



## RESEARCH ARTICLE

### ENGLISH WRITING IN INDIAN EDUCATION SYSTEM AND ITS IMPLICATIONS: QUANTITATIVE ANALYSIS OF QUALITATIVE BOOK REVIEWS FROM WWW.AMAZON.IN

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#### ARTICLE INFO

##### Article History

Received 20<sup>th</sup> October, 2024  
Received in revised form  
16<sup>th</sup> November, 2024  
Accepted 27<sup>th</sup> December, 2024  
Published online 24<sup>th</sup> January, 2025

##### Keywords:

English Writing Skills; Educational Boards in India; Book Reviews; www.amazon.in

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#### ABSTRACT

On English writing skills amongst Indians, this study first critically reviews the role of major pan-Indian educational boards in imparting writing skills amongst the students and finds that the English writing curricula are not detailed, lack rigour and skills required in the contemporary world, and substantially differ across the educational boards. Using this finding, subsequently, we develop an approach and methodology to empirically examine the quality of writing from qualitative book reviews from www.amazon.in and found through t-test that the foreign review writers tend to use significantly higher average number of words and significantly lower average percentage share of 'outside the content' than Indian review writers while writing the book reviews. These results broadly revealed that writers from the rest of the world are able to write significantly better than Indian writers. These findings suggest considering reforming measures in the education system in India to impart writing skills to students of various levels with different intellects.

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Citation: Vikas Gupta, IAS, Kausik K. Bhadra and Rhea Kapoor. 2025. "English Writing in Indian Education System and Its Implications: Quantitative Analysis of Qualitative Book Reviews from www.amazon.in", *International Journal of Recent Advances in Multidisciplinary Research*, 12, (01), 10657-10663.

## INTRODUCTION

Writing has been a key factor in shaping human civilisation since ancient times by creating and disseminating knowledge. Writing has historically produced a vast and immeasurable impact on binding together various human communities and societies with varied cultures (Clayton 2013; Palmer 2009). It is more effective than speaking because writing allows individuals to have more time to think, structure and articulate what they want to communicate. Further, any written document is, by and large, everlasting, whereas endurance of speaking is evanescent. Writing has transformed societies across the globe as it has proved to be the first and foremost decisive factor in bridging communication and cultures that shaped societies. In the context of societal evolution, North (2005) argued that the cumulative learning of a society embedded in language as well, which inter-alia, contributes to shaping the culture of the society.

Thus, in the context of writing, first and foremost, a common language across the globe was evidently imperative for the efficient and fast exchange of societal cultures and its implications on socio-political-economic aspects of each nation, international trade of numerous goods and services and global exchange of science and technology, and English has been accepted as the common global language for communication (both verbal and writing). Of late, meticulous academic writing skill has emerged as very important to succeed in higher education, leading to better employment opportunities. However, a few studies have argued that English writing amongst the majority of students of all levels in the Indian education system is somewhat perturbing and troublesome (Rao, 2019; Ismail and Balasubramanian, 2021). In India, English being a second language, students have trouble in writing due to limited exposure to English during their course syllabi. As a result, a large number of academic writers in India face rejection in publishing their research as well as book reviews in reputed journals, and poor-quality

writing is reported as one of the major reasons behind the rejections (Ismail and Balasubramanian, 2021). Besides, drafting any public document (such as laws, sectoral policy documents, training manuals, and so forth) requires a culmination of art and science. However, in India, it has often been argued that these documents, to a large extent, are poorly written, which impedes the effective sharing of various information with society (Chandrashekar, 2014; Sagar, 2021). The authors eloquently enunciated that the lack of emphasis on English writing in the Indian education system results in poorly drafted laws that are characterised by ambiguity and, thereby, require frequent amendments and dreary judicial clarification. The objective of this study is two-pronged – the first part aims to review how different boards have designed English writing curricula at the school level in order to draw inferences as to how the Indian education system with various boards has emphasised imparting English writing skills among the students of different educational stages and with different skill sets as well. However, it is important to mention here that while currently, more than 50 state-sanctioned educational boards are present, this study has particularly focussed only on two important national boards, viz., Central Board of Secondary Education (CBSE) and Indian Certificate of Secondary Education (ICSE). We show that there has been varied progress across these boards in designing English writing curricula in order to teach effective English writing, which tends to lead to complex outcomes in terms of mastering English writing competence.

Since education, more specifically, English writing curricula, bears heightened implications on mastering English writing, based on this finding, the second part of the study thereby empirically seeks to examine English writing skills among the Indians vis-à-vis people from the rest of the world. However, in the Indian context, research in this strand is at a nascent stage, lacking a coherent sequence of the issues and challenges regarding writing skills. Nevertheless, in doing so, we have considered examining the reviews of books of various categories from [www.amazon.in](http://www.amazon.in) with the aim of having greater coverage, as each category is expected to have a specific set of readers with specific educational backgrounds and areas of interest. Converting qualitative information from book reviews to quantitative data is the approach for empirical probing of the writing practice of Indians vis-a-vis people from other countries. The empirical results broadly revealed that writers from countries outside of India, particularly developed countries, tend to perform better than Indian writers. The paper proceeds as follows. Section 2 critically evaluates the role of the Indian education system in imparting English writing skills to students. Section 3 describes the source and type of data and our empirical estimation strategy. Section 4 presents our empirical findings, and Section 5 concludes.

**Role of the Indian Education System in Imparting English Writing Skill:** It is widely argued that the curriculum of the two major boards, viz., CBSE and ICSE, in the Indian education system tends to offer excessively theoretical learning methods with a considerably lesser focus on practical-based learning approaches (Patel, 2013). The author further argues that the curriculum of these two boards lacks a holistic approach and, thereby, requires reforms. Understandably, such sort of overall teaching approach may bear implications on English writing curricula across the country.

On the other hand, for instance, the British curriculum, known as the national curriculum of England, is widely acknowledged as a well-balanced curriculum for students as it consists of planned activities that aim to enhance the students' creative thinking abilities. The students' struggle in writing English, particularly in countries where English is not the first language, depends on numerous factors; some crucial aspects, among them are: different primary language for interpersonal communication, lack of proper teaching, lack of written exercises and ideas. Bryne (1988) classified the difficulties in writing into three categories: linguistic, physiology and cognitive. Grammar, vocabulary, language use and choice of sentences in writing are the major contributors to linguistic difficulties. The difficulty in developing the content of the composition, and subsequently, the perspicuous flow of the content, is termed as physiology difficulties, whereas the cognitive difficulties emphasise ex-ante writing difficulties due to less than desired conscious intellectual activities such as thinking, reasoning, and remembering.

However, what these discussions regarding difficulties in English writing suggest is that the development of writing skills amongst students of different intellectual abilities is much more complex than one commonly perceives, and thus, it should gain a considerable focus at the school level itself. In this context, it is important to present three findings succinctly. These are: one, Pratiwi (2016) argued that in mastering writing, students need to get constant guidance from the teachers; two, Heaton (1975) argued that writing skill is often difficult to teach because of its characteristic intricacies; and three, Zamel (1987) argued that teachers should become researchers themselves and examine the issues and challenges in the teaching of writing and writing development among the students. Nonetheless, these three findings bring our attention to one of the important points: writing curricula should be carefully designed for students of various stages in the educational system, followed by effective teaching. In this regard, this section seeks to critically examine the English writing curricula designed by the major educational boards for the students (of different intellectual abilities) of various stages of the educational system in India. This section also examines whether any incongruity persists amongst the educational boards in terms of the designed English writing curricula.

The top educational boards in India are State Boards, CBSE, ICSE, Council for the Indian School Certificate Examination (CISCE), National Institute of Open Schooling (NIOS), International Baccalaureate (IB), and Cambridge International Examinations (CIE). In this study, we have explored the English writing curricula of the two major boards, CBSE and ICSE, in terms of where they lack unanimity. Table 1 presents seven key factors to assess how effectively the designed curricula at the school level impart effective English writing to students of various levels. These factors are: i) grammar, ii) reading and comprehension, iii) listening, iv) speaking, v) skit and drama, vi) creative short writing, and vii) long writing. Of these seven factors, effective teaching of the first five factors has enormous positive implications on the last two writing-specific factors. CBSE and ICSE have two different formats and approaches to mastering the English language, which can also be seen in Table 1.

ICSE predominantly puts greater emphasis on long writings vis-à-vis short writings, whereas CBSE emphasises more on creative short writings. But what they have in common is that both boards focus considerably more on teaching the format (what to write) than the content with quality English (how to write). While on the one hand, a large number of words provides freedom to the students to write more, but on the other hand, it simultaneously puts pressure to fulfil the word limit to a fair extent. It might either improve or limit the creativity or lower the quality of the piece. Reading and writing are interdependent. Reading helps children learn language, grammar, flow and reasoning, which they can then transfer to their own writing, which is why English Literature is as important as language. CBSE keeps one core English paper, barring English elective in high school, in which the weightage is 5:3 for language and literature. Whereas ICSE gives equal weightage to language and literature right from middle school, keeping two separate papers from each. However, what these discussions imply is that there has been diverse English writing curricula among these two boards. In this context, it is important to mention that Qayoom *et al.* (2021) found diverse English language assessment patterns among the state-level secondary education boards in India, and thus the authors argued that a uniform standard of teaching and assessment of English in secondary schools across various state boards needs to be designed.

Of late, the demand for the IB board has considerably increased among students who aim foreign universities for higher education. While it is not easy to assess as to how quality of English writing is ensured by the CBSE and ICSE boards, but to some extent, it could be corroborated by the fact of the students' heightened struggle who shifted from CBSE or ICSE to the IB in 11<sup>th</sup> standard. However, many students struggle and unable to cope with the requirements of IB board because of lower than required level of analytical, research and English writing skills (Khandelwal, 2021).

**Description of Source and Type of Data, and Empirical Estimation Strategy:** A book review is exegesis of the content of the book. Understandably, this is an onerous but an important task to carry out since the review writing strongly influences consumers' purchasing behaviour, which bears strong positive implications on a company's sales growth (Chevalier and Mayzlin, 2006). Kaur and Singh (2021) found that a significant portion of consumers prefer to read the online reviews prior to making purchase decision. According to Feedvisor's "The 2021 Amazon Consumer Behavior Report" based on a Survey of 2000+ U.S. Shoppers, 41 percent of consumers always read, and 38 percent often read product reviews prior to making a purchase on Amazon. This, therefore, makes the significance of effecting writing, and thus, we have considered examining the reviews of books of various categories from [www.amazon.in](http://www.amazon.in) since Amazon has been one of the most popular e-commerce platform in India, with its strong existence across the globe.

**Interpreting Data:** There has been a comprehensive listing of books on [www.amazon.in](http://www.amazon.in) and purposive sampling method has been used. The dataset contains a sample of 100 books from [www.amazon.in](http://www.amazon.in), which has been presented in Figure 1. Data collection started on September 2<sup>nd</sup>, 2024 and was completed on November 22<sup>nd</sup>, 2024.

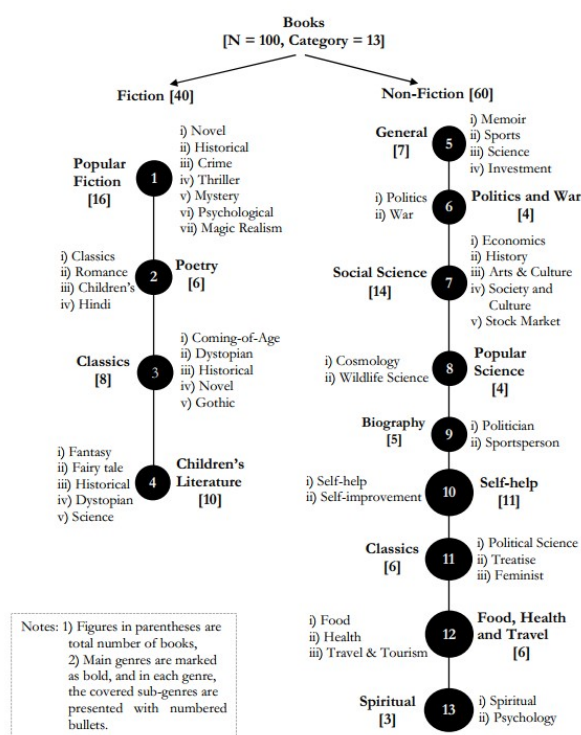


Figure 1. Overview of Sample

The books are chosen based on the criterion that each book must have to consist of at least five reviews each (Indian and Foreigners) to compute the average words used in writing reviews. While only two reviews are required per book for computing average number of words used, we have set the threshold of at least five reviews predominantly because of one possibility, which is that a lower number of reviews may produce skewed and thereby misleading results in terms of either significantly lower or extremely higher number words used in review writing. Of total 100 books, 40 fiction books and 60 non-fiction books are chosen, and all of which are spread across 13 genres (see Table A1). Thereafter, within each genre, many sub-categories or sub-genres are purposely considered, including bestsellers and genre-defining books to ensure diverse readers coverage for consistent and robust results.

**Empirical Estimation Strategy:** Two types of quantitative data have been extracted based on textual (qualitative information) book reviews. Firstly, across the genres, the gap between average words used by foreign reviewers and average words used by Indian reviewers, and whether the gap is statistically significant or not, has been tested through t-test (mean difference test). In the process of having average words used by these two categories of reviewers (Indian and foreign), for each book, average words used are computed first. Then, the average of averages has been computed for each genre. It is important to keep in mind that based on the observed significant gap in average words used by Indian reviewers and foreign reviewers, it would not be appropriate to strongly conclude that any category of reviewers, which has been found to have used a significantly lower number of words are inferior in English writing than the other. It is because the quality of English writing could not be inferred through the number of words used.

Therefore, in order to substantiate this finding in the best possible way, another quantitative data has been created based on the textual book reviews, which is the review written outside the content of the book. Many reviewers have emphasised various other aspects, other than the content while writing their reviews, such as, the paper quality of the book, delivery-related issues, font used and its size, and so forth. While reviews related to such aspects are also important but focusing only on those aspects and ignoring the content itself reflects writing-related improper training and awareness, to a fair degree. Thus, this variable has been chosen to see whether each genre-wise percentage of book reviews outside the content in total number of reviews across both the categories of reviewers differs statistically significantly or not, which would be tested through t-test. It is expected that these two stepwise statistical testing would, by and large, collectively reveal the difference in the quality of English writing between the Indian review writers and foreign review writers. Besides, it would also reveal what the role Indian education system has played in building writing skills among the students.

## RESULTS AND INTERPRETATION

To begin the two-pronged empirical analysis mentioned in the previous section, we therefore as a first step, estimate the category-wise (or, genre-wise) difference between average words used by the Indian and foreign book reviewers, results of which are presented in Table 2. It could be seen from Table 2 that for all the genres combined, foreign reviewers tend to use statistically significantly higher average number of words vis-à-vis Indian reviewers while writing book reviews. As mentioned earlier, since the inference related to quality of writing drawn from this analysis itself may not be accurate, therefore, we tend to estimate the genre-wise difference between average percentage share of 'outside the content' reviews by Indians and foreigners, results of which are presented in Table 3. However, it has been found that for all genres combined, average percentage share of 'outside the content' review for Indian review writers is statistically significantly higher than the foreign review writers, which fairly represents the difference in quality of writing between

**Table 1. Focus on English Writing of CBSE and ICSE Boards: A Status Mapping**

Factors	Classes 6-8		Classes 9-10		Classes 11-12		Description
	CBSE	ICSE	CBSE	ICSE	CBSE	ICSE	
Grammar	Yes	Yes	Yes	Yes	No	Yes	Different weightages (marks) are assigned to Grammar test, and reading and comprehension test across the boards for each class group
Reading and Comprehension	Yes	Yes	Yes	Yes	Yes	Yes	
Listening			Yes <sup>#</sup>	Yes			These two factors are assessed internally for the classes 9 – 10 only, and are not being assessed for the other class groups
Speaking			Yes <sup>#</sup>	Yes			
Skit and Drama			Yes <sup>#</sup>	No			Only CBSE board has these art-integrated activities with 5 marks assigned for students of class 9
Creative Short Writing (Story, Letter, Email etc.)	Yes	Yes	Yes	Yes	Yes	No	Varied creative short writing as well as long writing activities / curricula are found with different assigned weightages across the boards
Long Writing (Essays and Composition)	No	Yes	Yes	Yes	Yes	Yes	

Source: CBSE of Government of India and CISCE. Note: # refers to "recently introduced in 2021".

**Table 2. Category-wise Book Review from Amazon.in: Difference between average Words used by Indians and Foreigners**

Category / Genre	Foreign Reviewers	Indian Reviewers	Difference (Foreign - Indian)
Popular Fiction	120.31	99.13	21.19 (1.159)
Classics	134.25	95.13	39.13** (2.963)
Children's Literature	176.10	88.30	87.80** (2.608)
General Non-Fiction	158.00	85.29	72.71** (3.336)
Social Science and Development	87.29	44.07	43.21* (2.151)
Politics and War	40.00	118.25	-78.25** (-3.700)
Popular Science	104.50	86.50	18.00 (0.917)
Autobiographies and Biographies	156.00	127.80	28.20 (0.451)
Self-Help	207.64	216.00	-8.36 (-0.339)
Classics	65.67	68.50	-2.83 (-0.154)
Food, Health, and Travel	73.17	41.33	31.83* (2.421)
Spiritual	93.67	96.00	-2.33 (-0.146)
Poetry	50.67	53.83	-3.17 (-0.244)
<b>Total</b>	<b>121.48</b>	<b>95.48</b>	<b>26.00*** (3.364)</b>

Source: Authors' computations based on data obtained from Amazon.in Note: 1) \*\*\*  $p \leq 0.01$ , \*\*  $0.01 < p \leq 0.05$ , \*  $0.05 < p \leq 0.10$  2) Figures in parentheses are t statistic

**Table 3. Book Review from Amazon.in: Category-wise Difference between average percentage share of 'outside the content' Reviews by Indians and Foreigners**

Category / Genre	Indian Reviewers	Foreign Reviewers	Difference (Indian - Foreign)
Popular Fiction	24.50	5.00	19.50*** (4.605)
Classics	34.38	21.06	13.31** (2.933)
Children's Literature	21.60	9.00	12.60*** (4.556)
General Non-Fiction	15.29	4.57	10.71** (2.941)
Social Science and Development	11.36	6.93	4.43* (2.024)
Politics and War	4.75	0.75	4.00 (1.886)
Popular Science	20.50	8.25	12.25* (2.598)
Autobiographies and Biographies	6.20	3.40	2.80 (0.710)
Self-Help	21.64	7.64	14.00** (2.604)
Classics	26.67	16.17	10.50 (1.418)
Food, Health, and Travel	16.83	7.67	9.17 (1.717)
Spiritual	20.00	0.00	20.00 (1.854)
Poetry	27.83	13.33	14.50 (1.574)
<b>Total</b>	<b>20.07</b>	<b>8.28</b>	<b>11.80*** (8.325)</b>

Source and Notes: Same as Table 2.

both the categories of writers where foreign writers are comparatively significantly superior vis-à-vis Indian writers. While these two findings collectively suggest that English writing skill of Indians are comparatively weak than the foreign writers, now we tend to unfold each genre-wise results, and these reveal three important and intriguing findings. These are: (i) among the 13 studied genres of books, the overall significant difference between the average number of words used by Indians and foreigners has been pulled up by only five genres, which are: Classics, Children's Literature, General Non-Fiction, Social Science and Development, and Food, Health and Travel (see Table 2); (ii) among the 13 studied genres of books, the overall significant difference between the average percentage shares of 'outside the content' reviews by Indians and foreigners has been pulled up by seven genres, which are: Popular Fiction, Classics, Children's Literature, General Non-Fiction, Social Science and Development, Popular Science, and Self-help (see Table 3); and (iii) Politics and War is the only category that has emerged to be statistically significant in favour of Indian review writers where the average number of words used by Indians is significantly higher vis-à-vis the foreign review writers. Further, in this regard, it is interesting to note that the difference between the average percentage shares of 'outside the content' reviews by Indians and foreigners have appeared to be statistically insignificant. What this last particular finding may suggest is that Indians are more intrigued by the affairs of politics and war than all other genres, which also substantiates the findings of Pew Research Centre (2021) as this institute found that strong nationalism leads to keen interest among people on Indian politics. This particular aspect requires separate detailed research. Lastly, it is important to note that the broad findings for all the categories/genres combined from the (i) difference between average words used by Indians and foreigners; and (ii) difference between the average percentage shares of 'outside the content' reviews by Indians and foreigners are substantiated by each category-wise finding.

## CONCLUSION AND IMPLICATIONS

Assessing the quantitative analysis of English writing skills among Indians compared to people from other countries is a challenging area in multidisciplinary behavioural research. Despite the interest of social scientists worldwide, there is no specific methodology in place to evaluate the quality of English writing skills among individuals empirically. To address this gap, we have developed a methodology for comparing the quality of English writing skills between Indians and foreigners. The analysis, however, starts from reviewing how different pan-Indian educational boards and institutions have designed and integrated English writing curricula at the school level with the purpose of drawing implications as to how the Indian education system through various boards has stressed on imparting English writing skills among the students with different skill sets, and of different educational stages. The major findings from this analysis are twofold. These are: one, the English writing curricula greatly differ across the educational boards; and two, CBSE and ICSE both the educational boards put a larger emphasis on 'what' to write than 'how' to write. More time should be given to teaching the concept behind the grammar of a second

language, and there should be more involvement of the teachers during the process of writing and not just the result. Effective teaching can start as simply as by asking for good writing from the students and giving regular short writing assignments with open-ended questions so that student can hone their expression on paper. Also, writing practice should not be limited to the English curriculum or class but should extend to social sciences as well, as these subjects require well-thought-out and written answers. For example, a change we can make in the existing format is that the projects assigned to each student every year for different subjects are a great opportunity for teachers to get involved during the process of writing, providing a significant learning opportunity for the children, which will help them to perform better in higher education academic writing.

However, the findings of this study suggest somewhat improper writing-related training and, therefore, have emerged to be fundamentally useful for us to move further to empirically estimate the quality of English writing amongst Indians in comparison with foreigners. Using our developed methodology, what we have found is that foreign review writers tend to use a significantly higher average number of words and a significantly lower average percentage share of 'outside the content' than Indian review writers while writing book reviews. Since effective book review writing strongly influences the purchase decision of consumers, that in turn, bears economic implications for the sellers as this influences the sales-led economic growth of a company. The writing skill, therefore, undoubtedly plays a paramount role in shaping society and economic opportunities for students, and in this regard, our findings are informative for the educational boards and institutions considering to reform the education system in India in order to impart writing skills to the students of various levels with different intellects. Therefore, this analysis should serve as a starting point for further research distinguishing the impacts of different educational boards on imparting effective writing training to heterogeneous students across the country. In addition, the writing training needs to move beyond the school level and should be continued in higher education.

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Table A1. Genre-wise Surveyed Books from www.amazon.in

Sl. No.	Book	Category	Genre
1	The Namesake by Jhumpa Lahiri	Fiction	Popular Fiction
2	God of Small Things by Arundathi Roy		
3	And Then There Were None by Agatha Christie		
4	The White Tiger by Aravind Adiga		
5	A Suitable Boy by Vikram Seth		
6	Witness the Night by Kishwar Desai		
7	The Name of The Rose by Umberto Eco		
8	The Da Vinci Code by Dan Brown		
9	The Eagle has Landed by Jack Higgins		
10	Great Indian Novel by Shashi Tharoor		
11	Train to Pakistan by Khushwant Singh		
12	Midnight's Children by Salman Rushdie		
13	One Hundred Years of Solitude by Gabriel García Marquez		
14	The Adventures of Sherlock Holmes by Sir Arthur Conan Doyle		
15	The Fountainhead by Ayn Rand		
16	The Palace of Illusion by Chitra Banerjee Divakaruni		
17	To Kill a Mockingbird by Harper Lee		
18	Don Quixote by Miguel de Cervantes	Classics	
19	Tale of Two Cities by Charles Dickens		
20	The Little Prince by Antoine de Saint-Exupery		
21	The Catcher in the Rye by J.D. Salinger		
22	Jane Eyre by Charlotte Bront		
23	Little Women by Louisa May Alcott		
24	Nineteen Eighty-Four by George Orwell		
25	The Blue Umbrella by Ruskin Bond		
26	Harry Potter and Philosopher's Stone by J.K. Rowling		Children's Literature
27	The Hobbit by J.R.R. Tolkien		
28	Alice in Wonderland by Lewis Carrol		
29	The Lion, The Witch and The Wadrobe by C.S. Lewis		
30	Charlotte's Web by E.B. White; illustrated by Gareth Williams		
31	The Book Thief by Markus Zusak		
32	The Fault in Our Stars by John Green		
33	Fahrenheit 451 by Ray Bradbury		
34	Hunger Games by Suzanne Collins		
35	Sapiens: A Brief History of Mankind by Yuval Noah Harari	General Non-Fiction	
36	The Emperor of All Maladies by Siddhartha Mukherjee		
37	The Immortal life of Henrietta Lacks by Rebecca Skloot		
38	Guns Germs and Steel by Jared Diamond		
39	Dreams from My Father by Barack Obama		
40	Eleven Gods and a Billion Indians: The On and Off the Field Story of Cricket in India and Beyond by Boria Majumdar		
41	The Intelligent Investor by Benjamin Graham		
42	Capital in the 21st Century by Thomas Piketty		Non-Fiction
43	Why Nations Fail by Daren Acemoglu and James A. Robinson		
44	Triumph of the City by Edward Glaeser		
45	The Ascent of Money by Niall Ferguson		
46	The Discovery of India by Jawaharlal Nehru		
47	India: A History by John Keay		
48	Indian Classical Dance by Leela Venkataraman		
49	Ragas in Indian Classical Music by Anupam Mahajan		
50	Indian Culture: A Compendium of Indian History, Culture and Heritage by S. Srikanta Sastri		

Continue ....

51	Ancient India by Upinder Singh		
52	Poor Economics: Rethinking Poverty & the Ways to End it by A. Banerjee & E. Duflo		
53	Development as Freedom by Amartya Sen		
54	The Scam: From Harshad Mehta To Ketan Parekh Also Includes Jpc Fiasco & Global Trust Bank Scam by D. Basu & S. Dalal		
55	Birds of India (Collins Field Guide) by Norman Arlott		
56	Mossad by Michael Bar-Zohar and Nissim Mishal		
57	The Brave: Param Vir Chakra Stories by Rachna Bisht		Politics, War
58	Kargil: From Surprise to Victory by Malik V.P. General		
59	BENGAL AND ITS PARTITION: An Untold Story by Bhaswati Mukherjee		
60	Cosmos by Carl Sagan		
61	A Short History of Nearly Everything by Bill Bryson		Popular Science
62	Brief History of Time by Stephen Hawking		
63	The Sixth Extinction by Elizabeth Kolbert		
64	When Breath Becomes Air by Paul Kalanithi		
65	The Story Of My Experiments With Truth by Mahatma Gandhi		Autobiographies and Biographies
66	My Journey: Transforming Dreams into Actions by A.P.J Abdul kalam		
67	Mamba Mentality: How I play by Kobe Bryant		
68	The Greatest: My Own Story by Muhammad Ali		
69	Think and Grow Rich by Napoleon Hill		
70	You Can Heal Your Life by Louise L. Hay		
71	Ikigai: The Japanese Secret to a Long and Happy Life by Hector Garcia and Francesc Miralles		
72	Thinking Fast and Slow by Daniel Kahneman		
73	Rich Dad, Poor Dad by Robert T. Kiyosaki		
74	Atomic Habits by James Clear		Self-Help
75	How to Win Friends and Influence People by Dale Carnegie		
76	The Alchemist by Paulo Coelho		
77	The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change by Stephen R. Covey		
78	The Power of Your Subconscious Mind by Joseph Murphy		
79	The Road Less Travelled by M Scott Peck		
80	The Prince by Niccolo Machiaveli		
81	The Art of War by Sun Tzu		
82	The Year of Magical Thinking by Joan Didion		Classics
83	The Republic by Plato		
84	The Diary of a Young Girl by Anne Frank		
85	A Room of One's Own by Virginia Wolf		
86	Masala Lab: The Science of Indian Cooking: The Science of Indian Cooking by Krish Ashok		
87	My India by Jim Corbett		
88	Humans of New York: Stories by Brandon Stanton		Food, Health, and Travel
89	Genius Foods by Max Lugavere with Paul Grewal, MD		
90	Lonely Planet India (Travel Guide) by Lonely Planet		
91	Atlas Obscura by Joshua, Dylan Thuras and Ella Morton		
92	The Secret by Rhonda Byrne		
93	The Power of Now by Eckhart Tolle		Spiritual
94	Inner Engineering: A Yogi's Guide to Joy by Sadhguru		
95	The Sun and Her Flowers by Rupi Kaur		
96	The Collected Poems by Sylvia Plath		
97	Where the Sidewalk Ends by Shel Silverstein	Fiction	Poetry
98	Rashmirathi by Ramdhari Singh Dinkar		
99	Gitanjali by Rabindranath Tagore		
100	Rumi A New Translation by Farrukh Dhondy		

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