

## CHAPTER 5

# EMPLOYMENT, VOCATIONAL EDUCATION & SKILL DEVELOPMENT

### Employment

Tenth Plan noted that the supply of labour during the late nineties exceeded the demand for labour, and noted further that one of the reasons for this was that the activities in the organized sector did not absorb labour at the same scale as in the past. This resulted in a sizeable increase in the number and percentage of unemployed. Tenth Plan therefore envisages efforts to raise the demand for labour by increasing the rates of growth of the economy, and changing the structure of growth in favour of labour-intensive activities.

2. In today's highly competitive global economy, one of the main strategies to raise the demand for labour is by reducing the unit cost in production, improving the quality of products and augmenting the purchasing power of the relevant segments of people to boost the market demand. To a large extent, this can be done by improving the productivity of labour. For this purpose a crucial element is the improvements in skill of the labour force through vocational education and training, making them quality conscious, and providing them necessary support to improve their awareness of the relevance of modern and appropriate technology.

### Raising the demand for labour through employment generating growth

3. Employment Generation in all the production economic activities is one of the basic objectives of the planning. Demand for labour or generation of employment opportunities is directly linked to the process of growth in economic activities. While improvement in the overall growth performance has a direct bearing for faster and better quality employment generation, equally important is the sectoral structure of the growth. To the extent a large share of growth can be derived from labour intensive sectors / sub sectors / industries, the pace of generation of employment opportunities for any given overall rate of growth can be increased.

4 The characteristics of the different segment of the labour force in terms of their skill base, residential status, aspirations from the job etc. also have implications for the sectoral structure of growth, which can most suitably and productively employ the labour force.

### Employment perspective for the Tenth Plan

5. The Tenth Five Year Plan targets at creation of 50 million new employment opportunities over the five year period i.e. 10 million new employment opportunities, on an average, per year. Employment intensity of output growth can be explained by increasing both capital intensity and labour productivity. The employment perspective for the Tenth Plan takes into account the declining labour intensity in the latter part of the Nineties and observes that if left to growth alone the employment situation in the country might worsen. The salient features of the Employment Perspective for the Tenth Plan are: -

- i) To create 50 million job opportunities. Out of this, nearly 20 million person years of employment opportunities will be created by selective innovative programmes and policies leading to a changed pattern of growth in favour of labour intensive sectors; the remaining 30 million will come from the normal buoyancy of growth as perceived over the recent past (1993-94 to 1999-2000).

- ii) Identification of the labour intensive sectors like Agriculture and Allied Activities, Food Processing, Rural Non-farm Sector including Khadi and Village Industries, Small and Medium Enterprises and Services sectors including Health, Education, Information Technology & Communication, where employment generating growth can be rejuvenated if right kind of sectoral policies can be put in place.

6. The programmes, identified to contribute to creation of employment opportunities, in the Tenth Plan period, are:

- (i) National Watershed Development Project for Rain fed Areas (NWDPR)
- (ii) On farm management system
- (iii) Diversification to labour intensive crops – oilseeds, pulses, horticulture etc.
- (iv) Bamboo plantation
- (v) Medicinal Plants
- (vi) Afforestation
- (vii) Ethenol Plantation
- (viii) Energy Plantation
- (ix) Sampoorna Gram Rozgar Yojana (SGRY)
- (x) Swarn Jayanti Gram Swa Rozgar Yojana (SJSRY)
- (xi) Pradhan Mantri Gram Sadak Yojana (PMGSY)
- (xii) Small & Medium Industries
- (xiii) Sarva Sikksha Abhiyan (SSA)
- (xiv) Women and Child Development Schemes
- (xv) Pradhan Mantri Rozgar Yojana (PMRY)

### **Implementation of the Tenth Plan Employment Strategy**

7. In pursuance of this strategy, the Special Programmes, taken up in the recent years, or the earlier programmes stepped up, for creation of employment opportunities through the *Central Plan* are:

#### **Rural Areas**

- (i) REGP
- (ii) SGSY
- (iii) SGRY
- (iv) PMGSY
- (v) Watershed Development
- (vi) Rural Housing

#### **Urban Areas**

- (vii) SJSRY (Micro Enterprises)
- (viii) SJSRY (Wage Employment)

#### **Rural Areas & Urban Areas**

- (ix) PMRY
- (x) SSA
- (xi) NHDP

## Monitoring of employment situation

8. A two-pronged strategy is envisaged to obtain a feedback on developments in employment situation. Firstly, the use of household sample surveys, and secondly, monitoring the creation of employment opportunities through the sector level programmes implemented by the Government, including the response to policy changes made at sector level.

9. The most recent annual surveys were conducted during July 2000-June 2001 (56<sup>th</sup> Round), July 2001-June 2002 (57<sup>th</sup> Round) and July-December 2002 (58<sup>th</sup> Round). Some of the positive features revealed by comparing the data from the Annual Round Surveys, on usual Status basis with the results from the last quinquennial survey (1999-2000), are presented below:

- ❖ The 58<sup>th</sup> Round Survey, when compared with the previous large scale survey on employment & unemployment (1999-2000) shows a reversal of decline in employment growth that was experienced during 1994-2000. On an average, the participation of population in the work force has increased between 1999-2000 and 2002 (July-December). Compared to 41.7% work force participation rate of rural persons, and 33.7% of urban persons in 1999-2000, the corresponding ratios in July-December, 2002 are 41.8% and 34.6%.
- ❖ There has been an acceleration of growth in employment during 1999-2000 to 2002. Compared to 1.02% per annum growth in employment, on usual status basis, observed during 1993-94 to 1999-2000, the employment growth during 1999-2000 and 2002 (July-December) is estimated at 2.07% per annum. This corresponds to an addition to employment opportunities of 8.4 million per annum, on an average, during the period 1999-2000 and 2002 (July-December).
- ❖ Share of casual labour in total employment has come down among the male workers. The share has declined from 36.2% in 1999-2000 to 34.4% in 2002 (July-December) for the rural male, and from 16.8% to 15% from the urban male workers.

10. At present the estimates, available from the annual NSSO sample surveys, are on Usual Status measure and therefore the comparisons are made with the results of the quinquennial round (1999-2000) on Usual Status measures. Efforts have been initiated to ensure availability of CDS based, more comprehensive information on employment at more frequent intervals.

11. At the level of Ministries and Departments of the Government, the employment concerns are not necessarily built into the programmes and schemes implemented by them and, even if they are, the employment benefits are not measured. Steps have been taken by Planning Commission to bring employment into sharper focus and to monitor it regularly. To monitor the developments in employment situation at more frequent intervals, than 5 years, which has been the practice so far, following steps have been taken:

- i) National Sample Survey Organization has been requested to initiate large scale employment survey on annual basis and also a reporting system for every six months by properly redesigning their survey formats.
- ii) National Sample Survey Organization has been further asked to generate information on more employment related variables on CDS basis in their annual surveys on employment. The Tenth Plan has adopted the CDS measure of employment for planning purpose in order to ensure the gainful

nature of employment. The NSSO has agreed to collect employment and unemployment estimates on CDS basis in their annual rounds starting from 60<sup>th</sup> round.

- iii) A mechanism is being evolved to monitor the impact on employment of various schemes and programmes implemented by the Central Ministries through Quarterly Performance Review of Plan schemes.
- iv) The National Sample Survey Organization has also been requested to include estimates on vocationally trained persons to know their employability. The NSSO already started this survey in the 60<sup>th</sup> round and the results are expected very soon.

### **Implementing the Employment Strategy at the Level of States**

12. Most of the policies and programmes that influence the creation of employment opportunities are pursued at local level, and are therefore in the domain of the State Governments. Further, the outcomes of Central Policies and programmes are sensitive to the conditions prevailing at a location. Hence the State Governments have a key role in creation of employment opportunities.

13. Planning Commission organised a full day conference of all the State Planning Secretaries to discuss the employment situation at the State Level. Member (LEM) Planning Commission has chaired this Conference. On the basis of the recommendations of this *Inter – State* Conference, that a Task Force has been constituted in the Planning Commission under the Chairmanship of Member (LEM) Planning Commission, to monitor State Level Employment. The Task Force on Employment Strategies and Employment Monitoring at State level will monitor the dimensions of employment growth and the issues and problems in implementing Tenth Plan's employment strategy at the Centre and in the States.

### **Skill Development-Vocational Education and Vocational Training**

#### **The present scenario- the need for a broad based thrust**

14. National Sample Surveys reveal that on CDS basis, 41 per cent of unemployed are educated (Class VIII and above) and nearly 60 per cent of the unemployed, among all youth educated to level Class VIII and above. In usual status, this percentage is about 80 for all. This shows that the education system does not provide the skills that are required in the job market.

15. The number of youth educated up to class VIII will increase sharply as all children in the 6-14 age group will complete eight years of schooling by 2010. An estimate shows that the growth rate of number of such youth may be more than 2.2 per cent per annum in the next ten years. These numbers would be so large, that except for the relatively smaller number which will go in for secondary level education and above, it would be necessary to provide them access to a demand-based system of skill acquisition.

16. Also, the education and the skill profile of the work force in the country continue to be very low. High share of educated among the unemployed on the one hand and a very low educational attainment level of the present work force indicates the existing dichotomy between the education system and the world of work. The education system, as it exists today, has a strong bias in favour of general education which does not equip an individual with skills required to either improve his employability or to start an enterprise on self employment basis. The reach of the vocational education infrastructure is limited. Bulk of the unorganized sector workers is not

reachable in present scheme of vocational training system. Also the system suffers from many infirmities.

17. As it is, only five per cent of the new entrants to the labour force, in the 20-24 year age group in India have exposure to formal vocational training, in contrast to 95 per cent in the Republic of Korea, which in turn shows up in per worker productivity in Korea being 18 times that of India. Our unskilled or less educated workers, who comprise 2/3<sup>rd</sup> of our total workforce, also need institutionalized vocational training to improve their productivity and equip them better for gainful work.

18. The above features of employment / un-employment situation, and the education patterns, reveal the need for a broad based thrust to vocational education and vocational training, which can benefit the youth, especially in the rural areas.

### **Monitoring of the developments in skill level of workforce, and benefits from acquisition of productive skills**

19. National Sample Survey Organization (NSSO) has, in response to a suggestion from the Planning Commission, initiated collection of house-hold data regarding number of vocationally trained personnel, source of training, trades in which training has been/ are being acquired. NSSO has included collection of the information in respect of the vocational training from the 60<sup>th</sup> Round NSSO Survey (January-June 2004).

### **Initiatives through the Plan**

20. Efforts are on at the level of the Central Government to improve and expand the vocational training system. Programmes for skill development are implemented through a number of Heads of Development in the Plan; the two principal Development Heads being 'education sector' and 'labour sector'. The Labour Ministry is drawing up a National Policy on "Vocational Training" with a focus on productivity and skills in the informal sector and in the rural areas. The Ministry of Human Resource Development is also revamping its vocational education programme, after its evaluation by a number of expert groups. A revised Centrally Sponsored Scheme with the nomenclature "Technical Vocational Education & Training (TVE&T)" has been prepared.

21. Besides the education and labour sectors, many other Ministries/ Departments have set up training establishments in their respective fields of specialization, for example, information technology, tourism, small industry, handlooms, handicrafts, fashion technology & apparels, sericulture, nursing, pharmacy, rehabilitation of physically challenged, child-care, agriculture & allied activities, and construction related activities. Such vocational training activities are covered in the Chapters dealing with the respective Heads of Development.

### **Vocational Education**

22. Vocationalization of Secondary Education is a centrally sponsored scheme being implemented since 1988 by the State Governments in the formal sector and NGOs in the informal sector. The main objectives of the scheme are to enhance the individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education without interest or purpose. The scheme is implemented by the State Governments at +2 stage of 10+2 scheme through approximately 6728 schools spread all over the country. More than 150 courses are offered in 6 major disciplines. Agriculture, Business and Commerce, Engineering and Technology, Health and Para Medical, home Sciences and Humanities. The scheme of Vocationalisation of education has not gone down well with the stakeholders due to logistic and academic constraints that

require streamlining of the courses and establishment of strong industry – institution linkages. As against the target laid down in the revised education policy of diverting 25% of senior secondary students to the vocational stream by year 2000, only 10% of students are at present opting for the vocational stream.

23. The Scheme of Vocationalization of Secondary Education has been evaluated by a number of expert groups including the Working Group on Vocational Education set up for the Tenth Five Year Plan. On the recommendations of the above Group the Centrally Sponsored Scheme Vocationalization of Secondary Education is being recast for the Tenth Plan as Technical Vocational Education and Training (TVE&T). A National Competency Testing Agency is proposed as an independent body, to evolve criteria and methodologies for determining levels of skill, assessment of competencies, accreditation of assessment centers, and assessors, quality control etc.

24. The TVE&T is being designed as a distinct stream intended to prepare students for identified occupation spanning several areas of activity. The vocational courses shall be provided in identified institutions after Class VIII with flexible duration. Each course structure shall be developed keeping in view two requirements of the vocations (a) knowledge; (b) competencies (actual job performing). The courses shall be modular, credit based, with vertical and lateral mobility. The target group shall include dropouts, artisans, unskilled and semi-skilled workers, unemployed youth from the formal system of education etc.

### **Polytechnics & Community Polytechnics**

25. There are 1225 polytechnics conducting diploma level courses, primarily in the engineering related disciplines. These polytechnics are operated by the State Governments in the sub-development head 'technical education'

### **Community Polytechnics**

26. The Scheme of Community Polytechnics was started in 1978-79 as direct Central Assistance Scheme of the Government of India. The Ministry of Human Resource Development (MHRD) provides one time non-recurring grants-in-aid, as well as an annual recurring grant directly to selected AICTE-approved polytechnics whose proposals are recommended by the State Directorate of Technical Education. The community polytechnic is a wing of an existing polytechnic and is mandated to undertake rural / community development activities through application of science and technology in its proximity, using infrastructure existing in polytechnics.

#### Region-wise Distribution of Community Polytechnics:

Northern Region	-	188
Southern Region	-	243
Eastern Region	-	99
Western Region	-	145
TOTAL	-	<u>675</u>

27. The stated broad objectives of the scheme include :

- (i) To provide a Community-Institute interface so that Science & Technology inputs can be transferred to the community through skills training, technology transfer and organization of support services;

- (ii) Ensuring for the rural society a fair share of benefits from the investments in technical education system and thus bringing socio-economic upliftment and improvement of quality of life of rural community, and
- (iii) To sensitize students and faculty of polytechnics towards live problems of the community needing Science & Technology inputs.

28. The major activities under the community polytechnic scheme include:

- (i) To ascertain the felt needs of the community through techno-economic job potential survey;
- (ii) To provide a platform for transfer of appropriate technologies to rural masses for development on scientific lines.
- (iii) To provide technical / support services to the local community;
- (iv) To train rural youth, women, SCs / STs, minorities, school drop-outs and other disadvantaged groups of the community in need based, non-formal courses / skills to enable them to obtain gainful employment (self/wage); and
- (v) To disseminate information and create awareness regarding development programmes for creating a problem-solving environment.

### **Vocational Training**

29. Vocational training, being a concurrent subject, Central Government and State Governments share responsibilities. At the national level, Director General of Employment & Training (DGE&T), Ministry of Labour is the nodal Department for formulating policies, laying down standards, conducting trade testing and certification, etc., in the field of vocational training. A number of training institutions are also run by the DGE&T. At the State level, the State Govt. Departments are responsible for vocational training programmes. The Central Govt. is advised by National Council for Vocational Training (NCVT), a tripartite body, to have representatives from employers, workers and Central/State Governments.

30. There is a large training infrastructure with 4647 Industrial Training Institutes (ITIs) (out of which 1798 are under government sector and the remaining 2849 are in the private sector) having 6.28 lakh seats in the States. An evaluation study has revealed that much of the training provided by it is for skills, which have little demand. There is also a great deal of variation in the quality of ITIs across States and also across individual ITIs. Many States have encouraged creation of new ITIs without adequate preparatory work regarding the marketability of vocational courses (The number of ITIs/ITCs with sitting capacities in various States/UTs may be same at Annexure 5.1).

### **The North East Region**

31. A Centrally Sponsored Scheme for establishment of ITIs in North Eastern States and Sikkim is under implementation. Under the scheme, strengthening and modernization of 35 existing ITIs is carried out with an estimated cost of Rs. 49.01 crore. In addition, 22 new ITIs would be set up at a cost of Rs. 49.88 crore. Further, technical assistance for training of faculty/sponsored candidates, etc., is being extended at a cost of 0.11 crore. (State-wise release of funds is given in Annexure 5.2).

### **Advanced vocational training**

32. Advanced vocational training is imparted to upgrade and update skills of several industrial workers. Under the scheme, short-term training in selected skill area is being imparted through modular courses in 6 Advanced Training Institutes. So far, 92,350 industrial workers have been trained till December 2002.

### **Apprentice Training Scheme**

33. To regulate the programme of Training of Apprentices in the industry, the Apprentice Act, which was enacted in 1961, was amended from time to time. Further, to advise the Government on laying down policies and prescribing norms and standards in respect of Apprentice Training Scheme, etc. the Central Apprenticeship Council has been in operation. Apprentices obtain training for periods ranging from 6 months to 4 years and at the end of the period, their trade tested by the National Council for Vocational Training and successful candidates are awarded National Apprenticeship Certificates.

### **Vocational Training Programme for Women**

34. To provide training facilities to women in employable skills and for taking up self-employment income generating activities, training facilities exclusively for women are continued to be imparted through a National Vocational Training Institute for Women (RVTI). During 2001-02, about 2900 women have been trained in various training courses. As in October 2002, there were about 2300 trainees on roll. In the State sector, as per the data gathered till October 2002, there are about 775 institutes (224 WITIs and 551 Women wing in general Private ITIs) with about 47577 training seats. (State-wise distribution of Women ITIs and Special Wings for Women in General ITIs may be seen at Annexure 5.3).

### **Competency based certification system for Informal Sector**

35. The training system for capital-intensive sector and hi-tech area has always received a highly preferential treatment in contrast to those working in the informal sector. However, there is no certification system for a large chunk of workers, who do not have any formal education but have acquired proficiency of their own or through family tradition or through long experience. In the absence of a proper certificate, these class of workers are subjected to exploitation and do not get any avenues for better employment opportunities in the market and their mobility is very restricted.

36. The Working Group on Skill Development & Training constituted by the Planning Commission for formulation of the Tenth Five Year Plan suggested a competency based certification system for workers without formal qualification. The National Commission on Labour constituted by the GOI and Report of Targeting 10 Million Employment Opportunities Per Year by Dr. S.P. Gupta, Planning Commission, have also emphasized the need for skill building and competency-based certification of skills.

37. To evolve a competency-based certification system of skills acquired through informal mode i.e. family tradition or experience on the job without formal education and to increase the employability of large workforce as well as the productivity, Planning Commission has approved a new Centrally Sponsored Scheme - *Testing and Certification of Skills of Workers in the Informal Sector*, which will be implemented by the Ministry of Labour. Through this, Central assistance would be provided to the States to meet the expenditure on training, to evolve a credible system of skill testing and certification, to utilize the services of assessors and for creating Cells in States and creating awareness.



## **Reform of Vocational Training System in States /UTs (World Bank Project - Phase-II)**

38. A new proposal received from Ministry of Labour for a Project for Assistance from World Bank for Modernization of Industrial Training Institutes is under consideration. Through this scheme, the proposal is to modernize the ITIs, trades to be introduced, provision for expenditure on civil works, equipments and salaries and setting up of Project Monitoring Offices in the States. Planning Commission has extended 'in principle' clearance for the project.

### **Improving linkage of training with prospective employment**

39. To increase employment prospects of trained manpower, industry-institute inter-action has been initiated in Industrial Training Institutes and Institute Managing Committees (IMCs) were set up under the leadership of a local employer/industrialist. IMCs consist of representatives of industry and industrial associations, technical experts, concerned officials of Central and State Governments are being formed in the State Industrial Training Institute (ITIs). As many as 189 ITIs have already constituted IMCs granting partial autonomy, which have given encouraging results. State Governments are being encouraged to cover practically all the training institutes by the IMC mode of management.

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**STATEMENT SHOWING NUMBER OF ITIs/ITCs WITH SEATING  
CAPACITY IN VARIOUS STATES / UNION TERRITORIES AS ON 31.10.2002**

Sl.No.	Name of State/Uts	No. of Govt. ITI's	Seating Capacity (Govt.)	No. of Pvt.ITCs	Seating Capacity (Pvt.)	Total ITI/ITCs (3+5)	Total Seating Capacity (4+6)
1	2	3	4	5	6	7	8
<b>NORTHERN REGION</b>							
1	Haryana	78	13189	24	1428	102	14617
2	HP	51	4913	6	500	57	5413
3	J&K	38	4156	0	0	38	4156
4	Punjab	106	14015	39	2364	145	16379
5	Rajasthan	89	8784	21	1452	110	10236
6	UP	181	38324	112	10148	293	48472
7	Chandigarh	2	984	0	0	2	984
8	Delhi	14	9012	41	1748	55	10760
9	Uttaranchal	35	5112	15	1544	50	6656
<b>Sub-Total</b>		<b>594</b>	<b>98489</b>	<b>258</b>	<b>19184</b>	<b>852</b>	<b>117673</b>
<b>SOUTHERN REGION</b>							
1	Andhra Pradesh	90	23631	479	85546	569	109177
2	Karnataka	106	18636	401	27552	507	46188
3	Kerala	68	14264	467	43689	535	57953
4	Tamil Nadu	67	21308	605	60320	672	81628
5	Lakshadweep	1	96	0	0	1	96
6	Pondicherry	7	1256	7	424	14	1680
<b>Sub-Total</b>		<b>339</b>	<b>79191</b>	<b>1959</b>	<b>217531</b>	<b>2298</b>	<b>296722</b>
<b>EASTERN REGION</b>							
1	Arunachal Pradesh	2	368	0	0	2	368
2	Assam	24	4536	3	84	27	4620
3	Bihar	28	10256	13	2712	41	12968
4	Jharkhand	14	2564	13	1380	27	3944
5	Manipur	7	540	0	0	7	540
6	Meghalaya	5	622	2	304	7	926
7	Mizoram	1	294	0	0	1	294
8	Nagaland	3	404	0	0	3	404
9	Orissa	27	6384	140	12356	167	18740
10	Sikkim	1	140	0	0	1	140
11	Tripura	4	400	0	0	4	400
12	West Bengal	48	11660	13	756	61	12416
13	A&N Islands	1	204	0	0	1	204
<b>Sub-Total</b>		<b>165</b>	<b>38372</b>	<b>184</b>	<b>17592</b>	<b>349</b>	<b>55964</b>
<b>WESTERN REGION</b>							
1	Goa	11	2492	4	420	15	2912
2	Gujarat	133	62156	100	13034	233	75190
3	Madhya Pradesh	133	19218	24	1996	157	21214
4	Chattishgarh	73	8248	54	6072	127	14320
5	Maharashtra	347	64774	266	28925	613	93699
6	Dadra & Nagar Haveli	1	228	0	0	1	228
7	Daman & Diu	2	388	0	0	2	388
<b>Sub-Total</b>		<b>700</b>	<b>157504</b>	<b>448</b>	<b>50447</b>	<b>1148</b>	<b>207951</b>
<b>Grand-Total</b>		<b>1798</b>	<b>373556</b>	<b>2849</b>	<b>304754</b>	<b>4647</b>	<b>678310</b>

**STATE-WISE RELEASES OF FUNDS UNDER CENTRALLY SPONSORED  
SCHEME (CSS)**

Name of the Scheme                      Establishment of I.T.I.s in North-East States and Sikkim

Year of Inception		2000		(Rs. in Lakhs)	
S.No.	State / UT	2000-2001	2001-2002	2002-03	2003-04 (BE)
1	2	3	4	5	6
1	Arunachal Pradesh		150.84	114.75	
2	Assam		170.97	360.5	
3	Manipur			132.8	
4	Meghalaya		3.43	52.12	
5	Mizoram		26.39	135.18	
6	Nagaland		188.65	152.15	
7	Tripura		1.96	184.39	
8	Sikkim			17.46	
	<b>TOTAL</b>	<b>0.00</b>	<b>542.24</b>	<b>1,149.35</b>	<b>1700*</b>

\* Total BE 2003-04 for the scheme is Rs. 17 crore. Statewise breakup is not specified.

**Annexure 5.3**

**State-wise distribution of women Industrial Training Institutes  
& wings for women in General ITI's/Private WITIs.**

( Data as in October. 2002)

SI.No.	Name of State/UTs & Region	WITIs	W.Wings/pvt. WITIs	Total. WITIs / Wings	Total Seats
1	2	3	4	5	6
<b>NORTHERN REGION</b>					
1	Haryana	6	34	40	2486
2	HP	16	0	16	920
3	J&K	1	30	31	750
4	Punjab	38	40	78	6154
5	Rajasthan	8	9	17	656
6	UP	11	69	80	4316
7	Chandigarh	1	0	1	256
8	Delhi	3	36	39	4252
9	Uttaranchal	8	0	8	704
<b>Sub-Total</b>		<b>92</b>	<b>218</b>	<b>310</b>	<b>20494</b>
<b>SOUTHERN REGION</b>					
1	Andhra Pradesh	23	4	27	3820
2	Karnataka	17	6	23	2160
3	Kerala	3	9	12	1592
4	Tamil Nadu	10	13	23	2342
5	Pondicherry	2	1	3	280
6	Lakshadweep	0	1	1	16
<b>Sub-Total</b>		<b>55</b>	<b>34</b>	<b>89</b>	<b>10210</b>
<b>EASTERN REGION</b>					
1	Assam	5	18	23	596
2	Manipur	1	0	1	48
3	Meghalaya	1	0	1	54
4	Nagaland	1	2	3	96
5	Orissa	10	16	26	1390
6	Tripura	1	0	1	84
7	West Bengal	4	7	11	720
8	Bihar	7	0	7	560
9	Jharkhand	4	0	4	304
10	Mizoram	0	3	3	48
11	Andaman & Nicobar Islands	0	1	1	11
<b>Sub-Total</b>		<b>34</b>	<b>47</b>	<b>81</b>	<b>3911</b>
<b>WESTERN REGION</b>					
1	Gujarat	6	24	30	2222
2	Maharashtra	15	226	241	8496
3	Madhya Pradesh	13	0	13	1648
4	Chattisgarh	9	1	10	580
5	Dadar & Nagar Haveli	0	1	1	16
<b>Sub-Total</b>		<b>43</b>	<b>252</b>	<b>295</b>	<b>12962</b>
<b>Grand-Total</b>		<b>224</b>	<b>551</b>	<b>775</b>	<b>47577</b>