,076
3. No. of mother tongues attested in the Linguistic Survey of India and tentatively classified.	50	20,00,000
4. No. of mother tongues considered unclassified.	527	62,432
5. Foreign mother tongues	103	3,15,466
6. No. of mother tongues returns of the Country	1,652	43,89,36,918

The multiplicity of mother tongues is not unique to any State or Union Territory but it is only the number which varies from State to State. Maharashtra among the States had as many as 454 mother tongues including 53 foreign mother tongues spoken by the people in the State while in Orissa only 58 mother tongues with 8 foreign mother tongues were found. Among the Union Territories, in Himachal Pradesh 210 mother tongues (7 foreign) were found while there were only 14 mother tongues with 2 foreign for L.M. & A. Islands. Some of the mother tongues of Indian origin are the dialects of the regional languages while most of the other languages are tribal ones. Hardly 10% of these languages have scripts.

The VIII Schedule of the Constitution of India recognises Kashmiri as one of the regional languages of the State, but according to the State Constitution of Jammu and Kashmir Urdu enjoys the status of the official language. According to Article 145 of the State Constitution, "the official language of the State shall be Urdu but the English language shall unless the legislature by law otherwise provides continue to be used for all the official purposes of the State for which it was being used immediately before the commencement of this Constitution". Article 87 of the State Constitution provides that the business in the legislature shall be transacted in Urdu or English.

Languages in the schools

Education being a State subject each State is free to follow her own pattern of education and lay down her own policy. As a result there is no uniformity regarding the pattern of education and the study of subjects in schools. Apart from the differences between the States there are differences between regions within the same State also. The latter situation is found in Maharashtra State where the 3 regions, viz. Western Maharashtra, Vidarbha and Marathwada follow their own patterns.

Except Rajasthan and West Bengal in no other State separate middle stage exists. This stage is tagged on either to primary or secondary stage. While some States call this stage as upper primary in others this is known as junior high. For the present discussion middle stage is treated separately as some changes are introduced in the study of subjects at a later stage of primary education or the earlier stage of secondary education.

At the primary stage, generally, a child is introduced to learning of only one language which invariably is his mother tongue. This, of course, is restricted by economic feasibility of providing schools teaching different languages. Even though the facility for learning of mother tongue is provided in a large number of schools it is observed that a section of the children, though a very small proportion, prefers

to learn a language other than their mother tongue in institutions like Convents or Public Schools. The mother tongue at the middle and secondary stages is called the First Language and this continues right from primary to secondary stage.

Tables 2.2 to 2.4 give details of the teaching of languages at various school stages. It is observed that the regional language as a core subject is offered right from the primary stage up to the school leaving standard at the secondary stage in all the States. In Uttar Pradesh since Urdu is the mother tongue for a large number of pupils they study Urdu up to standard III at the primary stage and then switch over to Hindi.

Languages under elective/optional groups

At the secondary stage, where the elective system is in vogue, languages form part of the subjects provided under humanities or literary groups. Languages included under this category are the classical languages (Sanskrit, Persian, Arabic), one of the Modern Indian Languages, or a Modern Foreign Language. But the number of languages provided under Modern Indian or Modern European or Foreign Languages is severely restricted in the States and the number of schools having provision for these is also very small.

TABLE 2.2 COMPULSORY LANGUAGES TO BE STUDIED AT PRIMARY STAGE

<i>State/Union Territory</i>	<i>First Language/ Mother Tongue</i>	<i>Second Language</i>	<i>Third Language</i>
(1)	(2)	(3)	(4)
Andhra Pradesh	I-V (Telugu)	V (Hindi)	III (English)
Assam	A,B,I,II,III (Assamese)	—	—
Bihar	I-V (Hindi)	III-V (Other Languages)	—
Gujarat	I-IV (Gujarati)	—	—
Haryana	I-V (Hindi)	—	—
Jammu & Kashmir	I-V (Urdu)	V (English)	—
Kerala	I-IV (Malayalam)	III-IV (English)	—
Madhya Pradesh	I-V (Hindi)	—	—
Maharashtra	I-IV (Marathi)	—	—

(1)	(2)	(3)	(4)
Mysore	I-IV (Kannada)	—	—
Nagaland	A, B, I, II (Local Dialect)	I (English)	—
Orissa	I-V (Oriya)	—	—
Punjab	I-V (Punjabi/Hindi)	—	—
Rajasthan	I-V (Hindi)	—	—
Tamil Nadu	I-V (Tamil)	III-V (English)	—
Uttar Pradesh	I-V (Hindi)	—	—
West Bengal	I-V (Bengali)	—	—
A. & N. Islands	N.A.	N.A.	N.A.
Chandigarh	I-V (Hindi/Punjabi)	—	—
Dadra and Nagar Haveli	I-IV (Gujarati)	—	—
Delhi	I-V (Hindi)	—	—
Goa, Daman & Diu	I-IV (Marathi)	IV (English)	—
Himachal Pradesh	I-IV (Hindi)	IV (English)	—
L.M. & A. Islands	I-IV (Malayalam)	III-IV (English)	—
Manipur	I-V (Manipuri)	III-V (English)	IV-V (Hindi)
N.E.F.A.	A,B,I,II (Assamese)	—	II (English)
Pondicherry	I-V (Malayalam/ Tamil/Telugu)	—	—
Tripura	I-V (Bengali)	III-V (English)	—

Note: Languages provided in parentheses under First language are those offered by majority of the pupils in the respective State or Union Territory. However, under First Language there is provision for some more languages provided under VIII Schedule of the constitution except in Haryana and the Union Territory of Tripura.

TABLE 2.3 COMPULSORY LANGUAGES TO BE STUDIED AT
MIDDLE STAGE

<i>State/Union Territory</i>	<i>First Language/Mother Tongue</i>	<i>Second Language</i>	<i>Third Language</i>	<i>Fourth Language</i>
(1)	(2)	(3)	(4)	(5)
Andhra Pradesh	VI-VIII (Telugu)	VI-VIII (Hindi)	VI-VIII (English)	—
Assam	III-VI (Assamese)	III-VI (English)	IV-VI (Hindi)	—
Bihar	VI-VII (Hindi)	VI-VII (English)	—	—
Gujarat	V-VII (Gujarati)	V-VII (Hindi)	—	—
Haryana	VI-VIII (Hindi)	VI-VIII (English)	—	—
Jammu & Kashmir	VI-VIII (Urdu)	VI-VIII (English)	VII-VIII (Punjabi/ Urdu/ Sanskrit)	—
Kerala	V-VII (Malayalam)	V-VII (English)	V-VII (Hindi)	—
Madhya Pradesh	VI-VIII (Hindi)	VI-VIII (M.I.L./ M.E.L.)	VI-VIII (English)	VI-VIII (Sanskrit)
Maharashtra	V-VII (Marathi)	V-VII (Hindi)	—	—
Mysore	V-VII (Kannada)	V-VII (English)	V-VII (Hindi)	—
Nagaland	III-VI (Local Dialect)	III-VI (English)	III-VI (Hindi)	—
Orissa	VI-VII (Oriya)	VI-VII (English)	VI-VII (Hindi)	—
Punjab	VI-VIII (Hindi/ Punjabi)	VI-VIII (English)	—	—
Rajasthan	VI-VIII (Hindi)	—	—	—
Tamil Nadu	VI-VIII (Tamil)	VI-VIII (English)	—	—

(1)	(2)	(3)	(4)	(5)
Uttar Pradesh	VI-VIII (Hindi)	VI-VIII (M.I.L./ M.E.L.)	—	—
West Bengal	VI-VIII (Bengali)	VI-VIII (English)	VI-VIII (M.I.L./ M.E.L.)	—
A. & N. Islands	N.A.	N.A.	N.A.	N.A.
Chandigarh	VI-VIII (Hindi/ Punjabi)	VI-VIII (English)	—	—
Dadra and Nagar Haveli	VI-VII (Gujarati)	V-VII (Hindi)	—	—
Delhi	VI-VIII (Hindi)	VI-VIII (English)	—	—
Goa, Daman & Diu	V-VII (Marathi)	V-VII (Hindi)	V-VII (English)	—
Himachal Pradesh	VI-VIII (Hindi)	VI-VIII (Urdu/ Punjabi)	VI-VIII (English)	—
L.M. & A. Islands	N.A.	N.A.	N.A.	N.A.
Manipur	VI-VIII (Manipuri)	VI-VIII (English)	VI-VIII (Hindi)	—
N.E.F.A.	III-VI (Assamese)	III-VI (Hindi)	III-VI (English)	—
Pondicherry	VI-VIII (Tamil)	VI-VIII (English)	—	—
Tripura	VI-VIII (Bengali)	VI-VIII (English)	VI-VIII (Hindi)	VII-VIII (Sanskrit/ Pali)

Note : Languages provided in parentheses under First Language are those offered by majority of the pupils. However, under First Language there is provision for some more languages provided under VIII Schedule of the Constitution except in Haryana and Punjab States.

TABLE 2.4 COMPULSORY LANGUAGES TO BE STUDIED AT
SECONDARY STAGE

<i>State/Union Territory</i>	<i>First Language</i>	<i>Second Language</i>	<i>Third Language</i>	<i>Fourth Language</i>
(1)	(2)	(3)	(4)	(5)
Andhra Pradesh	IX-X (Telugu)	IX-X (Hindi)	IX-X (English)	—
Assam	VII-XI (Assamese)	VII-XI (English)	VII-VIII (H.S.) VII-X (H.S.S.) (Hindi)	—
Bihar	VIII-XI (Hindi)	VIII-XII (English)	—	—
Gujarat	VIII-XI (Gujarati)	VIII-X (Hindi)	VIII-X (English)	—
Haryana	IX-XI (Hindi)	IX-XI (English)	—	—
Jammu & Kashmir	IX-X (Urdu)	IX-XI (English)	—	—
Madhya Pradesh	IX-XI (Hindi)	IX-X (M.I.L./ M.E.L.)	IX-XI (English)	—
Maharashtra	VIII-XI (Marathi)	VIII-X (Hindi)	VIII-X (English)	VIII-X (Sanskrit/ Persian/ Arabic/Pali/ Ardhamaga- dhi)
Mysore	VIII-X (Kannada)	VIII-X (English)	VIII-X (Hindi)	—
Nagaland	VII-X (English)	VII-VIII (Hindi)	—	—
Orissa	VIII-XI (Oriya)	VIII-XI (English)	VIII (Hindi)	VIII-XI (Sanskrit/ Persian)
Punjab	IX-XI (Punjabi)	IX-XI (English)	—	—
Rajasthan	IX-XI (Hindi)	IX-XI (English)	IX-X (M.I.L.)	—
Tamil Nadu	IX-XI (Tamil)	IX-XI (English)	—	—

(1)	(2)	(3)	(4)	(5)
Uttar Pradesh	IX-XII (Hindi)	—	—	—
West Bengal	IX-XI (Bengali)	IX-XI (English)	IX-X (M.I.L./ M.E.L.)	—
A. & N. Islands	N.A.	N.A.	N.A.	N.A.
Chandigarh	IX-XI (Hindi/ Punjabi)	IX-XI (English)	—	—
Dadra and Nagar Haveli	VIII-XI (Gujarati)	VIII-X (Hindi)	VIII-X (English)	—
Delhi	IX-XI (Hindi)	IX-XI (English)	—	—
Goa, Daman & Diu	VIII-XI (Marathi)	VIII-XI (Hindi)	VIII-XI (English)	—
L.M. & A. Islands	VIII-X (Malayalam)	VIII-X (English)	VIII-X (Hindi)	—
Manipur	IX-X (Manipuri)	IX-X (English)	—	—
N.E.F.A.	VII-XI (Assamese)	VII-XI (Hindi)	VII-XI (English)	IX-XI (Sanskrit for non-tri- bal pupils)
Pondicherry	IX-XI (Tamil)	IX-XI (English)	—	—
Tripura	IX-XI (Bengali)	IX-XI (English)	IX-X (M.L.L./ M.E.L.)	—

Note : Languages provided in parentheses under First Language are those offered by majority of the pupils. However, under First Language there is provision for some more languages provided under VIII Schedule of the Constitution except in Uttar Pradesh.

Media of Instruction

The provision of textbooks for the various school stages is dependent upon the number of subjects provided as well as the media of instruction available in the State. Tables 2.5 to 2.8 give details of the media of instruction being used at the school stage in different States and Union Territories.

All the States except Haryana and Punjab have made earnest attempts to safeguard the interests of children speaking minority

languages. Thus they have moved towards fulfilment of the objectives outlined in Article 45 of the Constitution regarding free and compulsory education for all children till the age of 14. For this purpose they have amended their State rules. While this amendment is primarily intended for Elementary (Primary) Education some States have extended this even up to secondary stage. But in the State of Haryana, there is no adequate provision for pupils speaking minority languages.

Primary stage

There is provision for more than one medium of instruction in primary schools in all the States except Haryana. Among the Union Territories, Himachal Pradesh and Tripura provide for only one medium of instruction. In Haryana and Himachal Pradesh the only medium of instruction provided for is Hindi.

In other States instruction is imparted through several media which constitute the mother tongues of the different language minority groups. However, in many States Hindi and Urdu media are provided for. Apart from the regional language of the State as well as some of the languages provided for under Schedule VIII of the Constitution some of the mother tongues recognised by the respective States are also offered in some schools. In some States English as a mother tongue is also provided for.

Assam, Bihar and Nagaland are among the States which have provided for many local mother tongues. In Assam, Khasi, Garo, Bodo, Nepali and Manipuri are among the languages provided at the primary stage, while in Bihar, Maithili, Santhali, Orav, Mondari and Ho are the minority languages. In Nagaland while Angami and Ao are the languages spoken by majority of the people there is provision for media of instruction in another 16 languages which include local dialects, Hindi and English. Among the Union Territories only in Goa, Daman & Diu, Konkani and Portuguese are provided for. Of the States, Assam, Maharashtra and Nagaland have provision for teaching in more than 10 languages at the primary stage while Delhi and NEFA are the only Union Territories where many media of instruction are provided at this stage.

Middle stage

There is not much variation in the number of media in which instruction is imparted at the middle stage in comparison to the situation at the primary stage except in some of the States where some media are added or dropped. In Jammu & Kashmir at the middle stage there is provision for instruction in Hindi and Punjabi as well. In West Bengal irrespective of the medium of instruction at the middle

stage the pupil can answer only in Bengali, English, Hindi, Urdu or Nepali at the Board's examination.

Whereas at the primary stage only Haryana offers a single medium of instruction, at the middle stage Haryana, Nagaland, Rajasthan and Uttar Pradesh have only one medium. Except Goa, Daman & Diu in all other Union Territories the position is the same as at primary stage. In Goa, Daman & Diu, Kannada is dropped at the middle stage while all other media provided for at the primary stage are retained. In Tamil Nadu, English is added at this stage while in West Bengal six more languages come in. Hindi is almost universally provided for. Urdu and English are also provided for in many States.

Secondary stage

The media of instruction provided for at this stage in most of the States are either unchanged or less than those provided for in the preceding school stages. In Tamil Nadu English is added at the middle stage while in West Bengal six more languages come in. Hindi, Urdu and English are provided for in most of the States. In Madhya Pradesh the various media of instructions provided for are subject to the facilities available for teaching in that language. In Bihar, though various media of instructions are provided for at the secondary stage textbooks are available only in Hindi, Bengali and Urdu. In West Bengal though many media of instruction are provided at the Board's examination candidates can answer only in Hindi, Bengali, Urdu, Nepali or English. In Jammu and Kashmir, for standard XI instruction and examination are in English only.

Among the States Haryana, Jammu and Kashmir (standard XI), Nagaland, and Uttar Pradesh provide only one medium of instruction while in Punjab and Rajasthan two media of instruction are provided.

TABLE 2.5 MEDIA OF INSTRUCTION AT PRIMARY STAGE

<i>State/Union Territory</i>	<i>No. of Languages</i>	<i>through which the instruction is media imparted</i>
(1)	(2)	(3)
States		
Andhra Pradesh	9	Gujarati, Hindi, Kannada, Marathi, Oriya, Tamil, Telugu, Urdu, English.
Assam	11	Assamese, Bengali, Hindi, Urdu, English, Khasi, Garo, Bodo, Nepali, Manipuri, Lushai.
Bihar	10	Bengali, Hindi, Oriya, Urdu, English, Maithili, Santhali, Mondari, Ho, Orav.
Gujarat	9	Gujarati, Hindi, Malayalam, Marathi, Sindhi, Tamil, Telugu, Urdu, English.
Haryana	1	Hindi.

(1)	(2)	(3)
Jammu & Kashmir	5	Urdu in Persian or Devnagri Script, Punjabi, Kashmiri, Dogri, Ladakhi.
Kerala	7	Hindi, Kannada, Malayalam, Tamil, Urdu, English, Arabic.
Madhya Pradesh	10	Bengali, Gujarati, Hindi, Malayalam, Marathi, Punjabi, Sindhi, Telugu, Urdu, English.
Maharashtra	12	Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Sindhi, Tamil, Telugu, Urdu, English, Iranian.
Mysore	9	Gujarati, Hindi, Kannada, Malayalam, Marathi, Tamil, Telugu, Urdu, English.
Nagaland	18	Assamese, Bengali, Hindi, Angami, Ao, Sema, Lotha, Chakhésang, Konyak, Chang, Sangtam, Phom, Kuki, Yemchrunger, Zeliang, Khemungan, Rengma, English.
Orissa	5	Bengali, Hindi, Oriya, Telugu, Urdu.
Punjab	2	Hindi, Punjabi.
Rajasthan	5	Gujarati, Hindi, Punjabi, Sindhi, Urdu.
Tamil Nadu	7	Gujarati, Hindi, Kannada, Malayalam, Tamil, Telugu, Urdu.
Uttar Pradesh	6	Bengali, Hindi, Marathi, Punjabi, Sindhi, Urdu.
West Bengal	8	Bengali, Gujarati, Hindi, Oriya, Telugu, Urdu, Nepali, English.
Union Territories		
A. & N. Islands	N.A.	N.A.
Chandigarh	2	Hindi, Punjabi.
Dadra, and Nagar Haveli	N.A.	N.A.
Delhi	12	Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Punjabi, Sindhi, Tamil, Telugu, Urdu, English.
Goa, Daman & Diu	8	Gujarati, Hindi, Kannada, Marathi, Urdu, Konkani, English, Portuguese.
Himachal Pradesh	1	Hindi.
L.M. & A. Islands	N.A.	N.A.
Manipur	4	Bengali, Hindi, Manipuri, English.
N.E.F.A.	17	Assamese, Hindi, English, Monpa, Tawang, Bangni (Dafra), Apatani, Adi, Gallong, Idu, Digaru, Miju, Wanchoo, Singhpo, Nocte, Khampti, Lungchang.
Pondicherry	3	Malayalam, Tamil, Telugu.
Tripura	1	Bengali.

TABLE 2.6 MEDIA OF INSTRUCTION AT MIDDLE STAGE

<i>State/Union Territory</i>	<i>No. of media</i>	<i>Languages through which instruction is imparted</i>
(1)	(2)	(3)
States		
Andhra Pradesh	9	Gujarati, Hindi, Kannada, Marathi, Oriya, Tamil, Telugu, Urdu, English.
Assam	11	Assamese, Bengali, Hindi, Urdu, Lushai, Khasi, Garo, Bodo, Nepali, Manipuri, English.
Bihar	10	Bengali, Hindi, Oriya, Urdu, Maithili, Orav, Ho, Mondari, Santhali, English.
Gujarat	9	Gujarati, Hindi, Malayalam, Marathi, Sindhi, Tamil, Telugu, Urdu, English.
Haryana	1	Hindi.
Jammu & Kashmir	3	Hindi, Punjabi, Urdu.
Kerala	7	Hindi, Kannada, Malayalam, Tamil, Urdu, Arabic, English.
Madhya Pradesh	10	Bengali, Gujarati, Hindi, Malayalam, Marathi, Punjabi, Sindhi, Telugu, Urdu, English.
Maharashtra	12	Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Sindhi, Tamil, Telugu, Urdu, English, Iranian.
Mysore	9	Gujarati, Hindi, Kannada, Malayalam, Marathi, Tamil, Telugu, Urdu, English.
Nagaland	1	English.
Orissa	5	Bengali, Hindi, Oriya, Telugu, Urdu.
Punjab	2	Hindi, Punjabi.
Rajasthan	1	Hindi.
Tamil Nadu	8	Gujarati, Hindi, Malayalam, Kannada, Tamil, Telugu, Urdu, English.
Uttar Pradesh	1	Hindi.
West Bengal	14	Assamese, Bengali, Gujarati, Hindi, Malayalam, Marathi, Oriya, Punjabi, Tamil, Telugu, Urdu, Modern Tibetan, Nepali, English.
Union Territories		
A. & N. Islands	N.A.	N.A.
Chandigarh	2	Hindi, Punjabi.
Dadra and Nagar Haveli	N.A.	N.A.

(1)	(2)	(3)
Delhi	12	Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Punjabi, Sindhi, Tamil, Telugu, Urdu, English.
Goa, Daman & Diu.	6	Gujarati, Konkani, Marathi, Urdu, English, Portuguese.
Himachal Pradesh	1	Hindi.
L.M. & A. Islands	N.A.	N.A.
Manipur	4	Bengali, Hindi, Manipuri, English.
N.E.F.A.	3	Assamese, Hindi, English.
Pondicherry	3	Malayalam, Tamil, Telugu.
Tripura	1	Bengali.

TABLE 2.7 MEDIA OF INSTRUCTION AT SECONDARY STAGE

<i>State/Union Territory</i>	<i>No. of media</i>	<i>Languages through which instruction is imparted</i>
(1)	(2)	(3)
States		
Andhra Pradesh	9	Gujarati, Hindi, Kannada, Marathi, Oriya, Tamil, Telugu, Urdu, English.
Assam	5	Assamese, Bengali, Hindi, Urdu, English.
Bihar	4	Bengali, Hindi, Urdu, English.
Gujarat	6	Gujarati, Hindi, Marathi, Sindhi, Urdu, English.
Haryana	1	Hindi.
Jammu & Kashmir	3	Hindi, Urdu, English.
Kerala	5	Kannada, Malayalam, Tamil, English, Arabic.
Madhya Pradesh	10	Bengali, Gujarati, Hindi, Malayalam, Marathi, Punjabi, Sindhi, Telugu, Urdu, English.
Maharashtra	7	Gujarati, Hindi, Kannada, Marathi, Sindhi, Urdu, English.
Mysore	7	Hindi, Kannada, Marathi, Tamil, Telugu, Urdu, English.
Nagaland	1	English.
Orissa	5	Bengali, Hindi, Oriya, Telugu, Urdu.
Punjab	2	Hindi, Punjabi.
Rajasthan	2	Hindi, English.

(1)	(2)	(3)
Tamil Nadu	8	Gujarati, Hindi, Kannada, Malayalam, Tamil, Telugu, Urdu, English.
Uttar Pradesh	1	Hindi.
West Bengal	15	Assamese, Bengali, Gujarati, Hindi, Malayalam, Marathi, Oriya, Punjabi, Tamil, Telugu, Urdu, Modern Tibetan, Nepali, Sadani, English.
Union Territories		
A.&N. Islands	N.A.	N.A.
Chandigarh	2	Hindi, Punjabi.
Dadra and Nagar Haveli	N.A.	N.A.
Delhi	10	Bengali, Gujarati, Hindi, Marathi, Punjabi, Sindhi, Tamil, Telugu, Urdu, English.
Goa, Daman & Diu	5	Gujarati, Marathi, Urdu, English, Portuguese.
Himachal Pradesh	1	Hindi.
L.M. & A. Islands	N.A.	N.A.
Manipur	4	Bengali, Hindi, Manipuri, English.
N.E.F.A.	3	Assamese, Hindi, English.
Pondicherry	4	Malayalam, Tamil, Telugu, English.
Tripura	1	Bengali.

Delhi among the Union Territories offers 10 media of instruction which include English also. In other Union Territories the position is more or less the same as at the middle stage.

Of all the 15 recognised languages through which instruction is imparted to pupils at various school stages in different parts of the country Hindi is provided for in most of the States and Union Territories while Urdu occupies the second position. Though English is not one of the recognised national languages, it occupies almost the same position as Urdu so far as the medium of instruction is concerned at all the stages of school education. On the other extreme is Sanskrit which is not in use in any State as the medium of instruction at any stage in the State controlled schools. Kashmiri, though recognised among the 15 languages, is not used as a medium of instruction in any State including Jammu & Kashmir. Since a pupil whose mother tongue is Kashmiri, Ladakhi, Dogri or Punjabi has to study his mother tongue along with 'Aasan Urdu' up to class III, this has been shown in the accompanying table. Among other

languages it is observed that Bengali and Telugu as media of instruction are provided for in many States and Union Territories while Assamese and Oriya are provided for as media of instruction in very few States and Union Territories.

In majority of the States instruction at primary stage is imparted through more media than in the higher school stages of education. But in some States the number of media provided remains the same at all school stages of education while in some others this number increases at the higher stages. In the States of Andhra Pradesh, Haryana, Madhya Pradesh, Orissa and Punjab and the Union Territories of Chandigarh, Manipur and Tripura the media of instruction remain the same in all the school stages. In Assam and N.E.F.A. although the figure remains the same in all the school stages, in earlier school stages instruction is provided in the local dialects also. In Jammu & Kashmir though the number remains the same there is variation in the medium of instruction between primary and other school stages. It is only in the States of Tamil Nadu and West Bengal and the Union Territory of Pondicherry that there are more media of instruction at the middle and/or secondary stages than at the primary stage.

Subjects prescribed in the syllabus

There is variation in the number of subjects provided at various school stages and it is minimum at the primary stage and goes on increasing from one school stage to another. While at the primary stage the study of all subjects is compulsory, at the middle and secondary stages there are in addition to core/compulsory subjects other subjects to be offered under elective/optional/diversified subjects/groups/streams. Although the subjects provided are broadly the same in all the States, there is difference in the number of subjects to be studied from one school stage to another.

The subjects provided in the syllabus can be classified into those which require classroom instruction and hence requiring textbooks and those which involve activities and hence no textbooks at least in the earlier school stages. However, in the middle and secondary school stages textbooks are provided for almost all subjects.

Subjects provided at the primary stage

Generally the subjects provided at this school stage are first language or Mother Tongue, Arithmetic or Mathematics, Social Studies or History and Geography, Nature Study and Gardening or General Science or General Knowledge, Craft, Recreational Activities or Creative Activities, Citizenship Training and Physical Education. In some States a second language or even a third language is introduced.

Even among the subjects which need classroom instruction not all subjects are provided with textbooks from the very first standard of schooling in all the States. Except first language for which textbook is introduced in all the States from the beginning of the school stage, for other subjects the provision of textbooks differs from standard to standard in various States and Union Territories. In Assam, Bihar, Goa, Daman & Diu, Manipur and Tripura along with textbooks for first language, textbook in Arithmetic is also introduced from standard I. In Goa, Daman & Diu, textbook in Social Studies is also introduced in this standard. There are States on the other extreme where no textbooks are prescribed for some subjects throughout the primary stage. Kerala belongs to this category where there are no textbooks for Arithmetic, General Science and Social Studies which are taught at this stage. However, in respect of those subjects for which there are no textbooks the teachers are provided with adequate material either in the syllabus or through teachers' handbooks or guidebooks published by the Department.

Among the activities provided at this stage which are common to all pupils, some subjects like Home Science, Music and Drawing which have prescribed textbooks at higher school stages, do not have any textbooks at this stage. The Union Territory of Delhi is an exception where for Home Science, which is taught as a compulsory subject for girls, textbook has been introduced from class III. Table 2.9 gives the Statewise position regarding the subjects for which textbooks have been provided at the primary stage and the classes or the standards at which these textbooks are introduced.

Subjects at the middle stage

There are textbooks available for all the subjects provided at this stage having classroom instruction. Generally, the subjects provided at the primary stage continue at this stage also although in a reorganised form and some new subjects are added at this stage in some States. Further, some States have provision for some elective or optional subjects which mainly cover Classical Languages, Modern Indian Languages, English, General Science, Domestic Science/Home Science and Agriculture. The last three subjects mentioned above are provided under Crafts in almost all States and most of the Union Territories.

At this stage, in most of the States Arithmetic is replaced by Mathematics, Social Studies by History and Geography, and General Science by Physics, Chemistry and Biology. Also a second or third language is introduced at this stage as observed in Table 2.10.

Subjects at the secondary stage

This stage comprises high schools, higher secondary schools as well as intermediate colleges. Subjects provided include core/compulsory subject and elective/optional/diversified subjects. There are textbooks for all the subjects, either nationalised or prescribed or approved or recommended. Except Andhra Pradesh in all other States elective/optional/diversified subjects/streams or groups are provided in some form or the other.

In the States of Gujarat, Kerala, Orissa and Tamil Nadu and the Union Territories of Dadra and Nagar Haveli, L.M. & A. Islands, Manipur and Pondicherry only high school pattern is followed while Madhya Pradesh and Delhi have only higher secondary pattern. In all other States both high and higher secondary patterns are followed. Uttar Pradesh follows the Intermediate pattern.

Compulsory subjects

In all the States except Uttar Pradesh First Language, Mathematics, General Science and Social Studies are provided under this category. In Uttar Pradesh while at the high school stage Hindi and Mathematics constitute core subjects, at the intermediate level only Hindi is provided. Generally, the first language provided in the States is either the regional language or an accepted minority language. Of course, the other subjects might differ in their titles with General Science - known as either Elementary Science or Everyday Science or Elementary Scientific Knowledge, Compulsory Mathematics as Elementary Mathematics or Composite Mathematics or General Mathematics, and Social Studies in the integrated form as History, Geography, and Civics.

Apart from these subjects in all the States except Haryana, Punjab, Tamil Nadu and Uttar Pradesh, a pupil has to offer two more languages compulsorily though only one of them is a subject for examination at the end of the secondary stage. Except Gujarat, Maharashtra and Uttar Pradesh, in all other States English is provided as a compulsory subject. In Gujarat and Maharashtra English is taught as a compulsory subject in standards VIII to X, and as an elective in standard XI.

In the States where there is provision for a third language, it is generally Hindi in the non-Hindi speaking States and in other States it is either a Modern Indian Language or a Classical Language or a Modern European Language. In some stray cases even a mother tongue other than any of those recognised under the VIII Schedule is provided in the syllabus. Haryana, Punjab and Tamil Nadu provide for only two languages, viz., the Regional Language and English. Table 2.11 gives details of compulsory subjects in various States and Union Territories in the country.

Elective/optional/diversified subjects/streams/groups

The Secondary Education Commission (1952-53) recommended Humanities (also called Literary), Science, Commerce, Agriculture, Technical, Home Science and Fine Arts groups at the secondary stage. In most of the States these are provided although certain groups may occur in different names in some States. For example, in Uttar Pradesh Fine Arts Group is known as Aesthetic Group and an additional group called the Constructive Group (Crafts) is provided. In Mysore an additional group of Fisheries Technology is allowed. Similarly in Orissa till recently Forestry was provided but now the group system is abolished.

In some States there is no elective group system but in some others where the group system prevails subjects provided are not strictly in accordance with the groups where they should have been provided. In Kerala there is no elective system but there is what is known as diversified course comprising of some vocational subjects. This system prevailed in Tamil Nadu till 1967 and now both elective and diversified patterns exist and a pupil has to select one subject from either the elective or diversified course. In Gujarat and Maharashtra there is an option for a pupil to offer from a minimum of 3 to a maximum of 6 subjects to be offered under elective subjects amongst a wide variety of subjects which appear under several groups. Hence no definite group system can be followed.

Even among the States where there is rigid group system under electives there is a wide variation in the number of subjects provided. Tables 2.12 to 2.18 give details of the subjects offered in various States and Union Territories under various elective groups.

TABLE 2.9 SUBJECTS FOR WHICH TEXTBOOKS HAVE BEEN PROVIDED AT THE PRIMARY STAGE IN VARIOUS STATES AND UNION TERRITORIES

Sr. No.	States/Union Territories	Subjects and Standards at which the Text-books are introduced
(1)	(2)	(3)
	States	
1.	Andhra Pradesh	First Language (I,N.D.-V), Mathematics (III), Social Studies (IV), General Science (IV), English (IV), Hindi as Second Language (V).
2.	Assam	First Language (I), Arithmetic (I), General Knowledge including Nature Study and Hygiene (II), History (III), Geography (III).
3.	Bihar	First Language (I), Arithmetic (I), General Science/Everyday Science (III), Social Studies (III), Second Language (III).
4.	Gujarat	First Language (I), Arithmetic (IV), Social Studies (IV), General Science (IV).
5.	Haryana	Hindi (I), Social Studies (III), Arithmetic (III), General Science (III).
6.	Jammu & Kashmir	First Language (I), Arithmetic (IV), General Science (IV), Social Studies (IV).
7.	Kerala	First Language (I), English (IV).
8.	Madhya Pradesh	First Language (I), Mathematics (III), General Science (III), Social Studies (III).
9.	Maharashtra	First Language (I), Mathematics (III), Study of Environment (III) (This covers both General Science and Social Studies).
10.	Mysore	First Language (I), General Mathematics (III), General Science (III), Social Studies (III).
11.	Nagaland	First Language (I), Arithmetic (I), English (III), Moral Science (III), Science (III).
12.	Orissa	First Language (I), Arithmetic (III), Social Studies (III), General Science (IV), English (IV).
13.	Punjab	First Language (I), Social Studies (III), General Science (III), Arithmetic (III).
14.	Rajasthan	First Language (I), Mathematics (III), Social Studies (III), General Science (III).

(1)	(2)	(3)
15.	Tamil Nadu	First Language (I), Elementary Mathematics (III), Elementary Science (III), History (IV), Geography (IV), English (IV).
16.	Uttar Pradesh	First Language (I), Arithmetic (III), General Science (III).
17.	West Bengal	First Language (I), Arithmetic (III), History (III), Geography (III), Natural Science or General Science (V).
Union Territories		
1.	Andaman and Nicobar Islands	First Language (I), Social Studies (III), Arithmetic (II), Science (III), Home Science (III).
2.	Chandigarh	Same as that provided in Punjab.
3.	Dadra and Nagar Haveli	Same as that provided in Gujarat.
4.	Delhi	First Language (I), Social Studies (III), Arithmetic (II), Science (III).
5.	Goa, Daman & Diu	First Language (I), Mathematics (I), Social Studies (I).
6.	Himachal Pradesh	First Language (I), Arithmetic (II), General Science (II), Social Studies (III), English (IV).
7.	L.M. & A. Islands	Same as that provided in Kerala.
8.	Manipur	First Language (I), Arithmetic (I), General Science (III), Social Studies (III), English (III), Hindi (IV).
9.	N.E.F.A.	First Language (I), Arithmetic (II), General Knowledge including Nature Study and Hygiene (IV), Geography (V), History (V).
10.	Pondicherry	Same as that followed in Andhra Pradesh, Kerala and Tamil Nadu.
11.	Tripura	First Language (I), Arithmetic (I), Nature Study (III), Social Studies (III), English (III), History and Geography (V).

Note: N.D.—Non-detailed text.

The Roman numerals inside the parentheses indicate the standards at which the textbooks are introduced in the respective subjects.

TABLE 2.10 COMPULSORY SUBJECTS HAVING CLASSROOM INSTRUCTION PROVIDED AT MIDDLE STAGE IN VARIOUS STATES AND UNION TERRITORIES

<i>Sr. No.</i>	<i>States/Union Territories</i>	<i>Subjects</i>	<i>Elective/Optional Subjects</i>
(1)	(2)	(3)	(4)
States			
1.	Andhra Pradesh	First Language, Second Language, English, Elementary Mathematics, Elementary Science, Social Studies.	—
2.	Assam	First Language, Hindi, English, Mathematics, General Knowledge (Elementary Science), Geography, History, Domestic Science, Sewing and Knitting (for girls only).	—
3.	Bihar	First Language, Second Language, Arithmetic, General Science, Social Studies, English.	—
4.	Gujarat	First Language, General Science, Arithmetic, Social Studies, Hindi.	English in some non-Govt. aided schools.
5.	Haryana	Hindi, Mathematics, General Science, Social Studies (History Geography and Civics), Agriculture, Domestic Science (for girls).	Classical Language, English.

(1)	(2)	(3)	(4)
6.	Jammu & Kashmir	English, Arithmetic and Geometry or Domestic Science (for girls), History, Geography.	A Modern Indian Language, a Classical Language, General Science, Drawing, Agriculture.
7.	Kerala	First Language, English, Hindi, Arithmetic, Social Studies, General Science.	Domestic Science, Agriculture.
8.	Madhya Pradesh	First Language, English, Second Language, Mathematics, Social Studies.	General Science, Music/ Home science, Drawing, Sanskrit/Persian.
9.	Maharashtra	First Language, Hindi, English, General Science, Mathematics, Social Studies or History, Geography, Civics.	—
10.	Mysore	First Language, Hindi, English, General Science, General Mathematics, Social Studies.	—
11.	Nagaland	First Language, English, Hindi, Social Studies, Science, Geography, Moral Science, Drawing, Handwriting and Geometry, Arithmetic.	Agriculture.
12.	Orissa	First Language, English, Hindi, Mathematics, Social Studies, Elementary Science.	—

(1)	(2)	(3)	(4)
13. Punjab	First Language, Second Language, Mathematics (Household Accounts for girls), Social Studies (covering History and Civics), Geography, General Science.	:	Classical Language, English.
14. Rajasthan	Hindi, Mathematics, Social Studies, General Science.	:	A Modern Indian Language, a Classical Language, English, Commerce.
15. Tamil Nadu	First Language, English, Elementary Mathematics, Elementary Science, History, Geography.	:	—
16. Uttar Pradesh	Hindi, Mathematics, General Science, Social Studies, English (or a Modern Foreign Language)/Third Language (a Modern Indian Language)	:	Classical Language, Commerce.
17. West Bengal	First Language, English, Hindi, Mathematics, General Science, History, Geography.	:	—
Union Territories		:	
1. A. & N. Islands	First Language, English, Third Language, Mathematics, General Science, Home Science (for girls), Social Studies.	:	Classical Language.
2. Chandigarh	Same as in Punjab.	:	

3. Dadra and Nagar Haveli	Same as in Gujarat.	=
4. Delhi	First Language, English, Third Language, Mathematics, General Science or Home Science (for girls), Social Studies.	Classical Language
5. Goa, Daman & Diu	First Language, Hindi, English, Mathematics, General Science, History, Geography, Civics.	—
6. Himachal Pradesh	Hindi, English, Urdu, Mathematics, Social Studies, General Science.	Sanskrit, Agriculture, Home Science.
7. L. M. & A. Islands	Same as in Kerala.	—
8. Manipur	First Language, Arithmetic, General Science, Social Studies, English, Hindi.	Sanskrit.
9. N.E.F.A.	Same as in Assam.	—
10. Pondicherry	Same as in Andhra Pradesh, Kerala and Tamil Nadu.	—
11. Tripura	Bengali, English, Hindi, Mathematics, General Science, History, Geography.	—

TABLE 2.11 COMPULSORY SUBJECTS PROVIDED AT THE
SECONDARY STAGE

<i>Sr. No.</i>	<i>States/Union Territories</i>	<i>Subjects</i>
(1)	(2)	(3)
States		
1.	Andhra Pradesh	First Language, English, Third Language, General or Composite Mathematics, General Science, Social Studies.
2.	Assam	(i) Major Vernacular, English, Geography, History of India and England, Mathematics, Third Language (High School). (ii) First Language, English, Third Language, General Science, General Mathematics, Social Studies (Higher Secondary).
3.	Bihar	First Language, English, Social Studies, Everyday Science, Elementary Mathematics.
4.	Gujarat	First Language, Second Language, Social Studies, General Science, Elementary Mathematics.
5.	Haryana	English, First Language, Mathematics, Social Studies, General Science.
6.	Jammu & Kashmir	English, First Language, Mathematics, Social Studies, General Science, (Domestic Arithmetic and Household (for girls).
7.	Kerala	First Language, English, Mathematics, General Science, Social Studies, Hindi.
8.	Madhya Pradesh	First Language, English, Third Language, Social Studies, General Science.
9.	Maharashtra	First Language, Second Language, Social Studies, General Science, Elementary Mathematics.
10.	Mysore	First Language, English, Hindi, Social Studies, General Science, General Mathematics.
11.	Nagaland	Same as in Assam.

(1)	(2)	(3)
12.	Orissa	First Language, English, Classics, Mathematics, Social Studies, General Mathematics.
13.	Punjab	English, First Language, Mathematics, Social Studies, General Science.
14.	Rajasthan	Hindi, English, General Science, Social Studies, Elementary Mathematics, Third Language.
15.	Tamil Nadu	First Language, English, Elementary Mathematics, General Science, History, Geography.
16.	Uttar Pradesh	Hindi, Mathematics (upto High School)
17.	West Bengal	First Language, Second Language, Mathematics, General Science, Social Studies (or Indian History and Geography).

Union Territories

1.	Andaman & Nicobar Islands	Same as in Central Board of Secondary Education, Delhi.
2.	Chandigarh	Same as in Punjab.
3.	Dadra and Nagar Haveli	Same as in Gujarat.
4.	Delhi	English (other subjects according to groups offered).
5.	Goa, Daman & Diu	First Language, Second Language, Social Studies, General Science, Elementary Mathematics.
6.	Himachal Pradesh	English, First Language, Mathematics, Social Studies, General Science.
7.	L.M. & A. Islands	Same as in Kerala.
8.	Manipur	Major Vernacular, English, Geography History of India and England, Mathematics, Third Language.
9.	N.E.F.A.	Same as in Assam.
10.	Pondicherry	First Language, English, Elementary Science, Elementary Mathematics, History, Geography.
11.	Tripura	Bengali, English, Mathematics, General Science, Social Studies or History and Geography.

TABLE 2.12 SUBJECTS PROVIDED UNDER HUMANITIES/LITERARY GROUP IN VARIOUS STATES AND UNION TERRITORIES AT THE SECONDARY STAGE

(a) Social Sciences

Sr. No.	States/Union Territories	History	Geography	Civics	Economics	Logic	Psychology	Sociology	Social Studies	Education
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
	States									
1.	Andhra Pradesh									
2.	Assam	X	X	X			X			
3.	Bihar	X	X		X					
4.	Gujarat	X	X						X	
5.	Haryana	X	X	X	X					
6.	Jammu & Kashmir	X	X	X	X		X			X
7.	Kerala									
8.	Madhya Pradesh	X	X	X	X	X	X			
9.	Maharashtra	X	X						X	
10.	Mysore	X	X	X	X			X		
11.	Nagaland	Same as Assam							X	
12.	Orissa	X	X	X						
13.	Punjab	Same as Haryana								
14.	Rajasthan	X	X	X	X					
15.	Tamil Nadu	X	X							

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
16. Uttar Pradesh	x	x	x	x	x	x	x		x
17. West Bengal	x	x	x					x	x
Union Territories									
1. A. & N. Islands	Central Board of Secondary Education Pattern is followed								
2. Chandigarh	Same as Haryana								
3. Dadra and Nagar Haveli	Same as Gujarat								
4. Delhi	x	x	x	x				x	
5. Goa, Daman & Diu	Same as Maharashtra								
6. Himachal Pradesh	Same as Haryana								
7. L.M. & A. Islands	Same as Kerala								
8. Manipur	Same as Assam								
9. N.E.F.A.	Same as Assam								
10. Pondicherry	Same as Andhra Pradesh, Kerala and Tamil Nadu								
11. Tripura	Same as West Bengal								

x—Provided

(b) Classical and Oriental Languages

Sr.No.	States/Union Territories	Sanskrit	Pali	Arabic	Persian	Latin	Ardha Magadhi	Hebrew	Greek	Prakrit
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	States									
1.	Andhra Pradesh									
2.	Assam	x		x	x					
3.	Bihar	x	x	x	x	x			x	
4.	Gujarat	x	x	x	x	x	x	x	x	
5.	Haryana	x		x	x					
6.	Jammu & Kashmir	x		x	x					
7.	Kerala									
8.	Madhya Pradesh	x		x	x					
9.	Maharashtra	x	x	x	x	x	x	x	x	
10.	Mysore	x	x	x	x					
11.	Nagaland	Same as Assam								
12.	Orissa	x	x	x	x	x			x	
13.	Punjab	Same as Haryana								
14.	Rajasthan	x			x					
15.	Tamil Nadu	x		x	x					
16.	Uttar Pradesh	x	x	x	x	x				
17.	West Bengal	x	x	x	x	x			x	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Union Territories									
1. A. & N. Islands	Central Board of Secondary Education Pattern is followed								
2. Chandigarh	Same as Haryana								
3. Dadra and Nagar Haveli	Same as Gujarat								
4. Delhi	x		x		x				
5. Goa, Daman & Diu	Same as Maharashtra								
6. Himachal Pradesh	Same as Haryana								
7. L.M. & A. Islands	Same as Kerala								
8. Manipur	Same as Assam								
9. N.E.F.A.	Same as Assam								
10. Pondicherry	Same as Andhra Pradesh, Kerala and Tamil Nadu								
11. Tripura	Same as West Bengal								
x—Provided									

(c) Modern Indian Languages

Sr. No.	States/Union Territories	Urdu	Guj-arati	Pun-jabi	Ben-gali	Mara-'thi	Oriya	Kan-ada	Stathi	Tamil	Tel-ugu	Mala-yalam	Hindi	Ma-thili	San-thali	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	
	States															
1.	Andhra Pradesh															
2.	Assam															
3.	Bihar	X			X		X						X	X	X	
4.	Gujarat	X	X	X	X	X		X	X	X	X	X	X			
5.	Haryana	X		X	X								X			
6.	Jammu & Kashmir	X		X									X			
7.	Kerala															
8.	Madhya Pradesh	X	X	X	X	X	X		X	X	X		X			
9.	Maharashtra	X	X	X	X	X		X	X	X	X	X	X			
10.	Mysore	X				X		X		X	X		X			
11.	Nagaland	Same as Assam														
12.	Orissa	X	X	X	X	X	X	X		X	X	X	X			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
13. Punjab	Same as Haryana													
14. Rajasthan	X	X	X					X				X		
15. Tamil Nadu														
16. Uttar Pradesh	X	X	X	X	X	X	X	X	X	X	X			
17. West Bengal		X		X		X			X	X		X		
Union Territories														
1. A. & N. Islands	Central Board of Secondary Education Pattern is followed													
2. Chandigarh	Same as Haryana													
3. Dadra and Nagar Haveli	Same as Gujarat													
4. Delhi	X	X	X	X	X			X	X	X			X	
5. Goa, Daman & Diu	Same as Maharashtra													
6. Himachal Pradesh	Same as Haryana													
7. L.M. & A. Islands	Same as Kerala													
8. Manipur	Same as Assam													
9. N.E.F.A.	Same as Assam													
10. Pondicherry	Same as Andhra Pradesh, Kerala and Tamil Nadu													
11. Tripura	Same as West Bengal													

x—Provided

(d) Modern European Languages and other Foreign Languages

Sr. No.	States/Union Territories	Nepali	Tibetan	French	Chinese	Russian	German	Spanish	Italian	Portuguese	English
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
States											
1.	Andhra Pradesh										
2.	Assam										
3.	Bihar	X		X			X		X		X
4.	Gujarat			X			X	X	X	X	X
5.	Haryana			X		X	X				
6.	Jammu & Kashmir										X
7.	Kerala										
8.	Madhya Pradesh			X							
9.	Maharashtra			X			X	X	X	X	X
10.	Mysore			X			X				X
11.	Nagaland	Same as Assam									
12.	Orissa			X			X		X		X
13.	Punjab	Same as Haryana									
14.	Rajasthan										X
15.	Tamil Nadu										
16.	Uttar Pradesh	X	X	X	X	X					X
17.	West Bengal		X	X		X	X				X

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
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Union Territories

- | | |
|---------------------------|--|
| 1. A. & N. Islands | Central Board of Secondary Education Pattern is followed |
| 2. Chandigarh | Same as Haryana |
| 3. Dadra and Nagar Haveli | Same as Gujarat |
| 4. Delhi | |
| 5. Goa, Daman & Diu | Same as Maharashtra |
| 6. Himachal Pradesh | Same as Haryana |
| 7. L.M. & A. Islands | Same as Kerala |
| 8. Manipur | Same as Assam |
| 9. N.E.F.A. | Same as Assam |
| 10. Pondicherry | Same as Andhra Pradesh, Kerala and Tamil Nadu |
| 11. Tripura | Same as West Bengal |

x—Provided

(e) Other Subjects

Sr. No.	States/Union Territories	Drawing	Mathematics	Music	Home Science	Military Science	General Science
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
States							
1.	Andhra Pradesh						
2.	Assam		X				
3.	Bihar	X*	X	X	X		
4.	Gujarat	X	X	X	X		X
5.	Haryana		X	X	X		
6.	Jammu & Kashmir		X	X	X		
7.	Kerala						
8.	Madhya Pradesh	X	X	X	X	X	
9.	Maharashtra	X	X	X	X		X
10.	Mysore		X		X		
11.	Nagaland	Same as Assam					
12.	Orissa		X	X			X
13.	Punjab	Same as Haryana					
14.	Rajasthan	X	X	X	X		
15.	Tamil Nadu						

(1)	(2)	(3)	(4)	(5)	(6)	(7)
16. Uttar Pradesh	x	x	x	x	x	
17. West Bengal	x		x	x		
Union Territories						
1. A. & N. Islands						Central Board of Secondary Education Pattern is followed
2. Chandigarh						Same as Haryana
3. Dadra and Nagar Haveli						Same as Gujarat
4. Delhi	x	x	x	x		
5. Goa, Daman & Diu						Same as Maharashtra
6. Himachal Pradesh						Same as Haryana
7. L.M. & A. Islands						Same as Kerala
8. Manipur						Same as Assam
9. N.E.F.A.						Same as Assam
10. Pondicherry						Same as Andhra Pradesh, Kerala and Tamil Nadu
11. Tripura						Same as West Bengal
						x—Provided
						*—Includes painting also

**TABLE 2.13 SUBJECTS PROVIDED UNDER SCIENCE GROUP IN VARIOUS STATES AND UNION TERRITORIES
AT THE SECONDARY STAGE**

(a) Science Subjects and Mathematics

Sr. No.	States/Union Territories	Physics	Chemistry	Biology	Maths	Physiology & Hyg.	General Science	Crop & Animal Hus.	Geology	Military Sc.	Home Sc.	Mechanics	Agriculture
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	
States													
1.	Andhra Pradesh												
2.	Assam	X	X	X	X						X		
3.	Bihar	X	X	X	X	X							
4.	Gujarat	X	X	X	X	X	X	X			X		
5.	Haryana	X	X	X	X	X							
6.	Jammu & Kashmir	X	X	X	X	X			X				
7.	Kerala												
8.	Madhya Pradesh	X	X	X	X				X	X			
9.	Maharashtra	X	X	X	X	X	X	X				X	
10.	Mysore	X	X	X	X								
11.	Nagaland	Same as Assam											
12.	Orissa	X	X	X	X	X							
13.	Punjab	Same as Haryana											

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
14. Rajasthan	x	x	x	x								
15. Tamil Nadu	x	x	x	x								
16. Uttar Pradesh	x	x	x	x				x	x	x		
17. West Bengal	x	x	x	x	x					x	x	

Union Territories

- | | |
|---------------------------|--|
| 1. A. & N. Islands | Central Board of Secondary Education Pattern is followed |
| 2. Chandigarh | Same as Haryana |
| 3. Dadra and Nagar Haveli | Same as Gujarat |
| 4. Delhi | x x x x x |
| 5. Goa, Daman & Diu | Same as Maharashtra |
| 6. Himachal Pradesh | Same as Haryana |
| 7. L.M. & A. Islands | Same as Kerala |
| 8. Manipur | Same as Assam |
| 9. N.E.F.A. | Same as Assam |
| 10. Pondicherry | Same as Andhra Pradesh, Kerala and Tamil Nadu |
| 11. Tripura | Same as West Bengal |

x—Provided

(b) Languages

<i>Sr.No.</i>	<i>States/Union Territories</i>	<i>English</i>	<i>Sanskrit</i>	<i>Arabic</i>	<i>Persian</i>	<i>Greek</i>	<i>Latin</i>	<i>Pali</i>	<i>Tibetan</i>
(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
States									
1.	Andhra Pradesh								
2.	Assam								
3.	Bihar								
4.	Gujarat	x	x	x	x	x	x	x	
5.	Haryana								
6.	Jammu & Kashmir	x							
7.	Kerala								
8.	Madhya Pradesh								
9.	Maharashtra	x	x	x	x	x	x	x	
10.	Mysore								
11.	Nagaland	Same as Assam							
12.	Orissa								
13.	Punjab	Same as Haryana							
14.	Rajasthan								
15.	Tamil Nadu								
16.	Uttar Pradesh		x	x	x				
17.	West Bengal		x	x	x	x	x	x	x

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Union Territories								
1. A. & N. Islands	Central Board of Secondary Education Pattern is followed							
2. Chandigarh	Same as Haryana							
3. Dadra and Nagar Haveli	Same as Gujarat							
4. Delhi		x	x	x				
5. Goa, Daman & Diu	Same as Maharashtra							
6. Himachal Pradesh	Same as Haryana							
7. L.M. & A. Islands	Same as Kerala							
8. Manipur	Same as Assam							
9. N.E.F.A.	Same as Assam							
10. Pondicherry	Same as Andhra Pradesh, Kerala and Tamil Nadu							
11. Tripura	Same as West Bengal							
x—Provided								

(c) Other Subjects

<i>Sr.No.</i>	<i>States/Union Territories</i>	<i>Geography</i>	<i>Drawing</i>	<i>Psychology</i>
	(1)	(2)	(3)	(4)
	States			
1.	Andhra Pradesh	.		
2.	Assam	x		
3.	Bihar	x		
4.	Gujarat	x	x	
5.	Haryana	x		
6.	Jammu & Kashmir	x		
7.	Kerala	.		
8.	Madhya Pradesh	x	x	
9.	Maharashtra	x		
10.	Mysore	.		
11.	Nagaland	Same as Assam		
12.	Orissa	.		
13.	Punjab	Same as Haryana		
14.	Rajasthan	x		
15.	Tamil Nadu	x		
16.	Uttar Pradesh	x		
17.	West Bengal	x		

(1)	(2)	(3)	(4)
Union Territories			
1. A. & N. Islands	Central Board of Secondary Education Pattern is followed		
2. Chandigarh	Same as Haryana		
3. Dadra and Nagar Haveli	Same as Gujarat		
4. Delhi	x	x	
5. Goa, Daman & Diu	Same as Maharashtra		
6. Himachal Pradesh	Same as Haryana		
7. L. M. & A. Islands	Same as Kerala		
8. Manipur	Same as Assam		
9. N.E.F.A.	Same as Assam		
10. Pondicherry	Same as Andhra Pradesh, Kerala and Tamil Nadu		
11. Tripura	Same as West Bengal		
x---Provided			

TABLE 2.14 ELECTIVE SUBJECTS PROVIDED IN THE STATES AND UNION TERRITORIES CLASSIFIED UNDER COMMERCE GROUP

Sr. No.	States/Union Territories	Book-Keeping and Accountancy	Commercial Practice	Commercial Geog. & Econ.	Banking Insurance	Type-writing	Short-hand	Elements of Commerce	Secretarial Practice	Business Methods	Industrial Orgn.	Economics
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
States												
1.	Andhra Pradesh											
2.	Assam	X		X		X	X	X				
3.	Bihar	X ¹		X		X	X		X ²			
4.	Gujarat	X				X	X	X				
5.	Haryana	X		X		X	X	X				
6.	Jammu & Kashmir	X		X	X ³	X	X	X				
7.	Kerala											
8.	Madhya Pradesh	X		X		X	X	X				X
9.	Maharashtra	X				X	X	X				
10.	Mysore	X		X		X	X	X			X ⁴	X
11.	Nagaland	Same as Assam										
12.	Orissa	X		X ⁵		X	X		X			
13.	Punjab	Same as Harvana										

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
14. Rajasthan	x	x	x	x	x	x	x	x				
15. Tamil Nadu									x			
16. Uttar Pradesh ⁶	x	x	x	x		x	x			x	x	x
17. West Bengal	x		x			x	x			x		x ⁷

Union Territories

1. A. & N. Islands	Central Board of Secondary Education Pattern is followed
2. Chandigarh	Same as Haryana
3. Dadra and Nagar Haveli	Same as Gujarat
4. Delhi	
5. Goa, Daman & Diu	Same as Maharashtra
6. Himachal Pradesh	Same as Haryana
7. L.M. & A. Islands	Same as Kerala
8. Manipur	Same as Assam
9. N.E.F.A.	Same as Assam
10. Pondicherry	Same as Andhra Pradesh, Kerala and Tamil Nadu
11. Tripura	Same as West Bengal

x—Provided

1. Includes Commercial Arithmetic also; 2. Business Methods of Economics and Civics; 3. Money and Banking; 4. Called Cooperation; 5. Civics also; 6. Mathematics, History, A Modern Indian language, A Modern European language; 7. Elementary Economics or Civics.

TABLE 2.15 ELECTIVE SUBJECTS PROVIDED IN STATES AND UNION TERRITORIES CLASSIFIED UNDER FINE ARTS GROUP

Sr. No.	States/Union Territories	Music Vocal	Music Instrumental	Sculpture or Commercial Drawing	Drawing	History & Appreciation of Art	Dancing	Applied Maths., Geometrical and Free-hand Drg.	Painting	Modelling	Geometrical Drawing and Lettering
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
States											
1.	Andhra Pradesh										
2.	Assam	X	X		X		X				
3.	Bihar	X	X	X	X	X	X		X		
4.	Gujarat*										
5.	Haryana	X	X	X	X	X	X	X			
6.	Jammu & Kashmir	X	X	X	X	X	X				
7.	Kerala	X		X	X		X				
8.	Madhya Pradesh	X	X		X	X			X	X	X
9.	Maharashtra*										
10.	Mysore	X		X	X		X				
11.	Nagaland	Same as Assam									

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
12. Orissa		x	x	x	x	x					
13. Punjab		Same as Haryana									
14. Rajasthan											
15. Tamil Nadu		x	x		x						
16. Uttar Pradesh		x	x	x	x						
17. West Bengal		x	x	x	x	x	x				

Union Territories

1. A. & N. Islands	Central Board of Secondary Education Pattern is followed
2. Chandigarh	Same as Haryana
3. Dadra and Nagar Haveli*	Same as Gujarat
4. Delhi	
5. Goa, Daman & Diu*	Same as Maharashtra
6. Himachal Pradesh	Same as Haryana
7. L.M. & A. Islands	Same as Kerala
8. Manipur	Same as Assam
9. N.E.F.A.	Same as Assam
10. Pondicherry	Same as Andhra Pradesh, Kerala and Tamil Nadu
11. Tripura	Same as West Bengal

x—Provided

*—In these states, there is no group system under specific categories but subjects like Indian Music, European Music are provided under group VI.

**TABLE 2.16 ELECTIVE SUBJECTS PROVIDED IN STATES AND UNION TERRITORIES CLASSIFIED UNDER
HOMB SCIENCE GROUP**

Sr. No.	States/Union Territories	Household Management	Textile, Clothing & Laundry	Food Nutrition & Cookery	Health & Home Nursing	Mother Craft	Music Vocal	Music Instrumental	Hygiene & First Aid	Tailoring	Art or Needle Work	Child Development
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
States												
1.	Andhra Pradesh											
2.	Assam	X	X	X					X			
3.	Bihar	X	X	X	X	X			X	X		X
4.	Gujarat*											
5.	Haryana	X	X	X	X	X						X
6.	Jammu & Kashmir	X	X	X	X	X	X	X	X			X
7.	Kerala											
8.	Madhya Pradesh	X			X	X				X	X	
9.	Maharashtra*											
10.	Mysore	X	X	X	X	X						
11.	Nagaland	Same as Assam										
12.	Orissa	X	X	X	X	X						X
13.	Punjab	Same as Haryana										

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
14. Rajasthan		x	x	x		x			x			
15. Tamil Nadu												
16. Uttar Pradesh		x	x	x	x	x	x	x				
17. West Bengal		x	x	x	x	x	x	x				

Union Territories

1. A. & N. Islands Central Board of Secondary Education Pattern is followed
2. Chandigarh Same as Haryana
3. Dadra and Nagar Haveli* Same as Gujarat
4. Delhi
5. Goa, Daman & Diu* Same as Maharashtra
6. Himachal Pradesh Same as Haryana
7. L.M. & A. Islands Same as Kerala
8. Manipur Same as Assam
9. N.E.F.A. Same as Assam
10. Pondicherry Same as Andhra Pradesh, Kerala and Tamil Nadu
11. Tripura Same as West Bengal

x—Provided

*—In these States there is no group system under specific categories but subjects like Cutting, Tailoring, Embroidery & Fancy Work are provided under Group VI.

TABLE 2.17 ELECTIVE SUBJECTS PROVIDED IN THE STATES AND UNION TERRITORIES CLASSIFIED UNDER AGRICULTURE GROUP

Sr. No.	States/Union Territories	Elements of Agronomy	Animal Husbandry	Elements of Agronomy & Animal Husb.	Agriculture Science	Horticulture	Agricultural Economics	Pisciculture	Dairy Farming
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
States									
1.	Andhra Pradesh								
2.	Assam								X
3.	Bihar		X			X		X	X
4.	Gujarat*								
5.	Haryana								X
6.	Jammu & Kashmir					X			X
7.	Kerala				X				
8.	Madhya Pradesh		X			X			X
9.	Maharashtra*								
10.	Mysore**		X		X				
11.	Nagaland	Same as Assam							
12.	Orissa**				X		X		
13.	Punjab	Same as Haryana							
14.	Rajasthan		X			X			
15.	Tamil Nadu								
16.	Uttar Pradesh	X	X				X		
17.	West Bengal			X					

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
-----	-----	-----	-----	-----	-----	-----	-----	-----

Union Territories

- | | |
|----------------------------|--|
| 1. A. & N. Islands | Central Board of Secondary Education Pattern is followed |
| 2. Chandigarh | Same as Haryana |
| 3. Dadra and Nagar Haveli* | Same as Gujarat |
| 4. Delhi | |
| 5. Goa, Daman & Diu* | Same as Maharashtra |
| 6. Himachal Pradesh | Same as Haryana |
| 7. L. M. & A. Islands | Same as Kerala |
| 8. Manipur | Same as Assam |
| 9. N.E.F.A. | Same as Assam |
| 10. Pondicherry | Same as Andhra Pradesh, Kerala and Tamil Nadu |
| 11. Tripura | Same as West Bengal |

<i>Sr. No.</i>	<i>States/Union Territories</i>	<i>General Agriculture including Soil Management and Group Culture</i>	<i>Farm Management</i>	<i>General Agriculture</i>	<i>Sheep Farming</i>	<i>Poultry Farming</i>	<i>Forestry and Sericulture</i>	<i>Agr.-Engineering</i>
(1)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	
	States							
1.	Andhra Pradesh							
2.	Assam	x	x					
3.	Bihar	x	x	x		x	x	
4.	Gujarat*							
5.	Haryana	x	x					
6.	Jammu & Kashmir	x	x		x	x		
7.	Kerala							
8.	Madhya Pradesh			x				
9.	Maharashtra*							
10.	Mysore**							
11.	Nagaland	Same as Assam						
12.	Orissa**							
13.	Punjab	Same as Haryana						
14.	Rajasthan			x				
15.	Tamil Nadu			x				
16.	Uttar Pradesh			x				
17.	West Bengal						x	

(1)

(10)

(11)

(12)

(13)

(14)

(15)

(16)

Union Territories

- | | |
|----------------------------|--|
| 1. A. & N. Islands | Central Board of Secondary Education Pattern is followed |
| 2. Chandigarh | Same as Haryana |
| 3. Dadra and Nagar Haveli* | Same as Gujarat |
| 4. Delhi | |
| 5. Goa, Daman & Diu* | Same as Maharashtra |
| 6. Himachal Pradesh | Same as Haryana |
| 7. L. M. & A. Islands | Same as Kerala |
| 8. Manipur | Same as Assam |
| 9. N.E.F.A. | Same as Assam |
| 10. Pondicherry | Same as Andhra Pradesh, Kerala and Tamil Nadu |
| 11. Tripura | Same as West Bengal |

x—Provided

* In these States, there is no group system under specific categories but subjects like Tillage and Soil Management, Crop and Animal Husbandry, Botany & Zoology and Physics & Chemistry are provided in Group II which is mainly Science Group.

**There is another Elective group called Forestry and a separate group called Animal Husbandry has been formed with Animal Husbandry, Dairy Farming and Allied Agriculture. In Mysore State one more group Fisheries Technology which includes Chemistry, Biology and Fisheries Technology is approved.

TABLE 2.18 ELECTIVE SUBJECTS PROVIDED IN THE STATES AND UNION TERRITORIES CLASSIFIED UNDER TECHNICAL GROUP

Sr. No.	States/Union Territories	Physics	Chemistry	Physics & Chemistry	General Engineering and Drawing	Applied Maths.	Elements of Building Construction	Mechanics	Elements of Mech. Engg.	Elements of Elec. Engg.	Elements of Elec. & Mech. Engg.	Workshop Practice	Surveying
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	
	States												
1.	Andhra Pradesh												
2.	Assam												
3.	Bihar	X			X		X			X			
4.	Gujarat							X	X		X	X	
5.	Haryana	X				X	X	X	X				
6.	Jammu & Kashmir	X	X			X	X	X	X	X			
7.	Kerala						X					X	
8.	Madhya Pradesh												
9.	Maharashtra				X	X		X	X	X	X	X	X
10.	Mysore	X	X		X								
11.	Nagaland	Same as Assam											

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
12. Orissa				x	x	x				x	x	x
13. Punjab	Same as Haryana											
14. Rajasthan												
15. Tamil Nadu												
16. Uttar Pradesh												
17. West Bengal			x	x	x	x	x	x	x		x	
Union Territories												
1. A. & N. Islands	Central Board of Secondary Education Pattern is followed											
2. Chandigarh	Same as Haryana											
3. Dadra and Nagar Haveli	Same as Gujarat											
4. Delhi								x	x	x	x	x
5. Goa, Daman & Diu	Same as Maharashtra											
6. Himachal Pradesh	Same as Haryana											
7. L.M. & A. Islands	Same as Kerala											
8. Manipur	Same as Assam											
9. N.E.F.A.	Same as Assam											
10. Pondicherry	Same as Andhra Pradesh, Kerala and Tamil Nadu											
11. Tripura	Same as West Bengal											

Sr. No.	States/Union Territories	Radio Technology (Engg.)	Geometrical and Machine Drawing	Printing Technology	Agriculture Engg.	Chemical Engg.	Metallurgical Engg.
(1)		(14)	(15)	(16)	(17)	(18)	(19)
	States						
1.	Andhra Pradesh						
2.	Assam						
3.	Bihar	x			x	x	x
4.	Gujarat	x	x				
5.	Haryana	x					
6.	Jammu & Kashmir	x					
7.	Kerala	x		x			
8.	Madhya Pradesh						
9.	Maharashtra	x	x				
10.	Mysore						
11.	Nagaland	Same as Assam					
12.	Orissa						
13.	Punjab	Same as Haryana					
14.	Rajasthan						
15.	Tamil Nadu						
16.	Uttar Pradesh						
17.	West Bengal						

(1)	(14)	(15)	(16)	(17)	(18)	(19)
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Union Territories

1. A. & N. Islands			Central Board of Secondary Education Pattern is followed.			
2. Chandigarh			Same as Haryana			
3. Dadra and Nagar Haveli			Same as Gujarat			
4. Delhi						
5. Goa, Daman & Diu			Same as Maharashtra			
6. Himachal Pradesh			Same as Haryana			
7. L.M. & A. Islands			Same as Kerala			
8. Manipur			Same as Assam			
9. N.E.F.A.			Same as Assam			
10. Pondicherry			Same as Andhra Pradesh, Kerala and Tamil Nadu			
11. Tripura			Same as West Bengal			
x—Provided.						

CHAPTER III

Agencies for Textbook Production

The quantitative expansion of education and the expanding frontiers of school curriculum have made it obligatory for the State Governments to create a new set-up or to strengthen the existing one to cope up with the rising demands of school textbooks. In most of the States, nationalisation of textbooks at the primary stage has necessitated creation of a machinery to look after all details right from the appointment of authors to the supply of textbooks to pupils. In case of non-nationalised textbooks State level machineries have been set up to look after different aspects of approving the ones brought out by authors or publishers.

In every State and Union Territory there is an apex organisation headed by the Director of Public Instruction/Director of Education to execute the policies on education laid down by the Government. This is supported by its subordinate offices at the regional and district levels. Its role regarding the production of textbooks was limited till the States decided to step into this area, formerly under the control of private publishers and authors. They did so in two ways. The first was to nationalise textbooks for some standards, mainly at the primary level and the second was to tighten their control over books brought out by private publishers and authors by way of laying down definite procedures for their approval as textbooks.

Agencies for textbook production in States

For State produced textbooks, the State Governments have created agencies within the Education Department or outside but closely linked with it. For approval of books produced by authors or publishers as textbooks, the State Governments have entrusted the job to the Education Department or to Statutory Bodies. The existing agencies for textbook production in individual States are discussed below:—

Andhra Pradesh

Book Publication Committee In Andhra Pradesh the following committees are functioning for nationalised textbooks:

- (1) Book Publication Committee (main) for nationalisation of school textbooks with Education Minister as Chairman and 11 members.
- (2) Standing Committee with Education Secretary as Chairman and 4 members.
- (3) Special Advisory Committee for Production, Sale and Distribution of Nationalised Textbooks with Director of Public Instruction as Chairman and 7 members.
- (4) Artist Special Advisory Committee with Deputy Secretary or Joint Secretary in the Education Department as Chairman and 5 members.

The State has nationalised textbooks for all the stages. Wherever new textbooks are to be introduced they are got prepared by commissioning writers, editors and artists.

Assam

The production of nationalised textbooks for all stages of school education is primarily the responsibility of the Board of Textbook Production and Research. In addition to this the Board prescribes textbooks for classes A, B, I to VIII. The Board of Secondary Education has produced 11 detailed language textbooks for secondary classes. Out of these, four detailed textbooks in Hindi have not yet been prescribed. But, so far, its main function in the area of textbooks has been to prescribe textbooks for secondary stage. The structure of both these bodies is discussed below:

Board of Textbook Production and Research It is a semi-autonomous body first constituted in 1963. It replaced the then existing Assam Textbook Committee. It was reconstituted in 1966 with 11 members appointed by the Government. The Director of Public Instruction is the President of the Board while the Textbook Production Officer is its Secretary. The other 9 members are appointed from among university professors, principals, headmasters, teachers and Secretary, Board of Secondary Education. A new semi-autonomous Board for Production of Textbooks and Research has been constituted with effect from 16th July 1969.

Board of Secondary Education It came into existence in 1962 with the purpose of regulating, supervising and developing the system of secondary education in the State. It is composed of 11 ex-officio members, 13 nominated members and 3 co-opted members. Among ex-officio members, the Director of Public Instruction acts as the Chairman and the Additional Director of Public Instruction as the Deputy Chairman of the Board. The other ex-officio members include Directors of Agriculture, Technical Education, Health Services, Industries, Principal of the Agricultural College, Directors of Educa-

tion of NEFA, Manipur and Nagaland and Deputy Director of Public Instruction incharge Women Education. The nominated members are chosen from the following categories:

1. One Inspector of Schools.
2. One Principal of a Higher Secondary School.
3. Two Headmasters and one Headmistress of High Schools.
4. One Superintendent of Higher Madrassas.
5. Two representatives of each of the Universities of the State on the recommendation of the respective Vice-Chancellors.
6. One Principal of Teachers' Training College.
7. One Principal of a Polytechnic Institute.

The Board can also co-opt not more than 3 members from among distinguished educationists. The Government appoints an officer as the secretary of the Board who is also an ex-officio member of the Board.

The Board constitutes a Curriculum and Syllabus Committee which advises it on matters relating to production and selection of textbooks. The Chairman and the Secretary of the Board act in the same capacity in this Committee also. In addition to these 15 members are selected from among the members of the Board. The Committee has also the power to co-opt one specialist in each subject from outside the members of the Board.

Bihar

In Bihar, an autonomous body named 'The Bihar State Textbook Publishing Corporation' was set up in 1966. The entire responsibility for the production of nationalised textbooks rests with this body. It is headed by the Education Minister and has 9 Directors, viz., Education Secretary, Finance Secretary, Industries Secretary, Director of Public Instruction, Vice-Chancellor of the Patna University, Development Commissioner, Chairman and Managing Director of the National Coal Development Corporation, Adviser to the Union Ministry of Education and Youth Services, and a Managing Director. The Managing Director is the Chief Executive Officer of the Corporation. He is assisted by the following officers:

1. Secretary
2. Finance Officer
3. Academic Registrar
4. Production Officer

Books which are not nationalised for the present are prescribed by the Director of Public Instruction. Whenever a new book has got to be approved, the Director of Public Instruction appoints a panel of reviewers. An approved panel of authors is also maintained for introducing needed revision in the existing textbooks.

Gujarat

Gujarat S.S.C. Board Language Textbooks for English and Gujarati for standard XI are got prepared by the Gujarat S.S.C. Board. The Director of Education appoints School Book Committees to approve other books for use in primary, middle and secondary schools of the State. The composition of a School Book Committee is given below:

- Chairman* — Deputy Director of Education or any other senior officer
- Secretary* — Educational Inspector or Personal Assistant to the Regional Deputy Director of Education, or an officer designated by the Director of Education.
- Members* — Two educationists (one official), two additional educationists (one non-official) expert in the subject.

There is a Price Fixation Committee comprising two official and two non-officials. The Secretary of this Committee is nominated by the Director of Education.

The government has also established a depot under the charge of the Director of Printing and Stationery. Books published by the department are distributed through this depot.

Haryana

Till now the government is following the nationalised textbooks of Punjab Government for standards I to VIII. The future set up envisaged by the government for production of its own nationalised textbooks is a High Power Committee with 3 members, viz., Education Secretary, Director of Public Instruction and Deputy Director of Public Instruction (Colleges). A Book Branch in the Directorate of Education has also been established. For printing and pricing of textbooks, the Controller of Printing and Stationery will be responsible. The distribution of books will be arranged through 3 regional depots at Chandigarh, Karnal, and Rohtak. At the district level, there are authorised agents who get textbooks from the depots and handle the retail sale of textbooks. The District Education Officers only recommend the names of agencies to the Controller. There is no separate set-up for prescribing/recommending textbooks as the books approved by the Punjab University for the secondary classes in Punjab are also used in Haryana.

Jammu & Kashmir

A Textbook Advisory Board has been set up with Chief Minister as Chairman and Deputy Director of Textbooks as Secretary. The Board lays down the general policies for production and distribution

of nationalised textbooks for standards I to VIII. In the Directorate, a separate Department of Textbooks is functioning with Deputy Director, Textbooks (Curricula) as incharge. This Department handles the production of nationalised textbooks.

For the secondary classes, two categories of books are available, viz., books in language subjects prepared by the University of Jammu & Kashmir, and books in non-language subjects published within or outside the State and prescribed or recommended for these classes. For adoption of both these categories of books as textbooks the Board of Secondary Education is responsible.

The Board, though autonomous, works under the trusteeship of the J. & K. University and the Registrar of the J. & K. University is its Secretary. Assistant Registrar (Publication) of the University is incharge of textbooks for the Board also. The Board uses the machinery of the University for the production of textbooks.

Kerala

The State Institute of Education under the Director of Public Instruction is responsible for the preparation of nationalised textbooks at the school stage. In the State Institute of Education, Textbook Research Officers have been specially appointed for this purpose. For the printing and distribution of books a Textbook Office headed by a Textbook Officer has been established. Government presses at Trivandrum, Ernakulum and Shoranur handle most of the printing job. The private presses are given the job when the government presses are unable to cope up with the work. The covers of the books, however, are printed in government presses only and supplied by the government. Central depots for distribution have also been established at Trivandrum, Ernakulum and Shoranur. Depots have been established in each of the 24 educational districts and the District Education Officer is incharge of distribution at the district level. The district depots are attached to the central depots from where they receive the required number of books for the district. The distribution of textbooks is done by licencees. The non-detailed textbooks are prescribed. The Textbook Officer under the Director of Public Instruction looks after this work. A Scrutiny Committee consisting of 3 members is constituted by the government for each language. The non-detailed textbooks are prescribed by the government on the basis of the recommendation of the Scrutiny Committee.

Madhya Pradesh

The Madhya Pradesh State Corporation of Textbook Production and Educational Research The policy of the government is to bring out nationalised textbooks in all subjects for standards I to VIII. For this purpose the government in 1968 established 'The Madhya Pradesh

State Corporation of Textbook Production and Educational Research' with an autonomous status. It has a total membership of 16 with the Education Minister as its President.

As the Corporation has been set up only recently, the Deputy Director of Public Instruction assisted by Assistant Director of Public Instruction is looking after the work of nationalisation of textbooks.

Board of Secondary Education Textbooks for high and higher secondary classes are prescribed or recommended by the Board of Secondary Education. At present the Board prescribes textbooks in language subjects only. In other subjects textbooks can be used on the recommendation of schools concerned. A Textbook Committee has been constituted by the Board of Secondary Education to look after matters relating to prescribed/recommended textbooks.

Maharashtra

Maharashtra State Bureau of Textbooks Production and Curriculum Research The State government has adopted the policy of nationalisation of all textbooks up to standard VII in a phased manner, based on the revised syllabi, to be completed during the year 1971-72. For this purpose inter-alia 'The Maharashtra State Bureau of Textbooks Production and Curriculum Research' was established in 1967 as a registered society. The Bureau has a Board of Governors having 14 members—8 official and 6 non-official, and is presided over by the Minister of Education. For the day to day functioning of the Bureau, the following councils and committees have been constituted :

1. Academic Council with Joint Director, Primary Education as Chairman.
2. Council for Curriculum & Textbooks with Director, State Institute of Education as Chairman.
3. Council for Textbook Production and Distribution.
4. Finance Committee.
5. Executive Committee.

For facilitating its work relating to textbooks, the Bureau has set up various Subject Committees and Co-ordination Committees. The work of scrutiny and editing of manuscripts is got done by outside experts. The activities of production and distribution of State produced textbooks which were hitherto being carried out by the Education Department and the Printing Department of this State have been taken over by the Maharashtra State Bureau of Textbooks.

Maharashtra State Board of Secondary Education For prescribed/recommended books for standards VIII to XI, the Maharashtra State Board of Secondary Education has its own set-up along with

3 Divisional Boards, one each for Western Maharashtra, Marathwada and Vidarbha regions. The State as also the Divisional Boards maintain panels of reviewers. The books which are reviewed are processed through the Courses Committee, Academic Council and the Executive Council. The State Board accords sanction on the basis of the recommendations of all these bodies. While the textbooks for all other standards except those for the final standard have to be processed through all the above mentioned bodies, the textbooks for the final standard are processed through only the last four committees mentioned above.

Mysore

To lay down general policies with regard to nationalisation of textbooks, a High Power Committee with 11 members has been set up with Education Minister as Chairman. The other 10 members are officials nominated by the government. The production of textbooks is the responsibility of State Educational Research Bureau headed by Deputy Director of Public Instruction and assisted by a Textbook Officer. Committees are appointed on an ad hoc basis by the Director of Public Instruction to prepare the manuscripts. For each book a committee is appointed. The printing of books is partly done at the Government Textbook Press, Mysore under the charge of the Superintendent. The Chief Distribution Centre is located at Mysore with 3 divisional depots at Bangalore, Dharwar and Gulbaraga. In addition to the regional depots, 15 depots have also been established in the districts. The Superintendent Government Textbook Press is in over all charge of the distribution work.

For prescribed/recommended textbooks, the government has constituted two Textbook Committees, viz., one for Primary and Basic Schools and another for Secondary Schools.

Textbook Committee for Primary and Basic Schools This Committee has the Director of Public instruction as its Chairman and an official not below the rank of Deputy Director of Public Instruction as its Secretary. Besides these, the Committee has 15 members as detailed below :

Departmental Officers up to the level of Inspector of Schools	—	6
Heads of Primary Teachers' Training Institutions	—	4
Heads of Primary/Basic Schools	—	2
Non-official nominated members from Primary School Board	—	3

Textbook Committee for Secondary Schools The Director of Public Instruction and an official at least of the rank of Deputy Director of Public Instruction are the Chairman and the Secretary

respectively of this Committee. The other 15 members of this Committee are Vice-Chancellors of Mysore, Karnatak and Bangalore Universities, Director of Technical Education, one headmaster of a private school, four departmental officers and six non-official members, of whom three are nominated by the Board of Secondary Education.

Whenever a book is submitted for consideration the Chairman of the committee concerned appoints three reviewers and one consolidator to examine it.

The government has constituted a separate committee for price fixation of prescribed/recommended books. This Committee consists of the Director of Public Instruction, Director of Printing and Stationery, Superintendent Textbook Printing, Textbook Officer and Deputy Director of Public Instruction incharge of State Educational Research Bureau.

Textbook Corporation: This has been set up in July, 1969 for production of nationalised textbooks.

Nagaland

The Textbook Production Branch under the Directorate of Education deals with the approved textbooks and production of nationalised textbooks for classes A, B, I-VIII. The Branch is headed by a Special Officer (Textbook) who is assisted by six Language Officers, one each for Angami, Ao, Sema, Lotha, Chakhesang and Konyak dialects. A translator, a proof reader, a copyist, and a typist are provided to each Language Officer who is responsible for production of textbooks in his respective language (dialect).

The State Textbook Committee was constituted in 1967 to advise the State Education Department in the publication and approval of textbooks for use in schools. The Committee has 19 members with the Director of Education as its ex-officio Chairman and Special Officer (Textbook Production Branch) as its ex-officio Secretary. The members of the Committee are either tribal representatives or those nominated by the government. Only one meeting of the Committee was held in May 1968.

Besides the State Textbook Committee, the State has some Dialect Literature Committees, viz., Angami, Ao, Sema, Lotha, Chakhesang, Konyak, Zeliang and Kuki Literature Committees (more are likely to come up). These assist and advise the government on preparation of textbooks, vocabulary to be used, orthography, etc. in the dialect concerned. The number of members of these committees varies from committee to committee, e.g., Angami Literature Committee has 5 members, Ao Literature Committee, 14 and Kuki Literature Committee, 12. These members are gener-

ally teachers, tribal representatives, Deputy Inspectors of Schools, Sub-Inspectors of Schools, etc. In classes IX and X of high schools the books prescribed and recommended by Assam Board of Secondary Education are used.

Orissa

The Orissa Board of Primary Education was constituted in 1962 in order to advise the government in matters of primary education. The Chief Minister and the Minister of Education are the President and Vice-President of the Board respectively. The Special Officer-cum-Deputy Secretary (Education), Education Department is the ex-officio Secretary of the Board. The membership of the Board is not fixed but is decided by the government from time to time. Among the various committees constituted by the Board, the 'Press Preparation and Publication Committee' is responsible for the preparation and production of nationalised textbooks for classes I to V. The Chairman and Vice-Chairman of Press, Preparation and Publication Committee are the Chief Minister and Education Minister respectively.

In its day to day working of preparing and publication of textbooks, Press, Preparation and Publication Committee is helped by a Working Committee consisting of 8 members with Education Secretary as the Chairman and Secretary, Press, Preparation and Publication Committee as Member Convener.

The preparation of the first draft of the manuscript is done by Editorial Boards constituted by the government for each subject. Each Editorial Board consists of a maximum of four writers and four non-writers. For the printing of nationalised textbooks, the government has established one Textbook Press at Bhubaneswar. The pricing policy is determined by the government on the recommendations of the Manager of this press. For the distribution of books a central store has been established and in each district a sale centre is functioning under the charge of District Inspector of Schools/ District Social Education Organiser.

The Board of Secondary Education produces its own set of language textbooks in Oriya, Sanskrit and English for standards VI to XI. For other subjects the Board either prescribes or recommends textbooks. The President, Vice-President and Secretary of the Board are appointed by the government. The Board has ex-officio, nominated and elected members.

The Board constitutes various committees of which 'The Education Committee' and 'The Syllabus Committee' are concerned with matters relating to textbooks. The Education Committee has

Director of Public Instruction as the President. The Secretary of the Secondary Board acts as Secretary of this Committee also.

The Syllabus Committees are constituted for different subjects or groups of subjects. Each syllabus committee has a minimum of 3 and maximum of 7 members with one convener. The members are selected from among professors, lecturers of training colleges, head-masters, teachers and experts from technical departments.

The Education Committee appoints a panel of authors or compilers as and when the committee decides to prepare a book in any subject. Generally, the panel of authors or compilers is not more than five. In case scrutiny is felt necessary the Education Committee appoints a sub-committee.

Punjab

The Assistant Director of Public Instruction in the Department of Education is the officer incharge for the production of nationalised textbooks for standards I to VIII. The Deputy Controller, Printing and Stationery is responsible for printing, pricing and distribution of books.

Board of Secondary Education This Board came into existence in 1968 and still it has not started either production or approval of textbooks. As such the work is carried out by the Panjab University which prescribes and recommends textbooks for standards IX to XI. The language textbooks are produced by the University. Non-language books and books on grammar and composition are approved by the University through the process of inviting books from registered publishers. The policies and rules are laid down by the Syndicate. Though the Senate is the final authority for both prescribed and recommended books, the organisational set-up for these differ. For prescribed books in languages, the Syndicate approves them on the recommendation of Boards of Studies. The printing of books is the responsibility of the Secretary, University Publication Bureau.

For recommended books, the School Board appoints reviewers from among its members and also from outside. The final authority for approval is the Vice-Chancellor.

Rajasthan

Nationalisation Board of Textbooks The organisational set-up for the nationalised textbooks for standards I to VIII is the 'Nationalisation Board of Textbooks' set up in 1956. The Director of Education, Rajasthan is its Chairman and other members include one Deputy Secretary from the Department of Education, another Deputy Secretary from the Department of Finance, Director of Printing and Stationery, Additional Director of Education (Primary and Secondary), Principal of a Secondary Teachers' Training College and the Secretary of the Nationalisation Board of Textbooks.

Board of Secondary Education The organisation that approves textbooks for the secondary stage is the Board of Secondary Education, Ajmer. The Board either gets the language textbooks written or prescribes them. But textbooks for other subjects and grammar and composition are recommended by the Board. The Board recommends reference books also.

Tamil Nadu

The State has adopted the policy of having nationalised textbooks in language subjects (Tamil and English) for standards I to VIII. A Special Officer in the Directorate of Education has been entrusted with the task of looking after the preparation of nationalised textbooks. The Director of Stationery and Printing is responsible for getting the books printed. The price of books is fixed by the government in consultation with the Director of Stationery and Printing, Madras.

At the secondary stage (IX to XI), except language textbooks for class XI which are prepared by the Universities of Madras and Madurai, all textbooks are either departmental or approved.

A Textbooks Committee with the Director of School Education as President functions for the approval of textbooks submitted by its registered publishers. The Deputy Commissioner of Examinations is the Vice-President of this Committee. The other members of this Committee are drawn from headmasters, principals of colleges and teachers' training institutions and University professors. The membership of the Committee is not to exceed twenty five. For various languages and subjects, subcommittees are constituted whose members are appointed by the Director, School Education. In each subcommittee, at least one member of Textbook Committee is included who also acts as the Chairman. A panel of reviewers is also maintained and the Director of School Education appoints reviewers out of the panel. Usually, trained graduate teachers in different subjects are included in the panel.

A special feature in the State is that there is not only a variation among textbooks followed in different districts but also between schools in the same district. The reason is that no limit has been put to the number of approved textbooks in any subject and the selecting agency for various types of schools is also different. The agencies for different categories of schools are mentioned below :

<i>Category of Schools</i>	<i>Agency</i>
1. Elementary Schools managed by the Department of Education	District Educational Officer.
2. Schools managed by other Departments	Controlling authority of the Department in consultation with Distt. Educational Officer.

- | | |
|---|--|
| 3. Schools managed by Municipalities | Chairman of the Council in consultation with Distt. Educational Officer. |
| 4. Schools managed by Panchayat or Distt. Board | Collector in consultation with Distt. Educational Officer. |
| 5. Schools under Private Managements | School Management in consultation with the Headmaster. |

The State has recently set up a Corporation for nationalised textbooks.

Uttar Pradesh

The Department of Education takes the responsibility for the textbooks used in standards I to VIII. This includes both categories of textbooks, i.e. nationalised and approved. For looking after the production as well as approval of books a Textbook Section has been set up in the Directorate of Education. The preparation of manuscripts of nationalised textbooks is assigned to a panel of authors by the department. These authors are assisted by a panel of advisors and reviewers. For invited manuscripts the department appoints reviewers. The price fixation of textbooks is done by the department in consultation with the Superintendent, Printing and Stationery.

Board of High School and Intermediate Education The U.P. Board of High School and Intermediate Education is the authority for prescribed/recommended books for classes IX to XII. Final approval of the textbooks by the Board is processed through the Subjects Committees and the Curriculum Committee on the basis of reviews received from the reviewers.

Each book is reviewed by 3 reviewers appointed by the Chairman of the Board on the recommendations of the Subjects Committees. Approval of the prices of books rests with the Board.

West Bengal

The Directorate of Education deals with the nationalised textbooks for standards III to V in Bengali and Nepali media. For standards I and II the Directorate has approved textbooks. The Directorate also approves textbooks other than in Bengali and Nepali for standards I to V. Selection Committees are appointed by the Director of Public Instruction which scrutinize the books submitted for approval.

Board of Secondary Education Matters relating to textbooks for standards VI to XI are dealt with by the West Bengal Board of Secondary Education. The Board appoints syllabus subcommittees consisting of experts for different subjects to help its Syllabus

Committee for its own publications while reviewers are appointed for books submitted by authors or publishers. So far the Board has published textbooks in English for standards VI, VII and IX to XI. It has also produced textbooks in Bengali, Hindi, Urdu, Nepali, Arabic, Persian, Pali and Sanskrit for standards IX to XI.

Preparation and review of manuscripts, pricing and distribution of some of the textbooks are solely controlled by the Board and these books are got printed at selected private presses. Some other textbooks are got published by the selected publishers on behalf of the Board on royalty basis.

Agencies for Textbook Production in Union Territories

Except, Delhi which has its own set of nationalised textbooks, other Union Territories either approve books written by private authors and publishers or follow the textbooks of the surrounding or neighbouring States. For example, Chandigarh, Dadra and Nagar Haveli and L. M. & A. Islands are using the textbooks of Punjab, Gujarat and Kerala respectively. In Goa, Daman & Diu, the schools in Goa are following textbooks produced by Maharashtra Bureau at the primary stage while in Daman & Diu, textbooks of Gujarat are being followed. In both the cases certain modifications are introduced in order to adjust to some differences in syllabi, if any. For subjects in which books are not published by the Maharashtra Bureau, books of private publishers are prescribed. For other grades, selection of textbooks is done from the open market. In Himachal Pradesh, schools recently transferred from Punjab are following the nationalised textbooks of Punjab at the middle stage, while the government approves textbooks at the primary stage for the whole territory and at the middle stage for the former area. At the secondary stage, textbooks approved by the Punjab University are followed. From the above it will be seen that except in Delhi, the main task of the government is not production but approval of textbooks available in the market or adoption of textbooks followed in other States. The agencies for production or approval of textbooks are discussed below.

Delhi

For the production of nationalised textbooks for standards I to VIII a Textbook Branch in the Education Directorate has been set up. The Deputy Director of Textbooks and Examinations is incharge of this branch. The technical staff helping him is one Assistant Director of Textbooks, one Publication Assistant and one Artist. Since 1966 the Directorate has started adapting and adopting textbooks published by N.C.E.R.T.

For the higher secondary stage, the books for this territory are prescribed, approved or recommended by the Central Board of Secondary Education. The Board also appoints a panel of editors for compilation of language textbooks.

Goa, Daman & Diu

For the prescribed textbooks in Goa, Daman and Diu, the Director of Education sets up School Book Committees, Co-ordination Committee and Price Fixation Committee. The composition of these committees is described below :

Each *School Book Committee* has the Deputy Director of Education or any other senior officer as Chairman. The Secretary of the Committee is the Deputy Educational Inspector or an officer designated by the Director of Education. Among other four members, 2 experts (1 non-official) and 2 educationists (1 non-official) are included.

The *Co-ordination Committee* consists of the Director of Education, who acts as the President and educationist members of different School Book Committees.

The *Price Fixation Committee* has 4 members, viz., Administrator, Government Printing Press as the Chairman, Inspector of Schools and 2 proprietors of private printing presses.

Himachal Pradesh

In Himachal Pradesh, the Assistant Director (Examinations) has been entrusted with the responsibility of looking after matters relating to textbooks already prescribed by the government. However, the government has constituted Curriculum and Subject Committees to revise the syllabus in different subjects at the school stage which will have a bearing on the preparation and production of textbooks on the basis of revised syllabus. The composition of these committees is given below :

Curriculum Committee It has 21 members with the Revenue Minister as Chairman and the Assistant Director of Education (Examination) as Member-Secretary. The other members include the Director and the Deputy Director of Education, M.L.A.'s., Principals/Headmasters, one District Education Officer and one Co-ordinator. Besides, the conveners of each Subject Committee are co-opted members of the Curriculum Committee.

Subject Committees Subject Committees have been formed for various school subjects. The Director of Education nominates the personnel of each Subject Committee which consists of 5 to 7 members, keeping in view the following criteria.

Convener — An expert in the subject.

Members — Principal of a higher secondary school, Headmaster/Headmistress of a high school, Headmaster/Headmistress of a middle school, two teachers from middle/high/higher secondary Schools well conversant with the teaching of the subject. A subject expert to be co-opted by the convener at his discretion.

Manipur

In Manipur, the Department of Education which prescribes textbooks up to standard VIII, has constituted subcommittees for each subject. Each subcommittee consists of 5 members with the Director or Dy. Director of Education as Chairman. The Secretary who is an official of the department is common to all the subcommittees. The other three members are drawn from principals/headmasters, personnel from Teacher Training Institution/Degree Colleges and Inspectors/Supervisors of the Department. Function of these subcommittees is to review books submitted for approval.

A separate subcommittee has been formed for Bengali medium textbooks. Inspector of Schools for Bengali, Dy. Inspector of Schools (Literary) and Headmaster Bengali High School are included in this subcommittee. At the secondary stage textbooks prescribed by the Board of Secondary Education, Assam are used in the Union Territory.

Pondicherry

The Director of Public Instruction appoints subject experts for each book to be reviewed. Textbooks are adopted from Tamil Nadu, Andhra Pradesh and Kerala for Pondicherry and Karaikal, Yanam and Mahe respectively.

NEFA

The Textbook Selection Committee comprising the Director of Education and a Board of Officers approves the textbooks. There are 3 to 8 members of this Committee who continue in office for about 3 years. Appointments to this Committee are done by the Director of Education in consultation with NEFA Administration. Following are the functions of the Textbook Selection Committee:

- (1) Invite books for consideration;
- (2) Study and scrutinise books received;
- (3) Arrange for review of such books; and
- (4) Prepare a list of approved textbooks.

The Textbooks Production Branch headed by Assistant Director (Literature) was created in the Directorate of Education to produce

textbooks in local dialects in 1955. But the production and use of dialect textbooks has been suspended since 1966. In the present set-up, the Inspector of Schools (Textbooks) is taking care of this Branch. Its functions are :

- (i) Maintenance of list of approved books.
- (ii) Obtaining financial sanction from the government for the purchase of textbooks for the Agency for distribution to school pupils and allocating the funds to districts as per their requirements.
- (iii) Procurement, production and free distribution of emotional integration literature to students and neo-literates.
- (iv) Selection and procurement of books for school libraries.

Tripura

For approving the textbooks at the primary stage, the Education Department has set up a Textbook Committee. Departmental Officers, headmasters/principals of high/higher secondary schools and lecturers of colleges and teacher training institutes are associated with this Committee. At the middle and secondary stages the textbooks prescribed by the West Bengal Board of Secondary Education are being followed. The Lushai speaking area of Tripura has adopted books prescribed in Assam

In the Union Territories of Andaman and Nicobar Islands, Chandigarh and L.M. & A. Islands the pattern followed in Delhi and Central Board of Secondary Education, Punjab and Kerala respectively is followed.

Nationalisation of Textbooks

Even before the States started producing textbooks in a big way they had been participating in some form or the other in the production of textbooks at the school stage. While the Department itself produced textbooks which were called departmental textbooks, agencies like Boards of Secondary Education or the Universities, which controlled the school education, particularly at the secondary stage, produced some textbooks. For taking control of the production of textbooks, either partially or completely, at various school stages, the States advanced several reasons as given below :

- (i) To improve the quality of content as well as format of the textbooks.
- (ii) To reflect the national objectives like democratic spirit, communal harmony, national integration, etc. in the textbooks.
- (iii) To keep the prices within reasonable limits.
- (iv) To ensure quick and efficient distribution.

Towards this end, all States in the country have started producing and distributing textbooks either directly through the Department of Education, or through some statutory, corporate or autonomous bodies registered under the Societies Registration Act. This process of direct control on the production and distribution of textbooks has come to be known as nationalisation which will be discussed in subsequent pages. In addition the production of books undertaken directly by the Boards of Secondary Education or the Universities at the secondary stage will also be considered under the over all heading of nationalisation.

The nationalisation of school textbooks was initiated by Uttar Pradesh in 1942 when a decision was taken to have nationalised textbooks at the primary stage in 1942-43. But it was only in November 1948 that steps were taken to appoint a Special Officer Textbooks. During the same year, i.e. 1948, both Jammu & Kashmir and West

Bengal nationalised their school textbooks up to middle and primary stages respectively. It may be observed that textbooks have now been nationalised in all States in one form or the other, the last to take a decision on the nationalisation being Gujarat in the year 1969. The following chart provides information regarding the year in which nationalisation of textbooks was introduced in various States.

<i>Year of Nationalisation</i>	<i>Name of the State</i>
1942	Uttar Pradesh
1948	Jammu & Kashmir and West Bengal
1950	Bihar
1951	Kerala
1952	Haryana and Punjab
1953	Madhya Pradesh
1955	Rajasthan
1958	Andhra Pradesh and Mysore
1960	Tamil Nadu
1962	Nagaland
1963	Assam and Orissa
1968	Maharashtra
1969	Gujarat

Nationalisation started as a phased programme in all the States. As mentioned earlier even the agencies producing nationalised textbooks are different in each State, e.g., State Education Directorate, State Institute of Education, special bureau set up for the purpose, Textbook Corporation. Even the years in which the nationalisation programmes started differ from State to State. There is variation in the policies, procedures and the extent of nationalisation from State to State. Apart from these there are also other agencies referred to earlier (Secondary Boards of Education and the Universities) which produce and prescribe textbooks for some school stages of education. Hence for the purpose of this survey the definition of nationalised textbooks is taken as the books produced either by (i) the nationalisation agency, (ii) the department, (iii) the Board of Secondary Education or Examination and the University. Keeping these things in view it is worthwhile to examine the process and the extent of nationalisation in each State as also the extent of fulfilment of the four objectives mentioned above.

Process of Nationalisation

Andhra Pradesh

There is only one agency for production of nationalised textbooks for all the school stages. This agency shoulders all the responsibilities right from preparation of manuscript through screening, printing pricing and distribution.

Assam

The State has nationalised textbooks, departmental ones, as also those prescribed by the Assam Board of Secondary Education. The nationalising agency takes the responsibility of preparing manuscripts and pricing while there is a separate committee for reviewing these manuscripts. Private presses are deployed for printing and there is no agency of its own for distribution of these nationalised textbooks.

Bihar

There are nationalised textbooks for all classes in almost all subjects as well as for some tribal languages for some classes only in the latter case. The Textbook Corporation gets the manuscripts written, invites manuscripts and adopts and adapts N.C.E.R.T. books. While there is a separate committee of reviewers for invited manuscripts, for the manuscripts prepared by the panel the Chairman of the committee and the Academic Registrar act as reviewers. While the books are got printed by private presses, pricing is done by the department. The Corporation has no arrangement of its own for distributing books.

Gujarat

Hitherto there were departmental and Board's books. From 1970 nationalised textbooks for standard V will be produced. For this the nationalisation agency both invites manuscripts and gets the manuscripts written by committees or panels of authors. Only pricing is done by the nationalisation agency while the books are got printed in private presses.

Haryana

There are nationalised books as well as those prescribed by the Panjab University. For the nationalised books the manuscripts are got prepared by authors, reviewed by reviewers, printed both in government and private presses, priced and distributed through the same agency.

Jammu & Kashmir

For nationalised textbooks the manuscripts are invited, reviewed by reviewers, got printed by publishers, priced and distributed through the State agency.

Kerala

Only nationalised books are in use for all subjects in all standards except non-detailed textbooks in languages. The manuscripts are got prepared and reviewed by the nationalising agency. It is also responsible for printing (mostly), pricing and distribution.

Madhya Pradesh

Textbooks are partly nationalised and some language textbooks are prescribed by the Board of Secondary Education. The nationalising agency undertakes the responsibility of getting the manuscripts prepared and reviewed, and of pricing and distribution. Printing is entrusted to private presses.

Maharashtra

All the three categories, viz., nationalised, departmental and Board books are available in various school stages. Regarding the nationalised textbooks the agency gets the manuscripts prepared as also invites the same, they are reviewed and part of the printing is done by the agency. In addition to pricing the agency has its own arrangements for distribution.

Mysore

Both nationalised and departmental textbooks are in use in the State. The manuscripts for the nationalised textbooks are prepared by a panel of authors, screened/reviewed by a committee, printed partly in government press and partly in private presses, priced and distributed by the same agency.

Nagaland

Up to middle stage textbooks are nationalised while for high schools the books prescribed by the Assam Board of Secondary Education are used. The nationalising agency not only gets the manuscripts prepared but also invites the same and gets them reviewed and printed in private presses. The same agency fixes the price and is responsible for distribution of books.

Orissa

Nationalised textbooks as well as those prescribed by the Board of Secondary Education are in use. The manuscripts for the nationalised textbooks are got prepared by the nationalising agency, reviewed, partly printed in their own press, priced and distributed through their own agency.

Punjab

There are nationalised textbooks as also those prescribed by Panjab University. For the nationalised books the manuscripts are prepared by authors, reviewed, printed partly in government press, priced and distributed through the nationalising agency.

Rajasthan

There are only nationalised textbooks and those produced by the Board of Secondary Education. For the nationalised textbooks the manuscripts are prepared by authors, reviewed, got printed from

outside presses, priced and distributed through the nationalising agency.

Tamil Nadu

The State has all the three categories of textbooks, viz., nationalised, departmental and those prescribed by the Madras and Madurai Universities. For nationalised textbooks the manuscripts are got written from commissioned authors, reviewed, printed and priced by the nationalising agency. However, distribution is entrusted to private booksellers.

Uttar Pradesh

While there are nationalised textbooks up to the junior high school, at the secondary stage textbooks in languages are prescribed by the Board of High School and Intermediate Education, Uttar Pradesh. Both systems of getting manuscripts written as well as inviting of manuscripts prevail which are reviewed and approved. Only the cover pages are printed in the government press. The price of the books is fixed by the Government but the distribution is entrusted to private publishers.

West Bengal

Both nationalised and Board textbooks are in use. For the nationalised textbooks the manuscripts are got written, reviewed, priced and distributed by the nationalising agency while printing is done by private presses.

Amongst the Union Territories except Delhi no Territory has nationalised textbooks of its own. Either the textbooks of neighbouring States are being followed or the textbooks are got approved. At the secondary stage they follow the textbooks prescribed by either the Boards of Secondary Education or the Universities to which they are affiliated for conducting examinations. In Delhi while the textbooks of NCERT are being adopted/adapted for classes I to VIII, at the higher secondary stage textbooks prescribed by Central Board of Secondary Education are followed. In Andaman and Nicobar Islands while the same textbooks as for Delhi are followed up to middle stage, at the secondary stage textbooks prescribed by Central Board of Secondary Education are followed. Since the pockets of the Union Territory of Pondicherry are scattered around the States of Andhra Pradesh, Kerala and Tamil Nadu, the textbooks of these States are being followed in the territories adjoining these States.

Extent of nationalisation

The actual process of nationalisation has not been uniform in all the States. Since each State has adopted her own policy in the matter

of textbooks they have been nationalised neither in all subjects, nor for all standards, nor by the same agency. It is observed that Andhra Pradesh is the only State which has nationalised textbooks in all subjects for all school stages while Kerala has nationalised all textbooks in all subjects for all school stages except the non-detailed textbooks in languages. On the other extreme is Gujarat which has nationalised textbooks (from 1970 academic session) for class V only although there are departmental books for earlier classes in this State. Similarly, in West Bengal while the nationalised textbooks are available for classes III to V, for earlier classes the books are not nationalised. In Tamil Nadu although the nationalised textbooks are available from class I, this is confined to language textbooks in Tamil and English only. In other States, however, nationalised textbooks are available from the beginning of the school stage although textbooks in some subjects for some classes may not be those produced by the nationalising agency but may be departmental or at a later stage prescribed by the Board of Secondary Education or University. Table 4.2 provides an overview of the extent of nationalisation of textbooks in the country.

Price pattern

It is observed from Table 4.3 that the prices of the nationalised textbooks are fairly low at the primary stage. The reasons are not far to seek: Since only one textbook is to be read by all pupils in a particular class throughout the State the production is on a large scale and consequently the cost of production is low. Added to this in most of the States gift paper is being used which otherwise would have covered more than 50% of the cost of production of the textbooks. Over and above all these the profit motive which is mainly responsible for higher cost of approved or recommended books is not there. When the gift paper is exhausted it is expected that the prices of the nationalised textbooks may go up. To meet such a situation the first conference of the Textbook Officers which met in January 1970 recommended setting up of some paper mills in the public sector which should specialise in the production of paper for school textbooks besides establishing a Central Co-ordinating Agency to plan, co-ordinate and assist the State Textbook Agencies in the matter of timely procurement of paper at a reasonable cost.

**TABLE 4.1 PROCESS OF NATIONALISATION OF TEXTBOOKS
(A SUMMARY)**

<i>States</i>	<i>Process of nationalisation</i>
(1)	(2)
Andhra Pradesh	Preparation of manuscript, review, printing, pricing and distribution by the nationalising agency.
Assam	Preparation of manuscript and pricing by nationalising agency; separate committee for review; printing at private presses; distribution by private book-sellers.
Bihar	Both inviting manuscripts as well as getting the manuscripts written from a panel or committee of authors; for invited manuscripts—separate review; for the manuscripts written by the panel—review by the chairman of that panel and the Academic Registrar of the nationalising agency; pricing by the Department; printing and distribution by private publishers.
Gujarat	Both inviting manuscripts as well as getting the manuscripts written by a panel or committee of authors and pricing by the nationalising agency; printing at private presses.
Haryana	Manuscripts got prepared from authors, review, pricing, distribution by the nationalising agency; printing both in government and private presses.
Jammu & Kashmir	Inviting manuscripts, review, pricing and distribution by the nationalising agency; printing from private publishers.
Kerala	Preparation of manuscripts, review, printing at government presses (mostly), pricing, distribution by the nationalising agency.
Madhya Pradesh	Preparation of manuscripts, review, pricing and distribution by the nationalising agency; printing at private presses.
Maharashtra	Both getting the manuscripts written as well as inviting manuscripts, review, printing (partly),

(1)	(2)
	pricing and distribution by the nationalising agency.
Mysore	Getting the manuscripts written, screening, printing (partly), pricing, distribution by the nationalising agency.
Nagaland	Getting the manuscripts written and also invited, review, pricing, distribution by the nationalising agency; printing at private presses.
Orissa	Getting the manuscripts prepared, review, printing (partly), pricing, distribution by the nationalising agency.
Punjab	Getting the manuscripts prepared from authors, review, printing (partly), pricing, distribution by the nationalising agency.
Rajasthan	Getting the manuscripts prepared from authors, review, pricing, distribution by the nationalising agency; printing at private presses.
Tamil Nadu	Getting the manuscripts prepared from authors, review, printing, pricing by the nationalising agency; distribution by private publishers.
Uttar Pradesh	Getting the manuscripts prepared from authors and also invited sometimes, review, cover printing, pricing by the nationalising agency; distribution by private publishers.
West Bengal	Getting the manuscripts written, review, pricing, distribution by the nationalising agency; printing at private presses.

TABLE 4.2 EXTENT OF NATIONALISED, DEPARTMENTAL, BOARD OF SECONDARY EDUCATION OR UNIVERSITY, PRODUCED TEXTBOOKS

Sr. No.	States/Union Territories	Whether nationalised/departmen- tal/Board/ University	Standards for which nationalised/ published by Department/Board/ University	Subjects for which nationalised/published by Department/Board/University
(1)	(2)	(3)	(4)	(5)
1.	Andhra Pradesh	Nationalised	I to X	All textbooks in all subjects.
2.	Assam	Nationalised	I to XI	1. In all 54 textbooks for various subjects in Assamese, Bengali, Manipuri, Bodo, Khasi and English media. These are: Assamese up to class III, English for V and VI, Bengali for IX-X/XI; Mathematics up to VIII, General Knowledge including Nature Study & Hygiene up to VI; History up to III; Geography for V and VI (in Khasi only).
		Departmental	V-VI IX-X/XI	2. (a) Detailed Assamese textbooks (V-VI). (b) Some textbooks in Assamese medium for secondary classes including one Sanskrit Textbook for classes IX & X.
		Board of Secondary Education	IX-X/XI	3. Language textbooks in Assamese, Bengali, Manipuri and English.

(1)	(2)	(3)	(4)	(5)
3. Bihar	Nationalised		I to XI	(1) Hindi textbooks for classes I to VI and one each for VIII to XI. (2) Urdu for classes X & XI. (3) Tribal languages (Khari, Orav, Ho) for classes I to III, Santhali (I to III and for IX to XI). (4) Some textbooks in English for class VII. (5) All Arithmetic/Mathematics books (I to VII) and some for classes VIII & IX. (6) Social Studies (III to V and VIII to XI). (7) History for classes VIII to XI, Geography for VIII and IX, General Science for VIII & IX, Economics for X & XI. (8) Physics, Chemistry and Biology for classes VIII & IX.
4. Gujarat	Nationalised Departmental S.S.C. Examination Board		V I to IV V to VII VIII to XI XI	1. All subjects from 1970. 2. (i) Gujarati language (I to IV). (ii) English optional (V to VII). (iii) Agriculture and Commerce. (VIII to XI). 3. Language selections in Gujarati, Urdu, Sindhi (higher level) and Hindi, English (lower level).
5. Haryana	Nationalised Panjab University		I to VIII IX to XI	1. All subjects. 2. Anthologies in Hindi, Punjabi, English and Sanskrit.

(1)	(2)	(3)	(4)	(5)
6. Jammu & Kashmir	Nationalised	I to VIII	1. Urdu, Hindi, Kashmiri, Dogri (Hindi and Urdu), Bodhi, Punjabi, Agriculture, General Science, Social Studies and Arithmetic, Geometry, Domestic Science, Drawing and Art, Persian, Arabic and Sanskrit.	
	Board of Secondary Education	IX-X/XI	2. Board of Secondary Education which works under the trusteeship of the University prescribes all language textbooks.	
7. Kerala	Nationalised	I to X	All subjects except non-detailed language textbooks from class V onwards.	
8. Madhya Pradesh	Nationalised	I to VIII	Hindi for classes I to VIII, Marathi for I to IV, Arithmetic both in Hindi and Marathi medium for III to V, Science for VI to VIII, Social Studies in Hindi medium for III to VIII.	
9. Maharashtra	Nationalised	I	1. Textbooks in Marathi, English, Hindi, Gujarati, Urdu, Kannada and Sindhi (Devnagri and Arabic).	
	Departmental	II to IV V to X IV to VII VIII to XI	2. Marathi language (II to IV), English language (V to X), Geography and Arithmetic (IV to VII), Agriculture and Commerce (VIII to XI).	
	Secondary School Certificate Examination Board	XI	3. Selections in Marathi, Gujarati, Urdu, Sindhi (higher and lower level), English (lower level) and Sanskrit.	

(1)	(2)	(3)	(4)	(5)
10. Mysore	Nationalised	I to X	1. Confined to language textbooks and textbooks in core subjects up to the end of primary stage. For VIII and IX classes one of the non-detailed texts in the language and one of the two prescribed textbooks for the composite courses in Kannada, Sanskrit, Persian, Arabic and Hindi. For X class the detailed textbooks in languages.	
	Departmental	VIII to X	2. One textbook in Persian and two in composite course.	
11. Nagaland	Nationalised	A to III	1. Language textbooks in six local dialects (Angami, Ao, Sema, Lotha, Chakhesang and Konyak) and on Arithmetic in these dialects.	
	Departmental	VII-VIII	2. Three supplementary readers in three dialects (Angami, Ao and Lotha) for class VII and two readers in Angami and Ao for VII and VIII.	
	Board of Secondary Education, Assam	IX-X/XI	3. Textbooks in languages.	
12. Orissa	Nationalised	I to V	1. Oriya, English, Arithmetic, Social Studies and General Science.	
	Board of Secondary Education	VI to XI	2. (i) Oriya (VI, VII, IX to XI). (ii) English (VI to XI). (iii) Sanskrit (IX to XI).	

(1)	(2)	(3)	(4)	(5)
13. Punjab	Nationalised Panjab University	I to VIII IX to XI		1. All subjects. 2. As in Haryana.
14. Rajasthan	Nationalised Board of Secondary Education	I to VIII IX-X/XI		1. (i) Hindi (I to VIII), (ii) Arithmetic, Social Studies and General Science (III to VIII), (iii) Geography, Commerce, Music, Domestic Science, Urdu and Drawing (VI to VIII), (iv) Sanskrit (VI and VII). 2. 15 textbooks in Hindi, English, General Science, Music, Sanskrit and Home Science.
15. Tamil Nadu	Nationalised Departmental Madras and Madurai Universities	I to VIII VIII/X-XI XI		1. Confined only to language textbooks both in Tamil and English for all classes up to the end of upper primary stage. 2. (i) English (VIII). (ii) Elective Biology (X and XI) in Tamil. (iii) Elective Geography (XI) in Tamil. (iv) Elective Sanskrit (XI). 3. Textbooks published by Madras and Madurai Universities for Tamil, Urdu, Telugu, Malayalam, Kannada and English.
16. Uttar Pradesh	Nationalised	I to VIII		1. (i) Hindi, Mathematics, Social Studies, Agriculture and General Science for primary stage.

(1)	(2)	(3)	(4)	(5)
		Board of High School and Intermediate Education	IX to XII	(ii) Some textbooks for the Junior High Schools in Hindi, Mathematics and Agriculture. 2. Textbooks in languages are prescribed.
17.	West Bengal	Nationalised	III to V	1. All for classes III to V for Bengali speaking pupils and some for Nepali speaking pupils (Nepali language, Geography and Natural Science, Arithmetic). 2. (i) English, Pali, Bengali and Sanskrit for classes IX to XI. (ii) English for classes VI and VII.
		Board of Secondary Education	VI to XI	
18.	Delhi	Nationalised Central Board of Secondary Education	I to VIII IX to XI	1. All textbooks in all subjects. 2. Textbooks in languages.

TABLE 4.3 PRICES OF NATIONALISED/DEPARTMENTAL TEXTBOOKS FOR STANDARDS I TO V

Sr. No.	States/Union Territories	Regional Language					Arithmetic					Social Studies/ Geography		
		I	II	III	IV	V	I	II	III	IV	V	III	IV	V
1.	Andhra Pradesh	0.50	0.75	0.75	0.75	0.75	—	—	0.90	1.10	1.40	—	1.00	1.15
2.	Assam	0.62	—	—	—	—	0.37	0.87	—	1.00	—	—	—	
3.	Bihar	0.60 } 0.65 }	1.00	1.35	1.50	1.60	0.40	0.50	0.75	0.85	1.37	1.50	1.65	1.80
4.	Gujarat	0.25	0.30	0.65	1.20	—	—	—	—	—	—	—	—	—
5.	Haryana	0.35 } 0.35 }	0.45	0.45	0.65	0.45	—	0.50	0.75	0.80	0.70	0.90	1.00	0.95
6.	Jammu & Kashmir**	0.30	0.25	0.30	0.30	0.40	—	—	0.30	0.30	0.30	0.40	0.40	0.60
7.	Kerala	0.60	0.65	0.75	0.80	0.85	—	—	—	—	1.00	—	—	1.00
8.	Madhya Pradesh	0.30	0.50	0.62	0.81	0.75	—	—	0.37	0.45	0.50	1.15	1.30	1.60
9.	Maharashtra	0.90	0.60	0.80	1.05	—	—	—	—	0.90	1.10	—	1.10	1.35
10.	Mysore	0.50	0.70	0.70	0.80	0.85	—	—	0.95	1.10	1.00	0.75	1.10	0.80
11.	Nagaland	0.25	*	*	*	0.75	*	*	*	*	0.80	—	—	—
12.	Orissa	0.85 } 0.65 }	0.85	0.95	1.05	1.05	—	0.85	0.95	1.05	1.10	1.95†	1.05	1.10
13.	Punjab	0.35 } 0.25 }	0.30	0.50	0.30	1.15	—	0.60	0.55	0.70	0.70	0.90	0.85	0.65
14.	Rajasthan	0.60	0.70	0.90	1.00	1.40	—	—	0.90	1.00	1.15	0.60	0.90	0.90

	I	II	III	IV	V	I	II	III	IV	V	III	IV	V
15. Tamil Nadu	0.35	0.40	0.45	0.55	0.66	—	—	—	—	—	—	—	—
16. Uttar Pradesh	0.60	} 0.77	0.89	0.89	0.66	—	0.84	0.84	0.94	0.94	—	—	—
	0.42£												
17. West Bengal	—	—	0.40	0.45	0.50	—	—	0.30	0.30	0.35	—	—	0.40\$
18. Delhi	1.00	} 1.00	1.35	1.40	1.40	—	1.25	1.60	1.20	1.25	1.20	1.65	1.40
	0.65												

N.B. Prices are supplied of the textbooks which are in the respective regional languages of the State/Union Territory.

* These textbooks were published before 1966 and no price is fixed for them.

** Prices of textbooks which are in Urdu are supplied.

£ One of the textbooks includes Arithmetic.

‡ Includes General Science also.

§ Includes Geography also.

Sr. No.	States/Union Territories	General Science/ Nature Study			English			Hindi	Others		
		III	IV	V	III	IV	V	V	III	IV	V
1.	Andhra Pradesh	—	0.70	1.00 [†]	—	0.75	N.A.	1.25	—	—	—
2.	Assam	—	0.60	0.62 [†]	—	—	—	—	—	—	0.85 (History)
3.	Bihar	—	—	—	—	—	—	—	—	—	—
4.	Gujarat	—	—	—	—	—	—	—	—	—	—
5.	Haryana	0.70	1.25	0.90	—	—	—	—	—	—	—
6.	Jammu & Kashmir**	—	0.25	0.80 [†]	—	—	—	—	—	—	—
7.	Kerala	—	—	0.65 [†]	—	0.40	0.85	0.40	—	—	—
8.	Madhya Pradesh	—	—	—	—	—	—	—	—	—	—
9.	Maharashtra	—	—	—	—	—	1.10	—	—	—	—
10.	Mysore	0.80	0.90	0.75	—	—	0.60	—	—	—	—
11.	Nagaland	—	—	—	—	—	—	—	—	—	—
12.	Orissa	—	1.05	1.10 [†]	—	0.85	1.05	—	—	—	—
13.	Punjab	0.60	0.75	0.90 [†]	—	—	—	—	—	—	—
14.	Rajasthan	0.50	0.75	0.80 [†]	—	—	—	—	—	—	—
15.	Tamil Nadu	—	—	—	—	0.50	0.55	—	—	—	—
16.	Uttar Pradesh	0.44	0.48	0.64 [†]	—	—	—	—	0.44	0.48	0.64 (Agriculture and Science)
17.	West Bengal	0.30 [‡]	0.40	0.40 [†]	0.30	0.35	0.40	—	0.40	0.40	0.40 (History)
18.	Delhi	—	—	—	—	—	—	—	—	—	—

N.B. Prices are supplied of the textbooks which are in the respective regional language of the State/Union Territory.

[†] Includes General Science also.

** Prices of Textbooks which are in Urdu are supplied

CHAPTER V

Preparation and Review

There are various stages through which a textbook has to pass before it is handed over to pupils as a finished product. These stages are preparation, review and editing of manuscript, printing and distribution. In this chapter the procedure for preparation, review and editing of manuscript is discussed. Each State and Union Territory has evolved a procedure for approval of books published by private publishers and also for State preparation of textbook material. The procedures for preparation and review of manuscript/book are discussed separately for State produced (nationalised) and approved textbooks.

(A) Nationalised Textbooks

Generally, three procedures are followed for the preparation of manuscripts, viz., appointing a panel or committee of authors, commissioning of individual authors, and inviting manuscripts from authors or publishers. In Andhra Pradesh, Assam, Gujarat, Kerala, Madhya Pradesh, Mysore and Orissa the first procedure is followed and in Tamil Nadu individual authors are commissioned to write books. Jammu and Kashmir, Rajasthan and West Bengal are following the last one. In Bihar and Maharashtra manuscripts are either invited or written by panels/committees of authors. Regarding textbooks for secondary schools the West Bengal Board of Secondary Education usually follows the second method. Of course, the manuscripts are finally recommended by respective Expert Committees before these are approved. In Orissa both the first and the third procedures are followed.

In Haryana, Punjab and Uttar Pradesh manuscripts are either invited from authors/publishers or authors are commissioned for writing these. The Governments of Jammu & Kashmir, Maharashtra and Rajasthan have provision for commissioning authors in case suitable manuscripts are not received.

Manuscripts thus received are reviewed by reviewers. In Kerala, Mysore, Orissa, Rajasthan and Tamil Nadu there are committees of reviewers while in Bihar, the convener of the panel of authors does the first scrutiny of the manuscript. In Bihar, for adaptation of books published by NCERT the State Government has set up an Adaptation Committee.

Manuscripts received by the Board of Secondary Education, Orissa from authors and publishers are reviewed by the reviewers as well as by the Syllabus Committee of the respective subject.

The procedures for preparation and review of manuscripts in different States are discussed in the succeeding paragraphs.

Andhra Pradesh

A Committee consisting of writers, editors and artists is constituted for each subject. Generally, the writers are selected from amongst experienced school teachers and editors from amongst experienced college teachers. One of the editors is usually appointed the Chairman of the Committee. The Chairman scrutinises the manuscript and finalises the same.

Assam

The Board of Textbook Production and Research appoints subcommittees of writers with one convener. The writers are drawn from experienced school and college teachers and teachers of training colleges. The manuscripts prepared by this subcommittee are scrutinised by three independent reviewers. The manuscripts are referred back to the writers if any modifications are required. The final approval of the manuscript is done by the Board on the recommendations of reviewers.

The Board of Secondary Education has published 11 detailed language textbooks (collections) for high and higher secondary classes. There is a Committee for each language subject. The members of the Committee are generally, school and college teachers, university professors or departmental experts. The Board supplies a copy of the syllabus to the Committee along with the general suggestions regarding the type of content to be included in the book. The Committee, then selects and annotates writings of different authors, prepares exercises for each lesson and also hints for teachers wherever necessary. At times, hints for teachers are prepared by the publishers under the guidance of the Board. Manuscripts thus prepared are screened by experts, if necessary. The final manuscript is submitted to the Board for printing.

Bihar

Three procedures are in vogue for the preparation of manuscripts :

- (i) adopting or adapting textbooks produced by the NCERT;
- (ii) appointing panels; and
- (iii) inviting manuscripts.

(i) In the first procedure a Committee of experts is appointed to study the books keeping in view the local need. Its suggestions are sent to NCERT for comments. The Committee again considers these comments and finally passes on the book for approval to the Education Department with due modifications wherever necessary. The NCERT is also approached to give the copyright to the Textbook Corporation.

(ii) In the second procedure a panel of authors with one convener is appointed by the Department. The minimum qualification laid down for the author is a bachelor's degree with ten years of teaching experience. The first scrutiny of the manuscript is done by the convener of the panel. In the second stage the manuscript is examined by the Academic Registrar of the Textbook Corporation and sent for approval to the Director of Public Instruction.

(iii) The third procedure relates to inviting manuscripts from authors or publishers. The manuscripts are invited and sent to a panel of reviewers. Any modifications suggested by reviewers are to be carried out by the authors. The selected manuscripts are then examined by the Academic Registrar of the Textbooks Corporation before being sent to the Director of Public Instruction for final approval.

Gujarat

Language textbooks for class XI are published by the S.S.C. Board, Gujarat. These books are compiled by Committees of language experts or experienced teachers. The Committee submits the final manuscript to the Board for printing.

The Department of Education, Gujarat has also published books in Gujarati language (I-IV), English (Optional) (V-VII), Agriculture (VIII-XI) and Commerce (VIII-XI). The preparation of manuscripts is undertaken by Committees appointed by the Department. The members of these Committees are invariably subject experts or experienced teachers who undertake the job of writing of manuscripts and editing also. The final manuscript is submitted to the Department for its approval.

Haryana

As the nationalised textbooks of the erstwhile State of Punjab are being followed in Haryana, the procedure of the former Punjab State is presented here. Authors are commissioned to write books on behalf of the Directorate of Education. The books are then

reviewed by the reviewers appointed by the Director of Public Instruction who gives the final approval. Copyright of the books purchased on royalty basis rests with the Government as long as these are in use.

Textbooks in four languages (Hindi, Punjabi, English and Sanskrit) for classes IX, X and XI are published by the Publication Bureau of the Panjab University, Chandigarh. The Board of Studies of the subject recommends a compiler or a group of compilers for each book. The synopsis of the book is prepared by the compiler and is submitted to the convener of the Board of Studies concerned. The compiler submits the manuscript of the book only if the synopsis is approved by the convener.

Jammu & Kashmir

The Department of Textbook Publication invites manuscripts or printed books from authors in all the subjects for classes I to VIII. The manuscripts may be handwritten or typed. The Textbook Advisory Board appoints reviewers who are subject specialists with considerable experience of teaching in schools, colleges, or training institutions. They review manuscripts on the criteria enumerated by the Department. The best manuscript is got revised before being accepted for printing. The final approval rests with the Department.

The University of Jammu & Kashmir appoints one or two editors for each language book to edit the book under the supervision of a supervisor to be appointed by the Syndicate of the University. The books are edited by these editors in conformity with the syllabus under the guidance of the supervisor who is also the reviewer. Any modifications recommended by him are carried out by the editors.

Kerala

Textbook Committees are appointed by the Government for individual subjects. The manuscript for each standard is prepared by an individual member of the Committee or by a subcommittee formed from among the members of the Committee. The Committee members are given some guidelines on which they can prepare the manuscript before giving it for evaluation. The guidelines pertain to the philosophy of the book, content matter, organisation and presentation of reading material, style of writing, study helps and exercises.

For each subject Review Committees are appointed by the Government, which have to evaluate the books on certain criteria laid down by the Department. Manuscripts are referred back to the Textbook Committee if any changes are suggested by the Review Committee. The final approval is given by the Department.

The State Institute of Education is responsible for preparation of manuscripts of nationalised textbooks. The staff of the Institute includes Textbook Research Officers who associate themselves with the task right from the beginning till finalization of the manuscript. The Institute maintains panels of writers; assists the Government in the formation of Textbook Committees; associates its staff with the Textbook Committees as coordinators, organisers, conveners or even as members; holds authors' workshops; issues necessary guidelines to writers and reviewers; and tries out the textbooks wherever necessary.

Madhya Pradesh

Majority of the nationalised textbooks currently in use were produced before the reorganisation of the State. After reorganisation, nationalised textbooks in Social Studies for classes III to VIII were prepared by authors appointed by the Department of Education. A recent development has been the creation of a 'Corporation of Textbook Production and Education Research' in 1968. Its main function is to advise the State Government on all matters relating to the preparation and distribution of textbooks and implementation of schemes and programmes pertaining to curricula and syllabi and research in that regard. To begin with, it proposes to undertake the production of textbooks for classes I to VIII.

Maharashtra

The Maharashtra Bureau of Textbook Production and Curriculum Research has set up 11 Language/Subject Committees for the preparation of textbooks. Manuscripts are invited, scrutinised and ranked according to the prescribed criteria. The best three are purchased by the Bureau for publication.

In non-language subjects, the original manuscripts prepared in Marathi are translated into other languages. For this purpose one translator and two scrutinisers are appointed for each version. One of the scrutinisers is a language expert and another an expert in the subject. Some guidelines are given to the translator. The translation is not supposed to be literal but the translator is expected to give special attention to the niceties and peculiarities of the language. The translator is given the liberty of expression but not of transgressing the limits of the prescribed content in the subject. The scrutinisers review the translation independently and finalise the same with comments and suggestions to the translator in joint consultation. The translated text is thus finalised and submitted to the Bureau. The final decision about the acceptance of the textbook rests with the Director of the Bureau.

Mysore

The State Educational Research Bureau and Textbook Committee maintains a list of persons experienced in textbook writing. Out of this list a Production Committee of 3 to 6 members is appointed whenever a book is to be produced. The appointment is done by the Director of Public Instruction to whom a panel of names is sent. An artist is also attached to each Committee. Each member of the Committee is entrusted with the task of writing a chapter of the textbook. The distribution of the topics is done by the Chairman of the Committee who also assigns some topics to himself. The entire manuscript is discussed in the final sitting of the Committee and is consolidated. A Scrutiny Committee is appointed to review the consolidated manuscript. The suggestions of the Scrutiny Committee are incorporated in the joint sitting of Production and Scrutiny Committees and the manuscript in the final form is passed on to the Bureau for approval. Recently a separate Directorate of Textbooks has been set up for the production of nationalised textbooks.

Nagaland

Language textbooks for standards A and B are written by officers in the Textbook Branch. For higher standards some of the pieces are written by Language Officers while others are collected from books on languages other than Naga dialects. These pieces are then translated into local dialects. Manuscripts of other subjects (at present in Arithmetic only) are prepared in English in the Textbook Production Branch and then translated into local dialects.

A public notification is also issued to invite manuscripts from local authors. Authors are required to submit 2 copies of typed manuscripts of every book to the Special Officer of the Textbook Production Branch. Manuscripts are then reviewed by a panel of experts appointed by the State Textbook Committee. The reviewers are generally teachers, headmasters (both working as well as retired) or persons otherwise suitable. All the manuscripts are required to be approved by the Director of Education before they are sent for printing.

Orissa

Editorial Boards are constituted for different subjects in which textbooks are to be produced. Each Editorial Board consists of writers and non-writers, not exceeding 4 in number. The Working Committee of the Press, Preparation and Publication Committee recommends a panel of names, double than that required in each Editorial Board to the Press, Preparation and Publication

Committee, which gets the approval of the Government for the required number of members. The writer members of the Editorial Board prepare the manuscript which is scrutinised by the non-writer members. The scrutinised manuscript is sent to the Working Committee by the Editorial Board where it undergoes second scrutiny. The Press, Preparation and Publication Committee considers the manuscript before submitting it to the Government for final approval and print order which is executed by the Manager, Textbook Press, Bhubaneswar.

For language textbooks in Oriya, English and Sanskrit for classes VI to XI the Education Committee of the Board of Secondary Education, Orissa appoints a panel of authors for writing or compiling. Teachers, Teacher Educators, Lecturers and Experts are selected for the panel and usually 3 to 5 members are appointed in each panel. The manuscript prepared by the panel is placed before the Syllabus Committee concerned for scrutiny. Recommendations of the Syllabus Committee are discussed in the Education Committee which finally approves the book. Any difference of opinion in the Syllabus Committee or Education Committee is resolved on the basis of two third majority.

Punjab

The procedure for nationalised textbooks is the same as has been discussed under Haryana.

Rajasthan

The Nationalisation Board of Textbooks appoints panels of authors for writing textbooks in series in each subject. The persons constituting these panels are experienced teachers of the Department and subject experts. Each manuscript is reviewed by a panel consisting of not less than three subject experts. The panel expresses its opinion on the merits and demerits of the manuscript. The recommendations of the panel along with the manuscript are again examined by a 'Committee for Selection of Textbooks' appointed by the Government. Final approval is given by the Board.

The Board of Secondary Education has produced textbooks in Hindi, English, Sanskrit, General Science, Music, and Home Science for classes IX to XI. The authors are recommended by the Subject Committee or its convener to the Board and the selection is done by the Chairman of the Board. The procedure for review and final selection is the same as that followed for books received from private authors or publishers.

The approved manuscript is sold out to a publisher who assumes the responsibility of publication and distribution and in lieu of this

right the publisher pays to the Board the amount paid to authors as remuneration. The Board also gets a royalty of 10% to 15% on sale proceeds of the book.

Tamil Nadu

Directorate of Public Instruction which is responsible for nationalised textbooks, commissions individual authors for writing textbooks in Tamil and English. Till now the textbooks have been nationalised in English (IV to VIII) and Tamil (I to VII). For scrutiny there are two separate Committees, one for textbooks in English comprising 3 members and another for Tamil comprising 5 members. Eminent scholars are associated with these Committees and the authors are also invited to attend the meetings held for scrutiny. The final acceptance of the manuscripts rests with the Director of Education. Recently the State has set up a Textbook Corporation to look after the nationalised textbooks.

Uttar Pradesh

The Education Department commissions authors for writing books. Usually a panel of authors is appointed. The authors commissioned to write books or appointed on the panel are subject specialists with considerable teaching experience and outstanding reputation in the field. They may be drawn from within the Department or from outside. The manuscripts are reviewed by experts before approval. The Department has nationalised textbooks for classes I to VIII in some subjects.

West Bengal

For the nationalised textbooks published departmentally the authors are selected by the Director of Public Instruction. The manuscripts are scrutinised and edited by specialists. An Expert Committee consisting of officials and non-officials is also appointed by the Government for the purpose of reviewing the manuscripts. The approval for a manuscript is finally to be accorded by the Director of Public Instruction.

The West Bengal Board of Secondary Education appoints committees of experts, in respect of books to be published by it to recommend syllabus for subjects. Thereafter, one or more experts are called upon to prepare the manuscript which is considered by the Experts Committee before it is finally submitted to the Board for approval.

Delhi

For nationalised textbooks, the Directorate of Education follows two procedures for preparation of manuscripts/books at primary and middle stages.

- (i) Appoints authors or writers.
- (ii) Invites NCERT for preparation of manuscripts.

(i) A Planning Committee consisting of about 12 members for each book or series of books is constituted by the Director of Education. The members of the Committee are experts from universities, Central Institute of Education, NCERT, departmental officers and practising teachers. The Committee then selects conveners, reviewers and editors for each book from within the Planning Committee or outside. A panel of 2 to 6 writers for each book and a convener are appointed. Every author is assigned one lesson for which the plan is prepared by the convener who may also take up lesson writing for himself. The convener circulates every draft lesson prepared by individual writers to all the members of the group for their comments. Later the lessons are discussed in group meetings. The convener then incorporates all the suggestions and satisfies himself with the fact that the draft manuscript is in conformity with the syllabus. Then it is sent to two reviewers. One of the two reviewers is selected from among the conveners of the other books and the other one is of the status of a Reader in a university or Principal of a higher secondary school. The reviewed manuscript is sent back to the convener who incorporates suggestions of the reviewers. The typed manuscript is sent to an editor. Edited manuscripts are sent to the Department for printing.

(ii) Every manuscript prepared by NCERT is reviewed by a Committee consisting of three departmental officers. The members of the Committee are either Principals of higher secondary schools or subject teachers of post-graduate status from higher secondary schools. The reviewed manuscript is sent for editing and then submitted to the Department for printing.

The Board of Secondary Education appoints a panel of editors for language textbooks. The editors compile standard works of writers in a language and submit draft manuscript to Subject Subcommittee for its approval. The manuscript is sent for printing if the Subcommittee finds it suitable.

(B) Approved Textbooks

Even when the State Governments have increased their role in the production of textbooks on their own, there is a lot of backlog in terms of complete coverage. At the moment in almost all the States there are textbooks in use which are not nationalised. And for such subjects and classes the States are approving certain books for use in schools. This usage, in most of the cases, is restricted to the books approved. But with all the stipulated restrictions books other than the approved ones are also used.

TABLE 5.1 AGENCIES INVITING TEXTBOOKS,

Sr. No.	States/ Union Territories	Agency which invites books	No. of copies of books re- quired to be submitted in		Registration fee for publishers (in Rupees)
			Printed form	Manuscript form	
(1)	(2)	(3)	(4)	(5)	(6)
1.	Andhra* Pradesh	—	—	—	—
2.	Assam	Board of Text- book Produc- tion	12	5	—
3.	Bihar	Director of Public Instruc- tion	N.A.	N.A.	350
4.	Gujarat	Director of Education	6	6(if in typed form) 1(if in hand written form)	150
5.	Haryana-	Punjab Univer- sity	One copy to each member of the Com- mittee plus 3 to University	—	50
6.	Jammu & Kashmir	Textbook Advi- sory Board (I-VIII)	3	3	25 per set
7.	Kerala (for non- detailed textbooks only)	Textbook Branch under D.P.I.	10	—	150**

* All textbooks are nationalised.

** But it is not a condition to be a registered publisher for submitting a book for approval. The benefit of registration is that the Textbook Officer will send the copy of the Gazette notification to them; others have to see the Gazette.

REGISTRATION FEE, SUBMISSION FEE, ETC.

<i>Submission/Review fee (in Rupees) in case of</i>		<i>Security fee (in Rupees) in case of</i>	
<i>Printed books</i>	<i>Manuscript</i>	<i>Printed books</i>	<i>Manuscript</i>
(6)	(7)	(8)	(9)
—	—	—	—
(a) Primary-10	25	—	—
(b) Secondary-20			
(c) Ref. books-10			
—	—	—	—
I to VII-35 VIII to XI-45	Same as for printed books	—	—
IX to XI first review-200 second review-50	—	1000	—
1 per page of manuscript or printed material	—	—	—
—	—	50 for all classes in all languages except Tamil; 15 for books in Tamil	—

(1)	(2)	(3)	(4)	(5)
8. Madhya Pradesh	Textbook Committee	8	5	300 for three years. Renewal fee of Rs. 50 after first and second year.
9. Maharashtra	Maharashtra State Board for Secondary Education	12	6 typed	100
10. Mysore	Textbook Committee	5	4	—
11. Nagaland	Director of Public Instruction	—	—	—
12. Orissa	Board of Secondary Education	12	12	Nil

13. Punjab				Same as in
14. Rajasthan	Board of Secondary Education	10	10	100

* 25 pages or more to be counted as 100 for remuneration purposes.

(6)	(7)	(8)	(9)
1 per page subject to a minimum of Rs. 150 and maximum of Rs. 250	—	—	—
200	N.A.	—	—
450	N.A.	—	—
VIII-35 IX to XI-50	VIII-55; No provision for submitting books in manuscript form for class IX upwards.	25 for both printed and manuscript copies	—
case of Haryana.			
Publishers deposit the remuneration paid to reviewers at the following rate :	—	—	—
(a) Rs. 10 per 100 pages of the book for first review.			
(b) Rs. 35 per 100 pages in case of books in Physics, Chemistry, Maths. for second review.			
(c) Rs. 25 per 100 pages of the book for second review in other subjects.*			

(1)	(2)	(3)	(4)	(5)
15. Tamil Nadu	Director of School Education on behalf of Tamil Nadu Textbook Committee	6 or 8	4	400
16. Uttar Pradesh	Board of High School and Intermediate Education	10	10	—
17. West Bengal	(a) Director of Education	6	6	—
	(b) Board of Secondary Education	N.A.	(i) VI or VII or VIII —45 per book (ii) VII and VIII (combined) —60 per book (iii) IX and X (combined) —60 per book (iv) IX to XI (combined)—75 per book (v) XI—60 per book	—
18. Chandigarh			Same information as	
19. Delhi	Central Board of Secondary Education	10	—	25
20. Himachal Pradesh	Director of Education	5	5	N.A.

N.B. The information regarding the other Union Territories, viz., Dadra & Nagar Heveli, Goa, Daman & Diu, Manipur, NEFA, Pondicherry and Tripura is not available.

(6)	(7)	(8)	(9)
—	—	I to V-100 VI to VIII-125 IX to XI-150	300
(a) High School : (i) 250 per language book (ii) 150 per supplementary book	N.A.	—	—
(b) Intermediate : (i) 300 per language book (ii) 200 per supplementary book			
I to IV-8 V-18	N.A.	—	—
26 for each title	—	—	—
given in Haryana			
100	—	—	—
100	100	N.A.	N.A.

Submission

No State in the Indian Union except Andhra Pradesh has a complete state control over production of textbooks for all classes. Kerala has a complete control over the production of all detailed texts for all school standards. Textbooks other than the nationalised ones for various classes in different States are invited from authors/publishers and are reviewed by reviewers or Committees appointed for the purpose. The books which are found suitable are approved and are included in the list of prescribed books. Textbooks either in print or in manuscript are invited from publishers/authors by public notification. The notification includes instructions to publishers regarding the content of the book, quality and size of the paper, binding of the book, number of pages, etc. Publishers are required to specify qualifications of the author(s) of every book which they submit to the Board/Committee for approval. Some States stipulate desirable qualifications and experience of authors of books. Prescribed qualifications for authors in Maharashtra are generally a University degree in the subject concerned and at least 3 years of teaching experience in a secondary school, college or training institute or the author should have written books which are recognised as of outstanding merit in the subject. In Mysore State the author or editor should be a graduate in the subject with at least 5 years of teaching experience in a recognised school or college.

- - Bihar, - Gujarat, - Haryana, - Madhya - Pradesh, - Maharashtra, - Punjab, Rajasthan and Tamil Nadu invite books from registered publishers whereas there is no such restriction in other States. Publishers are required to deposit registration fee together with the application. The publishers are also required to deposit some amount in one or more forms as submission fee, fee for reviewing and security for every book. The Panjab University, Chandigarh, which is the agency for approving books at secondary stage in Haryana and Punjab accepts security fee from publishers besides registration fee. The information regarding agencies which invite books, the number of copies to be submitted, submission and security fee to be deposited by the publishers are given Statewise in Table 5.1.

Review of Books

Books received from publishers/authors are stripped off of all direct or indirect identification marks regarding authors or publishers and then sent for review. Detailed instructions on prescribed form are issued to reviewers who are required to submit their comments and also suggest improvements, if necessary. On the basis of the comments received from the reviewers the book is sent back to publishers for incorporating suggestions given by the reviewers. The books are again reviewed and checked for modifications before being

finally approved. In most of the cases reviewers are experienced teachers from training colleges, lecturers or professors from the universities, departmental officers or subject experts. The procedures for review of books adopted by different States and Union Territories are discussed below :

Andhra Pradesh

At present there is no policy of approving textbooks since all the books have been nationalised.

Assam

Each book received from authors/publishers is sent to three reviewers appointed by the Board for Textbook Production and Research. Reviewers are generally experienced teachers from colleges or universities or persons otherwise suitable for the job. Reviewers are to rate every book on a three point scale in case of approved books and give reasons in case of rejected ones.

Every textbook recommended for approval by the reviewers is placed for scrutiny before the members of the Board who finally decide whether a book is to be selected or not. In case reviewers or members of the Board suggest improvement or corrections, the book is returned to publisher/author for incorporating the suggestions or corrections, before it is finally approved.

Bihar

Books submitted by a publisher/author are sent to a panel of reviewers appointed for different subjects. Every book is independently reviewed by two reviewers. The reviewed books are sent back to respective publishers/authors for incorporating suggestions indicated by the reviewers. Books are finally selected and approved by the Director of Public Instruction after necessary improvements are made therein in the light of the suggestions received from reviewers.

Gujarat

The Secretary of the School Book Committee sends the books for review to each of its members. The members submit their comments about books to the Secretary of the Committee along with their suggestions for modifications. The books are sent back to publishers/authors, if necessary, for incorporating suggestions given by the members. Books thus found suitable are submitted to the Director of Education for final approval.

Haryana

Publishers/authors are required to submit one copy of the book to every member of the Board of the subject concerned and three copies to the Registrar, Panjab University. The members of a School Board Committee or the Board of Studies select a few

books in a meeting called by the Convener. The books recommended on preliminary selection are reviewed by at least two members of the Board before they are finally selected. In case none of the submitted books in a subject is found suitable by the Board, the findings are reported to the Vice-Chancellor along with a list of at least 3 suitable books on the subject. The Vice-Chancellor then nominates two assessors who select one book on behalf of the Board.

Kerala

A separate Expert Committee is appointed by the Government for the scrutiny and selection of non-detailed books in each language. The Committee after scrutiny of books submits the list to the Director of Public Instruction. The Director with his recommendations forwards the list to the Government for final selection.

Madhya Pradesh

The textbooks, their prescription and recommendation at the secondary level is under the jurisdiction of the Board of Secondary Education. Attempts are being made by the Board to improve the textbooks for which a regular scheme has been drawn up. Under this scheme, the Board shall get books written by panels of experts in languages while in other areas books shall be recommended after inviting them from different agencies. Recently all the books produced by the NCERT have been reviewed by the competent Committees of the Board. The Board has also resolved that "NCERT books may be prescribed/recommended after necessary modifications. Some books in Hindi have already been prescribed/recommended for the secondary stage.

Maharashtra

Books invited from authors for classes I to VII are scrutinised by Subject Committees. The scrutiny covers aspects like subject-matter and its presentation, coverage of syllabus, standard of pupils, etc. Manuscripts which nearly satisfy the prescribed criteria are got suitably edited by experts. Commissioned authors are engaged for manuscripts which are not received in response to the notification. For classes VIII onwards the following procedure prevails :

(i) Each Board of Studies and Committee of Courses shall prepare a panel of three times the number of reviewers needed in the respective subjects and submit it to the Secretary/Divisional Secretary. The reviewers whose names are included in the panel shall be well qualified in the subject and the language of the books which they have to review. Particulars regarding their qualifications, teaching experience, etc. will also be indicated in the panels.

(ii) The appointment of reviewers shall be made by the Chairman/Divisional Chairman from the panels submitted by the respective Boards of Studies/Committees of Courses.

- (iii) No person shall be appointed as a reviewer, if
- (a) he is a member of the State/Divisional Board;
 - (b) he is a member of any Board of Studies or any Committee of Courses;
 - (c) he is an author or publisher of any book submitted for consideration as a textbook;
 - (d) he is a person who has direct or indirect financial interest in the printing or publication of a book submitted for consideration.

It shall be competent for the Chairman/Divisional Chairman to waive any of the above disqualifications except the disqualification mentioned at (a) above in special circumstances, on the recommendations of the Board of Studies/Committee of Courses.

Each book will be reviewed ordinarily by two reviewers, provided that it shall always be competent for the Executive Council to relax the requirements in respect of the appointment of reviewers in special circumstances.

(i) The reports of the reviewers shall be considered by the respective Boards of Studies/Committees of Courses and their recommendations shall be placed before the Academic Council/Academic Committee.

(ii) The Academic Council/Committee shall consider the recommendations of the Board of Studies/Committee of Courses and submit its observations thereon to the Executive Council/Standing Committee. The Divisional Board shall consider the recommendations of the Standing Committee and recommend suitable books to the State Board indicating conditions, if any, to be imposed on the author/publisher.

(iii) The recommendations of the Divisional Board shall be considered by the respective Boards of Studies and the Academic Council and their observations shall be submitted to the State Board through the Executive Council for final sanction. The Divisional Secretary shall inform the Author/Publisher concerned the decision of the Divisional Board in respect of those books which are not recommended by it to the State Board.

The reasons for rejection of a book are not communicated to the author or publisher nor is he entitled to know any comments regarding his book. The permission of the Chairman of the Board is necessary if any change is made in a reprint.

Mysore

Books are classified under three major categories, viz., books on Languages, Humanities, and Science & Mathematics.

For each book, 3 reviewers and one consolidator are appointed by the Chairman of the Textbook Committee. The books are to be rated on coverage of syllabus, presentation, get-up and final assessment on a five point scale.

The consolidator pools the opinions of the reviewers and also presents his appraisal of the book to the Chairman of the Textbook Committee. The approval of the book is done by the Committee on a majority vote. The decision of the Chairman in all matters at the meeting shall be final but the Government may review any such decision. Any modifications suggested by the Committee are referred back for incorporation.

Approved textbooks are notified in the gazette and the authors or publishers have to execute a bond and deposit Rs. 2,500. This sum is refundable on stipulated performance of the contract. Non-compliance of the contract will render the deposit to be forfeited in part or in full. In addition the author or publisher may be required to pay such penalty as may be fixed by the Director of Public Instruction.

Orissa

A panel of reviewers is constituted by the Board in consultation with the Inspectors of Schools. Every book/manuscript is sent to three reviewers who are selected from the panel of reviewers. The reviewers evaluate a book on a system of award of actual marks on different counts. Comments of the reviewers are scrutinised by the Syllabus Committee and its recommendations are considered by the Education Committee which finally approves a book. Rejection of recommendations of the reviewers by the Syllabus Committee and of those of the Syllabus Committee by the Education Committee has to be carried by a majority of at least two third of the members present.

Nagaland

Approved textbooks for classes A to VIII are selected by the Inspector of Schools who asks for specimen copies of textbooks from different publishers. These books are scrutinised by the Inspector of Schools. Three Deputy Inspectors of Schools and some headmasters of high schools also help him in this work. Books found suitable are prescribed/recommended by the Director of Education. Textbooks of the Assam Board of Secondary Education for classes IX and X are followed here.

Rajasthan

The Board follows two procedures for getting the manuscripts :

- (1) by commissioning authors, and
- (2) by inviting manuscripts.

All the manuscripts thus obtained are sent to reviewers. Each manuscript is reviewed independently by three reviewers. The reviewers are subject experts drawn from universities, training colleges and State Department of Education. Each reviewer awards marks out of 100 on the basis of review proforma. The Chairman of the Board collects the opinion of reviewers and may discuss with them any point of difference arising out of their comments.

The opinion of reviewers is forwarded to the Committee of Courses concerned for final recommendations to the Curriculum Committee. Approval of the book is accorded by the Curriculum Committee with the formal approval of the Board. The publisher or author carries out modifications, if any, suggested by the Board. Afterwards each approved book is finally reviewed for the second time by a subject expert.

For language books of Sindhi, Gujarati, Urdu, Persian, Tamil, Malayalam and Punjabi and books in Music, Home Science, Agriculture, Art and Painting and Crafts the usual procedure of review is not followed. The books are placed before the Subject Committees and later before Curriculum Committee. Final approval is given by the Board.

The Nationalisation Board of Textbooks has not so far nationalised books in English for classes VI to VIII and in Sanskrit for class VIII. The Board invites books in these subjects from private publishers, gets them reviewed by subject experts, finally gets them screened by the 'Committee for Selection of Textbooks' and approves them for use in schools.

Tamil Nadu

The Director of School Education appoints reviewers from a panel of persons who are generally trained graduate teachers. The reviewers constituting a subcommittee scrutinise the books against predetermined criteria.

The opinions of the reviewers are forwarded to the Chairman of the subcommittee for his final decision. In case of divergent opinions expressed by the members of the subcommittee the book is placed before the Textbook Committee. There the matters are decided on a majority vote. If the President does not agree with the views of the Textbook Committee then the matter is referred to the Government whose decision is final.

If books are rejected the publishers are briefly appraised of the reasons therefor. This affords them another chance to modify the book and resubmit on a subsequent occasion.

The Textbook Committee meets only once in a year and all the textbooks approved by the subcommittees are formally placed in

this meeting. Though the Textbook Committee has powers to take decisions contrary to the recommendations of a subcommittee, generally it approves them in toto.

If a book is specially prepared for use in State schools the Director may refer it to the subcommittee concerned for opinion. If this opinion is favourable the approval of the book is notified to schools without reference to the Textbook Committee. If the opinion of the subcommittee is unfavourable then it is referred, in the usual manner, to the Textbook Committee.

The Director on behalf of the Government reserves the right to prescribe textbooks in particular subjects for use in recognised schools even though such books have not been approved by the Textbook Committee.

Apart from the usual review of books, Screening Committees screen textbooks in Tamil, English and History from the viewpoint of accepted social and political norms in the society.

Approved books are notified in the State Gazette with intimation to publishers.

Uttar Pradesh

Reviewers for middle stage books are selected from amongst persons of eminence in the Department or outside. Each book is usually reviewed by three or four reviewers. The manuscripts are divided into two bunches. One bunch is sent to 2 reviewers who scrutinise them independently and select the best five. Similarly, a second set of 2 reviewers selects another lot of best five. The resulting ten books are sent to one or two fresh reviewers. The Department finally approves the books on the basis of the comments of the reviewers.

For each book at the secondary stage, three reviewers are appointed by the Chairman of the Board of High School and Intermediate Education on the recommendation of the Expert Committee. The reviewers are drawn from universities, training colleges and the State Department of Education. The book is reviewed independently by each reviewer. The reviewers' comments go to the Subject Committee whose recommendations are placed before the Curriculum Committee. The final approval of the book is accorded by the Board on the recommendations of the Curriculum Committee. In case of any difference of opinion, the Chairman of the Board is empowered to take decision. At times, such cases are referred to the Government by the Chairman.

West Bengal

The Director of Public Instruction appoints reviewers for invited textbooks in the media of instruction other than Bengali and Nepali

for classes I to V. The reviewers are required to submit their recommendations to a Committee set up by the Director which scrutinises and evaluates the review reports. Members of this Committee are distinguished educationists.

The Board of Secondary Education appoints reviewers from among recognised experts for books for classes VI to XI. Reviewers' suggestions are to be incorporated before a book is prescribed.

Delhi

The Central Board of Secondary Education invites books from publishers by notification. Publishers are required to register themselves with the Board before they can submit books. The Board has fixed Rs. 25 as fee for registration. Ten copies of each book along with the submission fee of Rs. 100 per book is sent to the Secretary of the Board. Every book is reviewed by three reviewers and their report is submitted to the respective Subject Committee. The recommendations of the Subject Committee are placed before the Board which finally approves the book.

Goa, Daman & Diu

At primary stage, books published by the Maharashtra State Bureau of Textbook Production and Curriculum Research are used in Goa. Schools in Daman and Diu use the books of Gujarat.

Books at the middle and secondary stages in Goa, Daman & Diu are prescribed or recommended by the Director of Education.

The authors or publishers are required to submit their books to the Director of Education together with the prescribed fee. These books are reviewed by the members of the School Book Committee. The Secretary of the Committee, in turn, scrutinises the reports from the members and places them before the Chairman who approves the books. Books are referred back to authors/publishers for incorporating suggestions of the reviewers. Publishers and authors are again required to submit improved books for further consideration. Authors/Publishers are allowed to appeal to the Director of Education against rejection of their books. The appeal is to be filed within a month of the date of communication of rejection to the author/publisher.

Himachal Pradesh

The following procedure was adopted for approval of books in 1964 (The books approved then are still in use).

A press notification was issued inviting books in accordance with the syllabus prepared by the Education Department for primary and middle classes from publishers or authors. Five copies of each book in print or manuscript form along with a submission fee of

Rs. 100 per book was required to be submitted by the publishers or authors. Every book thus received was sent to three reviewers selected by the High Power Committee. The manuscript was sent to reviewers of integrity and educationists of repute. The High Power Committee scrutinised the reports submitted by the reviewers and then selected books were referred to the Standing Committee for Education. The Subject Committee also examined these books which were selected by the High Power Committee and then sent them to the Administrator for final approval.

Manipur

Books for classes A, B, I to VIII are invited from authors/publishers by the Director of Education. Books thus received are passed on to the Textbook Review Committee. The Review Committee submits its report for every book to the Director of Education. The books are then sent to publishers/authors for improvement in the light of suggestions given by the Review Committee before they are finally approved.

Pondicherry

The Textbook Committee consisting of subject specialists advises the Director of Public Instruction on the selection of textbooks for use in schools from among the approved lists of books of different States contiguous to different regions of the Union Territory. A list of three books in each subject from the list of books approved by the Government of Tamil Nadu is suggested by the Committee. The Director of Public Instruction selects one of the three books for use in schools in Pondicherry and Karaikal region. He also reserves the right to go out of the list submitted by the Committee in choosing a book. Headmasters of schools in Mahe and Yanam regions are advised to follow books that are in use in the States of Andhra Pradesh and Kerala respectively.

NEFA

For the purpose of prescribing books, printed forms of books are invited from publishers by notification issued by the Textbook Selection Committee. Every book submitted by publishers is sent to more than one expert for review. Comments of the experts are examined in the meeting of the Committee that recommends books to the Director of Education for final approval.

Tripura

The Department of Education prescribes books only for the primary stage and books for other stages are the same as those prescribed by the West Bengal Board of Secondary Education. The publishers/authors are invited by the Department to submit books. The books received from publishers/authors are reviewed by the members

of the Textbook Committee. The criteria for review of books are the same as in the State of West Bengal. The books are referred to authors/publishers for improvement if the Committee so desires.

The rest of the Union Territories do not have any system of approving the textbooks. They follow the approved/recommended textbooks of the neighbouring States.

CHAPTER VI

Remuneration

The problem of remuneration to be paid to authors, reviewers, etc. is discussed in two sections, viz., payment for nationalised books and payment for approved books.

A. Nationalised Textbooks

For the nationalised textbooks, there are mainly two categories of persons to whom remuneration is paid, viz., writers or authors and reviewers or scrutinisers. The mode of payment is determined according to the procedure adopted for writing of the book. If a panel of authors is appointed to write a book, the remuneration is paid to each of its members in proportion to the quantum of work done by him. The remuneration to authors is either paid in lumpsum or according to per printed page. In some States, the rates of remuneration have been specified in detail, while in some others the remuneration is decided as and when a new textbook is to be produced. The reviewers or scrutinisers are also either paid in lumpsum or according to per printed page.

In the State of Orissa where a panel of authors or compilers is appointed to write or compile a book, the remuneration is paid in lumpsum to each of the members. In case the books are invited from the authors and publishers, the reviewers are paid at a specific rate fixed by the Executive Committee of the Board. The position regarding remuneration to authors and reviewers of nationalised textbooks is summarised below :

Andhra Pradesh

There is no fixed criteria for payment to writers/ authors and reviewers/editors. For books selected by open competition a lumpsum of Rs. 5,000 is paid.

Assam

The remuneration paid to authors varies between Rs. 1,000

and Rs. 2,000 but there is no fixed criteria regarding the rate of payment. There is no information available regarding payment to reviewers/editors.

Bihar

At elementary stage the authors are paid Rs. 1,500 to Rs. 2,000 per book whereas at the secondary stage this payment varies from Rs. 3,000 to Rs. 4,000. For reviewers the payment is half of the amount fixed for the authors and in case of revision it is $\frac{1}{4}$ th of the rates approved for original manuscript. Regarding the adaptation of books the Convener of the Adaptation Committee is paid half the amount approved for original work and the Associate Vetter of the Committee is paid between Rs. 100 and Rs. 250.

Gujarat

No information is available.

Haryana

The authors are paid Rs. 15 per printed page whereas the reviewers are paid Rs. 0.75 per printed page. In case a page has to be re-written the editor(s) is/are paid Rs. 10 per printed page.

Jammu & Kashmir

For classes I to VIII the authors are paid Rs. 10 per printed page and reviewers Re. 1 per printed page. For the secondary stage the authors are paid Rs. 20 per printed page subject to a minimum of Rs. 4,000 per set of books and a maximum of Rs. 12,000. The translators are paid Rs. 2 per page. The editors of all language books are paid up to a maximum of Rs. 3,000 per book and the supervisor Rs. 200 per book.

Kerala

The authors who are members of a Subject Committee consisting of 3 or 4 members, are paid Rs. 350 per book per person.

Madhya Pradesh

The authors and reviewers are paid at the NCERT rates.

Maharashtra

The authors when requested to write an original book on a specific assignment are paid Rs. 80 per printed page by the Maharashtra State Bureau of Textbook Production and Curriculum Research. For the invited and selected manuscripts the three best are paid at the following rates:

- (i) Rs. 35 per page for the best manuscript.
- (ii) Rs. 25 per page for the second best.
- (iii) Rs. 20 per page for the third.

In case a member of a Subject Committee or an author commissioned by the Subject Committee writes an original manuscript the payment is Rs. 5,000 per manuscript. In addition an annual remuneration of Rs. 40 is paid to the author by way of copyright charges.

For editing the manuscripts the rate is fixed by the Director of Bureau in consultation with the Subject Committee.

For translating a book from one language to another the translator is paid Rs. 5 per printed page and the scrutiniser is paid Rs. 3 per printed page.

Mysore

For primary stage books the Chairman of the Committee of Authors is paid Rs. 1,000 and other members are paid Rs. 800 each.

For secondary stage the Chairman of the Committee of Authors is paid Rs. 1,500 and other members are paid Rs. 1,200 each. For editing of books for all stages the Chairman of the Committee of Editors is paid Rs. 600 and other members are paid Rs. 500 each.

Nagaland

The authors are paid at the following rates for writing books in English.

<i>Standards</i>	<i>Rate (in Rupees)</i>
I to III	500
IV & V	600
VI & VII	700
VIII to X	800

For translation in 4 local dialects the translators are paid half the amount paid to authors.

Orissa

There is no fixed criteria for payment to compilers or authors of books. The Executive Committee of the Board decides about the payment in individual cases and the remuneration is paid in lumpsum. For reviewing the books received from authors and/or publishers Rs. 25 are paid to each reviewer.

Punjab

The authors are paid Rs. 15 per printed page whereas the reviewers are paid Rs. 0.75 per printed page. In case a page has to be re-written the editor(s) is/are paid Rs. 10 per printed page.

Rajasthan

For classes I to VIII the authors are paid Rs. 3,000 per book. For classes IX to XI, for books to be prescribed, the authors are paid

Rs. 1,000 and a royalty of 1% to 3% on sale proceeds. For recommended books meant for classes IX to XI the authors are paid Rs. 500 and a royalty of 1% to 3% on sale proceeds.

For review the rate is Rs. 0.50 per page subject to a minimum of Rs. 100 per book meant for classes I to VIII.

Tamil Nadu

No fixed rates.

Uttar Pradesh

The rates are fixed by the Department in respect of individual books.

West Bengal

The rate of payment to authors varies from Rs. 500 to Rs. 1,000. Similarly, the rate of payment to reviewers is also Rs. 500 to Rs. 1,000 per book.

Delhi

Rates of honorarium (in Rupees) fixed by the Department for writers and conveners per form of 16 printed pages are given below :

Class	Size of Paper									
	Crown Quarto		Crown Octavo		Demy Octavo		Demy Quarto		Royal Octavo	
	7½" × 9½"	4½" × 7"	5" × 8½"	8½" × 11½"	6½" × 9½"	W	C	W	C	W
I & II	250	25	—	—	—	—	340	34	—	—
III to V	500	50	250	25	348	34	742	74	447	44
VI to VIII	600	60	300	30	418	41	890	89	536	53

W—Writer

C—Convener

Honorarium paid to reviewers for a primary and middle stage book is Rs. 100 and Rs. 150 respectively and to the editor Rs. 500 per manuscript irrespective of the stage.

For books at secondary stage editors are paid according to the quantum of work involved. However, the amount of honorarium varies from Rs. 1,000 to Rs. 1,500.

Apart from writers and reviewers, other persons associated with the preparation of textbooks are artists/cartographers, translators, proof-readers, typists, etc. Remuneration to these persons are paid as specified in Table 6.1.

TABLE 6.1 REMUNERATION TO ARTISTS, TRANSLATORS, PROOF-READERS, ETC. AND CRITERIA THEREFOR

States	Category of person	Remuneration	
		Criteria	Amount (in Rupees)
Andhra Pradesh	Artist	A. Coloured drawing	
		(i) Full page	75
		(ii) Half page	40
		(iii) Quarter page	20
		B. Black & White drawing	
		(i) Full page	30
	(ii) Half page	15	
	(iii) Quarter page	10	
Bihar	Translator	Per page	5
	Artist	(i) Single colour per illustration	5
		(ii) Double colour per illustration	10
		(iii) Coloured maps per work	30 to 50
	Proof-reader	Per page	0.25
Maharashtra (M.S. Bureau of Textbook Production and Curriculum Research)	Proof-reader	Per printed page	2
	Artist	(i) Single colour	100
		(ii) Two colours	150
		(iii) Three colours	200
		(iv) Multi-colour	300
Mysore	Translator	Per page	6
Orissa	Artist	Fixed by the Board in lumpsum	—
	Proof-readers	Fixed by the Board in lumpsum	—
	Typists	Per page	1.50
	Copyist	Per page	2.00
Rajasthan	Proof-reader	Per page (Min. of Rs. 50 and max. of Rs. 100 per book)	0.50

B. Books for Approval

Books for approval are sent to reviewers who are paid some remuneration for the purpose. Some States like Bihar, Haryana, Gujarat, Maharashtra, Mysore, Punjab and Rajasthan send back books to publishers for incorporating suggestions of the reviewers. The books are again reviewed and remuneration is paid for second review also in these States.

The remuneration is paid according to the number of pages reviewed by a reviewer in Bihar and Rajasthan whereas in other States the payment is made for a complete book. The rate of remuneration also depends upon the classes or stage for which the book is meant in Assam, Gujarat, Maharashtra, Tamil Nadu and Uttar Pradesh whereas in other States the payment is made without any consideration of this type. The State of Assam has specified the rates of remuneration for each book but the payment of remuneration should not be less than Rs. 25, Rs. 30, Rs. 40 and Rs. 50 in case of books for classes A, B & I; classes II & III; classes IV to VI and classes VII and onwards respectively. West Bengal has not fixed rates of remuneration for reviewers of secondary stage books. However, the amount of remuneration to reviewers in the State varies from Rs. 15 to Rs. 25.

In Kerala remuneration is paid to the reviewers for the review of non-detailed textbooks. There are different rates for the review of books in Tamil and other languages irrespective of classes for which the books are meant.

Andhra Pradesh

All books are nationalised and, therefore, there is no question of remuneration to be paid to reviewers for the review of approved books.

Assam

Board of Textbook Production pays different rates for different classes as given below :

<i>Classes</i>	<i>Rate (in Rupees)</i>
(i) A, B & I	5 per book
(ii) II & III	10 per book
(iii) IV to VI	15 per book
(iv) VII and onwards	20 per book

Board of Secondary Education, Assam pays at the rate of Rs. 2 per thousand words subject to a minimum of Rs. 25 for review of books for standards VIII and onwards.

Bihar

For first review of a book the rate of payment is Rs. 0.50 per

page and for the second review it is Rs. 0.37 per page. These rates are meant for books for the secondary stage.

Gujarat

For the first review of books the rate of payment is Rs. 6 per book for those meant for classes I to VII and Rs. 8 for those meant for classes VIII to XI. For the second review the rate is Rs. 3 per book uniformly.

Haryana

At the secondary stage the books are approved by the Panjab University which pays Rs. 50 per book for the first review and Rs. 25 per book for the second review, if it is necessary.

Jammu & Kashmir

For secondary stage books the rate of payment for review is Rs. 50 per book for first or second review.

Kerala

All detailed textbooks are nationalised. For non-detailed textbooks meant for class V onwards the review rate is Rs. 10 per book for those published in English, Malayalam and Hindi, etc. and Rs. 3 per book published in Tamil.

Madhya Pradesh

No information is available.

Maharashtra

Reviewers are paid at the rate of Rs. 50 per book for those meant for secondary stage.

Mysore

The reviewer and consolidator are paid Rs. 100 and Rs. 150 per book respectively for books meant for secondary stage.

Punjab

At the secondary stage the books are approved by the Panjab University which pays Rs. 50 per book for the first review and Rs. 25 per book for the second review, if it is necessary.

Nagaland

There is no payment for review of books.

Orissa

The Board of Secondary Education pays Rs. 25 per book (whether in printed form or manuscript form) meant for class VIII. For classes IX to XI no books can be submitted in manuscript form.

The rate of remuneration for review of printed books is also Rs. 25 per book.

Rajasthan

For the first review of books meant for classes IX to XI the rate of payment is Rs. 10 per hundred pages*. For the second review the rates are determined according to the subject of the book. For Physics, Chemistry and Mathematics books the rate is Rs. 35 per hundred pages*, and for other subjects the rate is Rs. 25 per hundred pages*.

Tamil Nadu

The rates of payment for review differ for books meant for different classes.

<i>Classes</i>	<i>Rate (in Rupees)</i>
(i) I to V	15 per book
(ii) VI to VIII	25 per book
(iii) IX to XI	30 per book

Books meant for classes I to V may be submitted in manuscript form even but then the reviewer gets Rs. 50 per book.

Uttar Pradesh

The rate of payment is determined by the school stage for which the book is meant.

<i>School Stage</i>	<i>Rate (in Rupees)</i>
(i) Middle	60 per book
(ii) High	(a) 30 per book of hundred pages or less
	(b) 45 per book of 101 to 200 pages
	(c) 60 per book of more than 200 pages
(iii) Intermediate	(a) 40 per book of hundred pages or less
	(b) 55 per book of 101 to 200 pages
	(c) 75 per book of more than 200 pages

West Bengal

The rate of payment to reviewers is given below :

<i>Classes</i>	<i>Rate (in Rupees)</i>
(i) I & II	3 per book
(ii) III & IV	4 per book
(iii) V	5 per book

*25 pages or more are to be treated as hundred pages.

For books meant for classes VI to XI the rate varies from Rs. 20 to Rs. 25 as detailed below :

- | | |
|--|-------------------------|
| (i) Up to two books of each subject | Rs. 50 |
| (ii) Up to 10 books of each subject | Rs. 200 |
| (iii) More than 10 books of each subject | As per rate in No. (ii) |

Delhi

No information.

Goa, Daman & Diu

Remuneration to reviewers is paid at the rate of Rs. 10 per book for classes I to VII and Rs. 15 per book for classes VIII to XI.

Himachal Pradesh

The reviewers are paid Rs. 15 per book for classes I to V and Rs. 25 per book for classes VI to VIII.

Manipur

Each member of the Review Committee gets an honorarium of Rs. 5 per book for review of books.

Pondicherry

Payment according to the State from which books are used.

NEFA

- - No information. - -

Tripura

Payment according to the quantum of work.

Printing and Pricing of Textbooks

In the process of textbook production, printing is controlled by the States in various ways. The job of printing of nationalised textbooks is undertaken either in full or in part by the government presses. Whatever the press, government or private, specifications are laid down in advance and they have to be adhered to. These relate to the quality of paper, size of the book, size of the page, size of the type-face, etc. These specifications for approved books are notified right at the time of inviting books.

Agencies for Printing

The printing of textbooks by government printing presses has been taken up only on a modest scale. Only in Andhra Pradesh and Tamil Nadu all nationalised textbooks are printed in government presses. But in Orissa nationalised textbooks for primary stage are printed at government press whereas textbooks for middle and secondary stages produced by the Board of Secondary Education are printed both in government as well as in private presses. In Kerala also, where all the textbooks (except non-detailed ones) have been nationalised most of them are printed at government presses, while in case of the remaining at least the covers are printed in government presses. In Assam, Bihar, Gujarat, Jammu & Kashmir, Nagaland, Rajasthan and West Bengal, the entire job of printing of nationalised textbooks is entrusted to private presses. In Uttar Pradesh the publishers who are allotted the textbooks for publication get them printed in private presses. The covers are printed in the government press as well as in private offset presses. In the remaining States of Haryana, Madhya Pradesh, Maharashtra, Mysore and Punjab and in the Union Territory of Delhi the printing is done both in government as well as in private presses.

Specifications for Printing

States of Andhra Pradesh, Assam, Bihar, Haryana, Jammu & Kashmir, Kerala, Madhya Pradesh, Orissa, Punjab, Rajasthan and Uttar Pradesh use gift paper for printing of nationalised textbooks. Whenever gift paper is not available and the printing is assigned to private presses the paper is supplied by the Government. The quality of paper used in nationalised textbooks is given below :

TABLE 7.1 QUALITY OF PAPER USED IN NATIONALISED TEXTBOOKS

<i>States</i>	<i>Quality of paper</i>
1. Andhra Pradesh	White off-set.
2. Assam	White super calendar (20 lbs.).
3. Bihar	White (30 in. x 40 in., 31 kg.).
4. Gujarat	Super calendar glaze (22½ in. x 35 in., 36 lbs.)
5. Haryana	Same as in Punjab.
6. Jammu & Kashmir	White printing (20 in. x 30 in., 28 lbs.) for secondary stage.
7. Kerala	White super calendar for class I and ordinary white paper of 27.8 kg. for others.
8. Nagaland	30 in. x 40 in., 56 lbs.
9. Orissa	Paper of 75 grams per sq. meter.
10. Punjab	White printing (20 in. x 30 in., 32 lbs.).
11. Rajasthan	White printing (20 in. x 30 in., 28 lbs.) for books for classes III to VIII.
12. Tamil Nadu	White printing.
13. Uttar Pradesh	Super calendar (24 lbs., 17 in. x 27 in.) Super calendar (21 lbs., 17½ in. x 22 in.) White printing (24 lbs., 20 in. x 30 in.) White printing (28 lbs., 20 in. x 30 in.)

Information about the remaining States is not available except Madhya Pradesh where only gift paper is used.

Quality of paper for nationalised textbooks in Delhi varies from 28 lbs. to 45 lbs. of 20 in. x 30 in. and for cover paper 80 lbs. to 110 lbs. of 30 in. x 40 in.

Specifications regarding quality of paper used for approved books as reported by the following States are given in the table below :

TABLE 7.2 QUALITY OF PAPER USED IN APPROVED TEXTBOOKS

<i>States</i>	<i>Quality of Paper</i>
1. Assam	White super calendar of 20 lbs.
2. Bihar	White printing of 28 lbs.
3. Gujarat	Super calendar of 36 lbs.
4. Haryana	(i) 20 in. x 30 in. at least of 28 lbs. (ii) 18 in. x 22 in. at least of 20 lbs.
5. Maharashtra	White printing of 65 grams per sq. meter.
6. Mysore	(i) Double Demy of 34 lbs. (ii) Double Crown of 24 lbs.
7. Punjab	Same as in Haryana.
8. Tamil Nadu	Double Crown.
9. Uttar Pradesh	Double Demy of 36 lbs.
10. West Bengal	(i) 20 in. x 30 in. white printing of 11.8 Kg. for Hindi textbooks. (ii) Double Demy of 36 lbs. for other books.

In Kerala, paper used for non-detailed textbooks in Malayalam and Hindi is supplied by the Government whereas in Orissa, specifications of paper differ from time to time as per decision of the Executive Committee of the Board.

For nationalised textbooks in Delhi the quality of paper used varies from 20 in. x 30 in. of 28 lbs. to 20 in. x 30 in. of 45 lbs. and for covers it varies from 30 in. x 40 in. of 80 lbs. to 20 in. x 40 in. of 110 lbs. For approved books the quality of paper specified in the Union Territories of Delhi and Himachal Pradesh is given below :

<i>Union Territory</i>	<i>Quality of Paper</i>
Delhi	(i) 20 in. x 30 in., 28 lbs. (ii) Art card of cartridge paper of the size of 20 in. x 30 in. of 60 lbs.
Himachal Pradesh	(i) Double Crown of 28 lbs. or Double Crown SC of 32 lbs. (ii) Hindustan cover paper 20 in. x 30 in. of 60 lbs.

Type faces used

Data about type faces being used in different States for the printing of textbooks are given in Table 7.3. While interpreting this table it will be necessary to remember that a large variety of scripts are being used in the country for the printing of textbooks.

TABLE 7.3 TYPE FACES APPROVED FOR USE IN TEXTBOOKS

<i>States/Union Territories</i>	<i>Subjects</i>	<i>Standards/Classes</i>	<i>Specifications</i>
(1)	(2)	(3)	(4)
1. Andhra Pradesh	Telugu & Hindi English Mathematics (in Telugu)		16 point 12 point 14 point
2. Assam		A & B I & onwards	24, 18 and 14 point pica 12 point pica
3. Bihar	Urdu Hindi language Arithmetic Social Studies General Science English language	I II III IV to VII VIII to XI I to III IV to XI III to V VIII to XI VIII to XI I to III IV to VI VIII to XI	Litho Printing 36 point 24 point 16 point 14 point 12 point 16 point 12 point 14 point 12 point 12 point 18 point 14 point 12 point
4 Gujarat	First language Other subjects First language All subjects	I II & III IV V to VII VIII to XI	24 point for first 10 pages 18 point after page 10 18 point 16 point 14 point type with single lead 14 point type with single lead 12 point type with single lead

(1)	(2)	(3)	(4)
5. Haryana	Readers (in Dev-nagri)	I & II	20 point
	Readers (in Punjabi)	I & II	18 point
	Others	Up to V	16 point
		VI to VIII	12 point
	Punjabi and Hindi medium	IX and onwards	12 point
English medium		12 point or 10 point	
6. Kerala		I to IV	16 and 14 point
		V to VII	16, 14 and 12 point
		VIII to X	14, 12 and 10 point
7. Jammu & Kashmir		I to IV	16 to 20 point
		V to VIII	12 to 14 point
		IX to XI	12 point for Board's books and 10-12 point for approved books
8. Madhya Pradesh		Primary and middle stages	24 to 12 point
		High school	12 point (10 point also in some cases)
9. Maharashtra	Nationalised books	I & II	20 point
		III	16 point
		IV to VII	14 point
		VIII to XI	12 point
	Approved books	VIII to XI	12 point
10. Mysore	Kannada	V to VII	14 point
		VIII and onwards	12 point
	English	V	16 to 18 point
		VI	14 point
		VII and onwards	12 point
Other languages		Equivalent to Kannada types	

(1)	(2)	(3)	(4)
11. Nagaland	Nationalised textbooks	A & B	18 point
		I	14 point
		II	12 point
12. Orissa	Oriya	I	24 to 72 point
		II	18 to 20 point
		III	14 point bold
		IV and V	14 point
	English	IV and V	12 point
	Prescribed books of Board of Sec. Education.		12 & 13½ point
13. Punjab	Same as in Haryana		
14. Rajasthan	Hindi medium		12 point
	English medium		10 point
15. Tamil Nadu	English		12 point
	Tamil		Various points
16. Uttar Pradesh		I to V	14 and 16 point
		VI to VIII	12 and 14 point
	Approved by the Board		12 point white face (preferably monotype)
17. West Bengal		I and II	16 point
		III to VI	14 point
		VII & VIII	12 point
		IX to XI	10 point
18. Delhi	Nationalised	I	24 point black
		II	18 point black
		III	18 point black
		IV & V	16 point black
	English	VI	14 point black
		VII & VIII	12 or 10 point mono white
	Others	Middle stage	14 point mono white and 12 point black (normally)

(1)	(2)	(3)	(4)
	Approved books	I	24 point
		II	18 point mono white or 16 point black
		III to V	14 point black and 16 point mono white
		VI to VIII	12 point mono white
19. Goa, Daman & Diu		Primary and middle stages	24 point and 16 point
		Secondary stage	12 point to 14 point
20. Himachal Pradesh	Hindi	I	36 and 24 point
		Primary stage except I	16 point
		Middle stage	12 point

In the States of Gujarat and Māharashtra, type faces used for exercises, examples, etc. are specified 2 point lower than that of textual matter, whereas the Board of High School and Intermediate Education, Uttar Pradesh has specified use of bolder type for headings and two varieties of type to distinguish textual matter from summaries etc. For exercises type faces used in textbooks of Delhi up to middle stage are 12 point black in case of Mathematics and 12 point mono white in other subjects. In some of the textbooks for classes IV and V, the type used is 14 point mono white but it is to be replaced by 16 point mono white or 14 point black.

Binding and stitching

The durability of a textbook depends on proper stitching and binding. Poorly bound books easily give way and pupils have to go in for another copy which results in an avoidable additional expenditure on the part of poor guardians. This is particularly true for textbooks in primary classes.

In Andhra Pradesh, Assam, Jammu & Kashmir, Mysore, Orissa, and Uttar Pradesh the textbooks are paper bound with sectional stitching. However, in Uttar Pradesh the quality of the cover paper has been specified as 60 lbs. double crown or its equivalent. The use of stiff boards has been recommended whenever felt necessary. In Orissā alongwith sectional stitching, saddle wire stitching has also been used for books at the primary stage and cardboard binding has been recommended for thick books. Textbooks in Nagaland have sectional thread hand sewing with cover pulled on. In Assam also along with sectional stitching ordinary wire stitching with covers pasted is resorted to.

The specifications laid down in Gujarat and Maharashtra are given below :

Up to 100 pages	Saddle stitching with wire or thread, thick paper bound.
More than 100 pages	Sectional stitching, thick paper bound, back pasting.
More than 256 pages	Cardboard binding.

In Haryana the following policy is adopted for books up to middle stage:

“Saddle stitching for Language Primers and General Science. I & II. For other books side stitching at two places with cover pasted thereon”.

All approved books for secondary stage are to be sectionally sewn with the following binding :

- | | |
|--|---|
| (i) $\frac{20" \times 30"}{16}$ size up to 128 pages | Kachcha Binding, i.e. Title cover pasted. |
| More than 128 pages | Pucca Binding, i. e. straw board and cloth back. |
| (ii) $\frac{20" \times 30"}{8}$ and $\frac{18" \times 22"}{8}$ Size up to 96 pages | Kachcha Binding (with title cover pasted on them) |
| (iii) More than 96 pages | Pucca Binding, i.e. straw board and cloth back. |

In Delhi textbooks produced by the Department have side stitching with wire at two places, cover pasted over and cut flush. Textbooks for primary classes in Goa, Daman & Diu are centre stitched while others are generally sectional stitched. In Himachal Pradesh textbooks up to 80 pages have ordinary wire stitching with cover pasted and others are sewn with cover pasted.

Size of textbooks

Sizes of textbooks as specified by States and Union Territories are given in Table 7.4.

Pricing of Textbooks

State has always tried to keep the prices of State produced textbooks within reasonable limits so that with the spread of education the masses may not feel any burden. At the same time various agencies responsible for production of textbooks are also conscious of the fact that textbooks are not to be priced low, if it affects quality. The general policy of States in case of nationalised textbooks of fixing their prices on 'no profit, no loss' basis is not necessarily the same in all the States. For approved textbooks also, the States exercise control in varying degrees on fixation of prices. In Assam, Orissa, Uttar Pradesh, and West Bengal, the suitability of price quoted by the publisher/author is judged by the Board of Secondary Education in the State whereas in Tamil Nadu the Textbook Committee considers the suitability of prices before according approval.

Andhra Pradesh

Price of nationalised textbooks is fixed on the following basis:

- (i) Estimated cost of production furnished by Andhra Pradesh Textbook Press.
- (ii) Remuneration, T.A. and D.A. to writers/editors/reviewers/artists copy-right holders.

TABLE 7.4 SIZE OF TEXTBOOKS FOR DIFFERENT SCHOOL STAGES

States/Union Territories	Nationalised		Approved	
	Standards	Specification	Standards	Specification
(1)	(2)	(3)	(4)	(5)
1. Andhra Pradesh		N.A.		
2. Assam	A & B	Crown Quarto, Demy Octavo	A & B	Crown Octavo
	I & II	Crown Octavo, Demy Octavo	I & II	Crown Octavo
	Higher classes Maths.	Demy Octavo	Higher classes Maths.	Demy Octavo
	Other subjects	Crown Octavo	Other subjects	Crown Octavo
3. Bihar		N.A.		N.A.
4. Gujarat			All	Demy Octavo
5. Haryana	I to VIII			
	Drawing, Science, Primers	Crown Quarto		N.A.
	Other subjects	Crown Octavo		N.A.
6. Jammu & Kashmir	Primer for I (Except English)	Crown Quarto (Untrimmed)		N.A.
	II to XI	Crown Octavo (Untrimmed)		N.A.

(1)	(2)	(3)	(4)	(5)
7. Kerala	All	Crown Octavo		
8. Madhya Pradesh		N.A.		N.A.
9. Maharashtra		N.A.	All	Demy Octavo
10. Mysore		N.A.	Primary stage	Demy Octavo (Untrimmed)
			Secondary stage	Crown Octavo (Untrimmed)
11. Nagaland	A, B, I to VIII			
	Language	14 x 22 cm ²		N.A.
	Arithmetic	18 x 24 cm ²		
12. Orissa	I	Demy Quarto		
	II & III	Crown Quarto & Fools cap Quarto		
	IV & V	Crown Octavo		
	IV (English Primer)	Demy Quarto	N.A.	Crown Octavo
	VIII	1/16 Imperial	N.A.	1/16 Imperial
	IX (English)	1/16 Double Demy		
	Secondary stage	1/16 Double Demy	N.A.	1/10 Double Demy & Double Crown
	Oriya			
	Sanskrit	1/16 Double Demy		
13. Punjab	Same as in Haryana			
14. Rajasthan	I to VIII	$\frac{51 \times 76}{8}$ cm ²	Secondary stage (Civics, Economics, etc.)	Crown Octavo Demy Octavo

(1)	(2)	(3)	(4)	(5)
15. Tamil Nadu	All	17½ cm. x 12½ cm.		N.A.
16. Uttar Pradesh	N.A.	Crown Octavo Demy Octavo Fools cap Quarto	N.A.	Crown Octavo
17. West Bengal		N.A.	N.A.	Demy Octavo Royal Octavo
18. Delhi	I	Crown Quarto	I & II	Crown Quarto
	II	Demy Quarto		
	III to V	Crown Quarto	III to VIII	Crown Octavo
		Crown Octavo		
		Demy Octavo		
	VI to VIII	Royal Octavo		
Demy Quarto				
Demy Octavo				
19. Himachal Pradesh		N.A.	Primary stage (Hindi Primer) I to VIII (Other books)	Royal Quarto Crown Octavo

Note—Specifications regarding quality of paper (weight, colour etc.), size of the page of the books, size of print, etc. laid down by all agencies working for textbooks. NCERT has also recommended certain desirable standards in these matters.

- (iii) Proportionate expenditure on departmental staff engaged in the work of textbooks.
- (iv) Commission allowed to sale agents.

Cost thus calculated is raised $1\frac{1}{2}$ times and fixed as sale price of the book. The price of approved textbooks is fixed on the basis of $1\frac{1}{2}$ paise per printed page for science books and 1 paise per printed page for other subjects.

Assam

Price of textbooks produced by the Board of Textbook production is determined on the basis of the following formula :

$$\text{Price} = \frac{\text{Total cost of production}}{\text{Total number of copies}} \times \frac{100}{60} \text{ where}$$

$$\begin{aligned} \text{Total cost of production} = & \text{Cost of writing} \\ & + \text{Reviewing} \\ & + \text{Printing} \end{aligned}$$

Textbooks produced by the Board of Secondary Education are priced at the rate of 1 paise per printed page.

The Board of Textbook Production issues notification regarding the procedure to be followed for fixing the price of a textbook submitted for approval which is given below :

- | | |
|--|------------------------|
| (a) Books in Mathematics and Geography | 20.9 paise per format. |
| (b) Books in classical languages | 20.4 paise per format. |
| (c) Books in other subjects | 17.6 paise per format. |

Bihar

Nationalised textbooks for classes I to III are priced on 'no profit, no loss' basis. For the remaining classes the policy is as follows :

Classes IV and V	Investment + 10% profit
Classes VI and VII	Investment + 12% profit
Classes VIII to XI	Investment + 16% profit.

Investment is calculated on the basis of cost of paper, printing, charges, payment to authors and reviewers.

For approved books the rate is 11 paise per format if printed on 28 lbs. paper and 9 paise per format if the paper used is of 24 lbs. The cost of cover is calculated separately at the rate of 3 paise per book.

Gujarat

Prices of textbooks are fixed on the basis of a 'slab system',

depending on the number of pages, illustrations, coloured plates used and the probable market of books.

Haryana

Nationalised textbooks up to class V are priced on 'no profit, no loss' basis. Actual pricing formula is :

Cost of production	65%
Other charges which include royalty, departmental expenditure and discount.	35%

For textbooks of classes VI to VIII, this formula is adjusted for 5% profit margin :

Cost of production	60%
Other charges including royalty, departmental expenditure and discount	35%
Profit	5%

For fixing the price of textbooks produced by the University, the cost of paper and cost of printing (including composing, printing, binding, cover page, etc.) form the first unit of calculation. The price marked on the book is two and a half times the price calculated at the first instance.

The criteria laid down by the Panjab University for determining the prices of approved textbooks for classes IX to XI are based on the number of pages, size of book, types used, subject, pictures inserted, colours used and quality of binding.

Jammu & Kashmir

The prices of nationalised textbooks up to middle classes are determined on 'no profit, no loss' basis whereas the textbooks published by the University leave some margin of profit to meet the incidental charges.

Kerala

Fifty percent overhead charges are added to the cost of production in determining the selling price of nationalised textbooks.

Madhya Pradesh

The prices of nationalised textbooks up to middle stage are fixed on 'no profit, no loss' basis. In respect of those books which were nationalised in 1954, 1955 and 1958 prices were fixed by the regions concerned for which the book was selected.

Maharashtra

Textbooks produced for classes I to VII by Maharashtra Bureau of Textbook Production and Research are on 'no profit, no loss' basis.

The prices of textbooks fixed by the Bureau are based on the formula of 60 (production) : 40 (over heads). The overheads include 15% trade discount allowed to booksellers. The Board of Secondary Education has a procedure for fixing prices of approved textbooks. The prices are fixed on the basis of certain ratios adopted by the Board for reprint books, reprint books with modifications, new books and books for minority languages. The cost price is decided on the basis of current market rates of paper, composing, printing, binding, etc. While fixing the selling price due consideration is given to royalty to authors, booksellers' commission, profit and overhead expenditures.

Mysore

'No profit, no loss' is the basis for pricing nationalised textbooks, taking into account the cost of production of manuscript, paper, printing and overhead charges.

The criteria for fixing the price of approved books are quality of paper, number of copies printed, subject, number of pages, use of coloured pictures and inserts. Finally, the price of the book is fixed by the Price Fixation Committee or the one quoted by the publisher, whichever is less.

Nagaland

Nationalised textbooks published prior to 1968 were distributed free of cost to all students. Now the formula of fixing the price at half the cost of production has been introduced. Out of 61 nationalised textbooks 33 have been published after 1966 and only these are priced but the charging of price started from 1968 only.

Orissa

The main consideration before the Government for fixing the price of nationalised textbooks for classes I to V is that it should in no case be more than the market price of a similar book at the time of nationalisation. Otherwise the prices are determined on 'no profit, no loss' basis.

Punjab

The policy followed in Punjab has already been discussed under Haryana.

Rajasthan

Nationalised textbooks for classes I to VIII are priced on the basis of cost of production and distribution with an added overhead charge of $7\frac{1}{2}\%$ of the production and distribution cost.

For textbooks produced by the Board of Secondary Education and also approved by it, the following formula is applied :

- | | | | |
|-----|-------------------------------|-----------|------------------------|
| (a) | $\frac{20'' \times 30''}{16}$ | Size..... | Re. 1.00 per 100 pages |
| (b) | $\frac{22'' \times 36''}{16}$ | Size..... | Rs. 1.30 per 100 pages |
| (c) | $\frac{20'' \times 30''}{8}$ | Size..... | Rs. 2.00 per 100 pages |

Tamil Nadu

'No profit, no loss' is the basis for determining the prices of nationalised textbooks. Cost includes cost of production of manuscript, distribution of books, and other administrative charges.

Uttar Pradesh

Prices of nationalised textbooks are fixed in consultation with Superintendent, Printing and Stationery. Expenditure on the textbook section and remuneration paid to authors is not taken into account for this purpose. The Department of Education charges a royalty of 6.5% to 10.5% on the face value of books.

Prices of textbooks approved by the Department of Education are also controlled by the Government and fixed according to number of forms in the book.

West Bengal

Prices of nationalised textbooks for classes III to V are fixed on 'no profit, no loss' basis. Textbooks produced by the Board of Secondary Education are priced on the basis of actual cost of production which includes cost of paper, printing and incidental charges.

Chandigarh

The textbooks of Punjab are in use in this Union Territory.

Delhi

Prices of nationalised textbooks are fixed by the Manager of Publications, Govt. of India, Publication Branch, Delhi on the basis of actual cost of production and surcharge as fixed by the Ministry of Works, Housing and Supplies from time to time. The present formula for fixation is given below :

Cost of Production + Cost of paper

$$\text{Price of a textbook} = \frac{\text{Cost of Production} + \text{Cost of paper} + 60\% \text{ surcharge on both}}{\text{Number of copies printed}}$$

The prices of textbooks produced by the Central Board of Secondary Education are fixed on 'no profit, no loss' basis.

For approved textbooks, the Directorate of Education has laid down the following criterion :

8 vo size in 20 in. x 30 in. of 28 lbs. printing paper and 20 in. x 30 in. of 60 lbs. cover paper: 8.5 paise per form of 16 printed pages.

The Central Board of Secondary Education has no specific policy for fixing prices of approved textbooks.

Goa, Daman & Diu

The Price Fixation Committee appointed by the Director of Education considers the price quoted by a publisher at the time of approval of a book. The suitability of the price is judged on the basis of quality of paper, number of pages, presentation including pictures, diagrams, etc. and number of copies printed.

Himachal Pradesh

The prices of textbooks approved by the Department of Education are fixed on the following basis :

1. Per format of 20 in. x 30 in./16 pages.....10 paise
2. Cover of the book calculated as 8 pages.
3. Single colour full page, half tone blocks printed on SC paper, is treated as 2 pages while tricolour and two colour full pages blocks printed on SC paper are treated as 4 and 3 pages respectively.
4. Tricolour of two colour blocks in the running matter page containing a tricolour block are calculated as 4 pages and a page containing two colour blocks is treated as 3 pages.
5. A net deduction of 5% is made from the total price calculated. This is done in lieu of the royalty payable to the Government.

Manipur

The Department of Education has not laid down any specific policy regarding pricing of textbooks approved by it. However, the Department reserves the right of reducing the quoted price of a textbook.

NEFA

Generally the textbooks recommended for the schools in Assam and other States are accepted in NEFA. Therefore, the Union Territory does not have any pricing policy.

Pondicherry

The price quoted by the author or publisher is taken into consideration at the time of selection of the textbooks submitted for approval.

Tripura

The prices of the textbooks approved by the Department are fixed by the Textbook Committee. The main criterion for fixing the price is the purchasing power of low income group people.

CHAPTER VIII

Number and Cost of Textbooks in Use in Schools

In the earlier chapters various aspects of textbooks under nationalised and approved/recommended categories have been discussed. It is observed that while the number of nationalised textbooks in each subject, in an attempt to bring uniformity in the content throughout the State, minimises the number of textbooks in that subject for each class, in case of approved/recommended textbooks the variety provided in the textbooks has resulted in the multiplicity of textbooks. More than one textbook in one subject under the nationalised category could be expected only for social studies in earlier classes. It is worthwhile to point out that Mysore State has 19 nationalised textbooks in Social Studies in Kannada medium for class III which are prescribed districtwise while in Tamil Nadu for History as many as 182 textbooks for class IV have been approved for Tamil medium only with the result that there were more than 12,000 textbooks, both nationalised and approved/recommended at the school stage in the country in 1968-69. In the present chapter an attempt has been made to enumerate nationalised, including departmental, Board and University produced textbooks, and approved and/or recommended textbooks which were in use in schools during the academic year 1968-69.

While enumerating the textbooks, the translated textbooks have been indicated in brackets against the corresponding number which does not include the number of translated versions. Apart from these, there are a large number of textbooks in use which do conform to the local syllabus but are not approved. These textbooks have not been included in this enumeration but in case of West Bengal recommended textbooks are enumerated as these fulfil the necessary conditions laid down by the West Bengal Board of Secondary Education. For Andhra Pradesh only nationalised textbooks are enumerated.

Enumeration groups

Textbooks are grouped under Languages, Mathematics, Physical Sciences, Social Sciences, Commerce, Technical Subjects, Agriculture and its allied subjects, and Crafts/Fine Arts, etc.

Textbooks in languages are grouped into five sub-groups viz, Regional Languages, Hindi, English, Classical (including Oriental) Languages and other Languages. Under the category of Regional Languages are included all the books in Modern Indian Languages and 6 major dialects in Nagaland which are being taught as the first language. Under Hindi and English are included textbooks in Hindi and English respectively as being taught as second or third language. Under Classical Languages are included all the books in Sanskrit, Persian, Pali, Latin, Greek, Arabic, etc. except those in Arabic in case of Kerala. Textbooks in other languages include textbooks in Modern Indian Languages as second or third language, Modern European Languages including English as a first language, Arabic as a first language in case of Kerala and various other Indian languages which are in use in the States and Union Territories as first or second language.

Textbooks for classes A and B in Assam and Nagaland are included under class I against the respective States. Areas where class VIII is a part of the middle stage, the textbooks have been shown in a separate table as well as included in the table meant for classes VI to VIII. Textbooks adopted from other States have been enumerated only once with the original State. Further, textbooks which are common in more than one State or for more than one classes are counted once only. As Haryana, Punjab, Chandigarh and Himachal Pradesh (merged areas) have the same textbooks for all classes these have been counted once. Himachal Pradesh, for classes IX to XI follows the textbooks used in Punjab and thus they have been enumerated once only.

Classwise and subjectwise number of textbooks (Tables 8.01, 8.02, 8.03 and 8.04)

The total number of textbooks in use in schools as recorded in the present survey is 12,292. Of these, 6,552 are for the secondary stage and the remaining are for classes I-VI/VII/VIII. Of these, 924 are nationalised textbooks and the remaining (11,368) are approved and/or recommended. The total number of textbooks for classes I to V is 2,625 (257) and of these 333 (257) are nationalised. There are 3,115 (140) books for classes VI-VII/VIII and of these 278 (131) are nationalised. There are 6,552 (204) books for the secondary stage and of these 313 (83) are nationalised. The total number of

translated versions is 601. Out of 601 translated versions 471 are nationalised ones.

The total number of textbooks differs from State to State. Tamil Nadu has the maximum number of textbooks (2,680). The smallest number of textbooks recorded is 86 for Andhra Pradesh. It is observed that all the States have nationalised the textbooks but coverage of classes differs from State to State. West Bengal has not nationalised textbooks for classes I and II. In case of Union Territories except Chandigarh, North East Frontier Agency and Pondicherry which follow textbooks of neighbouring States, Goa, Daman & Diu, Himachal Pradesh, Manipur and Tripura use approved textbooks while Delhi has nationalised some textbooks.

Number of textbooks (Table 8.04)

It is observed that nearly half (46.62%) of the total of textbooks is on languages (5,730) and of these 547 (65) are nationalised. The number of approved and/or recommended textbooks on Mathematics (1,554) and Physical Sciences (1,604) is by and large the same but with regard to nationalised textbooks in these subjects the number differs (Mathematics 258, Science 108). In Social Sciences the number of books is slightly more than one fifth (2,681) of the total number of textbooks.

Textbooks for classes I to V (Table 8.05)

The total number of textbooks for classes I to V is 2,625 (257) and of these, 333 (257) are nationalised and the remaining (2,292) are approved and/or recommended. Among the States and Union Territories, Tamil Nadu has the maximum number of textbooks (689). Further, in certain States which have not nationalised the textbooks for certain subjects, it is observed that the number of approved and/or recommended textbooks is very large. For Arithmetic, Gujarat has as many as 49 approved textbooks for classes IV and V, and Tamil Nadu has 137 textbooks for classes III to V. For History, Gujarat has 29 approved and recommended textbooks for classes IV and V. Maharashtra has 79 textbooks on this subject for classes III to V whereas Tamil Nadu has 235 textbooks for classes IV and V on it. There are 146 and 158 approved and recommended textbooks on General Science and Geography respectively for classes IV and V in Tamil Nadu.

Of the approved and recommended textbooks (2,292) for classes I to V, it is observed that nearly half (47.43%) of the textbooks are on languages (1,087). More than one fourth (29.1%) of the textbooks are on Social Studies (52), History (392), and Geography (223) taken together. The number of textbooks in General Science (236) is almost

the same as those in Geography (223). In Mysore, the number of nationalised textbooks in Social Studies is almost the same as that of approved books (23 and 21 respectively). Bihar and Kerala are teaching classical languages even at the primary stage and there are eight approved books in Sanskrit in Bihar in classes IV and V and 1 in Kerala.

Textbooks for classes VI-VII/VIII (Table 8.06)

For States and Union Territories where class VIII is part of middle stage, the data have been included in Table 8.06. Out of 3,115 (140) textbooks for classes VI-VII/VIII, 278 (131) are nationalised and 2,837 (9) are approved or/and recommended textbooks.

Of the 2,837(9) approved or/and recommended textbooks for these classes, it is observed that less than half (45.29%) of the textbooks are on languages (1,285). Slightly less than one fourth (681) of the textbooks are on Social Studies, History and Geography taken together. The number of approved and recommended textbooks on Mathematics (343) and History (349) is almost the same while there are more textbooks on General Science (422) than on Mathematics or History.

In the States and Union Territories which have not nationalised the textbooks for certain subjects for classes VI-VII/VIII, it is observed that a large number of textbooks are approved and recommended. Tamil Nadu has 146, 155, 187, 157 and 145 approved textbooks on English, Mathematics, General Science, History and Geography. In comparison to other States, Tamil Nadu has the largest number of approved textbooks in these subjects. Gujarat, Orissa and West Bengal account for 44, 37 and 62 approved textbooks on Mathematics. There are 33, 38, 20 and 100 approved textbooks on General Science in Gujarat, Maharashtra, Orissa and West Bengal respectively. These States have 23, 43, 20 and 94 approved textbooks on History.

Textbooks at secondary stage—classes VII/VIII/IX-X/XI/XII (Tables 8.07A-8.07F)

In case of States and Union Territories where class VIII is a part of the secondary stage, the data for this class have been included at the secondary stage. Out of 6,552 (204) textbooks at this stage, 313 (83) are nationalised and the remaining 6,239 (121) are approved and/or recommended textbooks. In comparison to other States and Union Territories, Tamil Nadu has the maximum number of textbooks even at the secondary stage.

Of the total number of textbooks at this stage (6,552), less than half (46%) of the textbooks are on languages (3,013). Textbooks on

Mathematics (862) and Physical Sciences (816) are by and large the same while in comparison to languages, more than one-third of the textbooks are on Social Sciences (1,227).

As regards the number of textbooks in languages, Tamil Nadu has 268 approved and recommended textbooks for Tamil and 140 for English. Gujarat and Maharashtra have 61 and 50 approved textbooks on Hindi respectively. Assam has 78 approved textbooks on classical languages.

All States and Union Territories except Andhra Pradesh, Assam, Bihar and Kerala use approved textbooks only for Mathematics. Assam and Bihar use both nationalised as well as approved textbooks. Andhra Pradesh and Kerala use only nationalised textbooks for Mathematics. Maharashtra has the maximum number (152) of textbooks. Gujarat has 147 and Tamil Nadu 117 textbooks.

As regards Physical Sciences, except Andhra Pradesh and Kerala having only nationalised textbooks and Bihar and Tamil Nadu having both nationalised and approved textbooks, the remaining States and Union Territories have approved textbooks. Kerala is the only State to have nationalised textbooks on Domestic Science. Tamil Nadu has 111 approved textbooks for General Science and 10 for Biology. Rajasthan has 37 textbooks for Physics and Chemistry. Maharashtra and West Bengal have 15 and 17 textbooks for Physiology & Hygiene respectively.

As regards textbooks on Social Sciences, Bihar has nationalised textbooks on Social Studies, History, Geography and Economics. Andhra Pradesh and Kerala have nationalised textbooks on Social Studies. Assam has nationalised textbooks on Logic only. Except these States, the remaining States use approved textbooks for Social Sciences. Mysore has 36 textbooks for Social Studies. Tamil Nadu has 147 and 111 textbooks for History and Geography respectively. West Bengal has 58 recommended textbooks for Economics. There are 79 (17) books for Social Studies, 415 (10) for History, 345 (8) for Geography, 55 (2) for Commercial/Economic Geography, 155 (4) for Economics, 134 (3) for Civics and 44 for Logic/Psychology, etc. (Table 8.07 c)

Gujarat, Kerala, Maharashtra and Mysore use nationalised textbooks for Commerce. It is seen that the remaining States use approved or recommended textbooks for this subject. West Bengal alone has 52 recommended textbooks on Commerce.

With regard to technical subjects, only Kerala has nationalised textbooks. Bihar has 25 textbooks on technical subjects.

Assam, Gujarat, Kerala and Maharashtra have nationalised textbooks on Agriculture. Other States use approved and recomm-

ended textbooks for Agriculture and its allied subjects (Table 8.07 d). Kerala has nationalised textbooks on Music and Dancing (4) and Drawing and Painting (2). Assam has nationalised textbooks on Sewing and Knitting (1). Rajasthan has 41 approved and recommended textbooks on Music and Dancing.

Of the approved and recommended textbooks, it is observed that Tamil Nadu has the maximum number of approved textbooks in certain subjects.

Classwise textbooks in classes I to V (Table 8.08)

Andhra Pradesh, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Mysore, Rajasthan, Tamil Nadu and Pondicherry have only one textbook in each of the classes I and II. In West Bengal no single textbook has been prescribed for classes I and II. In these classes 102 and 155 picture books are approved in Bengali language for use and these picture books are meant more to be used as pleasant companions of the young learners. Pupils are encouraged to use as many of these books as possible in order to acquire a large vocabulary through experience of joy. Re. 1 is realised from each pupil and as many as possible of approved books are purchased with the collected amount for the common use of the class. Amongst the States, Jammu & Kashmir, West Bengal and Nagaland have prescribed 5 textbooks each in class III. Except Gujarat, Kerala and Maharashtra which prescribed only 1 textbook each in class III, the textbooks to be studied in this class vary from 2 to 4 in the remaining States. Kerala has prescribed only 2 textbooks for class IV whereas in Bihar, the maximum number of textbooks prescribed for a pupil is 9. Uttar Pradesh has prescribed only 3 textbooks for class V whereas Kerala has prescribed 7 and in other States the number is in between the two.

Cost of textbooks for Classes I to V (Table 8.08)

For calculating the cost of textbooks both approved and nationalised textbooks have been considered. For calculating the cost of approved textbooks only one book per subject has been counted for each class. Moreover, the cost of textbooks has been calculated on the basis of minimum/maximum textbooks which are required to be studied in classes I to V.

In Jammu & Kashmir, total number of textbooks prescribed for a pupil is 20 (1 to V) and these cost Rs. 7.35 which is the lowest. In Bihar, the maximum cost of 23 textbooks is Rs. 22.51 (I to V) which is the highest.

For States and Union Territories which prescribe only one textbook for class I, the lowest cost is Rs. 0.30 (Madhya Pradesh) and

highest is Rs. 0.90 (Maharashtra). The total cost of textbooks to be borne by a pupil varies from Rs. 0.30 (Madhya Pradesh) to Rs. 1.65 (Bihar and Delhi) for class I, from Rs. 0.40 (Tamil Nadu and Pondicherry) to Rs. 2.55 (Orissa) for class II, from Rs. 1.40 (J. & K.) to Rs. 7.90 (Manipur) for class III, from Rs. 1.90 (West Bengal) to Rs. 13.10 (Manipur) for class IV, and from Rs. 2.24 (U.P.) to Rs. 12.50 (Manipur) for class V.

Prices of nationalised/departmental textbooks for classes I to V (Table 8.09)

The lowest price recorded is Rs. 0.25 of a Gujarati language textbook (Gujarat) and Angami language textbook (Nagaland) for class I whereas the highest price recorded is Re. 1.00 of a Hindi language textbook (Delhi). The lowest prices are Rs. 0.25 and Rs. 0.30 of Urdu language textbooks for classes II and III respectively (J. & K.) while the highest prices are Re. 1.00 and Rs. 1.35 of Hindi language textbooks (Delhi and Bihar) for these classes. The prices of language textbooks are the lowest in Jammu and Kashmir and Punjab for class IV and on the other extreme is Bihar. Again, Jammu & Kashmir and Bihar occupy the same position on price continuum for class V.

TABLE 8.01 NUMBER OF TEXTBOOKS (CLASSWISE)

Sr. No.	States/Union Territories	Classes								Secondary stage	Total
		I	II	III	IV	V	VI	VII	VIII		
1.	Andhra Pradesh	1	1	4(2)	6(4)	8(4)	10(5)	10(5)	—	46	86(20)
2.	Assam	47(3)	15(6)	28(2)	65(2)	96(2)	19(2)	—	—	757(2)	1,027(19)
3.	Bihar	18(3)	13(3)	12(3)	20(2)	20(2)	60(12)	45(5)	—	574(81)	762(111)
4.	Gujarat	29	24	24	110*	130	129	129	—	549	1,124
5.	Haryana	4	3	5	5	5	18	16	16	—	72
6.	Jammu & Kashmir	5(2)	6(3)	8(5)	8(5)	8(5)	20(8)	21(8)	21(8)	71	168(44)
7.	Kerala	4	4	4	5	12(9)	14(9)	15(9)	—	77(27)	135(54)
8.	Madhya Pradesh	2	2	4(1)	4(1)	3(1)	3	3	3	189	213(3)
9.	Maharashtra	10	26	70	69(14)	164(14)	113(14)	124(14)	—	690	1,266(56)
10.	Mysore	4(5)	4(5)	48(17)	8(23)	14(23)	31 (5)	33(5)	—	313(14)	455(97)
11.	Nagaland	9(30)	4(10)	5(6)	4	11	6	—	—	26(1)	65(47)
12.	Orissa	2	2	3	5	5	109	113	—	296	535
13.	Punjab	4	3(1)	5(3)	5(3)	5(3)	18(12)	16(9)	16(10)	211(79)	283(120)
14.	Rajasthan	1	1	4(6)	4(6)	4(6)	16	14	14	379	437(18)
15.	Tamil Nadu	1	1	60	445	182	332	335	362	962	2,680
16.	Uttar Pradesh	2	2	3	3	3	32	37	36	647	765
17.	West Bengal	109	160	31	29	105	311	204	136	491	1,576
18.	A. & N. Islands	Follow Textbooks of Delhi									
19.	Chandigarh	Follows Textbooks of Punjab and Haryana									
20.	Delhi	6	5(3)	12(3)	12(3)	3(3)	17	14	12	201	282(12)

Sr. No.	States/Union Territories	Classes								Secondary stage	Total
		I	II	III	IV	V	VI	VII	VIII		
21.	Goa, Daman & Diu	5	4	5	5	18	13	12	—	61	123
22.	Himachal Pradesh	2	3	4	5	5	11	12	13	—	55
23.	L.M. & A. Islands	Follow the Textbooks of Kerala									
24.	Manipur	15	11	16	20	18	23	44	34	12	193
25.	NEFA	Follows Textbooks of Assam of Assamese medium schools									
26.	Pondicherry	Follows Textbooks of Tamil Nadu, Kerala and Andhra Pradesh									
27.	Tripura	8	7	16	15	16	—	—	—	—	62
Total		284(43)	298(31)	366(48)	847(63)	830(72)	1,287(67)	1,181(55)	647(18)	6,552(204)	12,292(601)

Note :—Figures in parentheses indicate the number of translated textbooks which are not included in the figures outside.

TABLE 8.02 NUMBER OF NATIONALISED TEXTBOOKS (CLASSWISE)

Sr. No.	States/Union Territories	Classes								Secondary stage	Total
		I	II	III	IV	V	VI	VII	VIII		
1.	Andhra Pradesh	1	1	4(2)	6(4)	8(4)	10(5)	10(5)	—	46	86(20)
2.	Assam	7(3)	3(6)	4(2)	4(2)	3(2)	5(2)	—	—	23(2)	49(19)
3.	Bihar	9(3)	6(3)	6(3)	3(2)	3(2)	3(4)	4(4)	—	31(50)	65(71)
4.	Gujarat	3	2	2	4	1	1	1	—	21	35
5.	Haryana	4	3	5	5	5	18	16	16	—	72
6.	Jammu & Kashmir	5(2)	6(3)	8(5)	8(5)	8(5)	20(8)	21(8)	21(8)	23	120(44)
7.	Kerala	4	4	4	5	10(9)	10(9)	11(9)	—	60(27)	108(54)
8.	Madhya Pradesh	2	2	4(1)	4(1)	3(1)	3	3	3	3	27(3)
9.	Maharashtra	8	3	3	5(14)	3(14)	3(14)	3(14)	—	26	54(56)
10.	Mysore	1(5)	1(5)	22(17)	5(23)	7(23)	4(5)	3(5)	—	28(3)	71(86)
11.	Nagaland	6(30)	2(10)	2(6)	—	—	—	—	—	4(1)	14(47)
12.	Orissa	2	2	3	5	5	2	3	—	5	27
13.	Punjab	4	3(1)	5(3)	5(3)	5(3)	18(12)	16(9)	16(10)	17	89(41)
14.	Rajasthan	1	1	4(6)	4(6)	4(6)	11	11	11	—	47(18)
15.	Tamil Nadu	1	1	1	2	2	2	2	3	11	25
16.	Uttar Pradesh	2	2	3	3	3	5	5	5	—	28
17.	West Bengal	—	—	7	7	7	1	2	—	10	34
18.	A. & N. Islands	Follow the Textbooks of Delhi									
19.	Chandigarh	Follows Textbooks of Punjab and Haryana									
20.	Delhi	2	3(3)	3(3)	3(3)	3(3)	11	9	6	5	45(12)

Sr. No.	States/Union Territories	Classes								Secondary stage	Total
		I	II	III	IV	V	VI	VII	VIII		
21.	Goa, Daman & Diu	—	—	—	—	—	—	—	—	—	—
22.	Himachal Pradesh	—	—	—	—	—	—	—	—	—	—
23.	L.M. & A. Islands	Follow the Textbooks of Kerala									
24.	Manipur	—	—	—	—	—	—	—	—	—	—
25.	NEFA	Follows Textbooks of Assam of Assamese medium schools									
26.	Pondicherry	Follows Textbooks of Tamil Nadu, Kerala and Andhra Pradesh									
27.	Tripura	—	—	—	—	—	—	—	—	—	—
Total		58(43)	42(31)	85(48)	73(63)	75(72)	109(59)	104(54)	65(18)	313(83)	924(471)

Note :—Figures in parentheses indicate the number of translated textbooks which are not included in the figures outside.

TABLE 8.03 NUMBER OF APPROVED AND/OR RECOMMENDED TEXTBOOKS

Sr. No.	States/Union Territories	Classes								Secondary stage	Total
		I	II	III	IV	V	VI	VII	VIII		
1.	Andhra Pradesh	—	—	—	—	—	—	—	—	—	—
2.	Assam	40	12	24	61	93	14	—	—	734	978
3.	Bihar	9	7	6	17	17	57(8)	41(1)	—	543(31)	697(40)
4.	Gujarat	26	22	22	106	129	128	128	—	528	1,089
5.	Haryana	—	—	—	—	—	—	—	—	—	—
6.	Jammu & Kashmir	—	—	—	—	—	—	—	—	48	48
7.	Kerala	—	—	—	—	2	4	4	—	17	27
8.	Madhya Pradesh	—	—	—	—	—	—	—	—	186	186
9.	Maharashtra	2	23	67	64	161	110	121	—	664	1,212
10.	Mysore	3	3	26	3	7	27	30	—	285(11)	384(11)
11.	Nagaland	3	2	3	4	11	6	—	—	22	51
12.	Orissa	—	—	—	—	—	107	110	—	291	508
13.	Punjab	—	—	—	—	—	—	—	—	194(79)	194(79)
14.	Rajasthan	—	—	—	—	—	5	3	3	379	390
15.	Tamil Nadu	—	—	59	443	180	330	333	359	951	2,655
16.	Uttar Pradesh	—	—	—	—	—	27	32	31	647	737
17.	West Bengal	109	160	24	22	98	310	202	136	481	1,542
18.	A. & N. Islands	Follow Textbooks of Delhi									
19.	Chandigarh	Follows Textbooks of Punjab and Haryana									
20.	Delhi	4	2	9	9	—	6	5	6	196	237

Sr. No.	States/Union Territories	Classes								Secondary stage	Total
		I	II	III	IV	V	VI	VII	VIII		
21.	Goa, Daman & Diu	5	4	5	5	18	13	12	—	61	123
22.	Himachal Pradesh	2	3	4	5	5	11	12	13	—	55
23.	L.M. & A. Islands	Follow Textbooks of Kerala									
24.	Manipur	15	11	16	20	18	23	44	34	12	193
25.	NEFA	Follows Textbooks of Assam of Assamese medium schools									
26.	Pondicherry	Follows Textbooks of Tamil Nadu, Kerala and Andhra Pradesh									
27.	Tripura	8	7	16	15	16	—	—	—	—	62
Total		226	256	281	774	755	1,178(8)	1,077(1)	582	6,239(121)	11,368(130)

Note :—Figures in parentheses indicate the number of translated textbooks which are not included in the figures outside.

TABLE 8.04 NUMBER OF

Subjects	I			II		
	A	B	T	A	B	T
1. Languages						
(i) Regional language	31(12)	136	167(12)	18(4)	181	199(4)
(ii) Hindi						
(iii) Classical languages						
(iv) English	—	1	1	—	1	1
(v) Other languages	24(7)	77	101(7)	17(7)	61	78(7)
2. Mathematics	3(24)	9	12(24)	6(17)	10	16(17)
3. Social Sciences						
(i) Social Studies	—	1	1	—	1	1
(ii) History						
(iii) Geography						
(iv) Civics						
(v) Economics						
(vi) Others (Moral Sc., Logic, Psychology, Sociology, Education)	—	1	1	—	—	—
			(Moral Sc.)			
4. Physical Sciences						
(i) General & Elementary— Science	—	1	1	1(3)	2	3(3)
(ii) Physics & Chemistry						
(iii) Biology						
(iv) Physiology & Hygiene						
(v) Domestic/Home Science						

A :—Nationalised, Departmental, and Board's/University's.

B :—Approved/recommended.

TEXTBOOKS (SUBJECTWISE)

A	III			IV			V		
	B	T	A	B	T	A	B	T	
19(2)	40	59(2)	19	42	61	15	63	78	
1	—	1	1	3	4	3	91	94	
—	—	—	—	4	4	1	4	5	
3	5	8	5	35	40	9	35	44	
14(7)	67	81(7)	11(7)	98	109(7)	8(7)	143	151(7)	
11(23)	78	89(23)	14(26)	94	108(26)	14(29)	71	85(29)	
26(4)	32	58(4)	9(12)	9	18(12)	10(15)	9	19(15)	
3	25	28	1	248	249	1	119	120	
2	21	23	4(7)	136	140(7)	2(7)	66	68(7)	
—	1	1	—	—	—	—	1	1	
	(Moral Sc.)						(Moral Sc.)		
6(12)	9	15(12)	8(11)	98	106(11)	10(14)	126	136(14)	
—	3	3	—	4	4	1	22	23	

Note:—1. Figures in parentheses indicate the number of translated textbooks which are not included in figures outside.

2. Textbooks for classes A and B in Assam and Nagaland are included under class I against the respective State.

TABLE 8.04

Subjects	VI			VII		
	A	B	T	A	B	T
1. Languages						
(i) Regional language	18	200	218	18	194	212
(ii) Hindi	4	38	42	4	40	44
(iii) Classical languages	10	11	21	10	18	28
(iv) English	14	95	109	18	79	97
(v) Other languages	9(5)	169	178(5)	8(5)	156	164(5)
2. Mathematics	16(21)	136	152(21)	14(20)	146	160(20)
3. Social Sciences						
(i) Social Studies	9(6)	26	35(6)	6(6)	13	19(6)
(ii) History	1(1)	133	134(1)	1(1)	136(1)	137(2)
(iii) Geography	3(9)	96(4)	99(13)	3(9)	119	122(9)
(iv) Civics	—	3(2)	3(2)	—	11	11
(v) Economics	—	—	—	—	—	—
(vi) Others (Moral Sc., Logic, Psychology, Sociology, Education)	—	—	—	—	—	—
4. Physical Sciences						
(i) General & Elementary Science	10(7)	230(2)	240(9)	9(6)	127	136(6)
(ii) Physics & Chemistry	—	—	—	—	—	—
(iii) Biology	—	—	—	—	—	—
(iv) Physiology & Hygiene	—	—	—	—	—	—
(v) Domestic/Home Science	3(2)	23	26(2)	3(1)	20	23(1)

(Contd.)

<i>VIII</i>			<i>Secondary stage</i>			<i>Total</i>		
A	B	T	A	B	T	A	B	T
12	123	135	46(1)	749	795(1)	196(19)	1,728	1,924(19)
2	6	8	28	170	198	43	348	391
7	10	17	39	404	443	67	451	518
7(1)	88	95(1)	50	504(10)	554(10)	106(1)	843(10)	949(11)
5	58	63	39	984	1,023	135(45)	1,813	1,948(45)
9(4)	61	70(4)	21(25)	841(69)	862(94)	108(189)	1,446 (69)	1,554 (258)
4(1)	3	7(1)	9(15)	70(2)	79(17)	73(59)	164(2)	237(61)
1(1)	80	81(1)	5(10)	410	415(10)	13(13)	1,151(1)	1,164(14)
2(2)	75	77(2)	5(6)	395(4)	400(10)*	21(40)	908(8)	929(48)
—	1	1	—	134(3)	134(3)	—	149(5)	149(5)
—	—	—	1(2)	154(2)	155(4)	1(2)	154(2)	155(4)
—	—	—	1	43	44	1	46	47
4(2)	65	69(2)	6(13)	392(7)	398(20)	54(68)	1,050(9)	1,104(77)
—	—	—	5(8)	182(14)	187(22)	5(8)	182(14)	187(22)
—	—	—	6(2)	49(1)	55(3)	6(2)	49(1)	55(3)
—	—	—	—	88(2)	88(2)	—	88(2)	88(2)
2(1)	1	3(1)	2	86	88	11(4)	159	170(4)

*Including Commercial & Economic Geography.

TABLE 8.04

<i>Subjects</i>	<i>I</i>			<i>II</i>		
	A	B	T	A	B	T
5. Fine Arts/Crafts/Others						
(i) Music & Dancing	—	—	—	—	—	—
(ii) Drawing & Painting	—	—	—	—	—	—
(iii) Gardening	—	—	—	—	—	—
(iv) Clay modelling & Paper-work	—	—	—	—	—	—
(v) Sewing, Knitting & Allied Crafts	—	—	—	—	—	—
(vi) Leather, Metal & Wood Work	—	—	—	—	—	—
(vii) Others (Military Science, Ceramic Science, Social Welfare, Sanitation & Public Health, etc.)	—	—	—	—	—	—
6. Agriculture & its Allied Subjects	—	—	—	—	—	—
7. Commerce	—	—	—	—	—	—
8. Technical Subjects	—	—	—	—	—	—
TOTAL	58(43)	226	284(43)	42(31)	256	298(31)

TABLE 8.04

Subjects	VI			VII		
	A	B	T	A	B	T
5. Fine Arts/Crafts/Others						
(i) Music & Dancing	3(2)	3	6(2)	1	2	3
(ii) Drawing & Painting	3(2)	7	10(2)	3(2)	7	10(2)
(iii) Gardening	—	—	—	—	—	—
(iv) Clay modelling & Paper-work	—	—	—	—	—	—
(v) Sewing, Knitting & Allied Crafts	2(2)	7	9(2)	2(2)	8	10(2)
(vi) Leather, Metal & Wood Work	—	—	—	—	—	—
(vii) Others (Military Science, Ceramic Science, Social Welfare, Sanitation & Public Health, etc.)	—	—	—	—	—	—
6. Agriculture & its Allied Subjects	3(2)	1	4(2)	3(2)	1	4(2)
7. Commerce	1	—	1	1	—	1
8. Technical Subjects	—	—	—	—	—	—
TOTAL	109 (59)	1,178 (8)	1,287 (67)	104 (54)	1,077 (1)	1,181 (55)

(Contd.)

<i>VIII</i>			<i>Secondary Stage</i>			<i>Total</i>		
A	B	T	A	B	T	A	B	T
1	1	2	4	108	112	10(2)	115	125(2)
3(2)	7	10(2)	2	65	67	12(6)	93	105(6)
—	—	—	—	22	22	—	22	22
—	—	—	—	9	9	—	9	9
2(2)	2	4(2)	1	56	57	7(6)	73	80(6)
—	—	—	—	34	34	—	34	34
—	—	—	4(1)	45	49(1)	4(1)	45	49(1)
3(2)	1	4(2)	16	49	65	25(6)	52	77(6)
1	—	1	11	145(2)	156(2)	14	145(2)	159(2)
—	—	—	12	51(5)	63(5)	12	51(5)	63(5)
65	582	647	313	6,239	6,552	924	11,368	12,292
(18)	(18)	(18)	(83)	(121)	(204)	(471)	(130)	(601)

TABLE 8.05 TEXTBOOKS

Sl. No.	States/Union Territories	Regional Language			Other Languages		
		A	B	T	A	B	T
1.	Andhra Pradesh	8	—	8	—	—	—
2.	Assam	6	69	75	1	84	85
3.	Bihar	6	12	18	13	34	47
4.	Gujarat	11	32	43	—	113	113
5.	Haryana	6	—	6	6	—	6
6.	Jammu & Kashmir	5	—	5	20(10)	—	20(10)
7.	Kerala	5	1	6	15	1	16
8.	Madhya Pradesh	5	—	5	4	—	4
9.	Maharashtra	4	30	34	13	115	128
10.	Mysore	5	—	5	(25)	14	14(25)
11.	Nagaland	10(18)	—	10(18)	—	—	—
12.	Orissa	7	—	7	—	—	—
13.	Punjab	6	—	6	3	—	3
14.	Rajasthan	5	—	5	—	—	—
15.	Tamil Nadu	5	—	5	—	6	6
16.	Uttar Pradesh	6	—	6	—	—	—
17.	West Bengal	3	262	265	3	36	39
18.	A. & N. Islands	Textbooks of Delhi are followed					
19.	Chandigarh	Textbooks of Punjab and Haryana are					
20.	Delhi	5	3	8	2	9	11
21.	Goa, Daman & Diu	—	8	8	—	12	12
22.	Himachal Pradesh	—	6	6	—	—	—
23.	L.M. & A. Islands	Textbooks of Kerala are followed					
24.	Manipur	—	16	16	—	22	22
25.	NEFA	Follow Textbooks of Assam of Assamese					
26.	Pondicherry	Follow Textbooks of Tamil Nadu,					
27.	Tripura	—	23	23	—	—	—
TOTAL		102	462	564	74	446	520
		(18)		(18)	(35)		(35)

A : —Nationalised, Departmental, Boards/Universities

B : —Approved or/and recommended.

(Figures in parentheses indicate the number of translated textbooks which are not included in the figures outside).

FOR STANDARDS I-V

<i>Arithmetic</i>			<i>Social Studies</i>			<i>General Science</i>		
A	B	T	A	B	T	A	B	T
3(6)	—	3(6)	2(4)	—	2(4)	2	—	2
6(8)	13	19(8)	—	—	—	4(7)	—	4(7)
5(13)	—	5(13)	3	—	3	—	—	—
—	49	49	—	3	3	—	19	19
4	—	4	3	—	3	3	—	3
4(4)	—	4(4)	3(3)	—	3(3)	3(3)	—	3(3)
1(3)	—	1(3)	1(3)	—	1(3)	1(3)	—	1(3)
3(3)	—	3(3)	3	—	3	—	—	—
2(14)	15	17(14)	—	—	—	—	41	41
3(18)	—	3(18)	21(12)	23	44(12)	3(18)	—	3(18)
(28)	3	3(28)	—	1	1	—	5	5
3	—	3	3	—	3	2	—	2
4(4)	—	4(4)	3(3)	—	3(3)	3(3)	—	3(3)
3(6)	—	3(6)	3(6)	—	3(6)	3(6)	—	3(6)
—	137	137	—	—	—	—	146	146
4	—	4	—	—	—	3	—	3
3	—	3	—	—	—	1	—	1
followed								
4(12)	—	4(12)	3	—	3	—	6	6
—	7	7	—	4	4	—	2	2
—	4	4	—	3	3	—	4	4
—	18	18	—	10	10	—	7	7
medium schools								
Kerala and Andhra Pradesh								
—	16	16	—	8	8	—	6	6
48	262	310	45	52	97	25	236	261
(119)		(119)	(31)		(31)	(40)		(40)

Note :—Textbooks for classes A and B in Assam and Nagaland are included under class I against the respective State.

TABLE 8.05

Sl. No.	States/Union Territories	History			Geography			English		
		A	B	T	A	B	T	A	B	T
1.	Andhra Pradesh	—	—	—	—	—	—	4	—	4
2.	Assam	2	21	23	1	17	18	1	24	25
3.	Bihar	—	—	—	—	—	—	—	—	—
4.	Gujarat	—	29	29	—	17	17	1	22	23
5.	Haryana	—	—	—	—	—	—	—	—	—
6.	Jammu & Kashmir	—	—	—	—	—	—	—	—	—
7.	Kerala	—	—	—	—	—	—	2	—	2
8.	Madhya Pradesh	—	—	—	—	—	—	—	—	—
9.	Maharashtra	—	79	79	2	10	12	1	—	1
					(14)		(14)			
10.	Mysore	—	—	—	—	—	—	1	—	1
11.	Nagaland	—	—	—	—	1	1	—	8	8
12.	Orissa	—	—	—	—	—	—	2	—	2
13.	Punjab	—	—	—	—	—	—	—	—	—
14.	Rajasthan	—	—	—	—	—	—	—	—	—
15.	Tamil Nadu	—	235	235	—	158	158	2	—	2
16.	Uttar Pradesh	—	—	—	—	—	—	—	—	—
17.	West Bengal	3	27	30	5	19	24	3	8	11
18.	A. & N. Islands	—	—	—	—	—	—	—	—	—
19.	Chandigarh	—	—	—	—	—	—	—	—	—
20.	Delhi	—	—	—	—	—	—	—	—	—
21.	Goa, Daman & Diu	—	1	1	—	1	1	—	1	1
22.	Himachal Pradesh	—	—	—	—	—	—	—	2	2
23.	L.M. & A. Islands	—	—	—	—	—	—	—	—	—
24.	Manipur	—	—	—	—	—	—	—	3	3
25.	NEFA	—	—	—	—	—	—	—	—	—
26.	Pondicherry	—	—	—	—	—	—	—	—	—
27.	Tripura	—	—	—	—	—	—	—	9	9
TOTAL		5	392	397	8	223	231	17	77	94
					(14)		(14)			

(Contd.)

Home Science			Hindi			Others (Drawing, Moral Sc., Music, etc.)			Classical Languages			Total		
A	B	T	A	B	T	A	B	T	A	B	T	A	B	T
—	—	—	1	—	1	—	—	—	—	—	—	20(10)	—	20(10)
—	—	—	—	2	2	—	—	—	—	—	—	21(15)	230	251
—	—	—	—	—	—	—	—	—	—	—	—	—	—	(15)
—	—	—	—	—	—	—	2	2	—	8	8	27(13)	56	83(13)
—	6	6	—	12	12	—	3	3	—	—	—	12	305	317
—	—	—	—	—	—	—	—	—	—	—	—	22	—	22
—	—	—	—	—	—	—	—	—	—	—	—	35(20)	—	35(20)
—	—	—	1	—	1	—	—	—	1	—	1	27(9)	2	29(9)
—	—	—	—	—	—	—	—	—	—	—	—	15(3)	—	15(3)
—	14	14	—	12	12	—	1	1	—	—	—	22	317	339
—	—	—	—	—	—	—	—	—	—	—	—	(28)	—	(28)
1	3	4	—	—	—	2	2	4	—	—	—	36(73)	42	78(73)
—	—	—	—	2	2	—	3	3	—	—	—	10(46)	23	33(46)
—	—	—	—	—	—	—	—	—	—	—	—	17	—	17
—	—	—	3	—	3	—	—	—	—	—	—	22(10)	—	22(10)
—	—	—	—	—	—	—	—	—	—	—	—	14(18)	—	14(18)
—	—	—	—	—	—	—	—	—	—	—	—	7	682	689
—	—	—	—	—	—	—	—	—	—	—	—	13	—	13
—	—	—	—	61	61	—	—	—	—	—	—	21	413	434
—	6	6	—	—	—	—	—	—	—	—	—	14(12)	24	38(12)
—	—	—	—	1	1	—	—	—	—	—	—	—	37	37
—	—	—	—	—	—	—	—	—	—	—	—	—	19	19
—	—	—	—	4	4	—	—	—	—	—	—	—	80	80
—	—	—	—	—	—	—	—	—	—	—	—	—	62	62
1	29	30	5	94	99	2	11	13	1	8	9	333	2,292	2,625
												(257)		(257)

TABLE 8.06 TEXTBOOKS

Sl. No.	States/Union Territories	Regional Language			Other Languages		
		A	B	T	A	B	T
1.	Andhra Pradesh	4	—	4	—	—	—
2.	Assam	1	3	4	1	6	7
3.	Bihar	1	10	11	—	51	51
4.	Gujarat	—	32	32	—	58	58
5.	Haryana	6	—	6	6	—	6
6.	Jammu & Kashmir	6	—	6	12	—	12
7.	Kerala	2	2	4	6	4	10
8.	Madhya Pradesh	3	—	3	—	—	—
9.	Maharashtra	—	29	29	—	70	70
10.	Mysore	2	—	2	(10)	4	4(10)
11.	Nagaland	—	—	—	—	—	—
12.	Orissa	3	43	46	—	33	33
13.	Punjab	6	—	6	—	—	—
14.	Rajasthan	3	—	3	3	—	3
15.	Tamil Nadu	4	198	202	—	34	34
16.	Uttar Pradesh	6	—	6	—	12	12
17.	West Bengal	1	176	177	—	80	80
18.	Chandigarh	Textbooks of Punjab and Haryana are					
19.	Delhi	6	3	9	—	6	6
20.	Goa, Daman & Diu	—	4	4	—	5	5
21.	Himachal Pradesh	—	5	5	—	3	3
22.	Manipur	—	12	12	—	17	17
23.	NEFA	Follows textbooks of Assam of Assamese					
24.	Pondicherry	Follows textbooks of Tamil Nadu, Kerala					
25.	Tripura	Follows textbooks prescribed/recommended					
TOTAL		48	517	565	22(10)	383	405(10)

A: —Nationalised, Departmental, Boards/Universities.

B: —Approved or/and recommended.

(Figures in parentheses indicate the number of translated textbooks which are not included in the figures outside).

FOR STANDARDS VI-VII/VIII

<i>English</i>			<i>Hindi</i>			<i>Classical Languages</i>		
A	B	T	A	B	T	A	B	T
6	—	6	2	—	2	2	—	2
1	4	5	—	1	1	—	—	—
2	6	8	—	—	—	—	13	13
2	—	2	—	23	23	—	—	—
5	—	5	—	—	—	3	—	3
5	—	5	—	—	—	15	—	15
2	2	4	2	—	2	3	—	3
—	—	—	—	—	—	—	—	—
2	—	2	—	24	24	—	—	—
2	—	2	(Textbook of M.P. is followed)			—	—	—
—	3	3	—	1	1	—	—	—
2	4	6	—	20	20	—	—	—
5(1)	—	5(1)	6	—	6	3	—	3
—	11	11	—	—	—	3	—	3
3	146	149	—	—	—	—	—	—
—	9	9	—	—	—	—	15	15
2	60	62	—	—	—	—	—	—
followed			—	—	—	—	—	—
5	—	5	—	—	—	1	—	1
—	2	2	—	2	2	—	—	—
—	6	6	—	—	—	—	3	3
—	9	9	—	13	13	—	8	8
medium Schools and Andhra Pradesh by West Bengal Board of Secondary Education								
39(1)	262	301(1)	10	84	94	27	39	66

Note:—In A. & N. Islands, and L. M. & A. Islands textbooks of Delhi and Kerala respectively are followed.

TABLE 8.06

Sl. No.	States/Union Territories	Mathematics			General Science			Social Studies		
		A	B	T	A	B	T	A	B	T
1.	Andhra Pradesh	2(4)	—	2(4)	2(2)	—	2(2)	2(4)	—	2(4)
2.	Assam	1(1)	—	1(1)	1(1)	—	1(1)	—	—	—
3.	Bihar	4(8)	—	4(8)	—	2(2)	2(2)	—	4	4
4.	Gujarat	—	44	44	—	33	33	—	4	4
5.	Haryana	6	—	6	3	—	3	3	—	3
6.	Jammu & Kashmir	6(6)	—	6(6)	3(3)	—	3(3)	—	—	—
7.	Kerala	2(6)	—	2(6)	2(6)	—	2(6)	2(6)	—	2(6)
8.	Madhya Pradesh	—	—	—	3	—	3	3	—	3
9.	Maharashtra	2	—	2	—	38	38	—	—	—
		(14)		(14)						
10.	Mysore	1	13	14	1	13	14	—	14	14
11.	Nagaland	—	1	1	—	1	1	—	—	—
12.	Orissa	—	37	37	—	20	20	—	10	10
13.	Punjab	6(6)	—	6(6)	3(3)	—	3(3)	3(3)	—	3(3)
14.	Rajasthan	3	—	3	3	—	3	6	—	6
15.	Tamil Nadu	—	155	155	—	187	187	—	—	—
16.	Uttar Pradesh	6	—	6	—	9	9	—	—	—
17.	West Bengal	—	62	62	—	100	100	—	—	—
18.	Chandigarh									
19.	Delhi	6	—	6	5	1	6	3	2	5
20.	Goa, Daman & Diu	—	3	3	—	3	3	—	—	—
21.	Himachal Pradesh	—	6	6	—	3	3	—	3	3
22.	Manipur	—	22	22	—	12	12	—	5	5
23.	NEFA									
24.	Pondicherry									
25.	Tripura									
TOTAL		39	343	382	23	422	445	19	42	61
		(45)		(45)	(15)	(2)	(17)	(13)		(13)

(Contd.)

<i>History</i>			<i>Geography</i>			<i>Domestic Science</i>		
A	B	T	A	B	T	A	B	T
—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—
—	4(1)	4(1)	—	2(4)	2(4)	—	—	—
—	23	23	—	29	29	—	8	8
—	—	—	3	—	3	1	—	1
3(3)	—	3(3)	3(3)	—	3(3)	3(3)	—	3(3)
—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—
—	43	43	2(14)	7	9(14)	—	18	18
—	—	—	—	—	—	1	6	7
—	—	—	—	—	—	—	—	—
—	20	20	—	20	20	—	—	—
—	—	—	3(3)	—	3(3)	1(1)	—	1(1)
—	—	—	—	—	—	3	—	3
—	157	157	—	145	145	—	—	—
—	3	3	—	12	12	—	—	—
—	94	94	—	71	71	—	5	5
—	—	—	—	—	—	—	5	5
—	4	4	—	2	2	—	—	—
—	—	—	—	—	—	—	2	2
—	1	1	—	2	2	—	—	—
3	349	352	8	290	298	8	44	52
(3)	(1)	(4)	(20)	(4)	(24)	(4)		(4)

TABLE 8.06

Sl. No.	States/Union Territories	Commerce			Agriculture			Music			Crafts		
		A	B	T	A	B	T	A	B	T	A	B	T
1.	Andhra Pradesh	—	—	—	—	—	—	—	—	—	—	—	—
2.	Assam	—	—	—	—	—	—	—	—	—	—	—	—
3.	Bihar	—	—	—	—	—	—	—	—	—	—	4	4
4.	Gujarat	—	—	—	—	—	—	—	—	—	—	2	2
5.	Haryana	—	—	—	3	—	3	2	—	2	6	—	6
6.	Jammu & Kashmir	—	—	—	3(3)	—	3(3)	—	—	—	—	—	—
7.	Kerala	—	—	—	—	—	—	—	—	—	—	—	—
8.	Madhya Pradesh	—	—	—	—	—	—	—	—	—	—	—	—
9.	Maharashtra	—	—	—	—	—	—	—	—	—	—	2	2
10.	Mysore	—	—	—	—	—	—	2	2	—	5	5	
11.	Nagaland	—	—	—	—	—	—	—	—	—	—	—	—
12.	Orissa	—	—	—	—	—	—	—	—	—	—	—	—
13.	Punjab	—	—	—	3(3)	—	3(3)	2(2)	—	2(2)	6(6)	—	6(6)
14.	Rajasthan	3	—	3	—	—	—	3	—	3	—	—	—
15.	Tamil Nadu	—	—	—	—	—	—	—	—	—	—	—	—
16.	Uttar Pradesh	—	—	—	3	—	3	—	3	3	—	3	3
17.	West Bengal	—	—	—	—	—	—	—	—	—	—	—	—
18.	Chandigarh	—	—	—	—	—	—	—	—	—	—	—	—
19.	Delhi	—	—	—	—	—	—	—	—	—	—	—	—
20.	Goa, Daman & Diu	—	—	—	—	—	—	—	—	—	—	—	—
21.	Himachal Pradesh	—	—	—	—	3	3	—	1	1	—	1	1
22.	Manipur	—	—	—	—	—	—	—	—	—	—	—	—
23.	NEFA	—	—	—	—	—	—	—	—	—	—	—	—
24.	Pondicherry	—	—	—	—	—	—	—	—	—	—	—	—
25.	Tripura	—	—	—	—	—	—	—	—	—	—	—	—
TOTAL		3	—	3	9	3	12	5	6	11	6	17	23
					(6)		(6)	(2)		(2)	(6)		(6)

(Contd.)

<i>Civics</i>			<i>Drawing</i>			<i>Total</i>		
A	B	T	A	B	T	A	B	T
—	—	—	—	—	—	20(10)	—	20(10)
—	—	—	—	—	—	5(2)	14	19(2)
—	2(2)	2(2)	—	—	—	7(8)	98(9)	105(17)
—	—	—	—	—	—	2	256	258
—	—	—	3	—	3	50	—	50
—	—	—	3(3)	—	3(3)	62(24)	—	62(24)
—	—	—	—	—	—	21(18)	8	29(18)
—	—	—	—	—	—	9	—	9
—	—	—	—	—	—	6(28)	231	237(28)
—	—	—	—	—	—	7(10)	57	64(10)
—	—	—	—	—	—	—	6	6
—	10	10	—	—	—	5	217	222
—	—	—	3(3)	—	3(3)	50(31)	—	50(31)
—	—	—	3	—	3	33	11	44
—	—	—	—	—	—	7	1,022	1,029
—	3	3	—	21	21	15	90	105
—	—	—	—	—	—	3	648	651
—	—	—	—	—	—	26	17	43
—	—	—	—	—	—	—	25	25
—	—	—	—	—	—	—	36	36
—	—	—	—	—	—	—	101	101
—	15 (2)	15 (2)	9 (6)	21	30 (6)	278 (131)	2,837 (9)	3,115 (140)

TABLE 8.07 (a) NUMBER OF TEXTBOOKS IN

<i>Sl. No.</i>	<i>States/Union Territories</i>	<i>Classes constituting Secondary stage</i>
1.	Andhra Pradesh	VIII-X
2.	Assam	VII-X/VII-XI
3.	Bihar	VIII-XI/VIII-XII
4.	Gujarat	VIII-XI
5.	Haryana	IX-X/IX-XI
6.	Jammu & Kashmir	IX-X/IX-XI
7.	Kerala	VIII-X
8.	Madhya Pradesh	IX-XI
9.	Maharashtra	VIII-XI/IX-XI/IX-XII
10.	Mysore	VIII-X
11.	Nagaland	VII-X
12.	Orissa	VIII-XI
13.	Punjab	IX-X/IX-XI
14.	Rajasthan	IX-X/IX-XI
15.	Tamil Nadu	IX-XI
16.	Uttar Pradesh	IX-X, XI-XII
17.	West Bengal	IX-X/IX-XI
18.	A. & N. Islands	IX-XI
19.	Chandigarh	IX-X/IX-XI
20.	Delhi	IX-XI
21.	Goa, Daman & Diu	VIII-XI
22.	Himachal Pradesh	IX-X/IX-XI
23.	L.M. & A. Islands	VIII-X
24.	Manipur	IX-X
25.	NEFA	VII-X/VII-XI
26.	Pondicherry	IX-XI
27.	Tripura	IX-XI
TOTAL		

A: —Nationalised, Departmental, Boards/Universities

B: —Approved or/and Recommended

LANGUAGES AND MATHEMATICS AT SECONDARY STAGE

<i>Languages</i>								
<i>Regional language</i>			<i>other languages</i>			<i>Hindi</i>		
A	B	T	A	B	T	A	B	T
12	—	12	6	—	6	4	—	4
3	66	69	5	159	164	2	17	19
3	54	57	2	138	140	—	—	—
2	53	55	4	45	49	2	61	63
Textbooks prescribed by Panjab University are followed								
2	—	2	2	—	2	2	—	2
3	4	7	6	6	12	3	3	6
—	22	22	2	103	105	—	—	—
2	62	64	6	76	82	2	50	52
4	10	14	2	44	46	6	—	6
4(1)	—	4(1)	—	—	—	—	5	5
2	59	61	—	57	57	—	10	10
5	16	21	—	18	18	5	13	18
—	21	21	—	43	43	—	—	—
1	268	269	4	32	36	—	—	—
—	74	74	—	183	183	—	—	—
3	19	22	—	13	13	2	8	10
Textbooks of Central Board of Secondary Education are followed								
Textbooks prescribed by Panjab University are followed								
—	14	14	—	63	63	—	—	—
—	4	4	—	4	4	—	3	3
Textbooks prescribed by Panjab University are followed								
Textbooks of Kerala are followed								
—	3	3	—	—	—	—	—	—
Textbooks prescribed by the Board of Secondary Education of Assam are followed								
Textbooks prescribed in Tamil Nadu are followed								
Textbooks prescribed/recommended by West Bengal Board of Secondary Education are followed								
46(1)	749	795(1)	39	984	1,023	28	170	198

Note: Figures in parentheses indicate number of translated textbooks which are not included in the figures outside.

TABLE 8.07 (a)

Sl. No.	States/Union Territories	Languages					
		English			Classical Languages		
		A	B	T	A	B	T
1.	Andhra Pradesh	7	—	7	3	—	3
2.	Assam	2	50	52	2	78	80
3.	Bihar	—	36	36	—	59	59
4.	Gujarat	2	38	40	4	23	27
5.	Haryana						
6.	Jammu & Kashmit	11	—	11	6	—	6
7.	Kerala	3	4	7	7	—	7
8.	Madhya Pradesh	—	19	19	1	42	43
9.	Maharashtra	5	36	41	4	60	64
10.	Mysore	3	8	11	6	—	6
11.	Nagaland	—	9	9	—	—	—
12.	Orissa	2	19	21	1	35	36
13.	Punjab	6	16(10)	22(10)	1	2	3
14.	Rajasthan	—	20	20	—	12	12
15.	Tamil Nadu	2	140	142	1	1	2
16.	Uttar Pradesh	—	58	58	—	52	52
17.	West Bengal	2	38	40	3	8	11
18.	A. & N. Islands						
19.	Chandigarh						
20.	Delhi	5	2	7	—	29	29
21.	Goa, Daman & Diu	—	11	11	—	3	3
22.	Himachal Pradesh						
23.	L.M. & A. Islands						
24.	Manipur	—	—	—	—	—	—
25.	NEFA						
26.	Pondicherry						
27.	Tripura						
TOTAL		50	504 (10)	554 (10)	39	404	443

(Contd.)

<i>Languages</i>					
<i>Total</i>			<i>Mathematics</i>		
A	B	T	A	B	T
32	—	32	6	—	6
14	370	384	4(2)	115	119(2)
5	287	292	8(14)	30(25)	38(39)
14	220	234	—	147	147
23	—	23	—	15	15
22	17	39	3(9)	—	3(9)
3	186	189	—	—	—
19	284	303	—	152	152
21	62	83	—	49(5)	49(5)
4(1)	14	18(1)	—	3	3
5	180	185	—	37	37
17	65(10)	82(10)	—	51(39)	51(39)
—	96	96	—	26	26
8	441	449	—	117	117
—	367	367	—	41	41
10	86	96	—	40	40
5	108	113	—	1	1
—	25	25	—	13	13
—	3	3	—	4	4
202(1)	2,811(10)	3,013(11)	21(25)	841(69)	862(94)

TABLE 8.07 (b) NUMBER OF TEXTBOOKS

Sl. No.	States/Union Territories	General/Elementary Science			Physiology and Hygiene		
		A	B	T	A	B	T
1.	Andhra Pradesh	1	—	1	—	—	—
2.	Assam	—	34	34	—	15	15
3.	Bihar	2(4)	3(2)	5(6)	—	11	11
4.	Gujarat	—	58	58	—	10	10
5.	Haryana	Textbooks recommended by Panjab					
6.	Jammu & Kashmir	—	1	1	—	2	2
7.	Kerala	3(9)	—	3(9)	—	—	—
8.	Madhya Pradesh	—	—	—	—	—	—
9.	Maharashtra	—	51	51	—	15	15
10.	Mysore	—	36	36	—	—	—
11.	Nagaland	—	1	1	—	1	1
12.	Orissa	—	9	9	—	5	5
13.	Punjab	—	5(5)	5(5)	—	7(2)	7(2)
14.	Rajasthan	—	2	2	—	—	—
15.	Tamil Nadu	—	111	111	—	—	—
16.	Uttar Pradesh	—	9	9	—	—	—
17.	West Bengal	—	64	64	—	17	17
18.	A. & N. Islands	Textbooks of Central Board of					
19.	Chandigarh	Textbooks recommended by Panjab					
20.	Delhi	—	—	—	—	5	5
21.	Goa, Daman & Diu	—	7	7	—	—	—
22.	Himachal Pradesh	Textbooks recommended by Panjab					
23.	L. M. & A. Islands	Textbooks of Kerala are followed					
24.	Manipur	—	1	1	—	—	—
25.	NEFA	Textbooks recommended by the Board					
26.	Pondicherry	Textbooks recommended in Tamil Nadu					
27.	Tripura	Textbooks recommended by West					
TOTAL		6	392	398	—	88	88
		(13)	(7)	(20)		(2)	(2)

IN PHYSICAL SCIENCES AT SECONDARY STAGE

<i>Domestic/ Home Science</i>			<i>Physics & Chemistry</i>			<i>Biology</i>			<i>Total</i>		
A	B	T	A	B	T	A	B	T	A	B	T
—	—	—	1	—	1	3	—	3	5	—	5
—	13	13	—	7	7	—	4	4	—	73	73
—	20	20	4(8)	13	17(8)	1(2)	4	5(2)	7(14)	51(2)	58(16)
—	—	—	—	7	7	—	—	—	—	75	75
<i>University are followed</i>											
—	1	1	—	6	6	—	1	1	—	11	11
2	—	2	—	—	—	—	—	—	5(9)	—	5(9)
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	22	22	—	1	1	—	89	89
—	7	7	—	34(2)	34(2)	—	4	4	—	81(2)	81(2)
—	1	1	—	—	—	—	—	—	—	3	3
—	3	3	—	3	3	—	—	—	—	20	20
—	—	—	—	20(12)	20(12)	—	3(1)	3(1)	—	35(20)	35(20)
—	20	20	—	37	37	—	8	8	—	67	67
—	—	—	—	14	14	2	10	12	2	135	137
—	7	7	—	11	11	—	9	9	—	36	36
—	2	2	—	—	—	—	—	—	—	83	83
<i>Secondary Education are followed</i>											
<i>University are followed</i>											
—	12	12	—	6	6	—	5	5	—	28	28
—	—	—	—	2	2	—	—	—	—	9	9
<i>University are followed.</i>											
—	—	—	—	—	—	—	—	—	—	1	1
<i>of Secondary Education of Assam are followed</i>											
<i>are followed</i>											
<i>Bengal Board of Secondary Education are followed</i>											
2	86	88	5	182	187	6	49	55	19	797	816
			(8)	(14)	(22)	(2)	(1)	(3)	(23)	(24)	(47)

TABLE 8.07 (c) NUMBER OF TEXTBOOKS

Sl. No.	States/Union Territories	Social Studies			History			Geography		
		A	B	T	A	B	T	A	B	T
1.	Andhra Pradesh	3	—	3	—	—	—	—	—	—
2.	Assam	—	—	—	—	61	61	—	39	39
3.	Bihar	3	1	4	5	—	5	2	16	18
		(6)		(6)	(10)		(10)	(4)	(4)	(8)
4.	Gujarat	—	2	2	—	29	29	—	28	28
5.	Haryana	Textbooks recommended by Panjab								
6.	Jammu & Kashmir	—	1	1	—	2	2	—	4	4
7.	Kerala	3	—	3	—	—	—	—	—	—
		(9)		(9)						
8.	Madhya Pradesh	—	—	—	—	—	—	—	—	—
9.	Maharashtra	—	4	4	—	42	42	—	43	43
10.	Mysore	—	36	36	—	12	12	—	6	6
11.	Nagaland	—	1	1	—	—	—	—	1	1
12.	Orissa	—	—	—	—	12	12	—	12	12
13.	Punjab	—	3	3	—	7	7	—	3	3
			(2)	(2)						
14.	Rajasthan	—	1	1	—	20	20	—	24	24
15.	Tamil Nadu	—	—	—	—	147	147	1	111	112
16.	Uttar Pradesh	—	—	—	—	7	7	—	22	22
17.	West Bengal	—	21	21	—	47	47	—	27	27
18.	A. & N. Islands	Textbooks of Central Board of Secondary								
19.	Chandigarh	Textbooks recommended by Panjab								
20.	Delhi	—	—	—	—	19	19	—	—	—
21.	Goa, Daman & Diu	—	—	—	—	4	4	—	5	5
22.	Himachal Pradesh	Textbooks recommended by Panjab								
23.	L.M. & A. Islands	Textbooks of Kerala are followed								
24.	Manipur	—	—	—	—	1	1	—	1	1
25.	NEFA	Textbooks recommended by the Board								
26.	Pondicherry	Textbooks recommended in Tamil Nadu								
27.	Tripura	Textbooks recommended by West Bengal								
TOTAL		9	70	79	5	410	415	3	342	345
		(15)	(2)	(17)	(10)	(10)	(4)	(4)	(4)	(8)

IN SOCIAL SCIENCES AT SECONDARY STAGE

<i>Commercial/ Economic Geography</i>			<i>Economics</i>			<i>Civics</i>			<i>Others (Logic, Psychology, Sociology, Education)</i>			<i>Total</i>		
A	B	T	A	B	T	A	B	T	A	B	T	A	B	T
—	—	—	—	—	—	—	—	—	—	—	—	3	—	3
—	10	10	—	4	4	—	13	13	1	1	2	1	128	129
—	2	2	1	1	2	—	2	2	—	6	6	11	28	39
			(2)		(2)							(22)	(4)	(26)
—	—	—	—	—	—	—	27	27	—	—	—	—	86	86
University are followed														
—	—	—	—	4	4	—	—	—	—	—	—	—	11	11
—	—	—	—	—	—	—	—	—	—	—	—	3	—	3
												(9)		(9)
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	5	5	—	31	31	—	—	—	—	125	125
2	—	2	—	6	6	—	8	8	—	—	—	2	68	70
(2)		(2)		(1)	(1)		(1)	(1)				(2)	(2)	(4)
—	—	—	—	—	—	—	—	—	—	—	—	—	2	2
—	—	—	—	—	—	—	2	2	—	—	—	—	26	26
—	—	—	—	2	2	—	7	7	—	—	—	—	22	22
				(1)	(1)		(2)	(2)					(5)	(5)
—	3	3	—	11	11	—	16	16	—	—	—	—	75	75
—	—	—	—	—	—	—	—	—	—	—	—	1	258	259
—	4	4	—	55	55	—	12	12	—	33	33	—	133	133
—	33	33	—	58	58	—	—	—	—	3	3	—	189	189
Education are followed														
University are followed														
—	—	—	—	8	8	—	10	10	—	—	—	—	37	37
—	—	—	—	—	—	—	5	5	—	—	—	—	14	14
University are followed														
—	1	1	—	—	—	—	1	1	—	—	—	—	4	4
of Secondary Education of Assam are followed														
are followed														
Board of Secondary Education are followed														
2	53	55	1	154	155	—	134	134	1	43	44	21	1,206	1,227
(2)		(2)	(2)	(2)	(4)		(3)	(3)				(33)	(11)	(44)

TABLE 8.07 (d) NUMBER OF TEXTBOOKS IN COMMERCE/TECHNICAL

Sl.No. States/Union Territories	Commerce		
	A	B	T
1. Andhra Pradesh	—	—	—
2. Assam	—	6	6
3. Bihar	—	12	12
4. Gujarat	3	—	3
5. Haryana	—	Follows	textbooks
6. Jammu & Kashmir	—	—	—
7. Kerala	4	—	4
8. Madhya Pradesh	—	—	—
9. Maharashtra	3	4	7
10. Mysore	1	4(2)	5(2)
11. Nagaland	—	—	—
12. Orissa	—	7	7
13. Punjab	—	—	—
14. Rajasthan	—	27	27
15. Tamil Nadu	—	—	—
16. Uttar Pradesh	—	18	18
17. West Bengal	—	52	52
18. A. & N. Islands	Textbooks of Central Board		
19. Chandigarh	Textbooks recommended by		
20. Delhi	—	15	15
21. Goa, Daman & Diu	—	—	—
22. Himachal Pradesh	Textbooks recommended by		
23. L. M. & A. Islands	Textbooks of Kerala are		
24. Manipur	—	—	—
25. NEFA	Textbooks recommended by		
26. Pondicherry	Textbooks recommended in		
27. Tripura	Textbooks recommended by		
TOTAL	11	145(2)	156(2)

SUBJECTS/AGRICULTURE AND ITS ALLIED SUBJECTS AT SECONDARY STAGE

<i>Technical Subjects</i>			<i>Agriculture and its allied Subjects</i>		
A	B	T	A	B	T
—	—	—	—	—	—
—	3	3	3	5	8
—	25	25	—	9	9
—	—	—	4	—	4
recommended by Panjab University					
—	—	—	—	2	2
12	—	12	5	—	5
—	—	—	—	—	—
—	5	5	4	3	7
—	—	—	—	—	—
—	—	—	—	1	1
—	13(5)	13(5)	—	6	6
—	1	1	—	13	13
—	—	—	—	—	—
—	4	4	—	3	3
—	—	—	—	—	—
of Secondary Education are followed					
Panjab University are followed					
—	—	—	—	7	7
—	—	—	—	—	—
Panjab University are followed					
followed					
—	—	—	—	—	—
Board of Secondary Education of Assam are followed					
Tamil Nadu are followed					
West Bengal Board of Secondary Education are followed					
12	51(5)	63(5)	16	49	65

TABLE 8.07 (e) NUMBER OF TEXTBOOKS IN

Sl. No.	States/Union Territories	Music and Dancing			Drawing and Painting			Clay modelling and Paper work		
		A	B	T	A	B	T	A	B	T
1.	Andhra Pradesh	—	—	—	—	—	—	—	—	—
2.	Assam	—	17	17	—	5	5	—	—	—
3.	Bihar	—	11	11	—	15	15	—	5	5
4.	Gujarat	—	—	—	—	—	—	—	—	—
5.	Haryana	Textbooks recommended by Panjab								
6.	Jammu & Kashmir	—	—	—	—	4	4	—	—	—
7.	Kerala	4	—	4	2	—	2	—	—	—
8.	Madhya Pradesh	—	—	—	—	—	—	—	—	—
9.	Maharashtra	—	—	—	—	2	2	—	—	—
10.	Mysore	—	3	3	—	—	—	—	—	—
11.	Nagaland	—	—	—	—	—	—	—	—	—
12.	Orissa	—	9	9	—	3	3	—	—	—
13.	Punjab	—	—	—	—	—	—	—	2	2
14.	Rajasthan	—	41	41	—	14	14	—	2	2
15.	Tamil Nadu	—	—	—	—	—	—	—	—	—
16.	Uttar Pradesh	—	9	9	—	14	14	—	—	—
17.	West Bengal	—	18	18	—	8	8	—	—	—
18.	A. & N. Islands	Textbooks of Central Board of Secondary								
19.	Chandigarh	Textbooks recommended by Panjab								
20.	Delhi	—	—	—	—	—	—	—	—	—
21.	Goa, Daman & Diu	—	—	—	—	—	—	—	—	—
22.	Himachal Pradesh	—	—	—	—	—	—	—	—	—
23.	L.M. & A. Islands	Textbooks of Kerala are followed								
24.	Manipur	—	—	—	—	—	—	—	—	—
25.	NEFA	—	—	—	—	—	—	—	—	—
26.	Pondicherry	—	—	—	—	—	—	—	—	—
27.	Tripura	—	—	—	—	—	—	—	—	—
TOTAL		4	108	112	2	65	67	—	9	9

FINE ARTS/CRAFTS/OTHER SUBJECTS AT SECONDARY STAGE

<i>Leather/ Metal/ Wood work</i>			<i>Sewing/ Knitting and allied Subjects</i>			<i>Gardening</i>			<i>Others (Military Science, Ceramic Science, Social Welfare, Sanitation and Public Health)</i>			<i>Total</i>		
A	B	T	A	B	T	A	B	T	A	B	T	A	B	T
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	3	3	1	9	10	—	—	—	—	—	—	1	34	35
—	19	19	—	24	24	—	19	19	—	8	8	—	101	101
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
<i>University are followed</i>														
—	1	1	—	2	2	—	1	1	—	1	1	—	9	9
—	—	—	—	—	—	—	—	—	—	—	—	6	—	6
—	—	—	—	—	—	—	—	—	—	—	—	—	2	2
—	—	—	—	—	—	—	—	—	4	18	22	4	21	25
—	—	—	—	—	—	—	—	—	(1)	—	(1)	(1)	—	(1)
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	2	2	—	6	6	—	20	20
—	—	—	—	—	—	—	—	—	—	—	—	—	2	2
—	5	5	—	12	12	—	—	—	—	—	—	—	74	74
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	1	1	—	9	9	—	—	—	—	12	12	—	45	45
—	5	5	—	—	—	—	—	—	—	—	—	—	31	31
<i>Education are followed</i>														
<i>University are followed</i>														
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	34	34	1	56	57	—	22	22	4	45	49	11	339	350
—	—	—	—	—	—	—	—	—	(1)	—	(1)	(1)	—	(1)

TABLE 8.07 (f) NUMBER OF

<i>Sl.No. States/Union Territories</i>	<i>Nationalised, Departmental, Boards/Universities</i>
1. Andhra Pradesh	46
2. Assam	23(2)
3. Bihar	31(50)
4. Gujarat	21
5. Haryana	Textbooks prescribed/recom-
6. Jammu & Kashmir	23
7. Kerala	60(27)
8. Madhya Pradesh	3
9. Maharashtra	26
10. Mysore	28(3)
11. Nagaland	4(1)
12. Orissa	5
13. Punjab	17
14. Rajasthan	—
15. Tamil Nadu	11
16. Uttar Pradesh	—
17. West Bengal	10
18. A. & N. Islands	Textbooks of Central Board
19. Chandigarh	Textbooks prescribed/recom-
20. Delhi	5
21. Goa, Daman & Diu	—
22. Himachal Pradesh	Textbooks prescribed/recom-
23. L.M. & A. Islands	Textbooks of Kerala are
24. Manipur	—
25. NEFA	Textbooks prescribed/recom-
26. Pondicherry	Textbooks prescribed/recom-
27. Tripura	Textbooks prescribed/recom-
TOTAL	313(83)

TEXTBOOKS AT SECONDARY STAGE

<i>Approved and Recommended</i>	<i>Total</i>
—	46
734	757(2)
543(31)	574(81)
528	549
mended by Panjab University are followed	
48	71
17	77(27)
186	189
664	690
285(11)	313(14)
22	26(1)
291	296
194(79)	211(79)
379	379
951	962
647	647
481	491
of Secondary Education are followed	
mended by Panjab University are followed	
196	201
61	61
mended by Panjab University are followed	
followed	
12	12
mended by the Board of Secondary Education of Assam are followed	
mended in Tamil Nadu are followed	
mended by West Bengal Board of Secondary Education are followed	
6,239(121)	6,552(204)

TABLE 8.08 NUMBER AND COST OF TEXTBOOKS FOR A PUPIL IN

Sl. No.	States/Union Territories	I		II	
		No. of Textbooks	Cost	No. of Textbooks	Cost
1.	Andhra Pradesh	1	0.50	1	0.75
2.	Assam	2	0.99	2	1.27
3.	Bihar	3	1.65	2	1.50
4.	Gujarat	1	0.63	1	0.84
5.	Haryana	2	0.70	2	1.05
6.	Jammu & Kashmir	2	0.70	3	1.00
7.	Kerala	1	0.60	1	0.87
8.	Madhya Pradesh	1	0.30	1	0.50
9.	Maharashtra	1	0.90	1	1.20
10.	Mysore	1	0.50	1	0.70
11.	Nagaland	2	0.95	2	0.55
12.	Orissa	2	1.50	3	2.55
13.	Punjab	2	0.60	2	0.80
14.	Rajasthan	1	0.60	1	0.70
15.	Tamil Nadu	1	0.35	1	0.40
16.	Uttar Pradesh	2	1.02	2	1.61
17.	West Bengal**	1*	1.25	1*	1.25
18.	Chandigarh	According to Punjabi and Hindi			
19.	Delhi	2	1.65	2	2.35
20.	Himachal Pradesh	2	0.89	3	2.42
21.	Manipur	2*	1.50	2	2.50
22.	NEFA	There is system of free distribution borne by the Government.			
23.	Pondicherry	1	0.35	1	0.40

* Price of one of the textbooks is provided.

** The pupils are to be encouraged to use as many of approved books as possible. Price not exceeding Re. 1/- may be realised from each pupil and as many approved books as possible may be purchased out of this pool and on loan books are to be supplied to pupils.

STANDARDS I TO V

III		IV		V		Total	
No. of Textbooks	Cost	No. of Textbooks	Cost	No. of Textbooks	Cost	No. of Textbooks	Cost
2	2.85	5	5.60	6	8.27	15	17.97
2	1.53	3	2.55	6	5.30	15	11.64
3	3.60	6-9	(5.46-8.62)	5-6	(5.55-7.14)	19-23	(17.76-22.51)
1	1.24	5	4.36	6	7.71	14	14.78
4	2.88	4	3.37	4	2.70	16	10.70
5	1.40	5	2.00	5	2.25	20	7.35
1	1.40	2	2.87	7	6.00	12	11.74
1	0.80	4	4.52	6	8.30	13	15.72
4	3.25	4	3.70	5	3.90	15	12.05
5	4.75	4	4.95	5	6.95	18	18.15
3	2.85	5	5.05	5	5.45	18	17.40
4	2.55	4	3.11	4	3.40	16	10.46
4	2.95	4	3.65	4	4.25	14	12.15
2	(1.25-1.70)	6	(3.70-5.95)	6	(5.05-8.55)	16	(11.75-16.95)
3	2.20	3	2.32	3	2.24	13	9.39
5	1.70	5	1.90	6	2.45	18	8.55
medium schools of Punjab and Haryana respectively							
5	5.82	5	6.21	5	6.59	19	22.52
4	3.75	5	4.31	5	5.17	19	16.54
5	7.90	6	13.10	6	12.50	21	37.50
of textbooks upto class VI for tribal pupils. Cost of textbooks is							
5	3.80	6	5.20	7	6.15	20	15.90

TABLE 8.09 PRICES OF NATIONALISED

Sl. No.	States/Union Territories	Regional Language				
		I	II	III	IV	V
1.	Andhra Pradesh	0.50	0.75	0.75	0.75	0.75
2.	Assam	0.62	—	—	—	—
3.	Bihar	0.60 } 0.65 }	1.00	1.35	1.50	1.60
4.	Gujarat	0.25	0.30	0.65	1.20	—
5.	Haryana	0.35 } 0.35 }	0.45	0.45	0.65	0.45
6.	Jammu & Kashmir**	0.30	0.25	0.30	0.30	0.40
7.	Kerala	0.60	0.65	0.75	0.80	0.85
8.	Madhya Pradesh	0.30	0.50	0.62	0.81	0.75
9.	Maharashtra	0.90	0.60	0.80	1.05	—
10.	Mysore	0.50	0.70	0.75	0.80	0.85
11.	Nagaland	0.25	—	—	—	0.75
12.	Orissa	0.85 } 0.85 }	0.85 } 0.85 }	0.95	1.05	1.05
13.	Punjab	0.35 } 0.25 }	0.30	0.50	0.30	1.15
14.	Rajasthan	0.60	0.70	0.90	1.00	1.40
15.	Tamil Nadu	0.35	0.40	0.45	0.55	0.60
16.	Uttar Pradesh	0.60	0.77	0.89	0.89	0.66
17.	West Bengal	—	—	0.40	0.45	0.50
18.	Delhi	1.00 } 0.65 }	1.00	1.35	1.40	1.40

* Prices of the textbooks which are in the supplied.

** Prices of Urdu textbooks are supplied.
} Indicates that two books are prescribed.

TEXTBOOKS FOR STANDARDS I TO V*

<i>Arithmetic</i>					<i>Social Studies/Geography</i>		
I	II	III	IV	V	III	IV	V
—	—	0.90	1.10	1.40	—	1.00	1.15
0.37	0.87	—	1.00	—	—	—	—
0.40	0.50	0.75	0.85	1.37	1.50	1.65	1.80
—	—	—	—	—	—	—	—
—	0.50	0.75	0.80	0.70	0.90	1.00	0.95
—	0.30	0.30	0.30	0.30	0.40	0.40	0.60
—	—	—	—	1.00	—	—	1.00
—	—	0.37	0.45	0.50	1.15	1.30	1.60
—	—	—	0.90	1.10	—	1.10	1.35
—	—	0.95	1.10	1.00	0.75	1.10	0.80
—	—	—	—	0.80	—	—	—
—	0.85	0.95	1.05	1.10	0.95	1.05	1.10
—	0.60	0.55	0.70	0.70	0.90	0.85	0.65
—	—	0.90	1.00	1.15	0.60	0.90	0.90
—	—	—	—	—	—	—	—
—	0.84	0.87	0.94	0.94	—	—	—
—	—	0.30	0.30	0.35	—	—	0.40
—	1.25	1.60	1.20	1.25	1.20	1.65	1.40

respective Regional Languages of the State/Union Territory are

TABLE 8.09

Sl. No.	States/Union Territories	General Science/Nature Study		
		III	IV	V
1.	Andhra Pradesh	—	0.70	1.00
2.	Assam	—	0.60	0.62
3.	Bihar	—	—	—
4.	Gujarat	—	—	—
5.	Haryana	0.70	1.25	0.90
6.	Jammu & Kashmir	0.30	0.25	0.30
7.	Kerala	—	—	0.65
8.	Madhya Pradesh	—	—	—
9.	Maharashtra	—	—	—
10.	Mysore	0.80	0.90	0.75
11.	Nagaland	—	—	—
12.	Orissa	—	1.05	1.10
13.	Punjab	0.60	0.75	0.90
14.	Rajasthan	0.55	0.75	0.80
15.	Tamil Nadu	—	—	—
16.	Uttar Pradesh	0.44	0.48	0.64
17.	West Bengal	0.30	0.40	0.40
18.	Delhi	—	—	—

(Contd.)

<i>English</i>			<i>Hindi</i>	<i>Others</i>		
III	IV	V	V	III	IV	V
—	0.75	N.A.	1.25	—	—	—
—	—	—	—	—	—	0.85 (History)
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	0.40	0.85	0.40	—	—	—
—	—	—	—	—	—	—
—	—	1.10	—	—	—	—
—	—	0.60	—	—	—	—
—	—	—	—	—	—	—
—	0.85	1.05	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	0.50	0.55	—	—	—	—
—	—	—	—	0.44	0.48	0.64 (Agri. and Science)
0.30	0.35	0.40	—	0.40	0.40	0.40 (History)
—	—	—	—	—	—	—

CHAPTER—D

Authors

In this survey, data about authors was collected on the following points:

- (i) Educational and professional qualifications and subjects offered;
- (ii) Experience as a Teacher, Supervisor or Administrator;
- (iii) Number of books written
 - a. Prescribed/recommended/approved
 - b. Others;
- (iv) Information for each book by the author;
 - a. Subject
 - b. Language in which it is written
 - c. Whether prescribed/recommended/approved or not
 - d. If 'Yes', in which State(s) it is prescribed, recommended or approved
 - e. Class(es) for which it is prescribed, recommended or approved.

Information from only 235 authors from different States has been received. As the number of responses is not quite adequate the observations have to be interpreted with due caution.

TABLE 9.1 STATEWISE POSITION REGARDING THE NUMBER OF AUTHORS

<i>States/Union Territories</i>	<i>Number</i>	<i>Remarks</i>
Andhra Pradesh	—	Information not available
Assam	—	—do—
Bihar	14	
Gujarat	26	

<i>States/Union Territories</i>	<i>Number</i>	<i>Remarks</i>
Haryana	1	
Jammu & Kashmir	28	
Kerala	32	
Madhya Pradesh	—	Information not available
Maharashtra	3	
Mysore	13	
Nagaland	—	
Orissa	10	
Punjab	1	
Rajasthan	47	
Tamil Nadu	5	
Uttar Pradesh	15	
West Bengal	33	
Chandigarh	—	Punjab books are used here.
Dadar & Nagar Haveli	—	Information not available
Delhi	1	
Goa, Daman & Diu	—	Books prescribed in Gujarat or Maharashtra are also used.
Himachal Pradesh	—	At the secondary stage books prescribed by Panjab University are used.
L.M. & A. Islands	—	Information not available
Manipur	6	
Pondicherry	—	Books prescribed in Andhra Pradesh, Kerala and Tamil Nadu are used in contiguous areas.
Tripura	—	Books prescribed/recommended in West Bengal are used.
Total	235	

Qualifications

Qualifications of the authors of the school textbooks whether nationalised or otherwise vary from those who are undergraduates to those possessing doctorate degrees.

Of the 235 authors under study, only 10(4.26%) are undergraduates, 61(25.96%) graduates, 127(54.04%) post-graduates and 35(14.89%) are holding doctorate degrees.

Of the 10 undergraduates 2 possess special training in Fine Arts. Of the graduates about 77% are trained whereas this percentage is 45.67 for post-graduates.

TABLE 9.2. QUALIFICATIONS OF AUTHORS OF TEXTBOOKS

<i>Qualifications→</i>										
<i>States/ Union Territories</i>	<i>Below Matric</i>	<i>Matriculation</i>	<i>Higher Sec./ Intermediate</i>	<i>B.A./B.Sc./ B.Com.</i>	<i>M.A./M.Sc./ M. Com.</i>	<i>B.A.,D.Ed./ L.T./J.T.C.</i>	<i>B.A.,B.T./ B.Ed.</i>	<i>B.A.,M.Ed.</i>	<i>M.A.,D.Ed./ L.T./J.T.C.</i>	
1	2	3	4	5	6	7	8	9	10	
Andhra Pradesh										
Assam										
Bihar				2	5	1				2
Gujarat				2		3	2	3		
Haryana					1					
Jammu & Kashmir					9	2	4	1		
Kerala		2*	4	2	7	7				6
Madhya Pradesh										
Maharashtra										
Mysore				1	1			1		
Orissa			1(I.A.)		1	3	2			
Punjab										
Rajasthan			1	1	18					
Tamil Nadu			1			2				1
Uttar Pradesh	1			2	7					1
West Bengal				2	15					
Delhi										
Dadra & Nagar Haveli										
Goa, Daman & Diu										
Himachal Pradesh										
Manipur				2	2					
Tripura										
Total	1	2*	7	14	66	18	8	5	10	

*Special training in Fine Arts.

IN VARIOUS STATES AND UNION TERRITORIES

<i>M.A., B.T./ B.Ed.</i>	<i>M.A., M.Ed.</i>	<i>B.Sc., D.Ed./ L.T./J.T.C.</i>	<i>B.Sc., B.T./ B.Ed.</i>	<i>B.Sc., M.Ed.</i>	<i>M.Sc., D.Ed./ L.T./J.T.C.</i>	<i>M.Sc., B.Ed./ B.T.</i>	<i>M.Sc., M.Ed.</i>	<i>Doctorate</i>	<i>Others</i>	<i>M.Sc.(Engg.)/ M.Tech.</i>	<i>Total</i>
11	12	13	14	15	16	17	18	19	20	21	22
			1					3			14
2	3		3	3		2		3			26
											1
6			2	1				3			28
									1	3	32
2	1										3
5	2		2					1			13
1		1	1								10
1											1
11						2	1	12	1		47
								1			5
	2							2			15
4			1	1				10			33
	1										1
		1					1				6
32	10	1	10	5	—	5	1	35	2	3	235

Of the trained graduates, 34.04% are science graduates and others are arts graduates. The corresponding percentages for post-graduates are 10.34 and 89.66 respectively (Table 9.2).

Generally, these authors possess graduate or post-graduate qualifications in the subject for which they have written the book(s) but some authors do not have the post-graduate degree in that subject. In case of crafts, the books have been written by persons with special qualifications in the area, i.e., having some certificate, diploma or some special training in the craft concerned.

Authors of non-recommended books are also graduates or post-graduates in the subject with an exception of a matriculate writing books on music. Here again some books have been written by those post-graduates who did not have the subject concerned for their last degree. Some authors with doctorate degree have written books which, though not recommended, are in wide circulation.

Recommended* and Non-Recommended Books

Of 1,257 books written by these authors, 1,003 (79.8%) books are recommended/approved/prescribed in one or the other State and the remaining 254(20.2%) books have not been recommended/approved/prescribed by any competent authority for use in schools (Table 9.3A).

Of the recommended books 852 (84.9%) have been recommended in the home States and 85(8.5%) in States outside the one where these have been written or published. Only 10 (1%) books have been recommended both in the home State and outside (Table 9.3A).

TABLE 9.3 A RECOMMENDED AND NON-RECOMMENDED BOOKS

States/Union Territories	Number of Recommended Books					No. of	
	In the State	Out- side the State	All India	Unspe- cified	Total	books not recom- mended	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Bihar	104	—	1	—	105	34	139
Gujarat	124	—	—	—	124	20	144
Haryana	—	1	—	—	1	2	3
Jammu & Kashmir	68	—	—	1	69	33	102
Kerala	137	12	—	—	149	31	180

*By Recommended here is meant Recommended/Approved/Prescribed.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Maharashtra	5	—	—	—	5	—	5
Mysore	76	7	—	15	98	—	98
Orissa	63	—	—	—	63	31	94
Punjab	1	1	—	—	2	—	2
Rajasthan	156	17	—	—	173	68	241
Tamil Nadu	32	1	—	—	33	2	35
Uttar Pradesh	42	18	6	23	89	31	120
West Bengal	21	22	2	16	61	—	61
Delhi	—	6	—	—	6	—	6
Manipur	23	—	1	1	25	2	27
Total	852	85	10	56	1,003	254	1,257

Language of books

This aspect has been studied only in case of recommended books. 704 (70.2%) books are written in respective State languages whereas the remaining 299 (29.8%) books have been written in languages other than that of the State or the regional language. (These 299 books also include books on languages other than the State language.) (Table 9.3B).

TABLE 9.3B LANGUAGE OF BOOKS

States/Union Territories	Number of recommended books in			No. of books Total not recom- mended	Total
	State language	Languages other than State language	Total		
Bihar	85	20	105	34	139
Gujarat	77	47	124	20	144
Haryana	1	—	1	2	3
Jammu & Kashmir	16	53	69	33	102
Kerala	92	57	149	31	180
Maharashtra	5	—	5	—	5
Mysore	49	49	98	—	98
Orissa	60	3	63	31	94
Punjab	2	—	2	—	2
Rajasthan	152	21	173	68	241
Tamil Nadu	28	5	33	2	35
Uttar Pradesh	65	24	89	31	120
West Bengal	48	13	61	—	61
Delhi	6	—	6	—	6
Manipur	18	7	25	2	27
Total	704	299	1,003	254	1,257

TABLE 9.4 QUALIFICATIONS OF AUTHORS

<i>Qualifications</i>	<i>Number of books in</i>	
	<i>State language</i>	<i>Languages other than State language</i>
Below Matric	—	1
Matriculation	4	—
Higher Secondary/Intermediate	14	—
B.A./B.Sc./B.Com.	56	22
M.A./M.Sc./M.Com.	205	62
B.A.D.Ed./L.T./J.T.C.	83	9
B.A./B.T./B.Ed.	19	14
B.A.M.Ed.	5	2
M.A.D.Ed./L.T./J.T.C.	28	38
M.A.B.T./B.Ed.	76	49
M.A.M.Ed.	25	11
B.Sc.D.Ed./L.T./J.T.C.	9	—
B.Sc./B.Ed./B.T.	21	8
B.Sc.M.Ed.	16	3
M.Sc./D.Ed./L.T./J.T.C.	—	—
M.Sc./B.T./B.Ed.	16	2
M.Sc.M.Ed.	1	—
Doctorate	118	68
Others	2	10
M.Tech./M.Sc.(Engg.)	6	—
Total	704	299

AND NUMBER OF BOOKS RECOMMENDED

<i>Number of books recommended/prescribed</i>				<i>No. of not recommended books</i>	<i>Total</i>
<i>In the State</i>	<i>Outside the State</i>	<i>All India</i>	<i>Not given</i>		
1	—	—	—	—	1
4	—	—	—	6	10
14	—	—	—	10	24
74	2	1	1	25	103
227	33	4	3	86	353
92	—	—	—	35	127
33	—	—	—	15	48
7	—	—	—	—	7
54	12	—	—	14	80
109	11	—	5	16	141
30	6	—	—	1	37
9	—	—	—	—	9
22	—	—	7	10	39
18	—	—	1	2	21
—	—	—	—	—	—
18	—	—	—	—	18
1	—	—	—	—	1
121	21	5	39	32	218
12	—	—	—	1	13
6	—	—	—	1	7
852	85	10	56	254	1257

TABLE 9.5 QUALIFICATIONS OF AUTHORS AND

Qualifications	I-IV/V		
	Lang- uage	Science	Others
Below Matric	—	—	—
Matriculation	—	—	—
Higher Secondary/Intermediate	—	—	—
B.A./B.Sc./B.Com.	18	2	4
M.A./M.Sc./M.Com.	7	2	21
B.A.D.Ed./L.T./J.T.C.	14	—	18
B.A.B.T./B.Ed.	3	—	4
B.A.M.Ed.	—	—	2
M.A.D.Ed./L.T./J.T.C.	5	—	9
M.A.B.T/B.Ed.	6	—	3
M.A.M.Ed.	4	1	3
B.Sc.D.Ed./L.T./J.T.C.	—	—	—
B.Sc.B.Ed./B.T.	—	—	—
B.Sc.M.Ed.	—	1	2
M.Sc.D.Ed./L.T./J.T.C.	—	—	—
M.Sc.B.Ed./B.T.	2	2	—
M.Sc.M.Ed.	—	—	—
Doctorate	1	4	1
Others	—	—	4
M.Tech./M.Sc.(Engg.)	—	—	—
Total	60	12	71

SUBJECTS AND CLASSES FOR WHICH WRITTEN

V/VI-VII/VIII			VIII/IX-X/XI/XII			Col- lege	Tea- cher Train- ing Co- llege	Hand Book for Tea- chers	Libr- aries
Lang- uage	Sci- ence	Others	Lang- uage	Sci- ence	Others				
—	—	—	—	—	1	—	—	—	—
—	—	—	—	—	2	—	—	—	7
—	—	2	3	—	8	1	—	—	—
19	4	10	17	5	11	23	—	—	15
20	4	22	36	29	108	83	—	—	—
17	3	23	4	4	31	5	7	—	—
1	—	5	8	9	13	—	5	—	—
2	—	1	—	—	2	—	—	—	—
12	—	2	6	—	23	3	3	10	8
29	—	14	11	—	66	7	6	—	—
4	1	3	7	1	5	—	3	—	—
—	2	—	—	—	7	—	—	—	—
—	1	7	1	19	12	—	3	—	—
—	—	4	—	5	7	—	2	—	—
—	—	—	—	—	—	—	—	—	—
—	1	—	—	4	7	2	—	—	—
—	—	—	—	—	—	—	—	—	—
11	4	12	8	37	44	91	5	1	—
1	—	4	—	—	6	5	—	—	—
—	—	—	—	—	6	—	—	—	—
116	20	109	101	114	359	220	34	11	30

Qualifications vis-a-vis recommended books (Table 9.4)

Mostly recommended books have been written by persons with M.A./M.Sc./M.Com. degree. Next come those with Doctorate degree. Only a few books (one each) are by authors from the categories "Below Matric" and "M.Sc., M.Ed." Persons having technical qualifications like M.Tech. or M.Sc. (Engineering) have written books on Technical Subjects.

It is observed that persons with both academic and professional qualifications have written less number of books as compared to their counterparts without any professional qualification. The only exception to the above has been found in the Category B.A., D.Ed./ J.T.C./L.T. who have written 92 books, as compared to 78 books by persons with B.A./B.Sc./B.Com. degree only (Table 9.5).

Qualifications vis-a-vis coverage (Table 9.4).

Almost all the books written by graduates or persons with lower qualifications are prescribed or recommended within the State only. The books by persons with post-graduate or doctorate degree have been recognised in that these books are prescribed or recommended both outside and in the home State.

The qualification category "Others" includes those persons who do not have any specific academic qualifications but are having certificate, diploma or proficiency in some of the crafts. It is observed that books on the specialised crafts are written by these persons (Table 5).

In case of persons with lower academic qualifications the proportion of "Non-recommended" books is more than the corresponding figures in case of individuals with higher academic qualifications.

Qualifications vis-a-vis classes (Table 9.5)

An author who is not even a matriculate (below matric) has written a book for class IX and a matriculate has also written books for IX and X classes. Further, an author who is Higher Secondary pass only has written books for colleges whereas quite a number of post-graduates have attempted books for classes I to V. Even some authors with doctorate degrees have written books for primary classes. (Table 9.5)

In case of primary classes, a major proportion of books has been attempted by graduates and post-graduates whereas for middle and secondary classes persons with almost all types of qualifications have written books. Only five books have been reported to be written for teachers—one by a graduate, three by post graduates and one by a doctorate degree holder.

Experience of Authors (Tables 9.6 & 9.7)

Of the 1257 books, 597(47.5%) books have been written by authors who have got experience as teachers only, 350 (27.8%) by those having

experience in both teaching and administration, 93(7.4%) by those with teaching and supervisory experience and 190(15.1%) by those who have experience of teaching, administration and supervision at some stage or the other. The remaining 27(2.2%) books have been written by persons who have purely supervisory, administrative or other experience (Table 9.7).

TABLE 9.6 EXPERIENCE OF AUTHORS IN VARIOUS CAPACITIES

<i>Experience</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>Total</i>
Teacher	354	78	90	54	2	2	17	597
Teacher/Adm.	146	55	76	42	8	6	17	350
T./Sup.	39	16	—	2	—	—	36	93
T./Adm./Sup.	45	40	24	63	8	—	10	190
Adm.	—	1	—	—	—	—	—	1
Sup.	—	—	—	—	—	—	5	5
Others	—	—	—	—	—	—	2	2
Not given	11	1	—	—	7	—	—	19
Total	595	191	190	161	25	8	87	1257

- A— Books in the subject(s) offered at the post-graduate or higher level.
- B— Books in the subject(s) offered at graduation.
- C— Books in the subject(s) offered at post-graduate or higher level and other subjects.
- D— Books in the subject (s) offered at graduation and other subjects.
- E— Books in the subject (s) not offered at any stage.
- F— Books in the subjects not offered at B.A. or M.A. or Ph.D.
- G— Others—those authors who do not have any specific educational qualification but are having some certificate or diploma or some specialised training in a craft or trade for which the book has been written.

Of the 597 books written by authors having teaching experience only, 444 (74.4%) books are written either by those possessing post-graduate or doctorate degree, 132 (22.1%) by graduates, 4 (0.7%) by authors who did not offer the subject at B.A. or M.A. level.

In case of authors with teaching and administrative experience both, and authors with teaching, supervisory and administrative experience more than 90% books are written by persons who are at least graduates.

TABLE 9.7 NUMBER OF BOOKS WRITTEN BY AUTHORS

States/Union Territories	Teachers							Teachers-cum-Administrators						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Bihar	46	—	9	—	—	—	—	24	5	—	—	4	—	—
Gujarat	22	4	—	9	1	—	—	3	19	—	19	3	—	—
Haryana	—	—	3	—	—	—	—	—	—	—	—	—	—	—
Jammu & Kashmir	25	4	—	—	1	—	—	9	7	15	2	1	—	—
Kerala	36	6	53	—	—	—	—	9	—	15	14	—	—	4
Maharashtra	—	—	—	—	—	2	—	2	—	—	—	—	—	1
Mysore	2	9	11	—	—	—	—	15	4	31	—	—	—	—
Orissa	6	31	—	32	—	—	—	—	—	—	2	—	—	10
Punjab	—	—	—	—	—	—	—	2	—	—	—	—	—	—
Rajasthan	126	4	—	—	—	—	11	39	9	3	—	—	—	—
Tamil Nadu	13	3	—	—	—	—	4	—	11	—	—	—	5	3
Uttar Pradesh	44	12	—	4	—	—	—	37	—	6	—	—	—	—
West Bengal	34	2	4	9	—	—	—	—	—	—	—	—	—	—
Delhi	—	—	—	—	—	—	—	6	—	—	—	—	—	—
Manipur	—	3	10	—	—	—	2	—	—	6	5	—	—	—
Total	354	78	90	54	2	2	17	146	55	76	42	8	6	17

WITH DIFFERENT EXPERIENCE

<i>Teachers-cum-Administrators-cum-Supervisors</i>							<i>Teachers-cum-Supervisors</i>						
1	2	3	4	5	6	7	1	2	3	4	5	6	7
—	—	—	51	—	—	—	—	—	—	—	—	—	—
5	10	—	—	8	—	—	3	8	—	2	—	—	28
—	—	—	—	—	—	—	—	—	—	—	—	—	—
6	—	24	—	—	—	—	—	8	—	—	—	—	—
—	12	—	—	—	—	8	12	—	—	—	—	—	8
—	—	—	—	—	—	—	—	—	—	—	—	—	—
10	5	—	12	—	—	—	—	—	—	—	—	—	—
—	13	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—
19	—	—	—	—	—	2	24	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—
5	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—
45	40	24	63	8	—	10	39	16	—	2	—	—	36

TABLE 9.7

<i>States/Union Territories</i>	<i>Supervisors</i>							<i>Administrators</i>						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Bihar														
Gujarat														
Haryana														
Jammu & Kashmir														
Kerala								—	1	—	—	—	—	—
Maharashtra														
Mysore														
Punjab														
Rajasthan														
Tamil Nadu														
Uttar Pradesh								—	—	—	—	—	—	5
West Bengal														
Manipur														
Total								—	—	—	—	—	—	5
								—	1	—	—	—	—	—

CHAPTER—X

Summary of Findings

Education being a State subject each State has adopted its own policy on education which has culminated in wide heterogeneity both in structure as well as functions in the pattern of education leading not only to the duplication of work between the States but also in waste of human resources and heavy financial loss, particularly in the production of separate textbooks in the same subject for the same class in various languages throughout the country. The picture as emerging from this survey is highly revealing. The main findings of the survey are summarised as under:

1.00 Languages in Schools

1.01 Teaching of mother tongue at the primary stage is provided for in all the States and Union Territories for children of all the major language groups living there.

1.02 In the higher school stages regional language is provided as compulsory first language in each State and the facilities for teaching other regional languages as mother tongue are also provided, though the choice of such languages is much restricted as compared to that at the primary stage.

1.03 In addition to the compulsory first language a pupil has to study a second, third or even a fourth language in various States. The school stage at which these languages are introduced, as well as the number of languages to be studied by a pupil, differs from State to State.

1.04 The languages to be studied under second, third or the fourth include Modern Indian Languages, Modern European Languages and the Classical Languages.

1.05 The duration for which these languages should be studied also varies from State to State.

1.06 In the States where elective pattern is in vogue languages are provided under the elective groups also. Here again the languages provided are Modern Indian Languages, Modern European Languages and Classical Languages.

1.07 Hindi and Urdu are provided at almost all the school stages while English is provided at the middle and the secondary stages in almost all the States.

2.00 Media of Instruction

2.01 Except Haryana and Punjab among the States and Himachal Pradesh and Tripura among the Union Territories all other States and Union Territories have more than two media of instruction.

2.02 At the primary stage the States of Assam, Bihar, Madhya Pradesh, Maharashtra and Nagaland and the Union Territories of Delhi and NEFA have provision for teaching through 10 or more languages.

2.03 At middle and secondary stages this facility is reduced considerably in almost all the States and Union Territories except West Bengal where the number of media of instruction provided for at the middle and secondary stages is 14 and 15 respectively.

2.04 Hindi and Urdu media are provided for in almost all the States throughout the school stage while English is provided as medium in most of the States at the secondary stage.

3.00 Subjects Provided

3.01 There is variation among the States and Union Territories in the number of subjects provided, but this variation is minimum at the primary stage.

3.02 Subjects provided at the primary stage in most of the States and Union Territories generally include First Language or Mother Tongue, Arithmetic, Social Studies, General Science and Craft though the names might differ in some States. In some States even a second or a third language is introduced at this stage.

3.03 At the middle stage generally the subjects provided for at the primary stage continue, although in a reorganised form. In some States some more subjects are introduced.

3.04 At the secondary stage, since there are varying patterns, viz., high, higher secondary and intermediate not only between the States but also within the same State in one case, there is variation in the subjects provided. Broadly, subjects are divided into core/compulsory and elective/optional/diversified stream/ group subjects. In all States except Uttar Pradesh, First Language, Mathematics, General Science and Social Studies are provided although the names of the subjects may differ from State to State. Under elective/optional/diversified stream/ group subjects, there is variation between the States.

4.00 Provision of Textbooks

4.01 There is no uniformity in the introduction of textbooks at the primary stage in different subjects in the States and Union Territories except in mother tongue. Textbook in the mother tongue is introduced in the class I in all the States and Union Territories.

4.02 In Assam and Bihar textbooks are introduced from class I for Arithmetic also while in Kerala there is no textbook for any subject apart from First Language throughout the primary stage.

4.03 At the middle and secondary stages textbooks are generally provided for in almost all subjects in all the States.

5.00 Agencies for Textbook Production

5.01 Except Andhra Pradesh which has nationalised textbooks in all subjects for all classes and Kerala which has nationalised textbooks in all subjects for all classes except the non-detailed ones, in all other States there are both nationalised and approved textbooks at the school stage.

5.02 In most of the States nationalization of textbooks is looked after directly by an officer in the Department of Education. In Assam it is through a semi-autonomous body; in Bihar through an autonomous body and in Maharashtra by a body registered under the Societies Registration Act. The activities of most of these bodies are confined to the primary and middle stages. At the secondary stage some Universities, Boards of Secondary Education or Examination and even the Departments of Education produce textbooks mainly in languages.

5.03 There are separate Committees or Departmental Officers responsible for nationalisation of textbooks in the States. The Committees for nationalisation generally include officials from Department of Education, Finance, Printing and Stationery and in some States personnel from teacher training institutions and secondary schools. In Madhya Pradesh and Maharashtra, however, there is more than one committee to guide the agencies for nationalisation.

5.04 The committees for approving textbooks usually comprise departmental officials and subject specialists. While the composition in case of each of these committees varies from State to State the functions remain broadly the same.

5.05 For preparing manuscripts of nationalised textbooks some States appoint individual authors, some other States appoint a panel of authors while still others invite manuscripts. In some States textbooks prepared by NCERT are adapted/adopted.

5.06 For approving textbooks, generally books in printed form are invited from registered authors and publishers and the number of copies to be supplied are also specified along with some restrictions to prevent disclosing the identity of authors or publishers.

5.07 Both nationalised as well as approved textbooks are reviewed although the procedures for review may vary. Books for approval undergo a very rigorous form of review in almost all the States except Rajasthan where the review procedure for nationalised and approved textbooks is the same.

5.08 In some States the Committee responsible for approving textbooks also looks into the cost of textbooks, while in some others there are separate committees for fixing the price of textbooks. But there are a few States where the cost of the approved textbooks is not fixed by the approving agency and hence children have to pay quite high prices for textbooks even in the lower classes.

6.00 Nationalisation of Textbooks

6.01 The State control of textbooks as a phased programme was first initiated by Uttar Pradesh in 1942, although Special Officer Textbooks was appointed in 1948. The last State to complete the chain was Gujarat during 1969.

6.02 By and large the reasons advanced by the States for State control of textbooks are broadly:

- (i) to improve the quality of content and format;
- (ii) to emphasize the national objectives like democratic spirit, communal harmony, national integration, etc;
- (iii) to keep the prices within reasonable limits;
- (iv) to ensure quick and efficient distribution.

6.03 Except Andhra Pradesh, Bihar and Kerala there are more than one agencies involved in the process of nationalisation of textbooks viz., agency for State control, Board of Secondary Education or Examination, University and the State Directorate of Education itself.

6.04 The extent of State control of textbooks differs from State to State with some States having complete control right from the preparation of manuscript, screening/review, printing, pricing and distribution through their own agency, while in others some aspects are left to be undertaken by private agencies under the over all supervision and control of the State Department. Andhra Pradesh and Kerala are the States in the former category. In other States the assistance of outside agency in some form or the other such as preparation of manuscript, printing or distribution is sought.

6.05 As each State started nationalisation at different times and as there was no unanimity among States even in the pattern of phasing, there is difference in the extent of nationalisation both in respect of classes as well as subjects. Andhra Pradesh on the one extreme has nationalised textbooks in all subjects for all classes from I to X while on the other extreme Gujarat has nationalised textbooks for class V

only in all the subjects. In Tamil Nadu detailed textbooks in Tamil and English languages only have been nationalised although for classes I to VIII.

6.06 The prices of textbooks at the primary stage are comparatively low wherever complete nationalisation has taken place in all subjects for all classes. This is due to the gift paper and the absence of any profit motive on the part of the State in most of the cases.

7.00 Policies Regarding Nationalised and Approved Textbooks

7.01 Each State and Union Territory has evolved its own procedure for preparation, review and editing of the nationalised textbooks and also of approval of textbooks other than the nationalised ones.

7.02 Generally, three procedures are followed for the preparation of manuscripts, viz., appointing a panel or committee of authors, commissioning of individual authors and inviting manuscripts from authors or publishers. In Andhra Pradesh, Assam, Gujarat, Kerala, Madhya Pradesh, Mysore and Orissa the first procedure is followed. In Tamil Nadu individual authors are commissioned to write textbooks. Jammu & Kashmir, Rajasthan and West Bengal are following the last approach. In Bihar and Maharashtra manuscripts are either invited or written by panels/committees of authors. Regarding textbooks for secondary schools the West Bengal Board of Secondary Education usually follows the second method. In Orissa both the first and the third procedures are followed-

7.03 In Haryana, Punjab and Uttar Pradesh manuscripts are either invited from authors/publishers or authors are commissioned to write these. The Governments of Jammu & Kashmir, Maharashtra and Rajasthan have provision for commissioning authors in case suitable manuscripts are not received.

7.04 In Kerala, Mysore, Orissa, Rajasthan and Tamil Nadu there are committees of reviewers while in Bihar the convener of the panel of authors does the first scrutiny. Manuscripts received by the Board of Secondary Education, Orissa are reviewed by the Syllabus Committee members also. In Haryana and Punjab the review work is done mostly by departmental persons.

7.05 In Bihar for adaptation of books published by NCERT the State Government has set up an Adaptation Committee. Delhi is the only Union Territory which has attempted nationalisation of textbooks.

7.06 At the moment in almost all the States and Union Territories there are textbooks in use which are not nationalised. In case of such books the restrictions imposed on publishers vary from general control like review of the textbooks to detailed control up to the stage of fixation of the price of each individual book.

7.07 Bihar, Gujarat, Haryana, Madhya Pradesh, Maharashtra, Mysore, Punjab, Rajasthan and Tamil Nadu invite books from registered publishers whereas there is no such restriction in other States.

7.08 Books are reviewed, generally by more than one reviewer. Some States do permit a submission of the textbooks for a second review.

7.09 Most of the Union Territories utilise textbooks approved by the neighbouring States.

8.00 Remuneration to Authors and Reviewers

8.01 For the nationalised textbooks, there are mainly two categories of persons to whom remuneration is paid, viz., writers or authors and reviewers or scrutinisers.

8.02 If a panel of authors is appointed to write a book, the remuneration is paid to each of its members in proportion to the quantum of work done by him. In some States, the rates have been specified in detail whereas in others they are decided as and when a new textbook is to be produced. The payment to authors (or writers) and reviewers (or scrutinisers) is either in lumpsum or according to per printed page.

8.03 Books for approval are sent to reviewers who are paid for the purpose. Some States like Bihar, Haryana, Gujarat, Maharashtra, Mysore, Punjab and Rajasthan send back books to publishers for incorporation of suggestions and then there is a second review too for which reviewers are paid again. The remuneration is paid according to the number of pages reviewed by a reviewer in Bihar and Rajasthan whereas in other States the payment is made for a complete book. The rate of remuneration varies according to the class for which it is written and sometimes it varies for the subject or language of the book too.

9.00 Printing and Pricing of Textbooks

9.01 In Andhra Pradesh and Tamil Nadu all nationalised textbooks are printed in government presses only. In the remaining States and the Union Territory of Delhi printing is undertaken by private presses as well. In Kerala and Uttar Pradesh cover pages are printed at the government press while other material is printed at private presses.

9.02 Quality of paper used for nationalised and approved textbooks differs from State to State. In Andhra Pradesh, Assam, Bihar, Haryana, Jammu & Kashmir, Kerala, Madhya Pradesh, Orissa, Punjab, Rajasthan and Uttar Pradesh gift paper is used for nationalised textbooks whenever available.

9.03 The type faces used in textbooks differ from State to State as also from class to class within the same State. Usually bolder type faces are used in primary classes. Variation exists in the type of faces of different languages also.

9.04 Generally, saddle or sectional stitching is used. Textbooks are generally paper bound but bulky books have straw-board covers and cloth back.

9.05 Prices of nationalised textbooks up to primary stage are fixed on 'no profit, no loss' basis in case of Haryana, Punjab, Orissa and West Bengal but in Bihar it is applicable up to class III only.

9.06 The States of Jammu & Kashmir, Madhya Pradesh and Maharashtra fix prices of nationalised books up to middle stage on 'no profit, no loss' basis whereas in Mysore and Tamil Nadu this policy is adopted for all nationalised textbooks.

9.07 Textbooks for the remaining classes of Bihar are sold at a profit ranging between 10% to 16% whereas in case of Haryana and Punjab it is 5%. Andhra Pradesh and Kerala take into consideration all the components of cost, raise it $1\frac{1}{2}$ times and work out cost per copy of nationalised textbook. Assam applies a similar formula but instead raises cost of production to 100/60 times. Rajasthan prices textbooks on cost of production and distribution to which is added an overhead charge of $7\frac{1}{2}$ %. Gujarat takes into consideration the probable market price besides the other cost components. Nationalised textbooks published till 1968 were distributed free of cost in Nagaland but the prices are fixed now at half the cost of production. In Uttar Pradesh, for fixing the price of nationalised textbooks expenditure on the textbook section and remuneration paid to authors is not taken into consideration though a royalty of 6.5% to 10.5% is charged on the face value of the book. Prices of books in Delhi include actual cost of production and surcharge as fixed by the Ministry of Works, Housing and Supply.

9.08 In most of the States, prices of approved textbooks are also reviewed and fixed by the agency/authority responsible for approving textbooks.

10.00 Textbooks and their Cost

10.01 The total number of textbooks in use in schools as recorded in the present survey is 12,292. Of these, 6,552 are for the secondary stage and the remaining are for the elementary stage (A, B, I-VI/VII/VIII). Out of the total number of books 924 are nationalised and the remaining (11,368) are approved and/or recommended. The total number of translated versions is 601 and of these 471 are nationalised.

10.02 The total number of textbooks for classes I-V is 2,625 (257) and of these 333 (257) are nationalised. There are 3,115(140) books for classes VI-VII/VIII and of these 278(131) are nationalised. There are 6,552(204) books for the secondary stage and of these 313(83) are nationalised.

10.03 The total number of textbooks differs from State to State. Tamil Nadu has the maximum number of textbooks (2,680). The smallest number of textbooks recorded is 86 for Andhra Pradesh ,

10.04 It is observed that less than half of the total textbooks are on languages (5,730) and of these 547(65) are nationalised. In Social Sciences, the number of books is slightly more than one fifth (2,681) of the total number of textbooks.

10.05 In some States where textbooks have not been nationalised in certain subjects, it is observed that the number of approved and recommended textbooks is very large. Tamil Nadu among the States has 57 textbooks for Arithmetic in class III and 50, 85, 185, and 121 in Elementary Mathematics, Elementary Science, History and Geography respectively in class IV. Even in Gujarat and Maharashtra the number of approved textbooks is very large in earlier classes.

10.06 A child has to study only one textbook in each of the classes I and II in Andhra Pradesh, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Mysore, Rajasthan, Tamil Nadu and Pondicherry. Gujarat, Kerala and Maharashtra prescribe only one textbook in class III whereas the number of textbooks in other States varies from two to five in this class. Kerala has prescribed only two books in class IV. The number of textbooks in class V varies from three in Uttar Pradesh to seven in Kerala.

10.07 The cost of a complete set of books for classes I to V varies from Rs. 7.35 for 20 books in Jammu & Kashmir to Rs. 22.51 for 23 books in Bihar. The cost of books to be purchased by pupils in class I ranges from Rs. 0.30 in Madhya Pradesh to Rs. 1.65 in Bihar and Delhi.

11.00 Authors

11.01 For this survey, data from 235 authors from different States and Union Territories were received.

11.02 Majority of the authors of these textbooks possess post-graduate degree (54%) and about 15% doctorate degree also. But there are some authors (4.3%) who are under-graduates even.

11.03 About half of the post-graduates and three-fourth of the graduates have teaching diplomas or degrees.

11.04 About 30% of the graduates and 10% of the post-graduates have qualifications in science subjects. Generally, authors possess graduate or post-graduate qualifications in the subjects on which they have written books. The books on technical subjects have been written by persons with technical qualifications like M.Tech., M.Sc. (Engg.), etc.

11.05 Of the 1,257 books written by these authors, 1,003 (78.8%) are approved/prescribed/recommended. Of these 1,003, 85% have been recommended in the home States only.

- 11.06 About 70% of the recommended books have been written in the State language/regional language of the State/Union Territory.
- 11.07 The maximum number of recommended books (267) have been written by persons with M.A./M.Sc./M.Com. degree and the next lower number (218) by those with doctorate degrees.
- 11.08 Most of the textbooks are written by authors who do not have professional qualifications in teaching.
- 11.09 Most of the books for primary classes have been written by graduates and post-graduates. Even some authors with doctorate degrees have attempted books for primary classes. For middle and secondary classes, persons with all types of qualifications have written books.
- 11.10 In case of persons with lower academic qualifications, the proportion of non-recommended books is higher than that in case of individuals with higher academic qualifications.
- 11.11 27(2.2%) books have been written by persons who do not have any teaching experience. 597 (47.5%) books have been written by those who have teaching experience only. The remaining books have been written by authors who have some administrative and/or supervisory experience in addition to teaching.

APPENDICES

APPENDIX I

Data Processing and Educational Survey Unit

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Sri Aurobindo Marg, New Delhi-16

SURVEY OF TEXTBOOKS IN VARIOUS SCHOOL STAGES IN INDIA

1. Status of Textbooks

- (a) Are the textbooks nationalised, prescribed or recommended?
- (b) If nationalised, when and up to what standard?
- (c) If the textbooks are not nationalised what are the criteria for prescribing or recommending textbooks?
- (d) i) Are the textbooks changed every year?
Yes/No
ii) If yes, mention the name(s) of the book(s) which are changed every year.
iii) If no, what is the normal duration (years) up to which a textbook is retained?
- (e) At the end of how many years are the textbooks revised?
- (f) i) Are there instances where books once approved are withdrawn due to public criticism?
Yes/No
ii) If yes, mention the titles of the books.
- (g) i) Is there any provision for tryout of the textbooks before they are accepted?
Yes/No
ii) If yes, is revision, if any, affected in the light of the tryout?
Yes/No
- (h) i) Is there any programme for research and improvement of textbooks?
Yes/No
ii) If yes, furnish details about the same.

2. Authors

- (a) How are textbooks got written?
 - i) Individual authors
 - ii) Panel of authors
 - iii) Departmental officials

- iv) Inviting books from those who are interested in writing textbooks
- (b) Who writes textbooks in your State for various standards?
- i) Teachers
 - ii) Teacher educators
 - iii) Retired educational personnel
 - iv) Others (specify) _____
- (c) What are their qualifications and experiences?
- (d) What is the basis on which remuneration is given to authors?
- i) Royalty basis
 - ii) Lumpsum
 - iii) Honoraria
 - iv) No payment
- (e) If there are panels of authors how is the remuneration divided?

3. Reviewers

- (a) i) Are the textbooks reviewed? Yes/No
- ii) If yes, who reviews the textbooks?
- (b) i) Are special qualifications prescribed for the reviewers? Yes/No
- ii) If yes, mention the same.
- (c) i) Are there set criteria for reviewing textbooks? Yes/No
- ii) If yes, enumerate those criteria.
- (d) If there are any suggestions for improvement after the review, are the books referred back to authors or are they edited by the Department?
- (e) On what basis is the remuneration paid to reviewers?

4. Printing

- (a) What is the machinery for printing?
- i) Government presses
 - ii) Private presses
- (b) In case the printing is entrusted to private press does the Department supply paper? Yes/No
- (c) What is the quality of the paper on which textbooks are generally printed?
- (d) What are the types used for printing textbooks for different standards?

(e) In case of prescribed or recommended textbooks, in what way the authors/publishers are expected to submit the textbooks for approval?

- i) Printed
- ii) Typed
- iii) Manuscript
- iv) Any other form (specify) _____

5. Pricing

- (a) What is the policy for pricing textbooks?
- (b) In case the textbooks are prescribed how are the prices fixed?

6. Distribution

- (a) How are textbooks distributed?
 - i) Directly by the Department
 - ii) Through private agency
 - iii) Teachers
 - iv) School
 - v) Cooperatives/Panchayats
- (b) If the books are distributed directly by the Department which are the departmental agencies at the :
 - i) District level
 - ii) Block level
- (c) If the books are distributed through private agencies, teachers, schools or cooperatives/panchayats, what is the commission allowed to these agencies?

7. Textbooks in Non-regional Languages in the State

- (a) If there are more than one media of instruction, how are textbooks prescribed in these languages?
 - i) Adapting the same textbooks prescribed for the same standard in the parent State where that language is the regional language.
 - ii) The books are got written in the language.
- (b) How is remuneration paid in the case of (a) (ii)?
- (c) i) Is there any textbook which is not in the regional language but nationalised?

Yes/No

 - ii) If yes, mention the name(s) of the book(s).
 - iii) In such cases how are the books selected and remuneration paid?

8. General Information

- (a) If the State has prescribed or recommended textbooks, should the schools follow only prescribed textbooks or any of these books?
- (b) If books are approved by the Department, how many textbooks are approved for the entire State and same standard? (Furnish details for the last five years)
- (c)
 - i) Does the Department prescribe different textbooks for different zones, districts, etc. in your State?
Yes/No
 - ii) If yes, furnish this information for the Zones/Districts in your State?
- (d) What is the total cost of textbooks for a child from Grade I to Grade XI depending upon the subjects offered at the high school stage.

9. Guide Books

This information shall be obtained by contacting private publishers in urban areas.

10. Information regarding textbooks which are being followed in primary, middle and secondary schools at present will be collected in detail for all standards for different school stages separately.

N.B.— The items in this schedule were for the guidance of the research investigators and were in no way exhaustive. It was not a questionnaire meant for respondents from States/Union Territories.

APPENDIX II

Data Processing and Educational Survey Unit

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH
AND TRAINING

Sri Aurobindo Marg, New Delhi-16.

AUTHOR'S PROFORMA

Name.....
 Qualifications.....
 Level of Education Subjects offered Year of passing
 Matriculation
 Intermediate
 B.A., B.Sc. or B. Com.
 M.A., M. Sc. or M. Com.
 Doctorate Degree
 Professional
 Qualifications (if any)
 Experience in complete number of years.

<i>At various school stages (separately)</i>	<i>In teacher training institutions</i>	<i>In degree college/ University Department</i>
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Teaching
 Supervisory
 Administrative
 Any other
 (please specify)

(Do not duplicate your experience if you have performed dual role of administration, supervisory and teaching.)

Have you written any book(s) ? Yes/No

If yes, furnish information regarding the same in the following table:

<i>Title of the book</i>	<i>Language in which written</i>	<i>Subject</i>	<i>Whether prescribed or recommended as a textbook</i>	<i>State in which it is prescribed or recommended as a textbook</i>	<i>Class/ Standard for which it is prescribed or recommended as a textbook</i>
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APPENDIX

INFORMATION REGARDING TEXTBOOKS FOLLOWED

<i>Standard</i>	<i>Title of the Book</i>	<i>Subject</i>	<i>Whether national- ised, prescribed or recommended.</i>	<i>Year in which the book was first in- troduced</i>	<i>Whether sugges- tions incorporated</i>	<i>Whether reviewed</i>	<i>Subsequent</i>	
							<i>Revised</i>	<i>Reprinted</i>
1	2	3	4	5	6	7	8	9

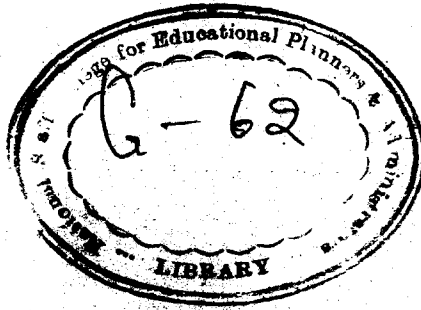
*Exclude pages devoted to preface, foreward and contents.

†Illustrations for textbooks for arts subjects and social sciences

III

AT VARIOUS SCHOOL STAGES

<i>Size of the type (used)</i>	<i>Size of the book (Dimensions)</i>	<i>No. of pages*</i>	<i>No. of illustrations†</i>	<i>No. of coloured illustrations</i>	<i>Price</i>	<i>Name(s) of the author(s)</i>	<i>Qualifications</i>	<i>Experience</i>	<i>Other publica- tions, if any</i>
10	11	12	13	14	15	16	17	18	19



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subjects only.