PN ABX-692

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USAID / Pakistan

Primary Education Development (PED) Program

North West Frontier Province Textbook Board Organization Study

Production, Distribution, and Editorial Functions

November 1990

Contractor: Academy for Educational Development

Contract No. 391-0497-C-00-0546-00

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PREFACE

This report on the organization of the Textbook Board of the North-West Frontier Province (NWFP) of Pakistan prepared for the Primary Education Development (PED) Program represents a first look at the problems facing the board and makes some initial recommendations to enable the board to work more effectively. It results from the efforts of a production/distribution consultant and an editorial consultant who spent five weeks in Pakistan in October-November 1990.

Since the establishment of the Textbook Board in 1971, it has functioned as a publishing house under its Ordinance. Its responsibilities were outlined in the preamble of that Ordinance as:

(a) production and publication of–
  (i) textbooks for Classes I-XII
  (ii) supplementary reading material relating to textbooks;
  (iii) guide books for teachers;

(b) production of reference and research material in respect of problems relating to schemes of studies and preparation of textbooks; and

(c) conduct of research in the field of curricula, textbooks, and other reading material, in the manner hereinafter appearing.

The terms of reference of the two consultants covered the same ground from two directions and made close cooperation in gathering information and preparing a single report an obvious choice. Those terms of reference included:

- Analyzing the Textbook Board's organizational structure and identifying changes required for more efficient operation.

- Initiating a study and developing a plan/schedule to meet Textbook Board staff development and training needs consonant with the outcomes of the organizational study.

- Identifying the Textbook Board's special and general-purpose equipment needs to improve functioning, improve quality, and meet increased demand.

The two consultants who conducted the study and prepared this report are:

Adrian Higham, of Higham Kobrak Associates, who has expertise of international publishing organization with direct experience working in the developing world. He has served in senior management posts in USA and UK with American and British publishing houses and

Sheila L. Ross, freelance consultant who has spent more than 25 years as an editor, writer, and instructional materials advisor in the USA and in countries of the developing world.

In the initial stages of the consultancy, we talked to Textbook Board personnel and PED team members, visited urban and rural schools, talked to teachers, school headmasters, and district education officers. We visited sales agents in Peshawar, textbook printers in Peshawar and Lahore, a paper mill near Lahore, and the Punjab Textbook Board. From these visits and conversations we gained the necessary knowledge to prepare this report.

It would have been impossible to have learned what we have been able to learn and to have come to some understanding of the problems and needs of the Textbook Board without the full cooperation and gracious friendship extended by our Pakistani colleagues. We wish to thank Mumtaz Akbar, chairman of the NWFP Textbook Board, and his staff for their support and time. The members of the PED team were equally helpful and supportive of our efforts and made our joint consultancy easier. Thank you.

SUMMARY

This report is based on the belief that:

- Publishing is an essential link in the education process.
- The Textbook Board is performing this essential service well in spite of many constraints.
- With additional resources and training the Textbook Board will be able to serve even more effectively.

The Textbook Board is responsible for the provision of all textbooks for schools and elementary teacher training colleges in the NWFP. In 1989-90 it provided 9.6 million copies of 136 titles. Included in the production were the equivalent of 11.5 new books that create the major workload in the editorial department of the board. This workload will increase because of existing commitments and the results of the PED program and other donor agency programs. In 1991-92 it is forecast that at least 53 new books will be published. The editorial department of the board needs reinforcing immediately.

We then identify some of the general problems currently facing the board and suggest action that should be taken. Suggestions are for:

- Longer range planning with participation of a wider group of managers.
- Development of staff management including objective setting and career planning with training.
- Data base management system to provide the information for planning.
- Facilities for preparation of in-house camera-ready copy.
- Improvement of library and research capabilities.
- Equipment to improve warehousing facilities.
- Equipment to improve communications and general office efficiency.

All with the necessary training to ensure efficient implementation.

Included among the problems is the question of the cost and production quality of textbooks. The four-color design which the Textbook Board uses for its primary school books requires paper made from imported pulp. This is subject to almost 40 percent duty and taxes which, if forgiven, would reduce the price of textbooks by 25 percent. There seems to be no other significant way of reducing costs and probably heavier more expensive paper should be used in any case to increase durability.

If the actions are taken to address these problems then by 1995 there will be at the Textbook Board increased specialization of departments. The editorial department will concentrate on finding good authors and preparing educationally sound teaching materials that will be brought to camera ready stage in house. The production department will deal with all printers and the buying of paper. This should result in a higher quality product economically manufactured.

There is a description of the Instructional Materials Development Cell which is a recommendation under the PED program. It will include a cadre of writers employed in the preparation of materials for primary schools and as such will work closely with the Textbook Board.

The report concludes with recommendations for further studies and training and suggestions for equipment required.

I. ORGANIZATION OF THE TEXTBOOK BOARD, 1990

A. Responsibility of the Textbook Board

The Textbook Board is a semi-autonomous body established under the Provincial Ordinance of 1971 (see Appendix I). It is legally responsible for publication of textbooks for the schools in the province. It has to ensure that the material included in its publications fulfills the requirements of the Federal Curriculum Wing, Islamabad.

B. The Board's Main Functions

The Board places orders with printers directly for books for Grades I-VIII and arranges for books for Grades IX-XII to be published by local publishers. It purchases text paper and supplies it to the printers and sells it to the publishers. The board arranges for the distribution of books through a network of sales agents who then sell to retailers who in their turn sell to students.

C. The Extent of the Board's Activity

In 1989-90 the Textbook Board arranged for the printing of 96 titles for Grades I-VIII totalling 9.1 million copies and 40 titles for Grades IX-XII totalling 472,000 through publishers. The board also arranged for the printing of 57 titles (193,000 copies) for Afghan refugee students.

D. Financial Summary

The board's total receipts in 1989-90 were Rs 50.8 million. This included Rs 42.9 million from sale of books for Grades I-VIII; Rs 4.8 million for sale of paper to publishers; Rs 1.2 million in royalties received from publishers from books for Grades IX-XII; and Rs 1.7 million in bank interest.

The total expenditures and charges were Rs 40.1 million. This included Rs 3.1 million for staff costs; Rs 10.9 million to printers; and Rs 24.8 million for purchase of paper.

The Textbook Board made a profit in 1989-90 of Rs 15.8 million (Rs 4.2 million in 1988-89). The profit was inflated by Rs 4.9 million owing to revaluation of paper stocks. The board altered its pricing formula to reduce the profit planned for 1990-91 at the request of the Controlling Authority.

E. Organization of the Textbook Board

The organization chart of the board is in Appendix II. There are 75 staff at the board consisting of one chairman, two members, 21 in Grades 16-18 ("officers"), five in Grade 15, and 46 in lower grades.

The chairman who is on deputation (secondment) from the education department is responsible to the Controlling Authority, the governor of the province. The board is organized in three departments (or "wings"). Two of these, Production, Sales & Paper (PSP) and Editorial & Procurement (EP) are headed by the members who are also on deputation from the education department. The third, Accounts and Administration, is headed by the secretary to the board. All decisions that have a financial implication are referred up to the chairman through the head of the department for final decision.

PSP is responsible for the purchase of paper which is handled in detail by the deputy secretary (PSP). The department handles the arrangements with publishers for the higher level books. The sales manager is responsible for the distribution of the boards' own books (for Grades I-VIII). Because the board is in a monopolistic situation the sales manager does not operate as a marketing executive but acts as a distribution manager with storekeepers reporting to him.

The budget is prepared annually by the Accounts department in the usual way. This follows forecasts from the other departments. It is considered by the finance committee and the advisory council before going for approval by the Controlling Authority. It is then monitored regularly by the chief audit and accounts officer. Sales invoices are prepared in this section and agreements with publishers and printers are drawn up in the administration section.

EP prepares the new book material at all levels and deals with printers for books for Grades I-VIII. The subject specialists, very closely supported and supervised by the senior subject specialist, organize the preparation of the new book material and any revisions that may be required. The textbook examiner is responsible for inspecting books on delivery and for those being published for Grades IX-XII. The research officer also functions as an additional subject specialist.

The allocation of titles to printers and publishers is recommended by the departments concerned but is subject to the final approval of the board (the chairman and two members).

We were impressed that given the constraints the Textbook Board functions and fulfills its mandate as a publishing house supplying textbooks for the schools in the province.

Job descriptions of key posts, as presented to us, are in Appendix III.

F. Interaction among Departments

To work efficiently a publishing house, like any other office, has to have close interaction among departments. As an example, the work flow described below shows how a new title is prepared. There are other work flows within the office, such as the ordering of paper and the fulfilling of orders from the sales agents.

Work Flow for the Preparation of a New Title

1. Curriculum supplied to Textbook Board from Federal Curriculum Wing.
2. Subject specialist informed by senior subject specialist. Opens file.
3. Method 1 for organizing writing of books.
   a. Subject specialist recommends panel of authors to board chairman. All communications are via senior subject specialist and relevant board member. If approved then:
   b. Subject specialist selects convenor and commissions authors. Has meeting to agree on timetable and assigns topics.
   c. Authors hand finished work to convenor who submits ms to subject specialist.
   d. Subject specialist checks and amends if necessary according to syllabus.
   e. Subject specialist submits ms to Curriculum Wing.
4. Method 2 for organizing writing of books.
   a. Textbook Board issues advertisement for authors. (This is less time consuming than Method 1.)
   b. Candidates apply for curriculum and schedule.
   c. Subject specialist receives entries and sends them to outside experts. Asks for advice on whole ms and on each topic/chapter.

d. Subject specialist then selects materials from the various entries and creates a ms.

e. Submits ms to Curriculum Wing.

5. Curriculum Wing forms national review committee which includes a representative of NWFP Textbook Board. They usually ask for modifications.

   a. Subject specialist then asks convenor to modify.

   b. Ms then goes back to Curriculum Wing. It is checked by one or two persons. If satisfied wing issues certificate (which is later printed on cover of book).

   c. Ms is now approved and ready to produce.

6. Book is allocated to printer (up to Grade VIII), to publisher for Grades IX-XII.

   a. Choice recommended by member to board who decides.

   b. Agreement with printer prepared. It has schedule listing all titles to be printed. Payment terms are according to a general schedule and the same for all printers.

7. Books up to Grade VIII are considered the board's own publications and follow this procedure:

   a. Subject specialist has two copies (at least). One is record, one press copy. Fills out proforma (specifications) of type size, proofreader, and the like.

   b. Sends to printer having checked that agreement is already signed.

   c. Printer submits samples of printed page and artwork to subject specialist for approval.

   d. Subject specialist authorizes printer to proceed.

   e. Proofs to proofreaders via subject specialist. Artwork being approved in parallel.

   f. Book ready to print. Subject specialist recommends to board member via senior subject specialist that printer is ready to print. Printing is authorized.

   g. Three copies of the final printing without title page to subject specialist for price fixing.

   h. Price-fixing proforma prepared by editorial branch (clerks) according to schedule. Subject specialist adds information–

paper used, and the like. To board member and chairman to approve price.

i. Title page, price, and certificate included and printer prints.

j. Delivers to warehouse.

k. Checked by textbook examiner with proforma (schedule of items to be checked). Samples added to file and checked by subject specialist.

l. Then to board member and chairman who approve.

m. Then to warehouse and to sell. (If there are mistakes, then the printer redoes work supervised by textbook examiner. The printer is charged a penalty and assumes cost of corrections.)

8. If textbook is for Grades IX-XII then book is placed with local publishers as follows:

   a. Board approves which publisher to be used for specific titles. This is included in schedule to agreement. Payment terms are according to general schedule and same for all publishers. Publisher pays board a royalty fixed according to proforma

   b. Subject specialist has two copies of ms (at least). One is record, one press copy. Fills out proforma (specifications) of type size, proofreader, and the like.

   c. Other procedures such as proofreading similar to Grades I-VIII arrangements. Paper, Sales and Distribution Branch administers the published books. Textbook Board supplies paper.

   d. Publisher warehouses books.

G. New Title Workload 1989-92

The new title workload is most important when considering the activity of the editorial department. Reprints without corrections do not represent a great load. We did not establish the number of reprints with corrections that are being handled. There is therefore an additional workload to be allowed for when considering this whole question.

Five textbooks were developed solely for the NWFP in 1989. These were Agriculture, Home Economics, Applied Electricity, Metalwork, and Woodwork (all for Grade VI).

At the secondary level where enrollments are much lower it is the practice often to enter into a joint venture with one or more of the other textbook boards. Nine other titles in 1989 were developed as joint ventures. Of these four were originated by the NWFP board, which is as time consuming as preparing a title alone. There is less work when another board is leading in a joint venture although, where a local author is writing, some time is involved. In total, therefore, the new title workload was the equivalent of 11.5 titles (allowing one-half for a joint venture led by another board).

In 1990 (due for publication in March 1991) the editorial department is developing five titles in Urdu. They are translations of the titles for Grade VI worked on in 1989. The board is leading joint ventures in three books, Geography Grades IX-X, Geography Grades XI-XII, and Islamic History Grade XII. They are cooperating with the Punjab board in 14 books in sciences and maths for Grades IX, X, and XII. This is the equivalent of a workload of 16 titles.

In 1991 (due for publication in March 1992) the senior subject specialist provided us with the following forecast. Work is in hand or commitments made for these titles.

8 books in Maths (English medium) Grades I-VIII.
8 books in Science (English medium) Grades I-VIII.
The books for Grades I and II will be completely new works and from III-VIII adaptations.
5 Social Studies (English medium) Grades IV-VIII.
7 Social Studies (English medium), selected districts, Grade III.
1 English Language Grade VII.
Decision by Curriculum Wing is expected on English syllabus soon. Six books for Grades I-VI will then be required without delay to lead up to Grade VII title.
5 Urdu Language Grades VI-X.
3 Drawing (Urdu) Grades VI-VIII.
15 supplementary readers in Urdu.

In addition the NORAD-supported scheme for annotated texts has been approved. This entails five series at primary level or approximately 25 titles.

There will be some joint venture titles and there is a major revision of Maths in Urdu for Grades I-VIII.

The workload is 53 new titles without allowing for six for English Grades I-VI or for 25 annotated texts.

Even allowing for slippage and exaggeration in forecasting, there will be a major increase in the workload of the editorial department at the beginning of 1991. Independent of any other recommendations in this report the department needs reinforcing immediately.

The senior subject specialist suggests the need for three additional subject specialists qualified in English-language teaching, in education, and in social studies.

We recommend strongly that this whole question be reviewed and additional staff recruited. The post for English is currently open, but the others would be additional and would have to be through deputation.

II. PROBLEMS FACING THE TEXTBOOK BOARD AND SUGGESTED PLANS OF ACTION

Publishing is an intricate process in which many activities are combined to achieve the goal of providing books and other material at the right price on a timely basis. Successful management of a publishing house requires an overall plan known to all managers. Information on each process has to be available so it is clear how the plan is being fulfilled. Proper management practices are required so staff can be motivated to fulfill the plan.

Within the context of Pakistan this approach makes proposals that might be difficult to implement at the present time, but given time and commitment might be possible by the year 1995. What appears impossible now can be possible with the dedication and commitment of the members of the Textbook Board.

In the following section we will be considering the administration of the Textbook Board overall as well as the function of the specific departments.

A. Accounts and Administration

1. Management by Objectives.

PROBLEM: Lack of clearly defined accountabilities.

In a number of cases throughout the operation it is not always clear who has final responsibility for performing tasks. Precise delegation of authority to act with regular supervision is obviously desirable. This would entail specific job descriptions, periodic setting of objectives, and regular review against an overall plan.

PLAN OF ACTION: General management training for all senior staff (possibly Grade 17 and above). As part of the course participants would be asked to review their job descriptions.

2. Management through the Budget.

PROBLEM: The monitoring of the annual performance compared to budget forecast is too centralized.

The annual budget is prepared in the normal way with departments requesting allocation of funds to carry out forecast activity. The bud-

get after approval is monitored by the accounts department and if overruns are seen then the relevant section is advised.

It would be desirable to have regular financial reports prepared by the accounts department and sent to all departments so that managers can see how they are performing compared to the budget forecast. They should not have to wait to hear from the accounts department when there are overruns.

If, however, the budget could also be treated as a description of forecast activity as well as a financial forecast, then the senior management could use the monthly financial progress reports to check how departments, and individuals within departments, are performing If, for instance, there is underspending in a certain area, that is not necessarily a good sign. It may mean that an essential activity has not taken place.

PLAN OF ACTION: Computerized financial reporting on a monthly basis of year to date, compared to last year and budget plan. Reports would be detailed so each department and section would have their own information.

3. *Authority to sign checks.*

PROBLEM: Cash limits for check signing possibly too limited.

Strict control of check signing is obviously essential. However some easing of the present limitations would possibly help speed administration, particularly when the chairman is absent. The practice of two signatures to authorize a check might be considered.

PLAN OF ACTION: Review of present procedure.

4. *Management Information.*

PROBLEM: No easy access to management information.

Essential information to manage the operation is not readily available in one place. Information is held in ledgers in the departments concerned but usually not with annualized comparisons at hand. Book and paper inventory, new title work in progress, and sales by unit and cash are all required.

PLAN OF ACTION: A computerized data base management information system would be required to provide regular progress reports. Further investigation is required to decide to what extent the actual accounts process should be computerized.

5. Career Structure.

PROBLEM: Too few evident career paths.

The Textbook Board is not a large organization. There are only 26 staff in Grades 15-18 so there are only limited opportunities for promotion. This can lead to a lack of motivation. It is further complicated by the practice of deputation (secondment) where posts are filled by members of the education department. This is used for some subject specialists to make available expertise not already existing at the board.

A way of solving this problem would be to plot career paths in the various departments of the board and decide on qualifications for promotion from one job to the next with concomitant transfer in grade. Relevant training would be an important qualification. Promotion would not be automatic.

As an example, a new post of assistant subject specialist could be established at Grade 17 with the entry qualification of a first-class MA, with three years teaching experience. They would continue in the same grade for a specified number of years. At the end of this time and having completed a specially designed training course in publishing, they would be promoted to Grade 18 as subject specialist. During the latter part of their time as an assistant subject specialist they would be doing effectively the same job as a subject specialist. The transition from assistant to full subject specialist would be controlled by the objectives set annually by the head of the editorial department.

This would extend the career path for the subject specialist and would provide the board with a younger entrant who could be trained in publishing.

PLAN OF ACTION: Survey each department of the Textbook Board and plot possible career paths and entry qualifications, training needs while in post, and promotion qualifications to the next level. This could be provided by an outside consultant.

6. Senior Management.

PROBLEM: Chairman and member on deputation have to learn while doing the job.

The chairman and the members have to learn on the job. It is important, therefore, that they do serve for at least three years and preferably the full five. The chairman as chief executive has to have administrative and management skills, experience in the education system, and academic qualifications. The members should have ability and experience in the departments they will manage. It is important, therefore, that the Textbook Board can request candidates for deputation. If the post of head of editorial were to be filled, it may be that some one who formerly served as a subject specialist could be deputized from the education department.

Training abroad for short periods may be appropriate in some instances, such as for the head of Production, Sales, and Distribution.

Deputization need not be only from the education department if it is felt that expertise is available elsewhere in the civil service.

PLAN OF ACTION: Deputization should be used in a planned way in the interest of and at the request of the Textbook Board.

7. Levels of Management.

PROBLEM: There appear to be more levels of management than are necessary in an organization the size of the Textbook Board.

The number of levels in the departments differ but in the editorial there seem to be four (member, senior subject specialist, deputy secretary and superintendent) and in the others, three. There may be duplication or overlap between deputy secretary and superintendent. A further review is necessary of these potential overlaps.

PLAN OF ACTION: Review in detail for possible duplication of functions as well as the duties of deputy secretary and superintendent. Redesign or eliminate jobs as may prove necessary.

8. Outside Communication.

PROBLEM: Lack of transport.

Lack of transport was quoted as the main problem more often than any other. The Textbook Board has two vehicles, one allocated to the chairman and one van for general use. One additional vehicle has been included in the NORAD proposal. We believe it is very important for the subject specialists to visit schools frequently to observe how their books are being used and to scout for potential authors. Other examples were quoted to us from the sales and distribution section and by the textbook examiner. An additional vehicle is required together with sufficient funds in the budget to allow adequate travel. Currently we estimate that the budget head for travel allows for about 100 man-days which is probably not sufficient.

PLAN OF ACTION: Provide one additional 4-wheel drive vehicle.

B. Editorial and procurement

1. Authors.

PROBLEM: Lack of trained authors.

We must define clearly what we mean by trained authors. Considering the needs of the Textbook Board, a trained author is a person capable of producing educationally sound information in a manner for it to be understood at a specific level and in a specific subject. Ideally the board should have a cadre of trained authors on its staff to write textbooks for specific subjects. Now, however, the board contracts out the writing of all books to a variety of authors. As new techniques of education develop, it is imperative that these authors are all kept current with changes in content and methodology in order to produce materials that are educationally sound.

Deputization of authors might also be considered. When contracting authors to write a series, authors could come to the board on deputation for a period of three years or for however long it took to complete the series being written. This would make it possible for the subject specialists to ensure that there is scope and sequence, that the series is uniform in style, and that there is in-house training of authors.

Regular meetings of all contracted authors should be held for approximately ten days every three months at the Textbook Board

during the writing of the series. This would be under the close supervision of the subject specialist and the senior subject specialist. In this manner the authors would liaise with the board and with each other to produce a coherent series.

Improved remuneration could also help relieve the shortage of authors. At present, rather than write for the board, some teachers produce their own textbooks and sell them to the students, which is much more lucrative for them. Higher pay scales would perhaps cure this situation. In November 1990 the board was studying the problem of remuneration and whether or not it would be advisable to pay authors on a royalty basis. It is clear that they are aware of the problem and are trying to do something about it.

PLAN OF ACTION: 1. More training for authors.
2. Explore the possibility of deputization of authors to prepare a series of textbooks and introduce a system of meetings for authorship teams during the writing of the series of books.
3. Implement a revised authors remuneration policy.

2. *Coordination with other organizations.*

PROBLEM: Insufficient exchange of information and coordination with other organizations producing education materials.

There are many donor agencies producing experimental education material. A formal network should be developed wherein each will know what the other is doing. Because all education materials to be used in the schools have to pass through the Textbook Board, such coordination is not only desirable, but is essential.

PLAN OF ACTION: Train the librarian and make that person responsible for liaising with other bodies producing education materials.

3. *Cooperation with the Bureau of Curriculum and Extension Services.*

PROBLEM: The bureau is remote from the Textbook Board.

At the present time (November 1990) the bureau sits in Abbottabad, a three-hour drive from Peshawar. This makes cooperation and communication on curriculum development and textbook preparation difficult.

PLAN OF ACTION: If the board or persons from the board were to reside in Peshawar and work closely with the Textbook Board and with the IMDC, the development of education materials would be facilitated.

4. Pretesting of education materials.

PROBLEM: There is no regular pretesting of materials

The importance of pretesting materials cannot be overemphasized. Pretesting materials makes for a better end product, one that both teacher and student may use more effectively. Although pretesting of all materials is mandated in the Ordinance, 1971, in actual fact few materials are pretested.

PLAN OF ACTION: Create a small unit within the Textbook Board that will eventually work in close association with the IMDC on pretesting of materials.

5. Library.

PROBLEM: The Textbook Board library is underdeveloped.

It is important that the library be improved and the librarian further trained. This would enable him to make the library a place where authors and subject specialists go to work or to borrow books. The books and materials in the library also would be available to members of the board and perhaps to teachers and other persons in the education field.

The cataloging system should be improved, perhaps with a thought at a later date of putting it on a computer. At the outset, the catalogue cards should be typed, not handwritten as at present.

An increased responsibility of the librarian would be in the role of coordinator of education materials produced in the province. This would require good communications skills and familiarity with Urdu, Pashtu, and English. The librarian also would have to communicate with libraries and offices and would need typing skills as well.

PLAN OF ACTION: Increase the skills of the librarian so that person is able to build up a solid reference library, communicate with libraries and liaise with other organizations producing education materials

inside of Pakistan as well as outside, and properly maintain the archive collections of textbooks produced.

6. Proofreaders.

PROBLEM: Lack of adequately trained proofreaders

One of the ways to ensure that the textbook is in as good as shape as possible from a content and editorial point of view when it reaches the production unit, is to have an adequate number of proofreaders with the appropriate training.

Becoming a proofreader could be one of the avenues to becoming a subject specialist. A proofreader would be able to move up to assistant subject specialist and thence to subject specialist, but only on job skills. This would not be automatic.

We think the Textbook Board needs two more proofreaders. We understand that as of November 1990 the board is in the process of hiring one proofreader.

PLAN OF ACTION: Recruit and train one more proofreaders.

7. Art Editor.

PROBLEM: Lack of an art editor.

An art editor would work with the authors and the subject specialists to provide the relevant kinds of illustrations for the textbooks. He would be responsible for design and layout of books, suggesting appropriate illustrations, advising on selection of artist, and for recommending type faces and sizes. It is foreseen that the art editor would work closely with the larger design, illustration, and layout unit at the IMDC.

PLAN OF ACTION: Initially recruit and train an art editor for the editorial department. This would probably be at Grade 17. (More people could be added if the section expands.)

8. Audio-Visual (A-V) facilities.

PROBLEM: Lack of Audio-Visual Unit.

A small A-V unit would give the Textbook Board the capacity to video tape workshops, teaching methods actually employed in the field, and the like. As the unit developed capabilities, it could also produce materials used for teacher training. Aside from video taping capability and the other necessary video equipment, there would be tape recorders for field work, 35mm cameras for use in coordination with the art editor, and storage facilities for all materials produced.

A larger A-V unit will be at the IMDC. Again, emphasis is made on how important it is for these units to work together, to have open lines of communication and cooperation.

PLAN OF ACTION: Equip a small A-V unit within the editorial department and train the required operators.

C. Production, Sales and Paper

1. Printing Schedule.

PROBLEM: The Textbook Board does not spread its orders to printers thus limiting the available annual production capacity.

The Controlling Authority has called for increased use of NWFP printers and this is gradually being implemented. However if the board were able to place its orders earlier, local printers would be able to fulfill more of the total demand of the board. There are two limiting factors. First more than three-fourths of the board's sales take place in the six weeks ending 30 April so they cannot decide on reprint quantities before that date. Second the present practice is to delay advertising the tenders for paper until after the national budget is announced in about mid-June. This is because quotations are asked for inclusive of all taxes. Decisions on reprint quantities are usually made in August for delivery before the end of February.

It is for consideration that the reprint decisions for the following year are brought forward to as close to the end of the selling season as possible. The paper quotations could be made inclusive of existing taxes (with adjustment made if the paper is delivered after the budget if there is a change in tax rates). The board would loose some interest on its cash balances and would have to compensate by obtaining a discount from the printer for early ordering. Such a change in

ordering practice would enable the board to fulfil the request of the Controlling Authority.

PLAN OF ACTION: Review the timing of the present ordering procedure.

2. *Quality and Price of Textbooks.*

PROBLEM: Textbooks are considered too expensive and do not last long enough particularly in Grades I and II.

There is no easy solution to this problem. The pupil in Grade I has to pay Rs 16.55 for four textbooks. (As a comparison a packet of 20 cigarettes is about Rs 10.) For many families this is still a burden particularly as the cash demand comes at one time in the year. It is also a politically sensitive question. But in the few schools visited by us book provision appeared to be almost 100 percent.

The printers claim that the cost schedule as agreed with the board does not allow them much profit and that they would charge two-and-one-half times as much to ordinary commercial customers. It would seem that the board is buying their printing economically though their pricing formula suggests that they may not be taking advantage of the economy of scale on longer print runs. Of the 132 print orders placed for the academic year 1990-91, 30 were 100,000 and over. A review by a printing cost accountant specialist might enable the board to make some savings on long runs.

Textbooks for Grades I-V are mostly designed for printing in four colors because it is considered attractive for the pupils. However, there are not many specific teaching situations in these books that require the use of all the colors. At the request of the senior subject specialist we checked what academic research has been carried out internationally on the effectiveness of the use of color in textbooks. Insofar as we could ascertain there is nothing published on how much the teaching process is enhanced by the use of four color in textbooks. Research on this important question could usefully be carried out by the board in collaboration with the PED program. Depending on the research findings it is for consideration that some or all the four-color textbooks could be redesigned in one color.

To keep the price of the finished textbook to a minimum, 60 gsm paper is specified. This is too light for four colors so there is consider-

able show-through. The lightness of paper is the main reason for books not lasting through the school year.

Heavier paper is therefore desirable, and 70 gsm is probably the minimum specification that should be used. However, this would increase costs. Similarly a heavier cover stock is desirable. This should ensure that books last for the full year. We do not recommend improving specifications further so that books last for two or more years. We do not believe the increased cost to the pupil would be offset by the second-hand price they might obtain.

The suggestion that pupils replace a book as many as four times a year probably exaggerates the problem. Note that 462,000 copies of Urdu Qaida (basic) and 362,000 Pashtu Qaida were sold in nine months, to the end of September 1990. There are 600,000 pupils in pre-Grade I and Grade I. Assuming that the pupil buys a book in one language only then there would seem to be some rebuying during the year.

Comparative costs of an 80-page textbook show the effect on the list price of changes in specifications.

1. If 4-color, 60 gsm text paper, 110 gsm cover stock (as now) – Rs 9.50
2. If 4-color, 70 gsm text paper, 140 gsm cover stock – Rs 10.90
3. If 1-color, 70 gsm text paper, 140 gsm cover stock – Rs. 9.25

Very approximately, savings made by printing in one color compensate for the heavier paper.

It is not suggested that binding styles should be changed at this stage. Collating is done by hand and an individual produces 10,000 per day. Saddle stitching is not widely used because it is said to be much slower than side stitching.

PLAN OF ACTION: 1. A study by a printing cost accountant specialist to establish if the board can make savings on long runs.
2. Undertake a research project to establish whether there is an effect on the teaching process by the use of four colors in textbooks. Depending on the results of that research consider redesigning textbooks in one color.
3. Explore with NORAD and any other donor agencies the possibility of the supply of 70 gsm paper.

3. Tax on Paper.

PROBLEM: There are taxes on paper that increase the cost of textbooks to the students.

Fine quality paper suitable for four-color printing can only be made from imported pulp. We were informed that this was subject to 10 percent import duty, 12.5 percent sales tax levied on invoice value plus import duty, plus 10 percent surcharge and 5 percent IQRA surcharge, altogether totalling 38.75 percent. This represents a substantial hidden tax on education.

Paper accounts for about 70 percent of the cost of production and 45 percent of the price to the student. If the government forgave all these duties and taxes, the cost to the student would be reduced by about 25 percent on four-color books (or Rs 4.45 in Grade I in NWFP). In 1984-85 book industry sources estimated that the annual duty raised through imports of book paper as one-fourth of one percent of total import duties. On paper suitable for one-color printing, which uses locally produced pulp, the savings would be less but still significant.

The textbook boards of the four provinces petitioned the federal government on this question and it is hoped that the new administration will respond positively.

PLAN OF ACTION: The new administration should be requested urgently to consider the question.

4. Quality Control of Paper.

PROBLEM: The Textbook Board does not have the expertise or the equipment to check the quality of the paper it is purchasing.

The Textbook Board spent Rs 24.8 million on paper in 1989-90 (62 percent of its total expenditure), but they have no proper control of the quality of the supplies delivered. This concerns staff at all levels and was drawn to our attention many times.

Training is required for staff concerned with the ordering and delivery of paper and with the quality of finished textbooks. This will probably entail training abroad, which could be linked to more general training in printing practice. Testing equipment is also required.

A decision on the exact equipment should probably wait until after training, but a grammage scale and a deadweight thickness gauge would be of use immediately. A burst monitor and an opacity meter, which are more substantial pieces of equipment, would provide the board with a simple testing laboratory but more detailed training would then be required. As an alternative arrangements could possibly be made in-country for the more complex testing. Whatever is decided training of board staff should begin as soon as possible to ensure that this major expenditure is properly made each year.

PLAN OF ACTION: Training abroad for three or four members of staff including those controlling paper ordering and the checking of quality of supplies.

5. *Storage Facilities (Books and Paper).*

PROBLEM: Storage facilities inadequate.

Additional book and paper storage is already planned for the Textbook Board. Metal racking will be required for the existing warehouse and for the new area so that books can be stored in a readily retrievable method. This will reduce the shortages and overages presently experienced. It will also speed the supply of orders at the height of the season. Wooden steps for easy access to higher racks are also required.

Two forklift trucks for handling paper being delivered and two hand pallet trolleys are needed. All paper is manhandled and a pile of reams of paper is used as a loading platform to the detriment of the paper itself. A quantity of pallets for use within the warehouse will also be required. Training in proper warehouse management practices will be required to make the best use of the equipment.

The weight of the paper used to wrap reams of printing paper is often inadequate and it varies. It is suggested that the weight of at least 70 gsm should be specified when the printing paper is ordered.

PLAN OF ACTION: 1. It is recommended that two forklifts and two hand trolleys should be included in the equipment for the new warehouse. If not already ordered then sufficient racking, steps, and pallets should be added.
2. Training in warehouse management.

3. The quality of wrapping paper should be specified when printing paper is ordered.

6. Storage Facilities (Film and Artwork).

PROBLEM: Film and Artwork storage facilities are inadequate.

Because of the lack of space in the drawers used to store film and artwork they can easily get mislaid or damaged. There is no air conditioning.

PLAN OF ACTION: New specially designed cabinets in an air-conditioned room are recommended.

7. Stock control and invoicing.

PROBLEM: The manual system of invoicing and stock control is too slow at the height of the season.

In April there are as many as 20 agents waiting to be supplied at any one time. The agents have to pay with a bank draft if their order exceeds their deposit. Under the present system they sometimes are unsure whether the draft is large enough to cover the order until the invoice has been prepared. A computerized stock control and invoicing system with a facility for proforma invoices would ease this situation.

PLAN OF ACTION: Introduce a stock control and invoicing system as part of the proposed MIS data base system.

8. Forecasting of Sales.

PROBLEM: Sales demand varies from year to year.

There has been difficulty in forecasting sales and therefore in making correct reprint decisions. It is believed that the number of second-hand copies of books for Grades IX to XII could be significant and that the copies unsold with retailers varies each year. Facilities to carry out a survey of selected retailers would help with this problem.

In order to try to plan the availability of textbooks evenly throughout the province sales agents are restricted in their contract from selling outside their area. In fact this restriction is not observed and is difficult to enforce.

PLAN OF ACTION: 1. Provide resources for a survey of selected retailers and secondary schools to establish unsold and second-hand books remaining in the distribution system.
2. Reconsider the condition restricting sales agents from selling outside their sales area.

9. In-house typesetting and camera-ready copy.

PROBLEM: The Textbook Board tends to lose control of the visual image of the book under the present system in which the printer organizes the layout.

The advantage of the present system is that the printer controls the work and relieves the Textbook Board staff of the time-consuming labor involved. However layout is all important in textbooks, particularly at Grades I-V, in creating an effective teaching tool. If this is surrendered there is the danger that details may not be carried out correctly. Quality can be more easily ensured if the typesetting and layout are done in-house. In addition to purchasing the necessary equipment, training of at least two staff will be required. It is not envisaged that all typesetting will be done in-house.

In late 1990 calligraphy was being used for Urdu and Pashtu titles up to Grade V. Production schedules are such that more than one calligrapher has to be used on a new title. This leads to lack of uniformity. The software for computerized typesetting of *naskh* and *nastiliq* is rapidly being perfected and will reduce cost and time in new book preparation and allow for uniformity. There are facilities in Peshawar for the development of this software.

PLAN OF ACTION: 1. Acquisition of a computerized in-house typesetting unit consisting of two computers with 4Mb RAM memory and a 40Mb hard disk, a laser printer, and a black and white scanner.
2. Fund the local development of software for *naskh* and *nastiliq*.

10. Word processing equipment for manuscript preparation.

PROBLEM: Revisions to manuscripts in Urdu and Pashtu take a very long time to incorporate in calligraphy.

The process of review by the National Curriculum Review Committee entails extensive modification to texts as they are being developed. This has all to be done by hand. The availability of word processing equipment would speed the process considerably.

PLAN OF ACTION: Acquisition of word-processing equipment with Urdu and Pashtu capability for use in the editorial department.

11. Secretarial Skills.

PROBLEM: Lack of basic secretarial skills.

There is a need in all departments of the Textbook Board for more secretarial skills such as typing in English and Urdu, handling of correspondence, and filing.

PLAN OF ACTION: Train four typists in basic secretarial skills.

III. TEXTBOOK BOARD 1995

A. Introduction

What follows is our view of how the Textbook Board should be organized by 1995. We are assuming that the training of staff suggested in this report has been carried out; that the equipment recommended has been supplied; and that cooperation of other bodies has been forthcoming so that it has been possible to implement the reorganization proposed. The timetable for the surveys, consultancies, and training program is in Appendix VII.

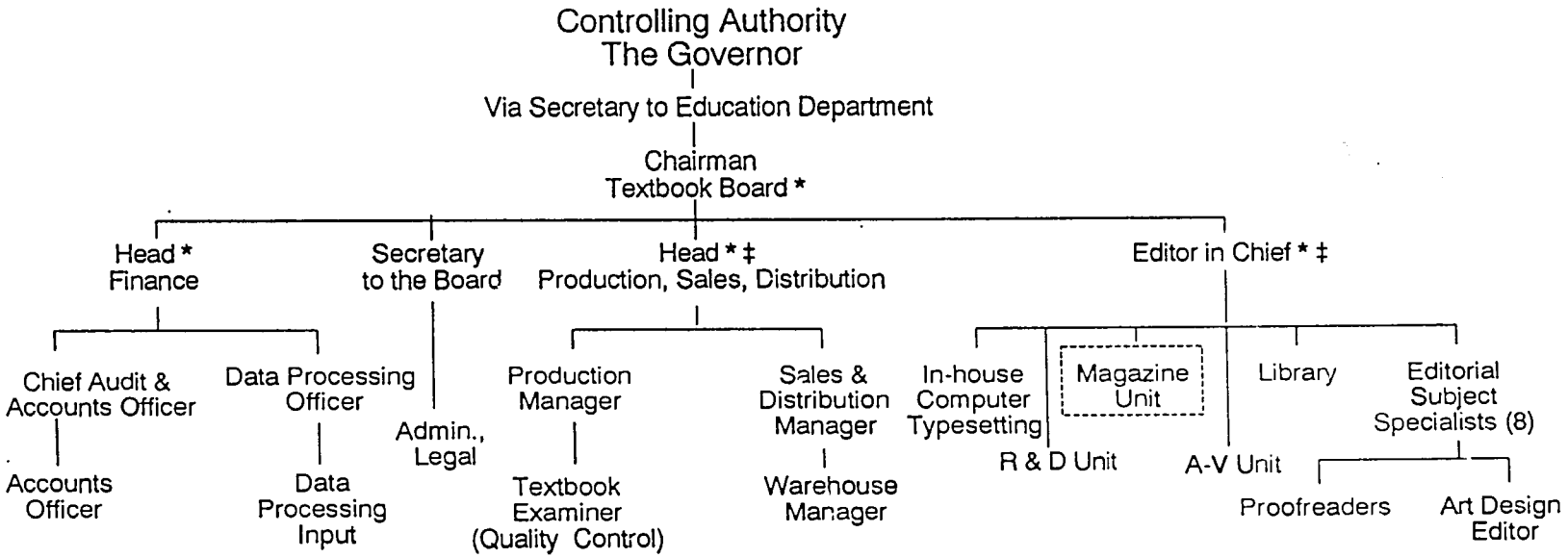
We have tried not to be limited in our thinking by the strengths and weaknesses of individuals. In considering the possibilities of this look into the future it is important that any reader with intimate knowledge of the present situation not be too concerned with whether a specific individual could or could not perform a certain job. We are dealing here with functions, and not specific individuals, five years hence.

At the same time we are very aware that our experience is foreign based, albeit with considerable international application, and that some of the management practices recommended here are not widely used in Pakistan. We trust that the reader with Pakistan experience will see ways and means of adapting what we are recommending in order to achieve what we believe not only is possible but also essential for the NWFP – a publishing house that is an outstanding leader in improving education.

B. Organization

We assume that the Ordinance, 1971, has not been changed. The legal responsibility of the Textbook Board is unchanged. It is there to publish or otherwise make available all the material fulfilling the curriculum as approved by the Federal Curriculum Wing, Islamabad, for use in the schools and elementary teacher training colleges in the NWFP. It is likely that during the period between late 1990 and 1995 there will be various trials of teaching materials not only from the PED program but from other agencies. All of these, as they are approved by the Federal Curriculum Wing, will be made available to the Textbook Board for publication.

TEXTBOOK BOARD 1995



* Members of board

‡ Member of Materials Development Review Committee
(The head of IMDC is also a member of the review committee)

The job of chairman is the most important position in the Textbook Board. He is the chief executive and as such has to have administrative and managerial ability. He should come from the education field, be academically qualified, and committed to the board for three to five years.

The chairman and the two members by 1995 will not necessarily be deputed from the education department, but could have come from elsewhere in the civil service, if it is thought that they could bring fresh expertise to higher management. Before taking up their appointments, they might be trained abroad in the fields in which they would function, for example, in production management. On their return they would agree to remain at the board for five years.

The secretary to the board is shown on the chart as reporting directly to the chairman and being responsible for administration and legal. In fact legal is only the preparation of agreements, so it may be felt that the secretary to the board could report to the head of Finance and Administration. Emphasis is made in our report on the importance of planning with a regular review process. Regular review will be made much more feasible with a data base management system in place. The maintenance of this system will be the responsibility of the data processing officer.

The Production, Sales and Distribution department will be responsible for all dealings with printers as well as with publishers. The textbook examiner will be in this department because quality control is an important element of the work of the department.

The editor-in-chief will report directly to the chairman. We have shown him as a member of the board. If there are constraints under the Ordinance this is not essential but he should be of equal importance to the other function heads. We foresee that the workload of this department will increase not only owing to the number of new titles but also to the necessity of closer supervision of authors in preparation of their work. For this reason we suggest that direct work with printers be removed to the production department.

Not shown on the chart are the secretarial sections ("branches") that would be in each of the three departments and in administration. There will have been a review of the duties of deputy secretary and superintendent and possibly the jobs combined at least in the editorial department.

C. Finance Department

This department will provide to the chairman the financial data and the forecasts to enable him to manage the organization. Given the constraints of curriculum revision schedules outside the control of the board, it is difficult to see how planning can be for more than three years at most, but it should certainly be longer than for the annual budget. A data base management system will have been introduced that enables all levels of management to be kept informed of their performance as compared to the plan.

D. Production, Sales & Distribution

The key responsibility of the production section of this department will be the economic purchasing of goods and services, ensuring that a high quality product will be delivered on schedule. This means that paper testing equipment will be in place at the board (with back-up facilities locally). The papermakers will no longer be able to supply paper below specification and, if the board decides not to accept the lowest bid, they will be able to justify this scientifically.

The production manager will have the necessary training to be able to monitor the work of the printers and to help them get the best from their limited equipment. There will be higher standards of quality than exist in 1990. This will be insisted on by higher management who will have available staff with the professional knowledge to ensure that the supplier gives the board a quality product. The textbook examiner will be an essential player in this campaign but he will not be alone. His career path will lead him to become a production manager in due course.

The sales manager's position will be retitled to reflect his actual function. Given that the board has a monopoly of the market he does very little selling but has much to do in distribution. He will be given further training in warehouse management and stock control so that with the computerized system in place he will be able to manage a fast smooth service. If at any time heads of schools or districts are given discretionary funds to buy school material, then the sales manager's role will alter and he will have to plan some sales promotion activity.

E. Editorial

By 1995 the editorial department, under the supervision of the editor-in-chief, will be a vital unit within the Textbook Board charged with making available to the schoolchildren of the NWFP the best possible learning tool: an educationally sound textbook. The board will also continue to produce CT and PTC materials and all other education materials for Grade I through XII. All education materials intended for the NWFP schools, no matter where prepared, must come through the Textbook Board, as provided under the Ordinance, 1971.

The editorial department will be headed by an editor-in-chief who will have a direct line of communication to the board chairman and will work closely with the Production, Sales & Distribution department. He will be a member of the board. It is imperative for the editor-in-chief to have been a subject specialist as well as a long-time member of the Textbook Board. The editor-in-chief will work closely with the editorial subject specialists and with the IMDC. Job descriptions for the editor-in-chief and editorial subject specialists are in Appendix IV and V.

The department will have computer typesetting capabilities and textbook materials will be computer typeset in Urdu, Pashtu, and English. Computer typesetting of the textbooks will make for cleaner camera-ready copy and produce a more uniform final product. Computer typesetting will make corrections and revisions simpler and faster, allowing for better editorial control. There will be possibly four computer typesetters available in the editorial department who will be able to work in other areas of the board if work schedules allow.

It is possible that a separate department will exist to produce a magazine initially for teachers (this is under the NORAD project). Another magazine for schoolchildren could be produced by the same department, perhaps a quarterly magazine. This department will be self-contained, responsible for producing its own camera-ready copy.

The library will house reference materials and textbooks from the other provinces, as well as textbooks from abroad, and will become a repository for education materials produced by all organizations in the NWFP. All materials produced by the board and the IMDC and other agencies will be kept there. There will also be statistical information produced by the Research and Development (R & D) unit of

the IMDC in cooperation with the R & D unit of the board. The position of librarian will have been changed, job responsibilities increased, and training received. The job description for the librarian is in Appendix VI.

There will be eight to ten editorial subject specialists, including Urdu, Pashtu, English, Mathematics, Social Science, Science, and Arabic and Islamiyat. The precise allocation of the duties of editorial subject specialists depends on the subject matter of the books and the order in which they are being developed.

The editorial subject specialists will work closely with the art design editor at the Textbook Board and with the unit at the IMDC in producing the most appropriate layout for the work in progress. This assumes a knowledge of layout and design, illustration, theory of education, subject specialty and editing on the part of the editorial subject specialist.

The overseeing of the proofreaders also will be the responsibility of the editorial subject specialist. It will be the job of the proofreaders to check for errors in the textbooks or other printed materials before those materials are sent to the production unit. After they come back from the printer and the comments of all others involved have been incorporated on to a "master copy" a final check will be made. It will be the responsibility of the editor-in-chief to see that the manuscript goes to the production department.

There will be a small R&D unit and a small A-V unit at the board by 1995. It is envisaged that these two units would operate in close liaison with the corresponding units at the IMDC.

IV. INSTRUCTIONAL MATERIALS DEVELOPMENT CELL

The establishment of the Instructional Materials Development Cell (IMDC) is a recommendation of the PED program. It presupposes that all legal and organizational requirements of the government are met. Although the IMDC will not be housed at the Textbook Board, its work and that of the board will be involved integrally in improving the quality of education available to the schoolchildren of the NWFP. It will be through their cooperation and understanding of the goals of the entire education process that quality textbooks and such other teaching materials as wall charts and annotated teacher's editions will be produced. After the education materials developed and produced at the IMDC have been tested and evaluated, they will be turned over to the relevant subject specialists at the Textbook Board for approval and subsequent production for school use.

The facilities for producing camera-ready copy for the primary grades will be available at the cell. This will be introduced gradually and in close cooperation with the Textbook Board. All materials will be computer typeset in Urdu, Pashtu, or English and the capability may exist for producing short runs of test materials.

There will be a Design, Illustration and Layout department responsible for producing artwork and instructional materials for the IMDC and for the Textbook Board. Again, there will be close cooperation between this unit within the IMDC and the art editor at the Textbook Board. It will be important to liaise with other organizations in the area that produce education materials with a view toward the exchange of ideas, perhaps even the exchange of training personnel or contracting out work. For example, the University of Nebraska (Omaha) project has excellent silk screening capabilities and their silk screen manager would be available to train someone within the IMDC or to produce the work designed at the IMDC or at the board.

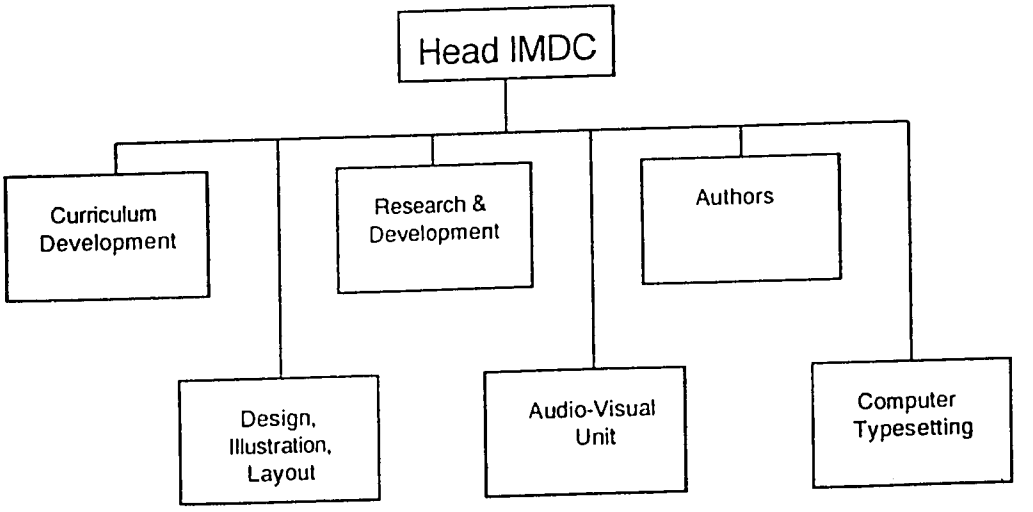
The Research and Development (R & D) unit of the IMDC will carry out all the pretesting of education materials produced by the IMDC. Perhaps it will also be used by other organizations producing education materials. The R & D unit will develop the scope and sequence of the syllabus, prepare trial materials, and test these materials in schools. Working in coordination with the Education Management Information System (EMIS), they will develop statistics that will produce the relevant feedback to the authors and subject specialists that will help them change the materials effectively. The

statistical unit at the cell will work closely with the small R & D unit at the board.

There will be an Audio-Visual (A-V) unit at the IMDC, perhaps working closely with a person at the Textbook Board. The unit at the IMDC will have the capacity to produce top-quality learning tools for use by the board.

All materials will be computer typeset in Urdu, Pashtu and English. There will be a cadre of in-house authors that will write primary-level textbooks (Grades I-V) for the IMDC subject to approval by the Textbook Board and the Curriculum Wing.

It is understood that none of this will happen quickly and that it pre-supposes the desire to slowly replace the old entrenched systems and develop a new system. In order to do that, old ways will have to be changed so that the system may become more flexible. Lines of communication must be open, information must be exchanged and people must work for a common goal: to provide the best education for the children of the NWFP.



V. RECOMMENDATIONS

A. Preliminary Studies

1. A computer systems analyst is required to identify the needs of the Textbook Board in the following areas: a data base management system, accounts, sales, invoicing, inventory, editorial work in process, and in-house computer typesetting; and to make recommendations for computer equipment and training. In Peshawar, Al Hoda Computer House can offer assistance in developing Urdu and Pashtu capabilities and in training operators.

2. A study of the use of color as an education tool in the textbooks specific to the NWFP is needed .

3. A study of the expansion of the library and relevant suggestions of the role of the library and qualifications of the librarian is suggested.

4. A human resource development (HRD) survey of career paths.

5. A survey of selected retailers and secondary schools on unsold and second-hand books that remain in the distribution system.

6. A survey by a printing cost accountant.

B. Training

1. Management Training. A one-month management training seminar in-country. (It would be up to the consultant(s) to decide whether or not the seminar would last longer than one month.) As more staff are added further training may be necessary; also a follow up seminar(s) might be indicated.

2. Textbook Publishing. There are two alternatives: the first is to send the designated trainee out of the country for a one-year textbook publishing course; the other is to spread the training in 3-month segments over a three- or four-year period. Given the workload at the board, the second alternative may be desirable.

3. Textbook Editing. There are two alternatives: the first is to go out of the country for a three-month editing course; the other is

to spread the training over two years, with two semesters of six weeks each.

4. Design, Illustration, and Layout. As soon as someone is identified for the position of art design editor, a three-month training course in textbook design, illustration, and layout should be identified.

5. Production and Paper Quality Control. A six-week to three-month study tour to various textbook publishing houses or to a specialized training establishment for paper quality.

6. Warehouse Management. An in-country study tour of warehousing facilities in selected factories.

7. Research & Development. A three-month course in the basics of education research and the preparation of testing materials.

8. Audio-Visual. A three-month course in audio-visual techniques and equipment.

9. Secretarial Skills. An in-country course on basic secretarial skills , with more advanced training for some.

10. Equipment Servicing. Two three-month training programs at the principal equipment manufacturers, to be scheduled after the arrival of the equipment.

C. In-House Workshops

1. As staff trained abroad return to the Textbook Board, it is planned that they will conduct workshops supported by resource persons from abroad.

For the timetable on surveys, consultancies, and training, see Appendix VII.

D. Project Equipment Requirements

Office equipment
- Computers (6 - depending on advice of systems analyst)
- Word processing equipment for manuscript preparation (3)
- Typewriters (Urdu and English) (3 each)
- Photocopiers (2)
- Tables for auditorium (6)
- Large capacity generator (1)

Technical equipment
- Film and artwork storage drawer units
- Air conditioners (for film storage) and for the auditorium (4)
- Library reference material and shelving (as needed)
- Paper testing instruments (1 grammage scale; 1 dead weight thickness guage; 1 burst monitor; 1 opacity meter)
- Light tables (3)

Storage equipment
- Warehouse shelving (for textbook storage) (as needed)
- Pallets (for handling of paper and books in bulk) (as needed)
- Pallet trucks (hydraulic) (2)
- Forklift truck (for paper handling) (2)
- Stepladders (4)

Vehicles
- 4-wheel drive vehicle (1)

Audio-Visual Equipment
- Equipment for a sound studio (1 system)
- Sound equipment for the auditorium (1 public address system)
- Video cameras, still cameras, tape recorders, VTR, video editors (as needed)

E. Increased Personnel Requirements

It goes without saying that as the Textbook Board expands the need for new personnel will increase. We believe that an additional four subject specialists will have to be hired. One proofreader; one data processing manager; four to six computer operators; one or two art design editors; one or two research and development specialists; and personnel for the A-V unit will also be needed. It may be possible to train existing staff as computer operators and there may be one or two posts saved after the review of levels of management.

THE NORTH-WEST FRONTIER PROVINCE TEXT BOOK BOARD ORDINANCE, 1971.

NORTH-WEST FRONTIER PROVINCE ORDINANCE No. 1 OF 1971.

AN

ORDINANCE.

to provide for the establishment of the North-West Frontier Province Text Book Board.

Preamble.

WHEREAS, it is expedient to make arrangements for—

(a) production and publication of—

(i) text books for Classes I to XII;

(ii) supplementary reading material relating to text books;

(iii) guide books for teachers;

(b) production of reference and research material in respect of problems relating to schemes of studies and preparation of text books; and

(c) conduct of research in the field of curricula, text books and other reading material, in the manner hereinafter appearing;

Price: 29 Paisa.

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NOW, THEREFORE, in pursuance of the Martial Law Proclamation of 25th March, 1969, read with the Provisional Constitution Order, and in exercise of all powers enabling him in that behalf, the Governor of the North-West Frontier Province is pleased to make and promulgate the following Ordinance :—

Short title, extent and commencement.

1. (1) This Ordinance may be called the North-West Frontier Province Text Book Board Ordinance, 1971.

(2) It extends to whole of the North-West Frontier Province, except the Tribal Areas.

(2) It shall come into force at once.

Definitions.

2. In this Ordinance, unless the context otherwise requires, the following expressions shall have the meanings hereby respectively assigned to them, that is to say—

(a) "Advisory Council" means the Advisory Council constituted under this Ordinance;

(b) "Board" means the North-West Frontier Province Text Book Board established under this Ordinance;

(c) "Chairman" means the Chairman of the Board;

(d) "Controlling Authority" means the Controlling Authority specified in section 8;

(e) "Government" means the Government of the North-West Frontier Province;

(f) "Head of an Institution" means the Principal of an Intermediate College or the Headmaster or Headmistress of a School, as the case may be;

(g) "Institution" means an Intermediate College or a School;

(h) "Intermediate College" means an institution recognised for imparting instruction to Classes XI and XII and includes an institution imparting instruction to Classes IX to XII;

(i) "Member" means a Member of the Board;

(j) "Prescribed" means prescribed by Regulations or Rules made under this Ordinance;

(k) "Regulations and Rules" respectively mean the Regulations and Rules made under this Ordinance;

(l) "School" means an institution imparting instruction to all or any of the Classes I to X and includes a School for handicapped children and any other school which Government may declare to be a school for the purposes of this Ordinance.

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Establishment and incorporation.

3. (1) As soon as may be, there shall be established a Board to be known as the North-West Frontier Province Text Book Board for carrying out the purposes of this Ordinance.

(2) The Board shall be a body corporate, shall have power to acquire, hold and transfer property, shall have perpetual succession and common seal and shall by the said name sue and be sued.

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4. (1) The Board shall consist of— Constitution of the Board.

(i) one Chairman appointed by Government by name or by designation on such terms and conditions as Government may specify from time to time; and

(ii) two whole-time Members appointed by Government.

(2) A Member shall—

(a) unless sooner removed by Government, hold office for a term of three years and shall be eligible for re-appointment for such further period or periods as Government may from time to time specify;

(b) receive such salary and allowances as Government may determine; and

(c) perform such duties as are assigned to him by or under this Ordinance or by the Regulation and Rules made thereunder.

(3) Every person appointed as Chairman or Member shall divest himself of any other directorship or other interest held by him in any corporation, company or concern which has dealings with the Board.

5. The Chairman shall be the Chief Executive Officer of the Board. Chairman.

6. (1) No person shall be or shall continue to be Chairman or Member who— Disqualification, removal and resignation of Chairman and Member.

(a) is or has at any time been convicted of any offence involving moral turpitude, or

(b) is or has at any time been adjudicated insolvent, or

(c) is found a lunatic or becomes of unsound mind, or

(d) is or has at any time been disqualified for employment in or dismissed from the service of Pakistan.

(2) Government may, after giving an opportunity of being heard, by order in writing, remove the Chairman or member, if he—

(a) refuses or fails to discharge or becomes, in the opinion of Government, incapable of discharging his responsibilities under this Ordinance; or

(b) has in the opinion of Government, abused his position as Chairman or Member; or

(c) has knowingly acquired or continued to hold without the permission in writing of Government, directly or indirectly, or through a partner, any share or interest in any contract or employment with or by or on behalf of the Board or in any land or property which, in his knowledge, is likely to benefit or has benefited as a result of the operations of the Board.

(3) The Chairman or a Member may at any time resign his office by tendering his resignation to Government.

7. (1) The Board shall meet at such time and place and in such manner as may be prescribed. Meetings of the Board.

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(2) The Chairman shall preside over the meetings of the Board. In the absence of the Chairman the senior Member as specified by Government will preside over the meeting.

(3) The Chairman and one Member or two Members, as the case may be, shall be present to constitute a quorum at a meeting of the Board.

(4) The Chairman and each Member shall have one vote, but in the event of equality of votes, the Chairman shall have a second or casting vote.

(5) The minutes of every meeting of the Board stating among other things the names of the Chairman and the Member or the Members, as the case may be, present, shall be drawn up and recorded in a book to be kept for the purpose, and shall be signed by the person presiding at the meeting, and such book shall be open to inspection by the Chairman and the Members.

Controlling Authority.

8. The Governor of the North-West Frontier Province or his nominee shall be the Controlling Authority of the Board.

Powers of the Controlling Authority.

9. (1) The Controlling Authority shall have the power to cause an inspection to be made by such person or persons as it may direct, of the offices, activities and funds of the Board, and to cause an enquiry to be made in like manner in respect of any matter concerning the Board.

(2) The Controlling Authority shall communicate to the Board the result of such inspection or enquiry and may advise the Board to take such action within such period as may be specified.

(3) The Board shall report to the Controlling Authority the action as it proposes to take or has taken on such communication.

(4) Where the Board does not within a reasonable time take action to the satisfaction of the Controlling Authority, the Controlling Authority may, after considering any explanation made by the Board, issue such directions as it thinks fit, and the Chairman shall comply with such directions.

(5) If the Controlling Authority is satisfied that any proceeding of the Board or the Advisory Council is not in conformity with this Ordinance, the Controlling Authority may, without prejudice to the foregoing provisions of this section, by an order in writing annul such proceeding :

Provided that before making any such order the Controlling Authority shall, through the Chairman, call upon the Board or the Advisory Council, as the case may be, to show cause why such an order should not be made.

Advisory Council.

10. (1) The Board shall have an Advisory Council consisting of the following as its members:—

(i) the Chairman of the Board;

(ii) the Vice-Chancellor of University of Peshawar or his nominee.

(iii) the Director of Education, North-West Frontier Province;

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(iv) the Chairman, Board of Intermediate and Secondary Education, North-West Frontier Province;

(v) the Director of Technical Education, North-West Frontier Province;

(vi) one Principal of the College, nominated by the Controlling Authority;

(vii) one Headmaster/Headmistress of High School nominated by the Controlling Authority;

(viii) one Headmaster/Headmistress of Middle School nominated by the Controlling Authority;

(ix) the Manager, Government Printing Press, North-West Frontier Province; and

(x) one representative of the publishers nominated by the Controlling Authority.

(2) The nominated members of the Advisory Council shall hold office for such period as may be specified by Controlling Authority, and they shall also be eligible for re-appointment.

(3) The quorum for a meeting of the Advisory Council shall be five.

(4) The functions of the Advisory Council shall be to advise the Board in the performance of the functions of the Board under this Ordinance.

(5) Government may frame Rules of Procedure to regulate the transaction of business by the Advisory Council. The Rules of Procedure may in particular provide for the following matters, namely:—

(i) appointment of the authority that may convene a meeting of the Advisory Council;

(ii) appointment of the person who shall preside over the meetings of the Advisory Council;

(iii) the manner in which and the authority by whom minutes of the meetings shall be recorded; and

(iv) any other matter considered necessary for the transaction of business by the Advisory Council.

Power and duties of the Board and the framing of schemes.

11. (1) The Board may take such measures and exercise such powers as it considers necessary or expedient for carrying out the purposes of this Ordinance.

(2) Without prejudice to the generality of the power conferred by the provisions of sub-section (1) the Board may for carrying out the purposes of this Ordinance—

(a) undertake any works,

(b) incur any expenditure,

(c) procure plant, machinery and material required for its use,

(d) acquire by purchase, lease, exchange or otherwise any material or machinery or any interest therein, and

(e) enter into and perform all such contracts as it may consider necessary or expedient.

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(3) In particular, the Board may prepare schemes pertaining to all or any of the following matters :—

(a) implementation of the educational policies of Government in respect of the production and publication of text books, supplementary reading material and teaching aids;

(b) arrangement for the publication of text books, for all stages and types of education and teachers' training courses as detailed hereunder, namely:—

(i) Primary Education;

(ii) Secondary Education;

(iii) Intermediate Education;

(iv) teachers' training courses—J. V., S. V., C. T., Diplomas in Physical Education, Diploma in Commerce, Diplomas in Arts and Crafts and such other training courses as may be prescribed by Regulations;

(v) courses of English Medium Institutions;

(vi) education of handicapped children;

(vii) adult education;

(c) production of supplementary material relating to the text books, for the stages and types of education enumerated under clause (b) above;

(d) production of reference and research material relating to the problems of curricula and preparation of text books;

(e) the laying down of specifications of text books, for their preparation and publication;

(f) control of the policy relating to (i) distribution of text books and other material, and (ii) appointment of agencies for this purpose in the North-West Frontier Province, so as to make the text books, and material available to the students well in time;

(g) the holding of training courses for the writers of text books;

(h) preparation and publication of literature for adults;

(i) preparation and publication of reading material on new developments in educational concepts and teaching methods and techniques;

(j) workshops and seminars and courses for effective use of text books and reading materials;

(k) conduct of research in curricula, text books, other reading materials and teaching aids;

(l) exhibition of text books and teaching material;

(m) maintenance of a library of—

(i) reference books;

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(ii) text books;

(iii) maps, charts, diagrams and other documents of that nature;

(iv) educational journals and periodical literature on education published in Pakistan and other countries;

(v) books and reading material, other than the text books, which the Board may consider useful for fulfilling the purposes and objects of this Ordinance.

(4) Every scheme prepared by the Board under the last preceding sub-section shall be submitted to the Controlling Authority with full details as regards its purpose and financial implications and the manner in which it is to be executed.

(5) The Controlling Authority may approve, or disallow, or remit the scheme to the Board with its recommendations for further consideration.

(6) In the preparation and execution of any scheme the Board may seek and obtain advice from Directorate of Education or Board of Intermediate and Secondary Education or Institutions, who shall give advice and assistance sought to the best of their ability, knowledge and judgment.

Committees

12. (1) The Board may appoint such Committees as it may consider necessary.

(2) The constitution, functions, and duties of the Committees shall be such as may be prescribed by Regulations.

Officers and Servants

13. (1) The following shall be the officers of the Board:—

(a) Chairman;
(b) Members;
(c) Secretary; and
(d) such other officers as may be appointed by the Board with the approval of the Controlling Authority.

(2) The Board may, from time to time, within the limits of its funds and with the previous approval of the Controlling Authority, employ such officers and servants or appoint such whole-time or part-time experts or consultants as it may consider necessary for the performance of its functions on such terms and conditions as it may deem fit.

(3) Save as otherwise provided in this Ordinance or the Schedule, the Chairman may, in case of urgency, appoint for a period not exceeding six months such officers and servants as he may consider necessary:

Provided that every appointment so made shall be reported to the Board at its next meeting for information.

Duties of Officers and servants

14. Subject to other provisions of this Ordinance, the powers, duties and functions of the Chairman and Members shall be such as may be specified by the Controlling Authority, and those of officers and servants as may be assigned to them by the Regulations or Rules or by the Chairman.

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Recruitment and conditions of services and disciplinary powers.

15. Subject to other provisions of this Ordinance, the Board shall prescribed such procedure for appointment, removal, dismissal, suspension, other disciplinary action and general conditions of the service of its officers (other than the Chairman and Members) and servants as it may consider necessary.

Provident Fund or pension

16. (1) The Board shall establish for the benefit of its employees such Pension or Provident Fund or both, as it may deem fit, in such manner and subject to such conditions as may be prescribed by Regulations.

(2) Government may, by notification, declare that the provisions of the Provident Funds Act, 1925 (Act XIX of 1925), shall apply to such fund, and on making of such declaration that Act shall apply accordingly as if the Board were Government and the said fund were the Government Provident Fund.

Delegation of powers to Chairman, Members, etc.

17. The Board may by a general or special order delegate to its Chairman, Members and other officers any of its powers, duties and functions under this Ordinance and subject to such conditions as it may think fit to impose.

Immunity of the Board and its employees.

18. The Chairman, Members, officers and servants of the Board shall, when acting or purporting to act in pursuance of any of the provisions of this Ordinance, be deemed to be public servants within the meaning of section 21 of the Pakistan Penal Code, 1860 (Act XLV of 1860).

Board to be Local Authority

19. The Board shall be deemed to be a Local Authority under the Local Authorities Loans Act, 1914 (Act IX of 1914), for the purpose of borrowing money under the said Act, and the making and execution of any scheme under this Ordinance shall be deemed to be a work which such authority is legally authorised to carry out.

Budget estimates.

20. In the month of April each year the Chairman shall submit a statement of the estimated receipts and expenditure in respect of the next financial year for approval by the Controlling Authority.

Maintenance of accounts.

21. (1) The Board shall maintain complete and accurate books of accounts in such form as it may prescribed by Rules.

(2) The statement of accounts of the Board shall be submitted to Government once a year.

Submission of yearly reports and returns.

22. (1) The Board shall submit to the Controlling Authority, as soon as possible, after the end of every financial year but not later than the 30th September, a report on the conduct of its affairs for that year.

(2) The Controlling Authority may require the Board to furnish it with—

(i) any return, statement, estimate, statistics or other information regarding any matter under the control of the Board, or

(ii) a report on any such matter, or

(iii) a copy of any document in the charge of the Board, and the Chairman shall comply with every such requisition.

Audit.

23. The accounts of the Board shall be audited once in a year by such agency and in such manner as may be laid down by Government. Copies of the audit report shall be sent to the Board

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and with the comments of the Board to Government, with a copy thereof to the Controlling Authority. The Board shall carry out any directive issued by Government for the rectification of irregularities, if any, pointed out in the audit report.

Regulations.

24. (1) For the purpose of carrying into effect the provisions of this Ordinance, the Board shall have the power to make Regulations, consistent with this Ordinance, on all or any of the following matters :—

(a) the powers and duties of the officers of the Board;
(b) rules of service including rules regulating disciplinary action, grant of leave and retirement of the employees of the Board;
(c) constitution of Pension or Provident Fund or both for the benefit of the officers and servants of the Board; and
(d) such other matter as may appear necessary for giving effect to the provisions of this Ordinance.

(2) The Regulations approved by the Board shall be submitted to Government and shall not take effect until they are approved by Government. Government may approve, or disallow, or remit them to the Board with its recommendations for further consideration.

(3) Notwithstanding anything to the contrary contained in this Ordinance, the Regulations set out in the Schedule shall, on the commencement of this Ordinance, be deemed to be the First Regulations framed by the Board under this section.

(4) The Regulations laid down by Government within six months of the date of commencement of this Ordinance shall become part of the Schedule.

Powers of the Board to make Rules.

25. The Board may, consistent with this Ordinance and the Regulations made thereunder, make Rules to carry out the purposes of this Ordinance.

Validation.

26. No act or proceedings of the Board or the Advisory Council shall be invalidated merely by reason of the existence of a vacancy on the Board or the Advisory Council, or by reason of any irregularity in the appointment of any member of the Board or the Advisory Council.

Protection of acts and orders

27. No suit for damages or other legal proceedings shall be instituted against Government, the Controlling Authority, the Board, Advisory Council, Chairman or member of the Board or member of the Advisory Council, or officer or employee of the Board in respect of anything done or purported to have been done in good faith in pursuance of this Ordinance and the Regulations and Rules made thereunder.

Repeal.

28. (1) The West Pakistan Text Book Board Ordinance, 1962 (West Pakistan Ordinance No XLI of 1962), in its application to the North-West Frontier Province, is hereby repealed.

(2) Notwithstanding the repeal of the West Pakistan Text Book Board Ordinance, 1962, everything done, action taken, obligation or liabilities incurred, rights, assets or property acquired, persons appointed or authorised, jurisdiction or powers conferred, agreements made or contracts signed, recognition granted or noti-

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lication or orders issued under any of the provisions of the said Ordinance or Regulations or Rules made thereunder, not inconsistent with the provisions of this Ordinance, or Regulations or Rules, made under this Ordinance, shall be continued, and, so far as may be, be deemed to have been respectively done, taken, incurred, acquired, appointed, authorised, conferred, made, signed, granted and issued under this Ordinance, and any document referring to any of the provisions of the said Ordinance, Regulations or Rules, shall, so far as may be, be considered to refer to the corresponding provisions of this Ordinance, or Regulations or Rules made under this Ordinance.

Succession.

29. All assets, property, rights and interests of whatever kind used, enjoyed, possessed, owned by, vested in, or held in trust by or for the Board established under the West Pakistan Text Book Board Ordinance, 1962, and all liabilities legally subsisting against the said Board, shall to the extent of the share of the North-West Frontier Province, pass to the Board.

Substitution.

30. The expression 'Board' as used in the West Pakistan Publication of Text Books (Regulation and Control) Ordinance, 1970 (West Pakistan Ordinance XXVII of 1970), shall in relation to the North-West Frontier Province mean the Board established under this Ordinance.

SCHEDULE.

(*Section* 24).

The First Regulations of the North-West Frontier Province Text Book Board.

Powers and duties of the Chairman

1. The Chairman shall exercise control over the office of the Board as its principal executive officer and shall do all acts to ensure that the officers and the staff properly perform the duties entrusted to them. In particular he shall—

(*i*) write confidential reports on the work of officers whose grades carry an initial salary of three hundred rupees or more per mensem;

(*ii*) recommend to the Board any disciplinary action that he considers necessary against officers mentioned in clause (i);

(*iii*) appoint employees whose grades carry an initial salary of less than three hundred rupees per mensem;

(*iv*) take disciplinary action against members of the establishment whose grades carry an initial salary of less than three hundred rupees per mensem.

Powers and duties of the Secretary.

2. (1) The Secretary shall, subject to the control of the Chairman, be incharge of the administrative sector of the office and shall cause the orders and decisions of the Board and the Chairman to be carried out.

(2) The Secretary shall take all possible steps to ensure that the funds of the Board are spent on the purpose for which they are provided.

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(3) The Secretary shall cause to be prepared and submit to the Board for approval the annual statement of accounts and budget estimates.

(4) All meetings of the Board, the Advisory Council and the Committees shall be convened by the Secretary under the directions of the Chairman. While preparing the agenda for a meeting of the Board, the Advisory Council or a Committee, the Secretary shall carry out the directions of the Chairman given in this respect and no item shall be placed on such agenda or be considered in the meeting without previous permission of the Chairman.

(5) The Secretary shall record the minutes and maintain the records of the proceedings of the Board, the Advisory Council and the Committees.

(6) The Secretary shall conduct the official correspondence of the Board under the authority of the Chairman.

(7) All dues payable to the Board, and all sums received by the Secretary, shall be credited without delay to the account of the Board in a Bank or Treasury approved by the Board.

(8) The Secretary shall perform such other duties as may be assigned to him by the Chairman.

(9) Notwithstanding anything to the contrary in these Regulations, the Board may assign to any other officer or officers such duties of the Secretary as it may deem necessary.

Powers and Functions of the Advisory Council

3. (1) The Advisory Council may recommend scale of officers or employees of the Board whose scales of pay carry an initial salary of three hundred rupees or more per mensem. The Advisory Council may advise the Board on qualifications of officers and specialists or experts, their duties and conditions of appointments.

(2) The Advisory Council shall—

(i) examine the annual budget and advise the Board thereon; and

(ii) review the financial position of the Board periodically and make recommendations to the Board for improving its finances.

(3) The Advisory Council may advise the Board on matters concering schemes which may be proposed under section 11 of the Ordinance.

Unsolicited advice.

4. The Advisory Council may consider and advise the Board on all cases of advice and suggestions, received from the Education Department of Government, Board of Intermediate and Secondary Education and other Institutions in the North-West Frontier Province.

Accounts and Audit

5. (1) The Board shall appoint a whole-time officer as Internal Auditor or Accounts Officer for the purpose of checking the bills to be paid from the funds of the Board and maintaining accounts. No expenditure shall be made from the funds of the Board unless the bill for its payment has been checked by the Internal Auditor in conformity with the provisions of this Ordinance, and the Regulations and Rules made thereunder.

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(2) The statement of accounts of the Board signed by the Secretary and the Internal Auditor or Accounts Officer shall be submitted to the Controlling Authority and Government within six months of the closing of the financial year.

(3) The accounts of the Board shall be audited once a year in conformity with the provisions of this Ordinance, the Regulations and Rules made thereunder, by Auditors appointed by Government for this purpose. It shall be the duty of the Secretary to move Government well in time to appoint the Audit Agency in the first instance.

LIEUT. GENERAL K. M. AZHAR KHAN,
S. Pk., S. Q. A.,
Governor of the North-West Frontier Province
and
Martial Law Administrator Zone 'F'.

Peshawar, dated
the 29th March, 1971.

Printed and published by the Manager, Staty. & Ptg. Deptt.
Government of North-West Frontier Province.

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EXTRAORDINARY REGISTERED No. P. III

GOVERNMENT GAZETTE

North-West Frontier Province

Published by Authority

PESHAWAR, MONDAY, 14TH SEPTEMBER, 1981.

GOVERNMENT OF N.-W. F. P.
LAW DEPARTMENT.

NOTIFICATION

Peshawar, the 14th September, 1981.

No. Legis:1 (22)/70.—The following Ordinance by the Governor of the North-West Frontier Province is hereby published for general information:

THE NORTH-WEST FRONTIER PROVINCE TEXT BOOK BOARD (AMENDMENT) ORDINANCE, 1981.

N.-W. F. P. ORDINANCE No. X OF 1981.

AN
ORDINANCE

further to amend the North-West Frontier Province Text Book Board Ordinance, 1971

Preamble.

WHEREAS it is expedient further to amend the North-West Frontier Province Text Book Board Ordinance 1971 (N. W. F. P. Ord. I of 1971), in the manner hereinafter appearing;

AND WHEREAS the Governor of the North-West Frontier Province satisfied that circumstances exist which render it necessary to take immediate action;

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NOW, THEREFORE, in exercise of the powers conferred by Article 128 of the Constitution of the Islamic Republic of Pakistan read with Article 2 of the Provisional Constitution Order, 1981 (C.M.L.A. Order No. 1 of 1981), the Governor of the North-West Frontier Province is pleased to make and promulgate the following Ordinance:

Short title and commencement.

1. (1) This Ordinance may be called the North-West Frontier Province Text Book Board (Amendment) Ordinance, 1981.

(2) It shall come into force at once.

Amendment of section 2 of N.W.F.P. Ord. I of 1971.

2. In the North-West Frontier Province Text Book Board Ordinance, 1971 (N.-W. F. P. Ord. I of 1971), hereinafter referred to as the said Ordinance, in section 2 in clause (i), after the word "Board", the words "and includes the Chairman" shall be inserted.

Amendment of section 4 of N.W.F.P. Ord. I of 1971.

3. In the said Ordinance, in section 4,—

(i) in sub-section (1),—

(a) in clause (i), for the word "one" appearing in the beginning, the word "a" shall be substituted; and

(b) for clause (ii), the following clause shall be substituted, namely:

(ii) such number of Members as Government may, from time to time, appoint."; and

(ii) in sub-section (2) for the word "The" appearing in the beginning, the word "A" shall be substituted.

Amendment of section 6 of N.W.F.P. Ord. I of 1971.

4. In the said Ordinance, in section 6, in sub-section (3), between the word "or" and the word "Member" the word "a" shall be inserted.

Amendment of section 7 of N.W.F.P. Ord. I of 1971.

5. In the said Ordinance, in section 7, for sub-section (2), (3), (4) and (5), the following sub-section shall respectively be substituted, namely:

"(2) The Chairman shall preside over the meetings of the Board. In the absence of the Chairman the Senior Member as specified by Government will preside over the meeting.

(3) Two-third of the total number of Members shall be present to constitute a quorum at a meeting of the Board:

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Provided that where the Board is to consist of the Chairman and one Member, both the Chairman and the Member shall be present to constitute a quorum.

(4) The Chairman and each Member shall have one Vote, but in the event of equality of votes the Chairman or, as the case may be, the Member presiding at a meeting shall have a second or casting vote.

(5) The minutes of every meeting of the Board stating among other things the names of the Chairman and the Member or Members, to be kept for the purpose, and shall be signed by the person presiding as the case may be, present, shall be drawn up and decorded in a Book at the meeting. Such book shall be open to inspection by the Chairman and the Members.".

6. In the said Ordinance, in section 13, 14, 15, 17 and 18, for the word "Member" wherever occuring, the word "Member" shall be substituted. Amendment of sections 13, 14, 15, 17 and 18 of N.W.F.P. Ord. I of 1977.

Peshawar.
Dated the
13th September, 1981.

LIEUTENANT GENERAL FAZLE HAQ.
Governor of North-West Frontier Province.

ABDUL KARIM KUNDI.
Secretary to Government of N.-W. F. P.,
Law Department.

Printed and published By the Manager, Staty. & Ptg. Deptt.
Government of North-West Frontier Province.

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EXTRAORDINARY REGISTERED No. P. III

GOVERNMENT GAZETTE

N.W.F.P.

North-West Frontier Province

Published by Authority

PESHAWAR, TUESDAY, 17TH AUGUST, 1982.

GOVERNMENT OF NORTH-WEST FRONTIER PROVINCE
LAW DEPARTMENT.

NOTIFICATION.

17th August, 1982.

No. Legis:1 (22)/70.—The following Ordinance by the Governor of the North-West Frontier Province is hereby published for general information:

THE NORTH-WEST FRONTIER PROVINCE TEXT BOOK BOARD (AMENDMENT) ORDINANCE, 1982.

N. W. F. P. ORDINANCE No. IX OF 1982.

AN
ORDINANCE

further to amend the North-West Frontier Province Text Book Board Ordinance, 1971.

WHEREAS it is expedient further to amend the North-West Frontier Province Text Book Board Ordinance, 1971 (N. W. F. P. Ord. I of 1971), for the purposes hereinafter appearing: Preamble.

AND WHEREAS the Governor of the North-West Frontier Province is satisfied that circumstances exist which render it necessary to take immediate action;

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NOW, THEREFORE, in pursuance of the Proclamation of the fifth day of July, 1977, and in exercise of all powers enabling him in that behalf, the Governor of the North-West Frontier Province is pleased to make and promulgate the following Ordinance:

Short title and commencement.

1. (1) This Ordinance may be called the North-West Frontier Province Text Book Board (Amendment) Ordinance, 1982.

(2) It shall come into force at once.

Amendment of section 10 of N.W.F.P. Ord. I of 1971.

2. In the North-West Frontier Province Text Book Board Ordinance, 1971, hereinafter referred to as the said Ordinance, in section 10,—

(a) in sub section (1) for clause (iii) to (x), the following clauses shall be substituted, namely:

"(iii) the Vice-Chancellor of the North-West Frontier Province Agricultural University or his nominee;

(iv) the Vice-Chancellor of the North-West Frontier Province University of Engineering and Technology or his nominee;

(v) the Vice-Chancellor of the Gomal University or his nominee;

(vi) the Director of Education (Schools), North-West Frontier Province;

(vii) the Director of Education (Colleges), North-West Frontier Province;

(viii) the Director of Education, Federally Administered Tribal Areas;

(ix) the Director of Technical Education, North-West Frontier Province;

(x) the Chairman, Board of Intermediate and Secondary Education, Peshawar;

(xi) one Principal of a College, nominated by the Controlling Authority;

(xii) one Headmaster/Headmistress of a High School, nominated by the Controlling Authority;

(xiii) one Headmaster/Headmistress of a Middle School, nominated by the Controlling Authority;

(xiv) one representative of the publishers, nominated by the Controlling Authority; and

(xv) the Manager, Government Printing Press, Peshawar."; and

(b) in sub-section (3), for the word "five", the word "eight" shall be substituted.

Amendment of the Schedule to N.W.F.P. Ord. I of 1971.

4. In the Schedule to the said Ordinance,—

(1) in regulation I.--

(a) for sub-clause (i), the following clause shall be substituted, namely:

"(i) write confidential reports on the work of officers in N. P. S. 15 and above and countersign the confidential reports of the employees in Grade-14 and below;"; and

(b) for sub-clauses (iii) and (iv), the following sub-clauses shall be substituted, namely:

"(iii) appoint employees in N. P. S. 14 and below; and

(iv) take diciplinary action against employees in N. P. S. 14 and below.";

(2) in regulation 3, in clause (1), for the words "where scales of pay carry an initial salary of three hundred rupees or more per mensem", the words and figures "in N. P. S. 15 and above" shall be substituted.

Peshawar.
Dated the
[illegible] August, 1982.

LIEUTENANT GENERAL FAZLE HAQ.
Governor of North-West Frontier Province.

ABDUL KARIM KUNDI,
Secretary to Government of N.-W. F. P.,
Law Department.

Printed and published by the Manager, Stat. & Pig. Deptt.
Goverment of North-West Frontier Province.

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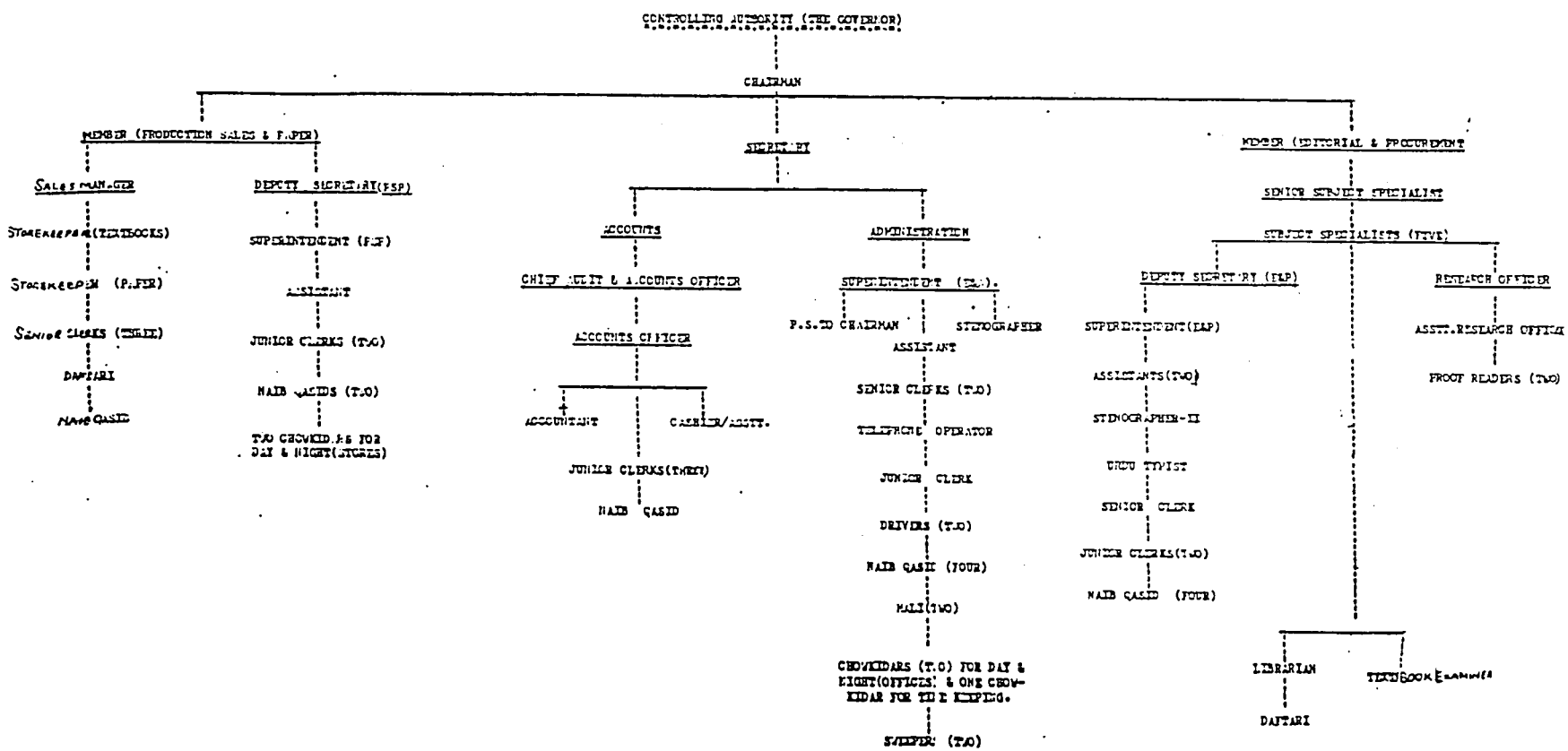
ORGANIZATIONAL & STRUCTURAL CHART OF N.W.F.P. TEXTBOOK BOARD, HAYATABAD P AR.



APPENDIX II

FUNCTIONS & DUTIES OF THE OFFICERS/OFFICIALS OF THE NWFP TEXTBOOK BOARD, PESHAWAR.

1. CHAIRMAN

1: Functions as per Ordinance.
2: Functions and powers as delegated by the Board.
3: Accounts, Administration & Establishment.
4: Approval of first release order.
5: Approval of prices of textbooks.

2. MEMBER, PRODUCTION, SALES & PAPER

1: To watch and supervise all the functions of the Production, Sales & Paper Branch.
2: All the functions for production/publication of textbooks as published through Publishers.
3: Procurement of books and availability of textbooks.
4: Recommendation for allocation and number of copies to be published.
5: Procurement of paper and distribution of textbooks.
6: Allocation and permission for printing additional copies.
7: To watch piracy and paper distribution of textbooks.
8: To sanction 2nd and subsequent release of books for sale.
9: To recommend prices in consultation with Editorial & Procurement Branch and Chief Audit & Accounts Officer etc.
10: Other functions as per Ordinance and duties as assigned by the Board/Chairman.
11: Publication of textbooks for Afghan Refugees (allocation, pricing, billing upto finished goods).
12: Publication of Teachers' Guide Books, textbooks for PTC & CT classes, from allocation upto finished goods.

3. MEMBER, EDITORIAL & PROCUREMENT

1: To watch and supervise all the functions of the Editorial & Procurement Branch.
2: All the functions for publication/production of textbooks printed through printers as Board's Own Publication.
3: To recommend names of authors, reviewers, editors and to appoint Proof-readers.
4: To plan research projects, seminars, workshops and preparation of all sorts of reading material as per Ordinance.
5: To procure manuscripts and to recommend payments to authors, reviewers, editors, copyists and proof readers.
6: To recommend release of textbooks.
7: To ensure that curriculum is reflected in the textbooks.
8: Other functions as per Ordinance and duties assigned by the Board/Chairman.
9: To plan and supervise the activities of the Research & Statistic Cell.

4. SECRETARY

1: The Secretary, subject to the control of the Chairman, is incharge of the administrative sector of the Board and issues the orders and decisions of the Board and the Chairman for implementation.

Contd.--- P/2

2: The Secretary ensures that the funds of the Board are spent on the purpose for which they are provided in the budget.

3: The Secretary prepares and submits to the Board for approval the annual statement of accounts and budget estimates.

4: All meetings of the Board, the Advisory Council and the Committees are convened by the Secretary under the direction of the Chairman. Agenda for a meeting of the Board, the Advisory Council and Finance Committee are prepared by the Secretary under directions of the Chairman.

5: The Secretary records the minutes and maintains the records of the proceedings of the Board, the Advisory Council and the Finance Committees.

6: The Secretary conducts the official correspondence of the Board under the authority of the Chairman.

7: All cases are routed through the Secretary for submission to the Chairman/Board.

5. SENIOR SUBJECT SPECIALIST

1: Matters pertaining to the following subjects :-
Urdu, Science, Mathematics, Home Economics, Education, Industrial Art & Craft, and the Guide Books on the aforementioned subjects, including Agriculture.

2: Scrutiny of manuscripts of the above subjects.

3: Matters relating to the issue of specification letters and manuscripts etc. of the subjects/books to the respective printers/publishers and also verification of the printing process etc. for pricing of books.

4: Matters relating to payment of remuneration to the Authors/Editors/Reviewers/Proof-Readers in respect of the assigned subjects.

5: Matters relating to microtesting of the assigned subjects/books.

6: Matters relating to the new Education Policy; the new curricula; and their implementation etc.

7: Matters relating to the Provincial Bureau of Curriculum Development and the Curriculum Wing, Ministry of Education, Islamabad.

8: All matters relating to multipurpose books.

9: Any other subject/duty as may be assigned by the Member(Editorial & Procurement) or the Chairman.

6. SUBJECT SPECIALISTS

1: To Assist Member (Editorial & Procurement) in the performance of his functions and to give technical advice to him with regard to their subjects.

2: Inter-pretation of curricula and preparation of guidelines for authors.

3: Identification of suitable authors/reviewers and editors.

4: Facilitate and guide the authors/editors.

5: Review the manuscripts.

6: Pre-testing of manuscripts.

7: Internal editing.

8: Submission of manuscripts to National Review Committee.

9: Carry out/get carried out the instructions of National Review Committee.

10: Technical lay out/editing of manuscripts.

11: Specifications for printing.

12: Supervision of printing and timely availability.

13: Evaluation of textbooks.

contd..... P/3-

14: Obtaining feed back from the field (students/teachers) and analyse that for incorporation in the textbooks.

15: Carry out research in the subject.

16: To recommend price and release of textbooks for sale.

17: Payment to authors, editors and proof-readers etc.

18: Comparative study of textbooks and curricula.

19: To recommend the issue of print order after review and reading of final proof.

20: To advise collection of printing material i.e. calligraphy, block films, drawings and designs from Publishers/Printers, and dismantling the used material with the approval of Member (Editorial & Procurement).

21: To see that no such matter creeps into the books, which does not conform with our National & Islamic Ideology.

RESEARCH OFFICER

1: To work on the Research Project as approved by the Board.

2: Gradation of Vocabulary.

3: Publicity and preparation of magazines and news letter etc.

4: Give guidance to the concerned staff of the Research & Statistical Cell in tabulation of data collection.

5: To assist the subject specialists in their research functions and compilation of research reports.

ASSISTANT RESEARCH OFFICER

1: To work on the research projects as approved by the Board.

2: Data collection of school wise/class wise/subject wise enrolement of students & projection of the next year demand of textbooks.

3: To assist Research Officer and Subject Specialists in their research projects.

4: To assist Subject Specialists in their functions and to provide material, reference material for compilation and revision of books/supplementary books.

5: To assist the Subject Specialists in their research functions and compilation of the research reports.

SUPERINTENDENT, RESEARCH & STATISTICAL CELL

1: To keep data/schedules of activities in proper order for relevant use.

2: Publication of research reports.

3: Copying of questionnaires for research/evaluation, and despatch to the quarters concerned.

4: Receipt of completed questionnaires and its record in proper order, and submission to concerned officers.

5: Maintenance of record of feed back from the field.

CHIEF AUDIT & ACCOUNTS OFFICER

1: Maintenance of the accounts, receipts and payments as per Ordinance.

2: Internal audit according to Ordinance in accordance with the financial rules and budget allotment.

3: Preparation of annual and revised budgets.

4: Supervision of Accounts Branch.

5: To control sale proceeds/billing of sale agents and prompt collection/

recoveries from sale agents.

6: To control the accounts related to publishers i.e. paper/royalty/fines etc.

11. ACCOUNTS OFFICER

To assist the Chief Audit & Accounts Officer in maintenance of accounts matters.

12. DEPUTY SECRETARY (PSP)

1: Supervision & co-ordination of the Wing.

2: Correspondence with publishers.

3: Reports on the performance of publishers.

4: Stock position of books.

5: Verification/registeration of publishers.

6: Proposals for allocation to publishers.

7: Implementation of allocations as approved by the Board. (agreements/royalties/securities).

8: Clearance to Editorial & Procurement Wing for issuance of manuscripts.

9: Assessment and issuance of paper for publication of textbooks.

10: Printing Progress Reports.

11: Paper position, its demands and account etc.

12: Pricing of textbooks.

13: Recommendations for release of textbooks for sale.

14: Preparation of printing bills, with regard to paper consumption.

15: Supervision of Sales Cell i.e. checking of record, safety of books and to ensure smooth supply of books to each place of the Province.

16: Arrangements for physical verification of textbooks stock.

17: Recovery of final dues from publishers.

18: Check on over-printing and piracy.

19: Liaison with other Wings.

13. DEPUTY SECRETARY(EXP)

1: Supervision of the Branch.

2: Correspondence with authors, reviewers, proof-readers, printers and to persue the work as assigned to them.

3: Implementation of Board's decisions regarding allocation of textbooks to printers, to obtain specifications from concerned subject specialists and final approval from the Member, and record of manuscripts.

4: To ensure record of distribution of proofs to Proof-Readers and return thereof, and to submit daily progress report.

5: Issuance of print orders after approval.

6: To get views of the academic staff in connection with release of textbooks.

7: To obtain views of Subject Specialists on the dummies regarding their contents.

8: To inform Production, Sales & Paper Branch with regard to printing position of publishers in connection with proofs.

9: Preparation of bills of authors etc. as per (2) above.

10: Liaison with other Wings.

11: Proposals for allocation to printers.

12: Preparation of printing bills of printers.

13: Stock position of books of printers.

14: Procurement of printing material and its safe custody.

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15: Registeration of printers.

16: Implementation of allocations as approved by the Board.

17: Recommendation for release of books for sale.

18: To check the over printing and piracy.

4. SALES MANAGER

1: Supervision of the Sales Branch under direction of Member PSP, through Deputy Secretary (PSP).

2: Submission of stock position report to the Deputy Secretary (PSP) and recommendations for additional demand.

3: To supervise receipt and supply of textbooks and ensure proper storage, and maintenance of proper record thereof.

4: Supervision of performance of the Sale Agents.

5: Submission of deposit sheets of daily sale.

6: Any other duty assigned to him by the Member (PSP), Chairman/Board in connection with Board's own publications.

5. LIBRARIAN

1: All matters/fields/records/books/periodicals/equipment etc.; pertaining to the Library.

2: Bills etc pertaining to above.

6. SUPERINTENDENTS

Over all administration/supervision of the concerned Branches.

7. TEXTBOOK EXAMINER

1: Market survey in connection with shortage, piracy, over printing and unauthorised printing, and reports thereof.

2: Weekly printing reports of printers/publishers as to their progress in the printing session.

3: Physical verification and stock checking report of the work accomplished by printers/publishers.
Collection of printing material and liaison with Deputy Secretary Editorial & Procurement Branch of the Board.

5: To dismantle printing material under instructions of Deputy Secretary, Editorial & Procurement Branch and Senior Subject Specialist.

6: Collection of specimen copies from publishers at the time of stock checking.

7: Inspection of printing presses to ensure the implementation of relevant clauses of the agreement mentioning schedule, quality, ink, quantity and sub-letings etc.

8: Coordination and liaison with PSP(Paper Cell, Sales Depot), printers/publishers for expeditious printing/supply of textbooks and remove the bottle-necks, if any, on personal level.

9: Liaison with educational institutions in connection with teaching of authorised textbooks.

10: Market survey to see that the Sale Agents follow the terms of agreement in connection with the sale of books.

Contd.....P/6-

18. ACCOUNTANT

1: Posting of accounts in ledgers/books and compilation of accounts on the basis of double entry system.

2: Preparation and checking of bills.

3: To work as primary auditor, and check all related records/registers.

19. PRIVATE SECRETARY TO THE CHAIRMAN

1: To keep record of all letters and files submitted to the Chairman.

2: To monitor telephone calls and visitors to the Chairman.

3: To scrutinise the files submitted to the Chairman.

4: To make necessary arrangements for entertainment of guests at the official meetings.

5: To make arrangements for official tours of the Chairman.

20. PROOF-READERS (2)

1: Proof-reading of the assigned subjects/books.

2: Final checking of the work of external proof-reading.

3: Checking of the assigned books before release/approval.

4: Preparation of additional manuscripts.

The job descriptions and qualifications in Appendices IV-VI could change depending on how the Textbook Board develops during the life of the PED program.

EDITOR-IN-CHIEF

The job description of the editor-in-chief assumes that lines of responsibility, mobility, and accountability have been delineated and that there is an exchange of information among all departments of the Textbook Board and between the board and the IMDC. It also assumes a certain amount of freedom to act within the annual budget.

Job Description

The editor-in-chief reports directly to the chairman of the board and liaises with the head of production, sales, and distribution and with the head of the IMDC. The editor-in-chief is responsible for fulfilling the annual plan as laid down in the budget. It is envisaged that by 1995 he will have the freedom to act subject to the annual plan.

He is responsible for the management of the editorial department in its role of producing education materials for Grades I-XII. This includes textbooks, annotated teacher's guides, materials for teacher training, and whatever else comes under the responsibilities of the board that relates to his department according to the Ordinance, 1971, and its subsequent attachments.

The editor-in-chief is accountable for determining the method used to produce a textbook (or any other education material) that follows the guidelines of the Curriculum Wing. He may do this in several ways: through the IMDC for Grades I-V (this assumes that the IMDC is in place and functioning as the primary source for materials for the primary grades); through the selection of suitable authors for publication by the board or through other publishers; through joint venture publications with the other textbook boards; and through buying in finished books from other boards.

It is his responsibility to ensure that the persons he supervises follow a schedule and produce materials in a timely manner.

Qualifications

The ideal person will have moved from his years as a subject specialist into the position of editor-in-chief. If no one suitable is available the Textbook Board will have to go into the marketplace and recruit. If that occurs, the person chosen should have the following qualifications.

Direct Recruitment: M.A.; M.Ed.; Subject Area Specialist; 3-7 years teaching experience; knowledge of textbook publishing (this includes all processes that come under his area of responsibility--editing, layout and design, proofreading); and management training.

EDITORIAL SUBJECT SPECIALIST

By 1995 it is assumed that an editorial subject specialist may have more freedom to act subject to confirmation by the editor-in-chief and, that with the increased lines of communications to all those in the education field open, he will be motivated to produce the best possible material.

Job Description

The editorial subject specialist reports directly to the editor-in-chief. His overall responsibility is to produce teaching materials in a specific subject and at a specific level in an educationally sound manner.

It is his responsibility to select authors to write textbooks from a syllabus supplied by the Federal Curriculum Wing. (It is possible that by 1995 some syllabi will be supplied at the IMDC.) He must ensure that the authors work to a schedule and produce the materials as required. Under his auspices the authors will meet at the Textbook Board for a period of ten days every three months during the writing of material.

The editorial subject specialist acts as one of the conduits for the steady flow of information and exchange of ideas between the Textbook Board and the IMDC.

It is his responsibility to ensure that content, design and economic management take place in a timely manner and in the manner prescribed by the Textbook Board in concurrence with the Ordinance, 1971.

Qualifications

At entry: Grade 17–M.A. in relevant subject plus three years teaching experience; Grade 18–M.A. and 10 years teaching experience or three years teaching and 7 years publishing experience. Some management training desirable

LIBRARIAN

By 1995 the role of the librarian at the Textbook Board will be greatly expanded, increasing his duties and responsibilities. He will be responsible to the editor-in-chief and will work to ensure that the library is one of the best repositories for reference materials in the NWFP.

JOB RESPONSIBILITIES

One of the main areas of responsibility in the enhanced position of librarian is his role as the coordinator for education materials produced outside the board and the IMDC (although if the materials are to be used in the schools they go perforce via the board to the schools). He liaises with the many organizations producing education materials and ensures that the library at the board has a copy for reference. This will be of great help to the subject specialists and the the authors.

It is his responsibility to ensure that the card catalogue is up to date and that books are arranged in an appropriate manner on the shelves.

Qualifications

Entry level: Grade 17. M.Lib.Sci. Must have previous library experience.

Timetable: Surveys, Consultancies, and Training Programs – 1991-1995

Activity	No. Trainees	1991	1992	1993	1994	1995
Surveys/Consultancies						
Computer Systems Analyst						
Use of Color as an Education Tool						
Expansion of the Library						
Human Resources Development						
Retail & School Survey						
Cost Accountant (Printing)						
Training Program						
Management Training - P	Staff					
Textbook Publishing - A	1					
or						
Textbook Editing - A	3					
Design, Illustration, and Layout - A	1					
Production & Paper Quality - A	1					
Warehouse Management - P	1					
Audio-Visual Training - A	1 or 2					
Research & Development - A	2					
Secretarial Skills - P	4					
Equipment Servicing - A	2					
P = Pakistan, A = Abroad						
In-house Workshops						
Textbook Writing						
Textbook Editing						
Design, Illustration, Layout						
Implementation of EMIS						
Production & Paper Quality						
Computer Typesetting						
Coordinators §						

KEY
= 1 month
= 3 months
= 6 months

§ Frequent follow-up for coordination is required to ensure implementation of Textbook Board changes, In the absence of a permanent staff member with this responsibility.

APPENDIX VII