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Raising the Library Man-power.

(Library organisation. 7).

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Discusses the responsibilities, levels of training, and selection for training of library professionals in the categories of leaders, senior professionals, junior professionals, and semi-professionals. Gives details of admission requirements and syllabus for the training courses for the different categories. Mentions the special factors in the training of a documentalist. Points out the defects and difficulties in the existing training programmes. Estimates the number of persons, to be trained in the next twenty years to be about 245,000.

1 Introduction

In the last five decades the concept of library work and service has been slowly but steadily changing. Following the society's needs from time to time, the library has been pursuing newer goals. Successively the library became an agency for harnessing leisure for fruitful purposes; a potential instrument for universal education; an agency for self education; a medium for fostering national integration and for making democracy safer and stabler. Beyond these local and national purposes, its potentiality for promoting cultural contacts, mutual understanding, and amity among nations is now being realised. Above all, it has become an essential supporting agency for the conservation of the research, production, and managerial potential of the world. Often some or all of these goals have to be simultaneously pursued in one and the same library.

2 Factors for Consideration in Raising Library Man-power

21 LIBRARY SCIENCE: AN ADVANCED DISCIPLINE

Viewed against the changed picture of library service, the training of the librarian becomes an important factor for con-

sideration in planning the library system of the country. For, library science has now developed into a distinct specialized discipline with its own fundamental laws, theory and techniques. Mastery of the theory and the techniques requires an intellectual calibre equal to that necessary in a top-class scholar in any other discipline. The preparation to master the theory and the techniques requires as much time as that needed to be proficient in any other discipline.

22 CATEGORIES OF PERSONNEL

The categories of personnel needed to run the libraries and to do research and teaching work in the field are:

- 1 Professional staff;
- 2 Clerical staff;
- 3 Artisans such as binders, and drivers for librachines; and
- 4 Unskilled staff such as peon, watchman, sweeper and gardener.

The training of the personnel in categories 2 to 4 does not enter our discussion here. For, they do not require any specialised training in library science. In-service training for a few months will fit them for library work. We shall, therefore, be concerned with the training of the professional staff only.

221 CATEGORIES OF PROFESSIONAL STAFF

After considerable deliberation the University Grants Commission has agreed to group the library professional staff into the following categories according to the responsibilities and the capability needed for their discharge:

- 1 Leaders of the profession;
- 2 Senior professionals;
- 3 Junior professionals; and
- 4 Semi-professionals.

This is also a convenient grouping of the personnel of the Public Libraries.

23 LEADERS OF THE PROFESSION**231 RESPONSIBILITY**

This top group would consist of those that are to take charge of the top positions in the central libraries of the country, the Constituent States, the districts, and the bigger cities, the university libraries, and the larger specialist libraries. The teachers of the library schools of the country would also be drawn from this group.

232 INITIAL QUALIFICATION

Persons to be trained for these top positions must be drawn from among the best of the young men in the country. They should have a good academic record, powerful intellect, an analytical mind, and an organised personality. They should have the capacity for creative thought, hard work, and for management and leadership. For the top men in public library service, managerial ability would be particularly important. In the case of the academic and specialist libraries, besides managerial ability, capacity for creative work should be emphasized upon. The selection of the candidates for training should be through the Public Service Commission.

233 LEVEL OF PROFESSIONAL TRAINING

After securing at least a second class M Lib Sc degree, they should take up research in library science for two to three years to obtain a Doctorate in Library Science or its equivalent. Those to be selected as teachers of Library Science should also receive adequate training in teaching methods. Such a course should necessarily include psychology and special techniques of teaching the different branches of library science.

24 SENIOR PROFESSIONAL**241 RESPONSIBILITY**

This second line of professionals will head the sections in the central libraries of the States, districts, and bigger cities, and

of the university libraries, and will be chief librarians of the colleges, small cities, and medium sized specialist libraries.

242 INITIAL QUALIFICATION

Persons to be trained as Senior Professionals should be drawn from able young men with good academic record, powerful intellect, and capacity for initiative and hard work. The selection of the candidates for training should be through the Public Service Commission.

243 LEVEL OF PROFESSIONAL TRAINING

A senior professional should possess at least a second class M Lib Sc.

Some persons from this group may attain higher levels of ability and leadership to be suitable for recruitment for research work and a doctorate or its equivalent. Thereafter, they can be taken into the group of Leaders.

25 JUNIOR PROFESSIONAL

251 RESPONSIBILITY

The Junior Professional will be concerned with the routine professional work in all types of libraries.

252 INITIAL QUALIFICATION

Persons to be trained as Junior Professionals should be drawn from among young graduates with a good academic record and intelligence, and with capacity for adapting themselves to changes in the method of work that may be introduced into the library procedure from time to time.

253 LEVEL OF TRAINING

They should undergo a full year's course and six months of apprenticeship, leading to the B Lib Sc.

26 SEMI-PROFESSIONAL**261 RESPONSIBILITY**

The Semi-professional will be needed for the village library service and in the school libraries. They will also be needed for the juniormost positions, to carry out repetitive work. in all the bigger libraries.

262 INITIAL QUALIFICATION

Persons for training as Semi-professionals should have at least completed the School Final, obtaining not less than fifty per cent of marks. They should be intelligent and hard working.

263 LEVEL OF TRAINING

A short-term Certificate in Library Science, of about three months and an apprenticeship for six months. will equip them with the knowledge and skill to carry out the repetitive and lower level routine work in the library.

3 Scope of Training and Syllabus

In the Table in P. 366 the minimum qualification for admission, the awards, and course content for the different levels of library training are summarized.

32 ANNOTATION**321 UGC RECOMMENDATIONS**

The admission requirements, the kind of training to be given to the different levels of professional personnel, and the physical apparatus necessary in the Schools for Library Science, have all been laid down by the University Grants Commission and its Review Committee.

The major areas for research in library science have also been marked out.

322 APPRENTICESHIP AND EXPERIENCE

For those taking up the M Lib Sc course at least a year of intensive experience in all the divisions of a good library, after

31 DETAILS OF ADMISSION REQUIREMENTS, AND SYLLABUS

Particulars	Leader		Professional		Semi-skilled
	Senior	Junior	Senior	Junior	
Award	M Lib Sc	B Lib Sc	Cert Lib Sc
Minimum basic qualification	B Lib Sc, Second Class 1 year	Primary Bachelor's degree, Second Class 1 year after Basic degree 6 months	School Final (50% average marks)
Period of formal training	-	-	2-3 years research		3 months
Apprenticeship/Experience	-	-			3 months
Course content	-	-	1 year after B Lib Sc		
Universe of knowledge : Its development and structure	+	-	-
Classification			
Elementary	-	+	Rudiments
Advanced	+	-	-
Design of classification	+	-	-
Practice			
Elementary	-	+	+
Advanced	+	-	-
Cataloguing	+	+	+
Elementary	-	+	+
Advanced	+	+	Elementary
Practice	+	+	Routines only
Organisation	+	+	-
Administration	+	+	-
Physical bibliography	+	+	-
Document bibliography and Book selection	-	+	-
Reference Service	+	+	-
Documentation	+	+	-
Methods of research	+	-	-

the B Lib Sc, is of value to get the best advantage from the advanced course in the second year.

Those to be admitted to the B Lib Sc course should have at least a six-months of apprenticeship in a good library.

For those taking up the Certificate Course intensive apprenticeship for three months before admission to the course and for three months after the course in a good library is essential.

323 TRAINING IN DOCUMENTATION

3231 Special Course

Specialisation in Documentation may be possible at the M Lib Sc level. The subject may be offered as an elective or optional subject in the course.

To meet the growing demand for documentalists in libraries of research laboratories and in the industries, independent training centres for specialization in documentation may be established. A centre of this kind is the Documentation Research and Training Centre (DRTC), in Bangalore. The DRTC, established in 1962, is sponsored by the Indian Statistical Institute, Calcutta. The Indian National Scientific Documentation Centre (INSDOC), New Delhi, has started a one-year course in Documentation in August 1964.

3232 Sources of Selection

For such specialized courses in documentation, there are two sources for recruitment of candidates:

- 1 Young men having a primary Master's Degree in a subject and preferably with some experience in specialist library work; and

- 2 Young men having a B Lib Sc or its equivalent qualification and preferably with experience in specialist library work.

3233 Special Emphasis

The entire course being oriented to specialisation in documentation work and service, there will be greater emphasis on advanced training in certain of the subjects such as classification including design and evaluation of classification schemes, bibliographical service, universe of knowledge: its development and structure, organization and administration of research and technical library systems, advanced indexing and retrieval methods including the use of machinery for the purpose, organization of translation services, etc.

3234 Orientation and Field Work

The documentalist being primarily concerned with the organization of micro-thought in specialised subject areas for the purpose of efficient retrieval, a higher qualification in the specialised subject is an advantage. In taking the courses for the primary Master's Degree the candidate would have had opportunity for systematic thinking. An aptitude for research and intensive work would have also been developed. These factors are of importance in undergoing the specialised training in documentation. However, an intensive orientation for about two to three months in systematic and analytical thinking with instances from the field of library work and service, has been found to be of considerable value. Particularly for those who have no previous experience in libraries, such an orientation helps to attune themselves to advanced training in the various phases of library work and service. During and after the formal course, opportunity for field work in good specialist libraries should be provided.

3235 Dissertation

The completion of a dissertation such as the preparation of a Classified Documentation list and the development of the necessary Depth Classification schedule for the purpose is again of considerable value in giving the trainee the necessary focus and experience in documentation techniques. This experience is taken to a higher level and cultivated in the preparation of a

Trend Report on a subject with which the trainee will be concerned in his organization.

4 Present Problems

41 SUPPLY AND DEMAND

The number of institutions conducting courses in library science has considerably increased in recent years. While it may not be easy to estimate the actual demand for librarians from year to year, it is necessary to avoid the danger of unemployment in the profession. In other words, it is necessary to relate the intake of students to the potential demand for them in libraries.

42 TEACHER-PUPIL RATIO

At present some of the Schools for Library Science are admitting a larger number of candidates than is desirable according to the teacher-pupil ratio. In a professional specialised course, close contact between the teacher and each of the trainees is essential. This is almost impossible under the existing conditions in some of the institutions. The widely prevalent part-time teaching blesseth neither the teacher nor the taught.

43 ADMISSION REQUIREMENTS

431 PREFERENCE TO WORKING LIBRARIANS

Many of the existing schools give preference to working librarians in the matter of admission. This may be desirable from the point of view of employment. But there is the danger inherent in the practice that candidates with inadequate academic merits may get into the profession and thereby may bring down the standard of work. This should be guarded against by insisting on the minimum qualifications for admission and on the choice of trainees from the younger age group of not over twenty-five years.

432 SELECTION

Three decades ago, when library work was equated to that of a store keeper or custodian, there was a pioneering spirit in

the few working librarians that received training in Library Science. Thanks to these pioneers the concept of library work and service has changed and gone up to a higher level so that the library profession enjoys a much higher status in society than it had three decades ago. In recent years the salary levels of librarians has been generally raised. This has attracted many young men to the field. This is a healthy and encouraging trend. But the kind of spirit that induced the pioneers to devote themselves heart and soul to the subject cannot be expected in all the young men that take to the profession to-day. While standards of training and admission requirements have been laid down, sufficient attention is not being given to the selection of the candidates for training. There are cases such as that of a University School of Library Science admitting a person working as a telephone operator during nights. He was given a Diploma of the University. But he later confessed that he learned hardly anything while in the school!

There appears to be prevalent in some quarters even today the wrong belief that persons not eligible for post-graduate training in other fields are good enough for training in Library Science. In Sec 11 it has been pointed that library science is now an advanced discipline requiring high capabilities in the pursuant. Therefore there is no reason why all the rigorous tests administered to candidates seeking admission to other professional and post-graduate studies should not be applied to those seeking admission to Library Science courses.

44 DEARTH OF QUALIFIED TEACHERS

There is a dearth of qualified teachers of Library Science. Some Schools for Library Science are managing with Part-time teachers. This is not conducive to close contact between the teacher and the pupils. Consequently there has been a lowering of standards of teaching. The products of such a training cannot always be expected to be of the type capable of achieving the goals of the library mentioned in Sec 0. The creation of teachers of Library Science of a high calibre should, in fact, have preceded the starting of institutions for training in Library Science.

45 NEED FOR EMPHASIS ON RESEARCH

Even at the post-graduate level, there appears to be little emphasis on or effort at research in Library Science. This is an unhealthy trend. Developing the capacity to sense the problems, the capacity to systematically think out and investigate the problems, and the urge to keep up with the developments in the subject, should develop during the training period. Otherwise Library Science will never be able to keep up with the developments in the universe of knowledge. The library profession will not be able to deliver the goods expected of it.

Provision of the incentive for research depends to a considerable extent on the facility for and efforts at doing research by the teachers themselves. In some of the schools for Library Science the existing conditions are not particularly conducive to research on the part of the teaching staff. Firstly, university schools for Library Science, mainly meant for the training of the professionals, are in some instances burdened with the running of the short-term Certificate course as well. Secondly, while in a university, the university librarian and the Department of Library Science should work in close collaboration, the university librarian need not be over-burdened with the responsibility of running the Department. There should be a separate Professor given this responsibility.

46 APPRENTICESHIP

It is only in one or two schools of Library Science that a pre-course apprenticeship for three to six months before taking the formal course in B Lib Sc is insisted upon. Experience shows that such an apprenticeship helps a trainee, from the very beginning, to relate what he learns in the course to the practical day-to-day work in the library. In its absence, it takes three or four months for the student to grasp properly the practical significance of the contents of the formal course.

461 PRACTICAL DIFFICULTIES

However, there are certain practical difficulties in insisting on this requirement. For, there are very few libraries especially

in areas where new schools for Library Science have been started, which can be taken as models for the apprenticeship work and field studies.

47 EQUATING QUALIFICATIONS

Treating the varying types of training and qualifications in the subject as equivalent to one another is another unhappy situation which sometimes fools even a careful and well-meaning employer. Adoption of a standard syllabus for the different levels of training and ensuring adequate standards of teaching are necessary.

48 OVERALL EFFECT

The overall effect of the sudden increase in the number of libraries and consequently of the library training centres to meet the personnel requirements of this expansion, is rather foreboding. Unless the professionals and those in authority take steps to check this wrong trend, society will lose faith in the capabilities of the library profession. A consequence of this would be the lowering of the status of the profession once again

5 Professional Man-power Required

51 QUALIFICATIONS

The categories of library professionals is given in the Table in Sec 3 of Paper S in this issue. The minimum qualifications for each of the categories of professionals is taken to be as follows:

SN	Category	Minimum qualifications
1	Class A	Ph D or M Lib Sc and Masters degree in some other subject.
2	Class B	do.
3	Class C	do.
4	Class D	M Lib Sc (Second Class) or B Lib Sc (Second Class) and a Masters degree in some other subject.
5	Class E	do.
6	Class F	B Lib Sc (Second Class)
7	Class G	Certificate in Library Science

52 NUMBER OF PERSONS IN EACH CATEGORY

The number of professionals of each of the categories for each of the different types of libraries is given in the following Table:

SN	Category	Number of professionals of category							Total	
		A	B	C	D	E	F	G		
1	Librachine						3	3	3.3	
2	Branch Library						5	2	5.2	
3	City Central Library									
3A	A					1	11	1	13	
3B	B					1	17	1	19	
3C	C					1	21	1	23	
3D	D				1	1	23	2	27	
3E	E				1	1	28	2	32	
4	Rural Central Library				1	1	6	2	10	
5	State Central Library			1	2	9	56	20	88	
6	National Central Library	..	1	2	4	147	147	101	120	522

53 TOTAL PERSONNEL FOR THE PUBLIC LIBRARY SYSTEM

Based on these data the total number of professionals required for service in the Public Library System envisaged in the Plan is given in Table 1 in Sec 71. The total number of professional staff works out to be approximately 87,000. Of this total, category F alone will account for 85,000. This figure includes 39,000 Travelling Librarians and 42,000 Branch Librarians.

54 PERSONNEL FOR EACH STATE

The professional staff in each of the categories for each of the different types of libraries in each of the Constituent States is given in Table 2 in Sec 72.

Uttar Pradesh will have the largest number of professionals (12,934) and Nagaland the least (190). This is due to the large number of Travelling Librarians for the Librachine service in Uttar Pradesh. Uttar Pradesh will have the largest number (80) of professionals of category E, and Delhi State the least, viz 1. Uttar Pradesh will also have the largest number in category D, and Delhi State the least, viz 1.

55 PERSONNEL FOR OTHER LIBRARY SYSTEMS

In the preceding sections we have taken into account only the personnel required for the public libraries. However, for estimating the number of professionals to be trained, the number required in other types of libraries—University, College, School, and Specialist libraries such as libraries in research laboratories, industries, and government departments—may also be taken into consideration. Although complete details are not available in respect of these libraries, a rough estimate is given in Table 1 in Sec 71.

6 Annotation

The Library Development Plan envisaged here should get into full steam in the next fifteen years, that is by 1980. We shall then require the full complement of professionals.

61 JUNIOR PROFESSIONALS

There are now 19 University Departments giving a course leading to either the Dip Lib Sc or the B Lib Sc. The University Grants Commission has recommended that all the Diploma courses be converted into B Lib Sc courses. The intake of trainees varies from 20 to 80 per course from university to university. The total number of candidates who obtain the Dip Lib Sc or B Lib Sc and thus qualify as professionals in the categories E and F is about 350 a year. Compared with the requirement of about 160,000 professionals in these categories, the annual output is very small. It is also estimated that there are now not more than 10,000 professional librarians in India. About 10,000

persons of the category F have to be produced each year for the next 15 years.

62 SENIOR PROFESSIONALS

At present there is provision only in the Delhi University for the M Lib Sc course. Our requirement of M Lib Sc, qualified persons when the Library Development Plan has been fully implemented, will be about 1,000. This means about 65 persons will have to qualify each year for the M Lib Sc. This implies that we should have the M Lib Sc course in about 10 universities.

63 LEADERS

Our ultimate requirement of leaders of the profession will be about one thousand. About fifty persons should be trained each year for the top group. This is best organized by having only one or two Central Training Institutions maintained by the Union Government for the purpose.

64 SEMI-PROFESSIONALS

Our requirement of semi-professionals at the end of the 15-year period will be about 80,000. The training of semi-professionals should be left to the State Library Associations and special schools such as that run by the Education Department of the Government of Mysore, and the Government Polytechnics. The University School for Library Science should not take up this training of semi-professionals. We should have about 5,400 semi-professionals qualifying each year. One school can train about 60 persons. For, three sessions of the Certificate Course can be conducted in a year in one school. Thus there should be about 90 such schools in the different States. States which have to train a larger number of semi-professionals will accordingly plan to have greater number of such centres for the Certificate Course.

71 TABLE 1. NUMBER OF PROFESSIONALS REQUIRED

SN	Type of Library	N of Units	N of Professionals of Category							Total	
			A	B	C	D	E	F	G		
1 Public Library System											
1	Librarianship	12,067	..	..	..	..	..	..	38,821	..	98,821
2	Branch Library	8,089	..	..	..	..	..	..	42,063	..	42,863
3	City Central Library	..	..	..	..	..	..	..	..	..	..
3A	A	76	..	..	..	..	..	76	866	76	948
3B	B	23	..	..	..	..	..	23	391	23	437
3C	C	6	..	..	..	..	..	6	124	6	136
3D	D	4	..	..	..	..	..	4	93	4	109
3E	E	3	..	..	..	..	..	3	83	3	95
4	Rural Central Library	315	..	..	..	..	..	315	1,890	630	3,150
5	State Central Library	16	..	..	..	..	..	16	899	320	1,411
TOTAL		..	1	2	16	354	571	85,230	1,069	1,189	87,170
6	National Central Library	..	..	..	4	147	147	101	120	52	572
TOTAL		..	1	2	20	501	718	85,331	1,189	1,189	87,692
2 Other Library Systems											
1 Academic											
..	University and Similar bodies	75	..	..	20	55	675	4,215	1,500	1,500	6,465
..	College	2,000	..	..	..	..	2,000	46,400	4,000	4,000	52,400
..	Secondary School	70,000	..	..	..	..	..	70,000	70,000	70,000	210,000
2	Specialist Library and Documentation Centre	300	5	5	15	100	200	24,000	3,000	3,000	27,625
TOTAL		..	6	7	55	656	3,593	159,946	79,689	79,689	244,182

72 TABLE 2. NUMBER OF PROFESSIONALS FOR EACH
CONSTITUENT STATE AND DELHI (EXCLUDING
PROFESSIONALS IN THE NCL)

Note.—

BL = Branch Library L = Librachine
CCL = City Central Library NCL = National Central Library
CCL A = City Central Library Class A RCL = Rural Central Library
CCL E = City Central Library Class E SCL = State Central Library

S N	Unit	N of Units	N of Professionals of Category							Total
			A	B	C	D	E	F	G	
0	INDIA ..				16	354	571	86,227	1,070	88,238
	1 Andhra Pradesh				1	23	40	7,143	72	7,279
1	L ..	776						2,561		
2	BL ..	821						4,269		
3A	CCL A ..	10					10	114	10	
3D	CCL D ..	1				1	1	23	2	
4	RCL ..	20				20	20	120	40	
5	SCL ..	1			1	2	9	56	20	
	2 Assam				1	13	22	2,160	44	2,246
1	L ..	507						1,673		
2	BL ..	66						342		
3A	CCL A ..	2					2	23	2	
4	RCL ..	11				11	11	66	22	
5	SCL ..	1			1	2	9	56	20	
	3 Bihar				1	19	35	8,719	63	8,837
1	L ..	1,485						4,901		
2	BL ..	682						3,546		
3A	CCL A ..	7					7	80	7	
3B	CCL B ..	2					2	34	2	
4	RCL ..	17				17	17	102	34	
5	SCL ..	1			1	2	9	56	20	

S N	Unit	N of Units	N of Professionals of Category							Total
			A	B	C	D	E	F	G	
4 Gujarat										
					1	20	32	3,974	62	4,089
1	L	642	..	..	..	..	..	1,525	..	
2	BL	423	..	..	..	..	..	2,200	..	
3A	CCL A	3	..	..	..	..	3	34	3	
3B	CCL B	2	..	..	..	..	2	34	3	
3D	CCL D	1	..	..	..	1	1	23	2	
4	RCL	17	..	..	..	17	17	102	34	
5	SCL	1	..	..	1	2	9	56	20	
5 Jammu and Kashmir										
					1	11	20	731	40	803
1	L	131	..	..	..	..	..	432	..	
2	BL	31	..	..	..	..	..	161	..	
3A	CCL A	1	..	..	..	..	1	11	1	
3B	CCL B	1	..	..	..	..	1	17	1	
4	RCL	9	..	..	..	9	9	54	18	
5	SCL	1	..	..	1	2	9	56	20	
6 Kerala										
					1	11	22	6,603	42	6,679
1	L	23	..	..	..	..	..	76	..	
2	BL	1,223	..	..	..	..	..	6,360	..	
3A	CCL A	2	..	..	..	..	2	23	2	
3B	CCL B	2	..	..	..	..	2	34	2	
4	RCL	9	..	..	..	9	9	54	18	
5	SCL	1	..	..	1	2	9	56	20	
7 Madhya Pradesh										
					1	45	60	6,368	114	6,588
1	L	1,326	..	..	..	..	..	4,376	..	
2	BL	302	..	..	..	..	..	1,570	..	
3A	CCL A	5	..	..	..	..	5	57	5	
3B	CCL B	3	..	..	..	..	3	51	3	
4	RCL	43	..	..	..	43	43	258	86	
5	SCL	1	..	..	1	2	9	56	20	

SN	Unit	N of Units	N of Professionals of Category							Total
			A	B	C	D	E	F	G	
	8 Madras	..	..	..	1	16	33	7,116	58	7,224
1	L	503	..	..	..	..	..	1,659	..	..
2	BL	994	..	..	..	..	..	5,169	..	..
3A	CCL A	7	..	..	..	..	7	80	7	..
3B	CCL B	3	..	..	..	..	3	51	3	..
3D	CCL D	1	..	..	..	1	1	23	2	..
4	RCL	13	..	..	..	13	13	78	26	..
5	SCL	1	..	..	1	2	9	56	20	..
	9 Maharashtra	..	..	..	1	29	48	7,766	86	7,930
1	L	864	..	..	..	..	..	2,851	..	..
2	BL	868	..	..	..	..	..	4,514	..	..
3A	CCL A	9	..	..	..	..	9	103	9	..
3B	CCL B	1	..	..	..	..	1	17	1	..
3C	CCL C	2	..	..	..	..	2	41	2	..
3E	CCL E	1	..	..	..	1	1	28	2	..
4	RCL	26	..	..	..	26	26	156	52	..
5	SCL	1	..	..	1	2	9	56	20	..
	10 Mysore	..	..	..	1	22	33	4,578	64	4,698
1	L	609	..	..	..	..	..	2,010	..	..
2	BL	445	..	..	..	..	..	2,324	..	..
3A	CCL A	3	..	..	..	..	3	34	3	..
3B	CCL B	1	..	..	..	..	1	17	1	..
3D	CCL D	1	..	..	..	1	1	23	2	..
4	RCL	19	..	..	..	19	19	114	38	..
5	SCL	1	..	..	1	2	9	56	20	..
	11 Nagaland	..	..	..	1	5	12	146	26	190
1	L	17	..	..	..	..	..	56	..	..
2	BL	13	..	..	..	..	..	16	..	..
4	RCL	3	..	..	..	3	3	18	6	..
5	SCL	1	..	..	1	2	9	56	20	..
	12 Orissa	1	15	23	3,471	47	3,557
1	L	871	2,874
2	BL	87	452
3A	CCL A	1	1	11	1	..
4	RCL	13	13	13	78	26	..
5	SCL	1	1	2	9	56	20	..

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U72

S N	Unit	N of Units	N of Professionals of Category							Total
			A	B	C	D	E	F	G	
13 Punjab										
		..	..	..	1	21	33	3,751	63	3,869
1	L	.. 516	..	..	..	..	..	1,703	..	
2	BL	.. 348	..	..	..	..	..	1,810	..	
3A	CCL A	.. 3	..	..	..	..	3	34	3	
3B	CCL B	.. 2	..	..	..	..	2	34	2	
4	RCL	.. 19	..	..	..	19	19	114	38	
5	SCL	.. 1	..	..	1	2	9	56	20	
14 Rajasthan										
		..	..	..	1	28	41	3,959	78	4,107
1	L	.. 667	..	..	..	..	..	2,201	..	
2	BL	.. 283	..	..	..	..	..	1,472	..	
3A	CCL A	.. 5	..	..	..	..	5	57	5	
3B	CCL B	.. 1	..	..	..	..	1	17	1	
4	RCL	.. 26	..	..	..	26	26	156	52	
5	SCL	.. 1	..	..	1	2	9	56	20	
15 Uttar Pradesh										
		..	..	..	1	56	80	12,652	145	12,934
1	L	.. 2,425	..	..	..	..	..	8,003	..	
2	BL	.. 774	..	..	..	..	..	4,025	..	
3A	CCL A	.. 10	..	..	..	..	10	114	10	
3B	CCL B	.. 4	..	..	..	..	4	68	4	
3C	CCL C	.. 3	..	..	..	..	3	62	3	
4	RCL	.. 54	..	..	..	54	54	324	108	
5	SCL	.. 1	..	..	1	2	9	56	20	
16 West Bengal										
		..	..	..	1	19	36	6,573	64	6,693
1	L	.. 885	..	..	..	..	..	2,910	..	
2	BL	.. 645	..	..	..	..	..	3,354	..	
3A	CCL A	.. 8	..	..	..	..	8	91	8	
3B	CCL B	.. 1	..	..	..	..	1	17	1	
3C	CCL C	.. 1	..	..	..	..	1	21	1	
3E	CCL E	.. 1	..	..	..	1	1	28	2	
4	RCL	.. 16	..	..	..	16	16	96	32	
5	SCL	.. 1	..	..	1	2	9	56	20	
17 Delhi										
		..	..	..	..	1	1	517	2	521
2	BL	.. 94	..	..	..	..	..	489	..	
3E	CCL E	.. 1	..	..	..	1	1	28	2	