
NATIONAL RESOURCE CENTRE OF EDUCATION PORTAL FOR SCHOOL EDUCATION INFORMATION SYSTEM

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ABSTRACT

States that meagre library resources whether it is funding, staff or infrastructure, hampers the quality of the library services. The enormous amount of information available in the information sources in a distributed information-providing environment has created a need to develop a system for users to effectively and efficiently navigate and retrieve information. Clusters provide a structure for organizing the large number of information sources for efficient browsing, searching, and retrieval. Presents a clustering model, called the National Resource Centre of Education (NRCE), to group the information sources into a set of useful clusters. Information sources within the same cluster are expected to be able to provide most of the required information among themselves for user queries that are closely related with respect to a particular requirement. All stake holders in the field of school education can be benefitted at large.

KEYWORDS : NCERT, Information System, School Education, Collaborative Information

Introduction

India is a country of various castes, color, creed and culture, so, the libraries in India are also diverse not only in collection but also in governing bodies, management, geographical locations, languages, services and users. Broadly speaking, libraries related to school education in India are not in good conditions, especially the school libraries. Libraries in India are far behind in facilities, automation, collection and services with their counterpart in the western countries. Indian Libraries are mainly lagging behind in the use of Information Technology for the computerization of housekeeping operations as well as user services. This is partly due to the lack of willingness from the library staff who are looking after the libraries; non-supportive attitude of the top management; non-availability of the adequate funds for the computerization from funding bodies like the State and the Central Governments; frequent changes in the technology and; decreasing demand for services from the library users.

Educational Libraries in India

Institutes associated with school education in India have a countrywide existence in state capitals,

NATIONAL RESOURCE CENTRE OF EDUCATION PORTAL FOR SCHOOL
EDUCATION INFORMATION SYSTEM

districts and at the taluka as well as the village levels. Therefore, there is one State Council of Educational Research and Training (SCERT) or State Institute of Education (SIE) in every state, District Institute of Education and Training (DIET) or District Resource Centre (DRC) in every district and the Cluster Resource Centre (CRC) and Block Resource Center (BRC) in many villages in India. Apart from this there are a number of Colleges of Teacher Education (CTE) and Institute of Advanced Studies in Education (IASE) in each state. These Institutes are mainly supported by Central Government and State government and are generally under the Department of School Education except few states where separate ministry or department exists for the educational libraries. The following table shows the distribution of educational Institutes in India.

Table 1: State-wise List of DIETs, CTEs & IASEs Sanctioned and Functional in India

State/UT	No. of Districts	Number of DIETs/CTEs/IASEs Sanctioned			Number of DIETs/CTEs/IASEs Functional		
		DIETs/DRCs	CTEs	IASEs	DIETs/DRCs	CTEs	IASEs
Andhra Pradesh	23	23	8	2	23	8	2
Arunachal Pradesh	15	11	0	0	11	0	0
Assam	23	23	8	2	18	8	2
Bihar	37	24	6	0	24	4	0
Chhattisgarh	16	16	1	1	16	1	1
Goa	2	1	0	0	1	0	0
Gujarat	25	26	8	2	26	8	2
Haryana	19	19	0	1	19	0	1
Himachal Pradesh	12	12	1	0	12	1	0
Jammu & Kashmir	14	14	2	0	14	2	0
Jharkhand	22	22	1	0	19	1	0
Karnataka	27	27	9	2	27	9	2
Kerala	14	14	3	1	14	3	1
Madhya Pradesh	45	45	6	3	45	6	2
Maharashtra	35	34	12	2	34	12	2
Manipur	9	9	1	0	9	1	0
Meghalaya	7	7	2	0	7	2	0
Mizoram	8	8	0	1	8	0	1
Nagaland	8	8	1	0	6	1	0
Odisha	30	30	10	2	30	10	2
Punjab	17	17	2	1	17	2	1
Rajasthan	32	32	9	2	30	9	2
Sikkim	4	3	0	0	1	0	0
Tamil Nadu	30	29	5	2	29	5	2
Tripura	4	4	1	0	4	1	0
Uttar Pradesh	70	70	3	3	70	3	3
Uttarakhand	13	13	3	1	13	3	1
West Bengal	18	18	4	2	16	4	2
A & N Islands	2	1	0	0	1	0	0
Delhi	9	9	0	2	9	0	2
Pondicherry	4	1	0	0	1	0	0
Lakshadweep	1	1	0	0	1	0	0
Daman & Diu	2	0	0	0	0	0	0
Dadra & Nagar Haveli	1	0	0	0	0	0	0
Chandigarh	1	0	0	0	0	0	0
Total	599	571	106	32	555	104	31

Source: <http://education.nic.in/Elementary/Annual%20Report%202010-11%20-%20Copy%20-20Copy.pdf>

A state may have three tiers of educational libraries in hierarchy. The apex body would be a State Council of Educational Research and Training (SCERT) or State Institute of Education (SIE) in the State, the next tier consists of Colleges of Teacher Education (CTE) and Institute of Advanced Studies in Education (IASE) of the state, and third tier consists of District Institute of Education and Training (DIET) in all Districts.

Status of Libraries in School

The school library provides information and ideas that are fundamental to the functioning in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens. Secondary and Senior Secondary Schools have functional/administrative problems for smooth running of their libraries. Meagre library resources whether it is funding, staff or infrastructure hampers the quality of the library services. The following table depicts the all India trend in respect of growth of school education.

Table 2: Growth of School Education

Type of survey	5 th AISE Survey (1986)	6 th AISE Survey (1992)	7 th AISE Survey (2002)
Sr. Sec. Schools	15465	23662	43869
Libraries Sr. Sec. Schools	14550	21346	39301
Sec. Schools	52560	65564	90761
Libraries Sec. Schools	47370	52880	70090

Source: All India School Education Survey, NCERT, New Delhi

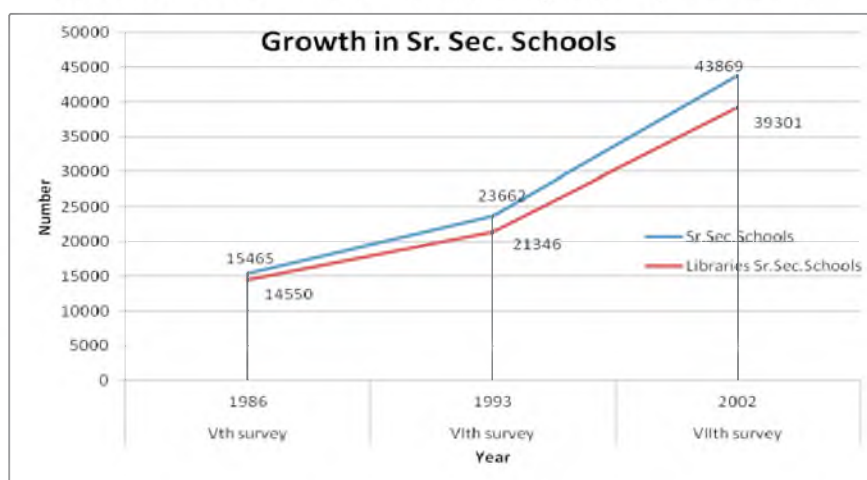


Figure1: Growth in Senior Secondary Schools

As per the 5th survey of school education, there were 15465 senior secondary schools where as number of libraries were 14550 only. 915 Sr. Sec schools were running without libraries. The numbers of schools without libraries were going on increasing with the increase of schools.

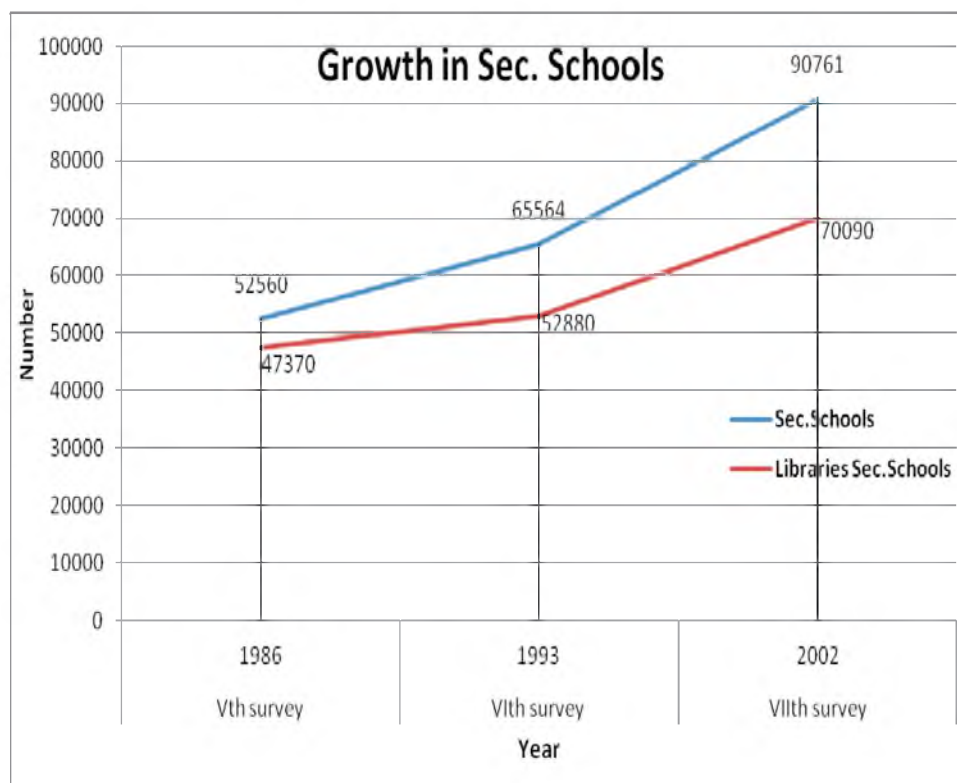


Figure 2: Growth in Secondary Schools

The situation of secondary schools is even worse. As per the 7th survey of school education there were 20671 schools running without libraries. One of the possible reasons may be the up gradation of primary schools to secondary schools. A thorough investigation was made regarding the availability of library facilities in secondary and senior secondary schools of northern region. The data for nine states/UTs coming under the jurisdiction of RIE Ajmer were collected. These states are Haryana, Himachal Pradesh, Jammu and Kashmir, Punjab, Rajasthan, Uttarakhand, Uttar Pradesh, Delhi and the Union Territory of Chandigarh. The data tables are appended as Table 1 for secondary schools and Table 2 for senior secondary school in Appendix.

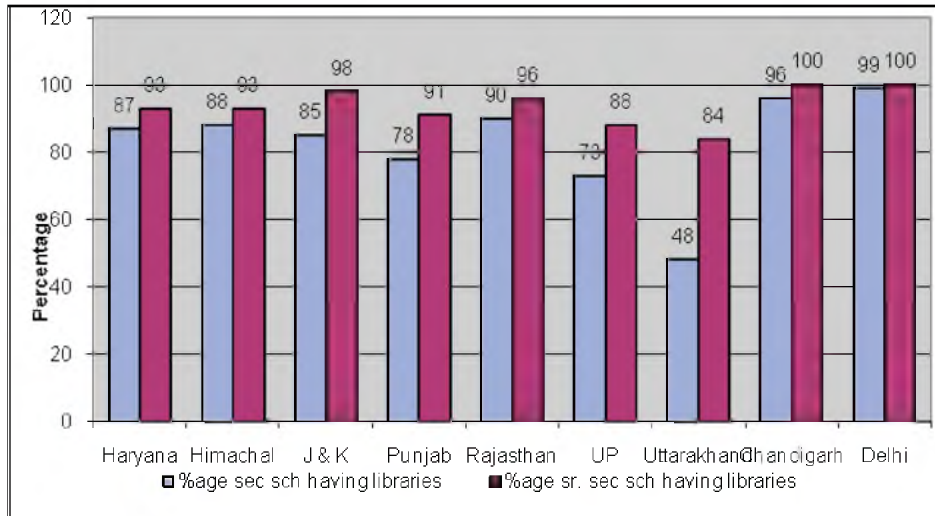


Figure 3: State-wise Schools having Libraries

The situation of secondary school libraries in Uttarakhand is not very satisfactory. Only 48% secondary schools have libraries whereas the sr. sec. schools are comparatively in a better position as 84% schools have libraries. All most all schools of Delhi and Chandigarh have libraries and more than 90% of sr. sec. schools of all the nine states/UT have libraries.

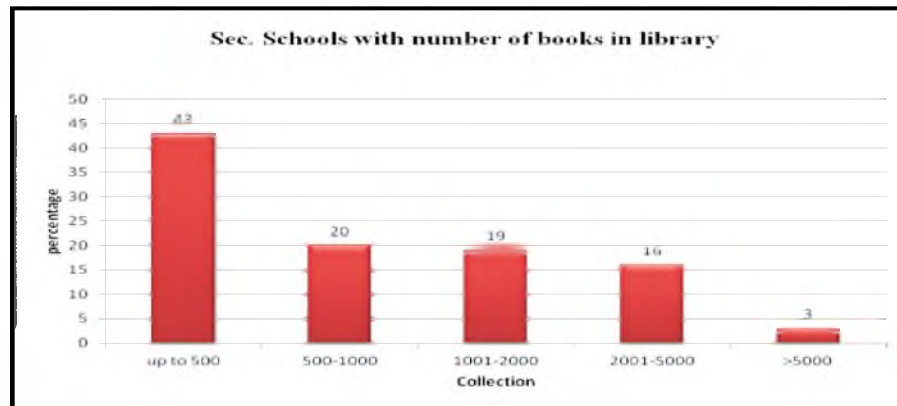


Figure 4: Secondary Schools with Number of Books in Library

There are 43% secondary school libraries having collection of up to 500 books, whereas only 3% sec. school libraries have a collection of more than 5000 books.

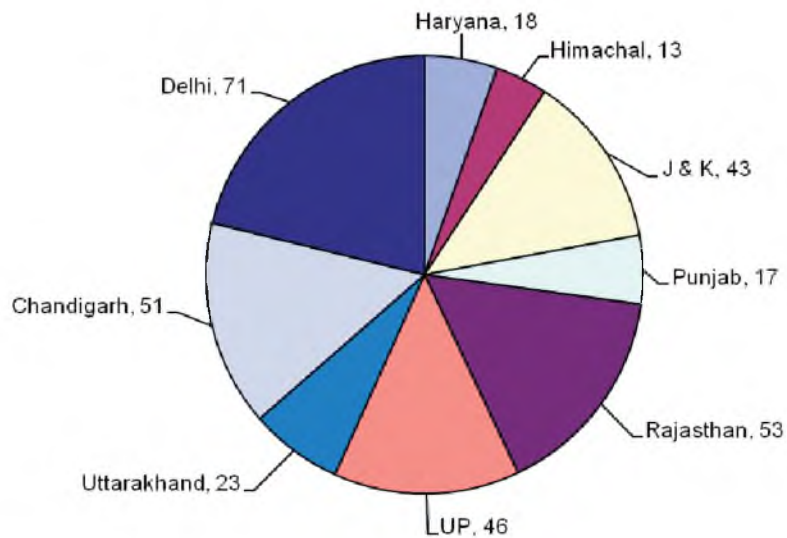


Figure 5: Secondary Schools having Librarians

There are 71% of secondary schools in Delhi who have libraries whereas only 13% secondary schools in Himachal Pradesh have librarians. For all 16414 sec. schools having library only 6162 librarians are there of which 3400 are only full time trained librarians.

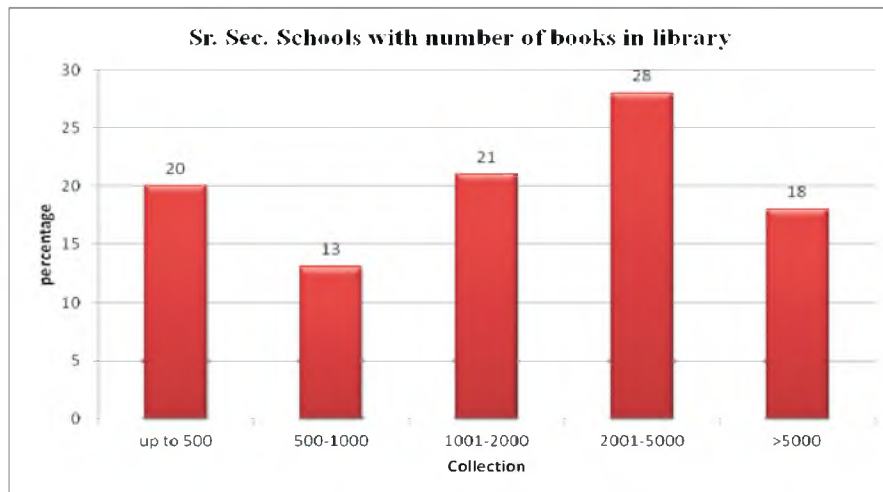


Figure 6: Senior Secondary Schools with Number of Books in Library

Majority of senior secondary school libraries i.e. 28% have a collection in between 2001-5000 books. 20% libraries have up to 500 books, 18% libraries have more than 5000 books.

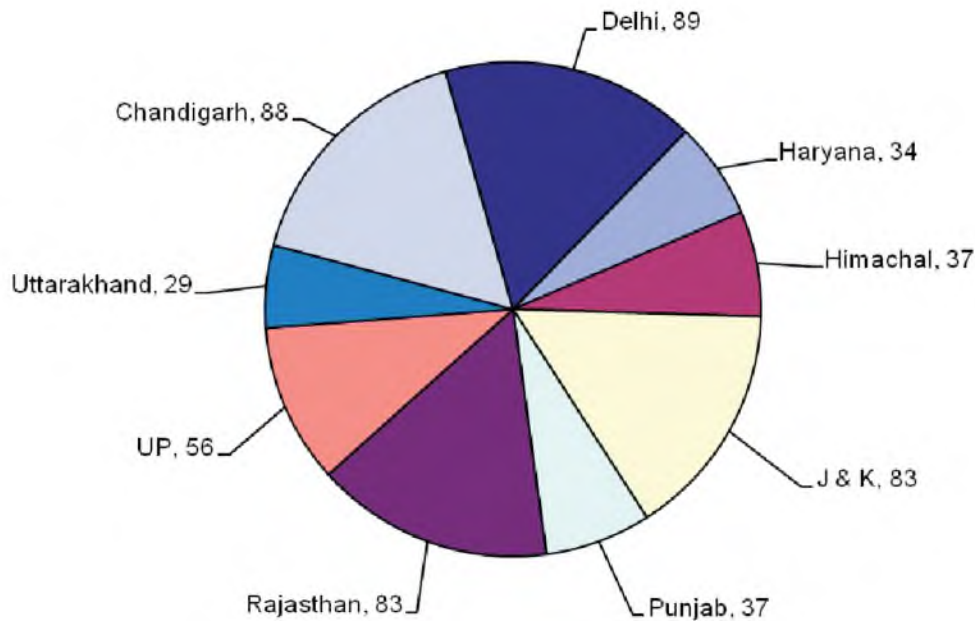


Figure 7: Senior Secondary Schools having Librarians

Delhi and Chandigarh have the highest percentage of librarians in their Senior Secondary Schools libraries. Only 29% of Senior Secondary school libraries of Uttarakhand are being managed by librarians. Out of 15358 Senior Secondary school libraries, merely 8871 librarians are there of which 5892 are only full time trained librarians. The charts show that there is a great shortage of trained librarians in school libraries. If we take account of those Secondary and Senior Secondary schools that have libraries, following is the requirement of full time trained librarians in the northern region.

Secondary School Library (16414-3400)	=13014
Senior Secondary School Library (15358-58920)	=9466
Total requirement of full time trained librarians	=22480

Present Scenario of Library Automation in India

The existence of library system in India is as old as the country itself and the libraries in India have a long history, starting with the chained and closed access libraries of earlier times to the present day hybrid, digital and virtual libraries that use the latest technology for provision of information through various services (Mahajan, 2005). Although, there is no official source for the exact number of libraries in India, below table shows the sector wise number of libraries in India.

Table 3: Number of Libraries in India (Kaul, 2005)

Library type	Number
Educational Libraries	54845
Science & Technology Libraries	1200
Social Science Libraries	450
Government Libraries	800
Humanities Libraries	500
Academic Libraries	
- School Libraries	109391 (NCERT 2005)
- College Libraries	8000/13150(Das and Lal, 2005)
- University Libraries	233/273(Das and Lal, 2005)
- Deemed Universities	37
- Open Universities	7
Private / Industrial Libraries	5000
National Libraries	7

As far as the current status of computerization in the Indian libraries is concerned, a study done by S. Majumdar (2005) for government libraries indicate that 50% libraries do not have computers and those who have these are not using such facility for library automation. In this context, educational libraries are even in worse conditions where hardly some computerizations have been done. As rightly mentioned by Bhattacharjee, “The national communication infrastructure for modernization of educational libraries (in India) is missing. This needs to be introduced. Educational libraries with stray exception here and there have so far has no access to computer facilities and therefore, neither the library staff working in educational libraries (in India) are familiar with the computer application, nor are the users able to have access to such facilities... (Bhattacharjee 2002).”

In India, now a day's various Digital Libraries projects are in existence which can be searched from the web site of “Digital Library of India” (<http://www.dli.ernet.in/>). Many of these projects have been started in isolation and not connected and integrated with the online catalogs of the resources being digitized. The right and integrated approach for the overall development of the libraries in India must have been in the following manner:

- Automation of the house keeping operations, catalogs and the Library services
 - availability of Online Catalogs / National Union catalog (Bibliographic)
- Digitization of the copyrighted materials in the individual libraries in India
 - availability of Indian Digital Libraries (Full-Text)
- Subscription to the external Digital Libraries from Publishers/Vendors
 - e-Journals, e-Books, e-Databases, etc (Full – Text)
- Development of State/Regional/National “Digital Repositories” of the scholarly writings from the Indian scholars (Full – Text)
- Integration of all the above products for “single window access” by the people of India

NCERT Library System

The National Council of Educational Research and Training (NCERT) is an autonomous organization set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education. In addition to research, development, training, extension, publication and dissemination activities, the NCERT is an implementation agency for bilateral cultural exchange programmes with other countries in the field of school education. The major constituent Units of the NCERT which are located in different regions of the country are:

- National Institute of Education (NIE), New Delhi
- Central Institute of Educational Technology (CIET), New Delhi
- Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal
- Regional Institute of Education (RIE), Aimer
- Regional Institute of Education (RIE), Bhopal
- Regional Institute of Education (RIE), Bhubaneswar
- Regional Institute of Education (RIE), Mysore
- North-East Regional Institute of Education (NE-RIE), Shillong

The NCERT library system consists of libraries at NIE, each of the RIE and the PSSCIVE with collections in the print as well as non-print media. In addition, the libraries at CIET have collections of educational programmes for teachers and students in the audio, video and 16mm film media. The library system boasts of a very large specialized collection specifically catering to the needs of persons engaged in the school education sector. The library system functions as a resource centre in the field of school education an

- Collects, organizes and disseminates primary, secondary and tertiary resources in school education.
- Supports academics, researchers and students through conventional reference and referral services.
- Facilitates in-service education of library personnel through training programmes, library manuals etc.
- Publishes bibliographies, accession lists, current contents, news clips, etc.

Clientele

The library system caters to the needs of faculty and researchers engaged in research and development work in school education from within and outside the NCERT, Teachers, Planners, Administrators in the field of education, students of pre-service and professional courses in education from DIET, Colleges of Education, Institutes of Advanced Studies and Universities, National and International delegations attending various courses or visiting NCERT etc. Various Institutions are using the ILL services.

Collection

The library at the NIE houses a large collection of books, journals, mimeographs, primary documents, newspaper and magazine clippings etc. in English, Hindi and Urdu. It also has a variety of curricula support materials from countries, both of the developing and the developed world. The collections at each of the Regional Institutes of Education are relatively smaller but similar in scope. In addition they also have collections in various languages of the regions, textbooks for the use of teachers and students of the pre-service courses and primary documents pertaining to the states of the region. The PSSCIVE has a specialized collection to cater to the needs of the curriculum developers and researchers in the field of vocational education. The NIE also houses Resource Centre for Pre-school Education, Peace Education and Education of Children with Special Needs, which caters to the specialized needs of these sectors. The CIET has a large collection of audio, video and film based programmes in the area of school education for teachers and students. Together, the libraries in the NCERT Library System, caters to a wide range of interests and needs within the area of school education and is eminently suited to develop into a National Resource Centre of Education. Around 5 Lakhs documents are there in the NCERT Library system.

Staffing and Training

Currently, all processes including acquisition, cataloguing, charging and reference services are automated. The professional staff at each of the libraries have adequate qualifications and requisite experience in handling these processes.

Services

All conventional services expected of a library are being met effectively. Services include building up basic collections and keeping it up to date, subscription of journals and serials control, basic collection maintenance, cataloguing and indexing, issue and return of books, separate reading rooms for periodicals and journals, a reference section and reference support services. Reprographic services (photocopying) are also offered at the book libraries. In addition the NCERT Libraries also bring out New Arrivals on Display, Book Alert, Current Abstracts, Current Contents, Newspaper Clippings, Book Review from time to time and the same is made available through all the libraries in the system.

Automation and Networking

The NIE library began the process of computerizing its database in April 1996 and completed the process by December 2008 by using the LibSys software. Similarly libraries of RIEs, PSSIVE and the Central Institute of Educational Technology are at various stages of completion. Networking of libraries for reference and referral services and expansion of user services has been taken up in right earnest.

Proposed Model

As the NCERT plays an important and catalytic role in promoting educational development and research in the country's school education sector, it is but logical that it plays the vital role of a Clearinghouse on education. The role of an information facilitator serves the following purposes:

- Supports research, development, training and extension activities not only within the NCERT

- but also at the SCERT, DIET, University, Institute and College of Education levels.
- Ensures smooth flow of information both ways, between all functionaries from the teacher at the grassroots' level to the government and international agencies at the policy and planning levels.
 - Catalyzes information collection, digitization and sharing functions at the state and district levels.

With this in view, the NCERT aims to network its libraries with other identified institutes across the country through a comprehensive web portal and develop this network into a National Resource Centre of Education. This would in turn facilitate networking of various institutions in the field of education at the international, national, state and district levels. The first step which needs to be taken in Indian context is the data entry of the collection housed in the libraries across the country so that a state / regional / national union catalogue of libraries can become available over web. However, keeping in view the large number of libraries associated with school education in India as well as the total collection housed in these libraries, it is not feasible to automate these libraries using the commercial software only. This is because of the high cost of such commercial software as well as cost of hardware / AMC, up-gradation, data entry, etc.

The National Informatics Centre (<http://home.nic.in>) have developed “*e-Granthalaya*” software for library automation and networking of the Indian Libraries. The software is being implemented at zero cost to the libraries under the e-Governance program of the NIC in India. The following image depicts the architecture of the web-based *e-Granthalaya* software:

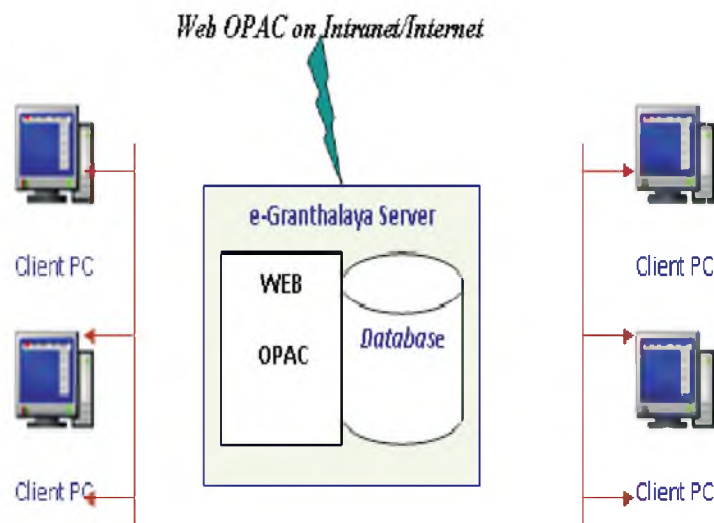


Figure 8: e-Granthalaya Architecture in Campus-wide/LAN based Environment
Source: <http://egranthalaya.nic.in/>

However, this kind of implementation of the software in individual libraries will not bring the national union catalogue at NRCE as “single window access”. For generating the regional/national union catalogue of all the educational libraries, first we need a web-based data entry modules for *e-Granthalaya* so that all the educational libraries in the next hierarchy under NCERT can update the central physical database exist in the respective SCERT Libraries. The central physical database in each SCERT will contain the bibliographic details of the documents along with the holdings information of all the educational libraries in the state. Thus, electronic catalogue of each state i.e. State Union catalogue (physical) will become available to the people of India. While later the Regional Union Catalogue and the National Union Catalogue (virtual) will become available universally by merging all the State/Regional Union Catalogues (physical) in real-time exist in each State/Region of India. The virtual merging of the Regional Union catalogue based on “Web Services” concept will be hosted in NIC central web server located in NIC Headquarters in New Delhi.

The Web Portal

Currently, the website of NCERT (<http://www.ncert.nic.in>) takes on the role of informing visitors about the various functions and activities of the NCERT and its constituents. In order to accommodate the needs of the National Resource Centre and the implied integrated services mooted in this proposal, the web site will become a more comprehensive one, functioning as the EDULINE portal. It will provide a secure zone, housing the NCERT library system's intranet. It will also provide an open access user entry into the National Resource Centre of Education. Integration of the Publication activity of NCERT with this portal is also possible. The present proposal increases the role of the current website many folds and also integrates some of the function of the libraries, the Publications Division, the Department of Computer Education and Technological Aid, and the CIET (for media content and support to the web activity).

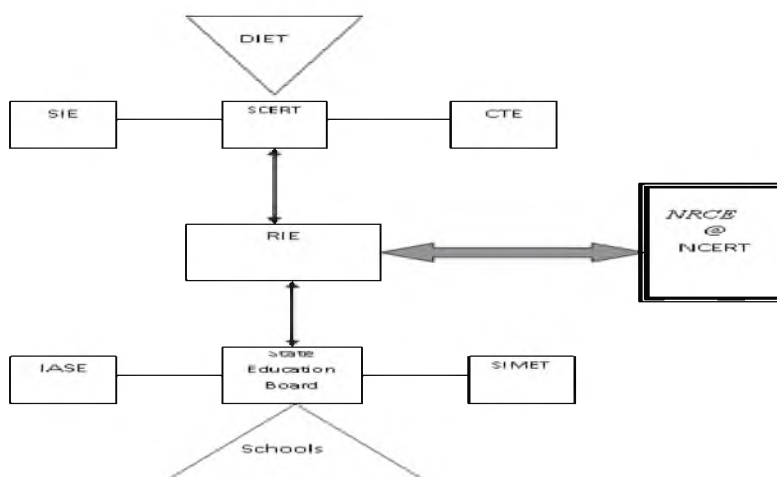


Figure 9: Model of Regional Central Physical Database

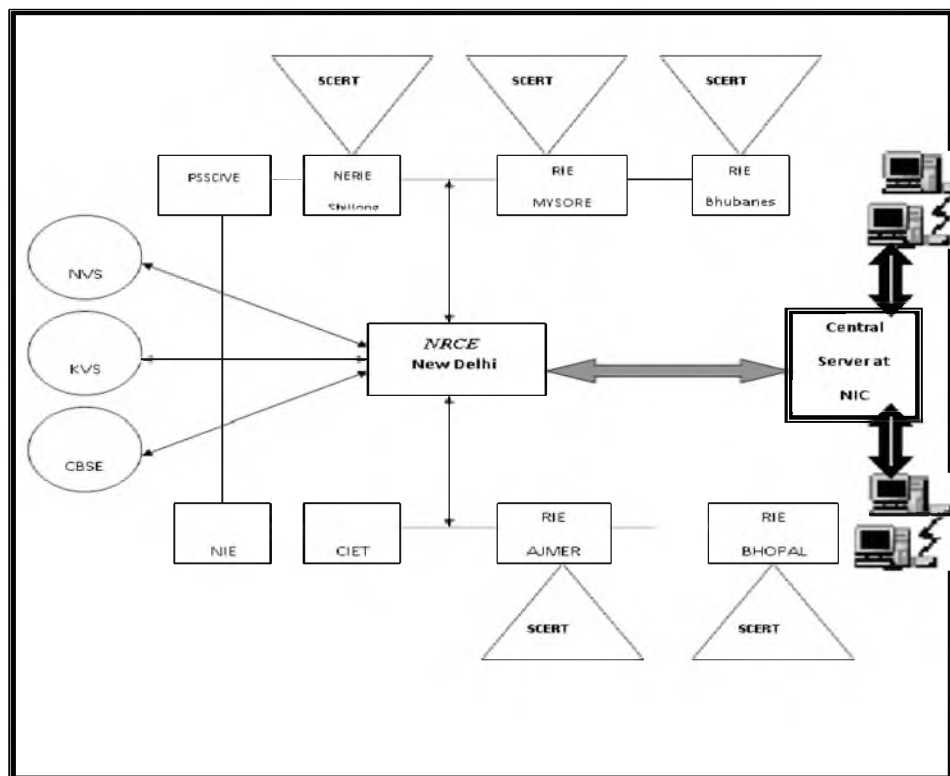


Figure 10: e-Granthalaya Web-based Architecture of National Union Catalogue

Web Hosting

Once the Regional Union Catalogue in all the RIEs and the National union catalogue at NRCE, NCERT in Delhi become available, these will be hosted in the NIC servers in New Delhi. The Regional level catalogue i.e. Regional Union Catalogue (Central Physical Database) will be hosted in the State SAN (Storage Area Network) server of NIC while the National Union Catalogue (Virtual database) will be hosted in the NIC Central Server at Headquarters. The National Union Catalogue will be accessed using the Z39.50 compliant user interface for “single window access” using metadata harvesting technology (Matoria and Upadhyay, 2002). In this case, the Regional Central Physical Database will become the 'data provider' while the central SAN server at NIC headquarters will be used as 'Service Provider' which will extract metadata from registered regional central physical databases exist in all the regional central libraries hosted at NIC state SAN server. Later in the last phase the “Service Provider” center will be able to extract/harvest the data not only from *e-Granthalaya* regional central physical databases but from other heterogeneous databases developed using other library automation software in India such as LibSys, etc.

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APPENDIX

Table 1: Secondary Schools

State/UT	Area	Total no of schools	Schools having library	No of schools having librarians				Schools with Number of books in library				
				Full Time		Part Time		up to 500	500-1000	1001-2000	2001-5000	>5000
				Trained	Untrained	Trained	Untrained					
Haryana	Rural	2548	2179	78	81	34	89	1085	499	414	166	15
	Urban	888	805	114	56	24	68	243	153	211	162	36
	Total	3436	2984	192	137	58	157	1328	652	625	328	51
Himachal	Rural	1167	1013	49	8	16	17	533	215	214	46	5
	Urban	153	144	34	3	8	12	61	27	30	18	8
	Total	1320	1157	83	11	24	29	594	242	244	64	13
J & K	Rural	1054	887	112	164	14	24	517	202	120	42	6
	Urban	449	421	96	94	18	36	181	87	84	57	12
	Total	1530	1308	208	258	32	60	698	289	204	99	18
Punjab	Rural	1758	1323	84	9	4	8	485	399	277	144	18
	Urban	472	407	131	30	9	17	88	57	87	129	46
	Total	2230	1730	215	39	13	25	573	456	364	273	64
Rajasthan	Rural	3862	3504	1443	176	42	107	995	675	758	1017	59
	Urban	1781	1566	470	215	76	151	733	293	259	215	66
	Total	5653	5070	1913	391	118	258	1728	968	1017	1232	125
UP	Rural	2823	1961	199	242	79	343	1172	331	273	163	22
	Urban	1657	1322	224	111	79	229	687	243	197	164	31
	Total	4480	3283	423	353	158	572	1859	574	470	327	53
Uttarakhand	Rural	645	276	18	7	3	14	184	47	21	18	6
	Urban	114	90	24	6	3	9	32	11	23	21	3
	Total	759	366	42	13	6	23	216	58	44	39	9
Chandigarh	Rural	13	12	1	0	0	0	1	2	2	5	2
	Urban	57	55	28	0	4	1	3	7	11	19	15
	Total	70	67	29	0	4	1	4	9	13	24	17
Delhi	Rural	43	42	18	0	2	0	3	4	9	22	4
	Urban	409	407	277	8	12	0	17	23	73	191	103
	Total	452	449	295	8	14	0	20	27	82	213	107

NATIONAL RESOURCE CENTRE OF EDUCATION PORTAL FOR SCHOOL
EDUCATION INFORMATION SYSTEM

Table 2: Senior Secondary Schools

State/UT	Area	Total no of schools	Schools having library	No of schools having librarians				Schools with Number of books in library				
				Full Time		Part Time		up to 500	500_1000	1001_2000	2001_5000	>5000
				Trained	Untrained	Trained	Untrained					
Haryana	Rural	898	810	86	17	6	26	278	168	185	136	43
	Urban	743	715	245	59	31	53	118	65	119	253	160
	Total	1641	1525	331	76	37	79	396	233	304	389	203
Himachal	Rural	643	595	142	5	2	19	165	60	135	171	64
	Urban	164	159	97	4	4	3	37	11	29	39	43
	Total	807	754	239	9	6	22	202	71	164	210	107
J & K	Rural	207	199	95	46	2	4	66	32	46	40	15
	Urban	179	178	118	41	3	5	25	29	26	59	39
	Total	386	377	213	87	5	9	91	61	72	99	54
Punjab	Rural	1178	1057	224	18	1	5	244	200	279	266	68
	Urban	571	529	294	28	7	15	54	45	69	179	182
	Total	1749	1586	518	46	8	20	298	245	348	445	250
Rajasthan	Rural	1654	1597	1177	41	9	16	158	87	221	653	478
	Urban	1276	1222	909	71	56	55	180	127	204	328	383
	Total	2930	2819	2086	112	65	71	338	214	425	981	861
UP	Rural	3881	3377	573	692	133	417	961	543	720	852	301
	Urban	3111	2805	701	492	131	350	621	394	557	722	511
	Total	6992	6182	1274	1184	264	767	1582	937	1277	1574	812
Uttarakhand	Rural	761	615	46	45	4	12	208	132	143	101	31
	Urban	307	278	118	26	5	3	21	33	72	94	58
	Total	1068	893	164	71	9	15	229	165	215	195	89
Chandigarh	Rural	4	4	3	0	0	0	0	0	0	2	2
	Urban	52	52	46	0	0	0	2	1	1	15	33
	Total	56	56	49	0	0	0	2	1	1	17	35
Delhi	Rural	74	74	44	0	0	1	1	2	16	29	26
	Urban	1097	1092	974	4	10	2	7	56	330	313	386
	Total	1171	1166	1018	4	10	3	8	58	346	342	412