



Third Party Inspection of UMEED

Second Quarter Report
Jan - Mar 2010

Submitted to

SAATH

Prepared by

DPC
Design & Planning Counsel Pvt. Ltd.
Advocating Appropriateness

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List of Abbreviations

CRS: Customer Relations and Sales
ITES: IT Enabled Services
BPO: Business Process Outsourcing
BSPA: Bed side Patient Attendant
CHW: Computer Hardware
DTP: Desktop Publishing
OA: Office Administration
SM: Service Management
HM: Hotel Management

EXECUTIVE SUMMARY

As per the MOU between Saath and Gujarat Urban Development Mission (GUDM), 'Design & Planning Counsel Pvt. Ltd. (DPC) has been retained as the third party inspection agency to conduct quarterly inspections of the UMEED program.

The objectives of the Third Party Inspection are:

1. Inspection of program implementation with respect to student enrolment, dropout, faculty, guest lectures and student placement.
2. Inspection of documentation and record keeping at the centers.
3. Inspection of the condition of infrastructure and facilities at the centres.

The Third Party Inspection includes survey as well as feedback from stakeholders. Survey data for this quarterly report covers 11 centres under the UMEED program and relates to the quarter from Jan-Mar 2010. The figures relating to student placements are as of 10th June 2010 except for course wise placement data which is as of 31st May 2010.

Surveys were carried out at three levels:

1. Program implementation which included enrolment and dropout numbers, teaching and quantum of guest lectures and student placement. The indicators used to assess the quality of program implementation included enrolment rate, dropout rate, placement rate, student/faculty ratio and adequacy of guest lectures.
2. Documents and records maintained at each centre which included administrative documents and course implementation documents.
3. Physical infrastructure covering:
 - Teaching and learning areas
 - Condition of classrooms
 - Location and accessibility.
 - Condition of teaching aids
 - Condition of toilets and drinking water facilities

Observations related to program implementation:

- A total of 987 students are enrolled across the 11 centres or an average of 95 students per centre.
- Female students represent 46 per cent of total enrolment.
- Students with a disability represent only 1.4 per cent of total student enrolments.
- Average dropout rate is 6.9 per cent.
- Average placement rate is 64.6 per cent.

Some key issues emerging as an outcome of the third party inspection are as under:

- A number of issues regarding program coordination and management need to be resolved to ensure its smooth running. These include making adequate infrastructure available to centres to run the courses, appointing required number of faculty members and reducing duplication when reporting to multiple agencies.
- Payment of salaries to the faculty has not been regular; therefore, the implementing agency has to either utilize its own funds to pay the faculty or delay payment of their salaries.
- Even though there is a demand for space requirement for running more courses in centres, this has been neglected by the ULB.
- 92 per cent of the students would like the training duration to be extended from three to six months. Also, 78 per cent of them are willing to pay an average fee up to Rs. 800/- for the extended training.
- Only people with good industry experience, background and knowledge should be called for guest lectures.
- The government should run a common web portal for UMEED that can be shared by all the centres for sharing placement opportunities, guest lectures etc. of the area.
- Delay in issuing of training certificates to students affects their placement and ultimately, motivation levels.
- The training should focus more on the communication skills especially in English and overall personality development of the student. Also, market-related skills which include not just computer training but also skills specific to the sector need to be further developed.

Section 1: INTRODUCTION

Design & Planning Counsel Pvt. Ltd. (DPC) carried out the second quarter (Jan-Mar 2010) survey as part of the Third Party Inspection (TPI) of the UMEED.

UMEED is an employability training program, which aims to provide unemployed youth from economically weak backgrounds, an opportunity to assimilate into the competitive job market. UMEED's mission is to create alternate livelihood opportunities for the vulnerable and lower income groups of society. The program is being implemented by Saath Charitable Trust, with support from the State Government of Gujarat under Gujarat Urban Development Mission (GUDM). The program is spread over 11 cities and 44 centers in Gujarat, of which 21 are in Ahmedabad.

1.1 Courses offered and Centre locations

The following courses are offered across the various centres surveyed - while the total number of courses offered remains the same as in the first quarter, Desktop Publishing and Office Administration have been replaced by Hospitality Management and Service Management:

1. CRS: Customer Relations and Sales
2. ITES: IT Enabled Services
3. BPO: Business Process Outsourcing
4. BSPA: Bed side Patient Attendant
5. CHW: Computer Hardware
6. Driving
7. HM: Hospitality Management
8. Electrical
9. SM: Service Management
10. Tally

1.2 Objectives of the Third Party Inspection

The objectives of the Third Party Inspection are:

1. Inspection of program implementation with respect to student enrolment, dropout, faculty, guest lectures and student placement.
2. Inspection of documentation and record keeping at the centers.
3. Inspection of the condition of infrastructure and facilities at the centres

1.3 Inspection Approach and Methodology

The second quarter survey was conducted with a random sample of 11 UMEED centres which roughly makes up about 25 per cent of total centres under the program. These centres are run by various implementing agencies, including Saath, across Ahmedabad, Kadi and Baroda. The placement figures relate to data as of 10th June 2010 except for course wise placement data which is as of 31st May 2010.

Table 1: Details of UMEED centres taken up for the second quarter survey

S.No.	Centre location	No. of courses	Total no. of faculty	Total no. of students enrolled	Implementation agency
Ahmedabad					
1	New Vadaj	2	2	126	Parivartan
2	Behrampura	6	6	142	Saath Charitable Trust
3	Jamalpur	4	4	115	Shilpi Foundation
4	Naroda	4	4	181	CITD
5	Bapunagar	4	4	88	Women Empower Corporation
6	Gomtipur	3	3	73	Parivartan
Kadi					
7	Kadi	2	2	73	Saath Charitable Trust
Baroda					
8	Sama	1	2	50	Shree Charitable Trust
9	Rajmahal road	1	3	30	Shree Charitable Trust
10	Fatehgunj	2	2	57	Janvikas Charitable Trust
11	Manjalpur	2	2	52	Janvikas Charitable Trust
	Total		34	987	

Similar to the approach adopted in the previous quarter's report, stakeholder feedback and suggestions were gathered from various program stakeholders including centre-coordinators, faculty, students, alumni and industry.

Surveys were carried out at three levels and across all eleven centres:

1. Program implementation which included enrolment and dropout numbers, teaching and quantum of guest lectures and student placement. The analysis was done across all ten courses and with respect to aspects of gender, caste and disability. The indicators used to assess the quality of program implementation included enrolment rate, dropout rate, placement rate, student/faculty ratio and adequacy of guest lectures. Student placement information which was collected through secondary sources from various centres was further verified with employers in a sample telephonic survey.
2. Documentation required as part of teaching, management and administrative procedures. This included verification of whether or not and to what extent, the administrative and course implementation documents were being maintained.
3. Physical verification of infrastructure facilities covering:
 - Teaching and learning areas
 - Condition of classrooms
 - Location and accessibility.
 - Condition of teaching aids

- Condition of toilets and drinking water facilities

1.4 Stakeholder feedback

The other important element of the TPI included gathering feedback and suggestions from a range of diverse stakeholders involved with the program. This was done to assimilate information on the strengths and weaknesses of the program as well as to identify ways in which UMEED could be made more effective. For purposes of the inspection, feedback was sought from the following through structured questioning.

Table 2: Stakeholder feedback sample

S.No.	Stakeholder feedback	Total number	No. interviewed across centres
1	Centre Coordinator	9	9
2	Faculty	34	24
3	Students	987	100
4	Alumni of UMEED program	NA	52
5	Industry	179	61

Teachers/facilitators

Course facilitators/teachers play a key role in program implementation, right from organizing road shows to ensuring placement of students. The questionnaire was designed to gather comprehensive feedback on the faculty and course delivery mechanism, teaching hours allotted and whether the induction program and classroom training had been carried out in accordance with the prescribed format. The enquiry also gathered views of faculty on the manner the B2Y module, work readiness module and placements have been conducted.

Centre coordinators

This set of questions focused on generating feedback from the centre coordinator regarding the type of courses run, need for new courses (arising out of market demand) and the way records were being maintained at the centre. The questionnaire also gathered views of the centre coordinator on the quality of teaching/teachers, monitoring of the B2Y program, placement methods and ways of making the UMEED program more effective.

Students

This feedback was an attempt to highlight the needs and opinions of the students as beneficiaries of the UMEED program. Areas of enquiry included students' perception of the location and accessibility of the centre, physical condition of the classrooms, toilets, drinking water facilities at the centre. Besides these, the survey also covered teacher-related issues like punctuality, communication skills and the manner in which a course was being taught, including the organizing of field visits and guest lectures.

Alumni

The alumni questionnaire schedule was prepared with the intention of soliciting responses, comments and critical views from ex-students on course delivery, faculty and course content with respect to industry demands so that the same could be incorporated for improving the content and marketability of the course. The enquiry also sought the alumni's opinion on placement methods adopted and lacunae in training faced by them during or after taking up employment in the industry.

Industry

The interface with industry was intended to provide primary employer feedback on the quality of skills being imparted to students under the UMEED program and their relevance to the industry. The schedule was designed to gather views of the employers on the quality of students, relevance of skills imparted to them and their ability to fulfill the market demand in the desired sector of work. It also collected information on the designations and salaries being offered to students and verified the actual placement numbers.

1.5 Approach of the report

Even though the components of enrolment, dropout, placement, physical infrastructure and documentation studied in this quarter remain the same as before, the approach adopted for writing this report is slightly different:

1. This report presents data analysis, observations and suggestions related to each of the components above in the same section to enable a more comprehensive understanding of the issues and how to go about addressing them.
2. Data on enrolment, dropout and placement has been analyzed by adopting a multi-variate analysis approach.
3. This report makes an effort to examine in greater detail, issues relating to program implementation and coordination over and above the minimum requirements of the TPI.

Section 2: SURVEY FINDINGS

This section analyses the implementation of the UMEED program with respect to student enrolment, student dropout, faculty availability, guest lectures and student placement.

2.1 Student Enrolment

The program has a total of 987 students enrolled across the 11 centres surveyed which translates to an average of about 90 students per centre. However, enrolment figures across centres vary significantly as can be seen from Table 1 with Naroda recording the highest and Rajmahal Road, the lowest student enrolment. Across courses, student enrolment is highest in ITES, with CHW, CRS and Tally being the other courses preferred by students. A number of courses like BPO, Electrical, HM and SM are only being offered in one centre while the ITES course is available across all 11 centres. Overall, female students represent 46 per cent of total enrolment across all centres while students with a disability account for 1.4 per cent of total student enrolments.

Centre	BPO	BSPA	CHW	CRS	Driving	Electrical	HM	ITES	SM	Tally	Grand Total
Bapunagar			23	31	12			22			88
Behrampur		26		25	21	17		28		25	142
Fatehgunj								30	27		57
Gomtipur				25			22	26			73
Jamalpur			25	31				31		28	115
Kadi								48		25	73
Manjalpur			26					26			52
Naroda		39	40					75		27	181
New Vadaj	48							78			126
Rajmahal Road								30			30
Sama								50			50
Grand Total	48	65	114	112	33	17	22	444	27	105	987

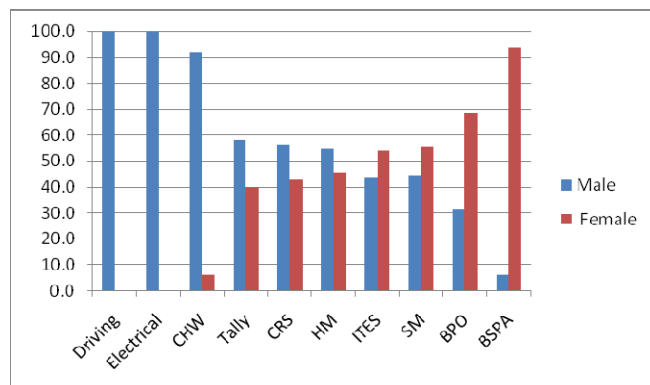
Enrolment is analyzed by looking at Enrolment rates or the number of students by gender or caste as a percentage to total students enrolled in the program.

Enrolment rate = $\frac{\text{(No. of students enrolled by gender or caste)} \times 100}{\text{Total students enrolled in the program}}$

Course performance w.r.t enrolment

The most popular course, ITES is preferred almost equally by males and females as can be seen from their enrolment rates in Figure 1. However, male students show a clear preference for CHW and Driving just as a higher percentage of females tend to opt for BSPA. CRS and Tally are the other courses preferred by males. Students with a disability show a marked preference for ITES, Tally and CHW.

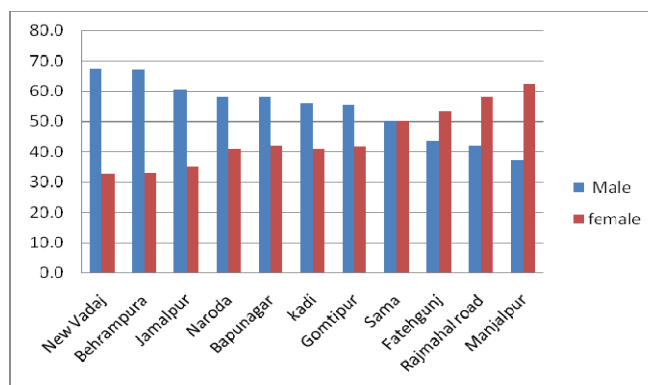
Figure 1: Enrolment rate across course



Centre performance w.r.t enrolment

In terms of student enrolment by gender across centres, Naroda and Manjalpur emerge as the centres with the highest female and male enrolment rate respectively as seen from figure 2. Besides, high female enrolment is also seen in New Wadaj centre while Gomtipur shows significant enrolment of male students.

Figure 2: Enrolment rate across centre



Main observations

- A total of 987 students are enrolled across the 11 centres or an average of 90 students per centre.
- Female students represent 46 per cent of total enrolment.
- Students with a disability represent 1.4 per cent of total student enrolments.
- The ITES course leads in terms of student enrolment numbers, followed by CHW, CRS and Tally.

2.2 Student dropout

Student dropouts have been analyzed by calculating the Dropout rate or total dropouts as a percentage of total student enrolments.

Therefore,

$$\text{Dropout rate} = \frac{(\text{No. of student dropouts}) * 100}{\text{Total students enrolled in the program}}$$

The overall average dropout rate is 6.9 per cent is not significant. Course-wise, most students drop out of the Tally course and the least (nil) out of HM and BPO courses.

Centre	BPO	BSPA	CHW	CRS	Driving	Electrical	HM	ITES	SM	Tally	Total drop out rate
Bapunagar	-		0.0	3.2	0.0			0.0			1.1
Behrampur		3.8		12.0	4.8	17.6		3.6		20.0	9.9
Fatehgunj								0.0	3.7		1.8
Gomtipur				0.0			0.0	0.0			0.0
Jamalpur			20.0	6.5				6.5		10.7	10.4
Kadi								4.2		8.0	5.5
Manjalpur			0.0					0.0			0.0
Naroda		7.7	5.0					6.7		70.4	16.0
New Vadaj	0.0							0.0			0.0
Rajmahal Road								10.0			10.0
Sama								8.0			8.0
Total dropout rate	0.0	6.2	6.1	5.4	3.0	17.6	0.0	3.8	3.7	27.6	Average rate= 6.9

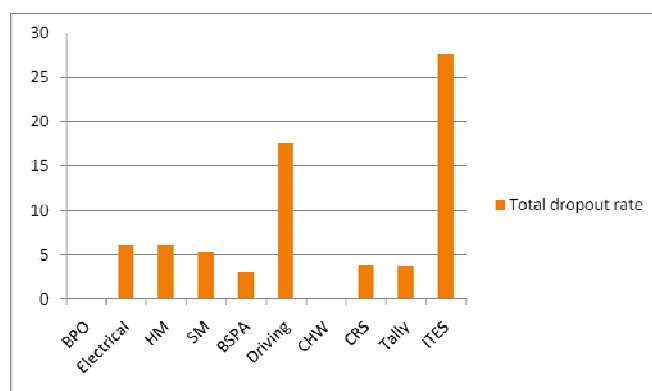
Course performance w.r.t dropout

BPO, Electrical and HM courses show nil dropouts for BSPA, CHW, Driving and SM are the other courses where student dropouts are low (refer Fig. 3).

Main observations

- Average dropout rate is 6.9 per cent.
- Highest drop outs are seen in the Tally course but no dropouts have been recorded for the HM and BPO courses.
- Personal issues remain the most common reason for student dropout, especially among female students who cite marriage and inability to work after the course due to family pressures as the main reasons for dropping out.

Figure 3: Dropout rate across course

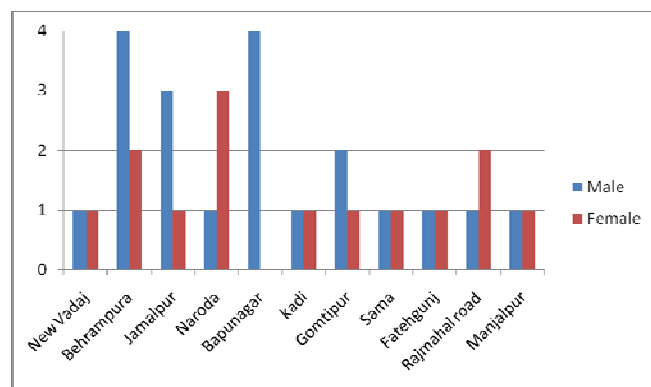


- Other factors for not being able to cope include an on-going job/studies as well as distance from home to the centre.

2.3 Faculty

The overall faculty to student ratio across the 11 centres surveyed has been found to be 1:32 which is good with respect to the GUDM guidelines. Males account for 60 percent of the total faculty appointed in the program. The gender distribution in faculty can be seen across centres in Fig.4.

Figure 4: Proportion of available female and male faculty across centres



Suggestions by stakeholders

- Salary disbursement of faculty should happen on time as this is becoming a major reason for dis-satisfaction across centres. This concern has been raised equally by faculty and centre coordinators who feel that in absence of timely payment of salary, faculty members are losing their motivation to continue with the program, and have started to look at alternative employment options. These developments have grave implications for the program since they have the potential to undo the effort and investment that has gone into grooming the faculty over the past so many years.
- Duplication in reporting to various monitoring agencies needs to be reduced to free up more faculty time for teaching and related responsibilities.
- Centres should proactively recruit more females to achieve gender parity in faculty.
- There should be scope for on-going training and learning for faculty by organizing refresher courses and trainings. English language is one area where improvement is necessary.

2.4 Guest lectures

A minimum requirement of two guest lectures per centre has been assumed as a benchmark while analyzing adequacy of guest lectures organized. By this measure, it emerges that a majority of centres have been able to organize the requisite minimum number of guest lectures. Figures 6 shows the number of guest lectures organized as a proportion of the required minimum guest lectures across centres.

The survey showed that in addition to course-specific lectures, a number of general lectures on 'life skills' had also been organized under the program. These covered a range of issues like HIV/AIDS, sociology, health and hygiene and personality development.

Centre performance w.r.t guest lectures

An analysis of guest lectures conducted across centres shows Fatehgunj, Manjalpur, New Wadaj and Gomtipur exceeding the minimum requirement for number of guest lectures while Sama, Kadi, Bapunagar and Naroda have been able to organize only 50 per cent or less of the required lectures (refer Fig. 5).

Main observations

- A majority of centres have been able to organize the requisite minimum number of guest lectures
- Besides course specific topics, general lectures also covered 'life skill' areas like HIV/AIDS, health and hygiene, sociology and personality development.

Suggestions by stakeholders

- The organization of guest lectures, especially by Saath's partner agencies needs to be taken more seriously.
- An effort should be made to call people with good industry experience, background and knowledge for lectures.

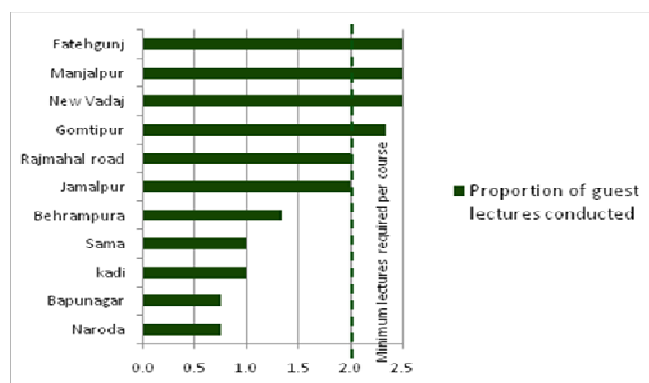
2.5 Student placement

Placement rate or number of students placed as a percentage of the students trained¹ has been used as an indicator to measure the success of placements made under SAATH's UMEED program. Overall placement rates have been found to be quite low during the current survey as compared to those in the centres covered in the first quarter. The reason for this is that in a majority of centres currently surveyed, student batches had just concluded their training and the placement process had not begun in right earnest.

$$\text{Placement rate} = \frac{(\text{No. of students placed}) \times 100}{\text{Total no. of students trained}}$$

While the overall average placement rate is 64.6 per cent, the placement rate for male at 38.6 per cent is better than the female placement rate of 26 per cent. Jamalpur registers the highest overall placement rate of 100 per cent and Kadi the lowest at 29 per cent.

Figure 5: Proportion of guest lectures conducted across centres



¹ Number of students trained is the total number of students enrolled minus the total number of dropouts.

Apart from Jamalpur, centres like Rajmahal Road, Sama and New Vadaj also show healthy student placement rates while Kadi and Bapunagar are centres where placement rates have been disappointing.

Centre performance w.r.t placement

In order to understand the placement performance across various centres, the proportion of placements made with respect to the number of days elapsed after batch completion was analyzed for each centre.

In this light, Rajmahal road emerges as the best centre as far as placement is concerned with 88.9 per cent of the placement made within sixty three days.

Other centres that have also done well on overall placements are Sama, Jamalpur and Manjalpur. While Kadi and Naroda trail the list with less than 50 per cent placement within ninety one and seventy five days respectively (Refer fig. 6).

The placement rate for differently abled students is around 21.4 per cent across the 6 centres where these students are enrolled.

The caste wise placement rate across centres shows that the placement rates for General, ST, SC and OBCs are almost equal with the highest placement rates found in the others (including minority) category (Refer fig. 7).

Main observations

- The overall average placement rate is 64.6.
- Jamalpur centre is most efficient in placement and Kadi is the worst with only 29 per cent placements.
- It is very important to place the student according to the subject he or she has studied to avoid a mis-match between training and placement. For example, a student of marketing or hotel management may not be able to perform well in IT jobs.

Centre	Total placement rate
Kadi	29.0
Bapunagar	39.1
Naroda	44.7
Gomtipur	49.3
Fatehgunj	60.7
Manjalpur	67.3
Behrampur	76.6
New Vadaj	81.7
Sama	84.8
Rajmahal road	88.9
Jamalpur	100.0
Average placement rate	64.5

Figure 6: Placement performance of centres as on 10th June 2010

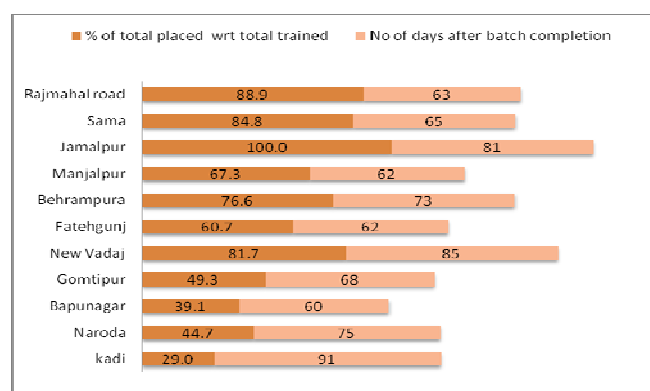
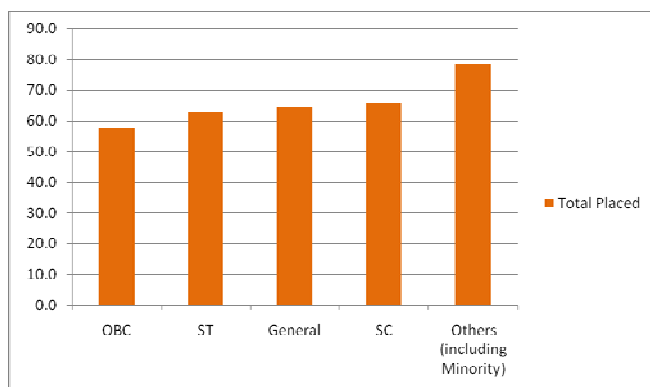


Figure 7: Caste wise placement rate across centres



- The program should set up a centralized HR function to interact with industry on a regular basis and provide feedback on its changing skill-set requirements.

Suggestions by stakeholders

- UMEED needs greater visibility in the industry; also students and faculty need to be provided identity cards which can confirm their identification and association with the program – this is especially important at the time of placement and interface with companies.
- Start-up finance and guidance is critical for students who want to go for self-employment. Entrepreneurship should be encouraged in the program and options should be explored for Saath and its partner agencies to provide micro-finance for such purpose.
- It would be helpful to arrange a regular meet between alumni and current students which can provide an opportunity for exchange of ideas and experience and orient current students on issues of work culture, communication, interpersonal skills etc.
- More effort needs to be given on improving industry contacts and research on placement opportunities in new and emerging sectors. Centres need to have better networking and tie-ups with industry, as well as information on current vacancies with prospective employers, including the government. This could be done by hosting 'Meets' with industry once every six months where skill sets needed by the industry and potential vacancies could be discussed. The program could also look at establishing its own centralized HR to be in touch with the industry for placing students.
- More on-the-job training of students is required as part of the course.
- The government should run a common portal for UMEED that can be shared by all the centres for sharing placement opportunities, guest lectures etc. of the area.
- The government should promote the program on a regular basis through various media.
- The government should also provide validity to the training certificates in the Employment Exchange to improve placement prospects of students.

2.6 Documentation and Record-keeping

For the purpose of reporting on the UMEED program, Saath's head office and GUDM have prescribed a set of documents and records that each centre needs to maintain. These can broadly be divided into two categories –

- Administrative documents
- Course implementation documents.

The centre faculty has the ultimate responsibility of maintaining all the above reports and documents and forwards them to Saath's head office. As part of the inspection, physical verification of both sets of documents at each centre was carried out.

2.6.1 Administrative documents

The following administrative documents and reports have to be maintained by each UMEED centre:

- **Enrolment and registration forms:** student data for admission related forms.
- **Time table:** schedule of subjects and time allotted for classes.
- **Inception report:** consists of the socio-economic record of the student enrolled for the course.
- **Staff and students' attendance registers.**
- **Visitor book:** Record of important personnel visiting the centre.
- **Guest Book:** Record of professionals from industry being invited for guest lectures.

Table 6: Percentage of centres maintaining administrative documents		
S.No	Administrative documents at the centre	% of centres maintaining the documents
1	Enrolment forms	100
2	Registration forms	100
3	Staff Attendance register	100
4	Student Attendance register	100
5	Time table	90.9
6	Inception report	90.9
7	Visitors book	81.8
8	Guest lecture book	45.5

An inspection of administrative documents across centres showed that centres like Behrampur, Gomtipur and New Vadaj had 100 per cent updated records, whereas centres like Fatehgunj, Rajmahal Road and Manjalpur had 90 per cent of the records being maintained. The centres at Jamalpur and Naroda were maintaining only 55 percent of the records, the reason for which could be the fact that they were new centres just completing their first batch, and therefore lacked the necessary orientation to the formats of records that needed to be maintained. All the centres had well maintained and updated records of registration forms, student enrolment forms, staff attendance registers and student attendance registers. It was found that less than 50 percent of the centres surveyed had been maintaining the guest lecture book which keeps record and contacts of industry personnel. Also, the inception report was maintained in 91 per cent of the centres surveyed.

A majority of faculty and center co-coordinators surveyed - especially in centres managed by partner agencies for Saath - did not seem to realize the need for maintaining separate records of guest lectures. It was noticed that in a number of cases where separate lists were maintained, visitor names and guest lecturers overlapped.

The average attendance of students across centres was verified as part of the survey and it was found that attendance rates varied between 70 per cent for Gomtipur and going all the way up to 91.3 per cent for Behrampura. Centres at Naroda, Sama, Kadi, Manjalpur, Naroda and Bapunagar had average attendance of 80 per cent and above.

2.6.2 Course implementation documents

Course implementation documents consist of the following:

- **Enrolment/dropout reports to GUDM:** The centre has to provide confirmation of number of students enrolled and dropped out on a weekly and monthly basis.
- **IYLDP report:** This is a monthly report about the individual assessment of students with respect to personality development and skills acquired and the trainee's job readiness.

It was found that all the centres maintained a timely record of weekly and monthly reports to be sent to GUDM. Out of the total centres surveyed, ten centres had kept the IYLDP reports updated for the batch. Only 8 of the eleven centres maintained the faculty work schedule book/daily log book of faculty. The survey also showed that almost 80 per cent of the centres had updated record of potential employers of the students while only 36.4 per cent centres had maintained the record of industrial visits with respect to B2Y program.

Table 7: Percentage of centres maintaining course implementation documents		
S.No	Course Implementation documents	Percentage of centres maintaining the documents
1	GUDM reports (weekly/monthly)	100
2	IYLDP report	90.9

The centres of New Vadaj, Gomtipur, Behrampura and Naroda had fully updated documents related to course implementation. Rajmahal Road and Manjalpur had kept 80 per cent of the documents updated while the rest of the centres had maintained only 60 per cent of the course implementation documents.

Compared to centres covered in the first quarter survey, better documentation and record keeping was observed in centres surveyed in the second quarter.

Table 8: Data Management and record keeping across the centre

S.No	Documents at the centre level	Name of Centres										
		New Vadaj	Gomtipur	Jamalpur	Behrampur	Naroda	Bapunagar	Kadi	Sama	Fatehgunj	Rajmahal Road	Manjalpur
1	Enrolment forms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Registration forms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Time table	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓
4	Inception report	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓
5	Staff Attendance register	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Student Attendance register	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Visitors book	✓	✓	X	✓	X	✓	✓	✓	✓	✓	✓
8	Guest lecture book	✓	✓	X	✓	X	X	X	✓	✓	✓	✓
S.No	Course implementation doc.											
1	GUDM reports	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	IYLDP report	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓

2.7 Condition of physical infrastructure at centres

A comprehensive survey schedule was prepared to collect quantitative and qualitative information relating to whether facilities existing at different centres were providing an inclusive teaching and learning environment. The survey aimed to assess the physical condition of the building premises, amenities provided and any shortfall in provision of basic infrastructure besides looking at the provision and condition of furniture, equipment and teaching aids for running the course.

2.7.1 Centre building location and accessibility

The Urban Local Body (ULB) has been providing the building premises for running Saath's UMEED centres. Except for Rajmahal Road (where the centre is housed within the partner agency's office), all the other centres operate out of properties owned by the Urban Local Body. Generally, the basic criteria for choosing the location of the centre is proximity to slum areas within the wards in the city so as to be able to enroll the maximum number of unemployed youth. In terms of accessibility, most centres are located on the main spines or near landmarks except at Sama, Gomtipur and Manjalpur where they are situated within residential colonies.

A majority of the UMEED centres are being run from within the campus of Municipal Corporation schools of the respective wards except at Sama, Manjalpur, Rajmahal Road and Kadi. Where centres are housed within municipal schools, a few classrooms are usually dedicated to the UMEED program. The centres at Sama and Manjalpur are run from the community hall of the ULB while the centre at Rajmahal Road operates from within a space owned by Saath's partner agency in a commercial complex with limited number of rooms. The centre at Kadi is situated within the premises of a fire station and lacks basic infrastructure.

2.7.2 Classrooms

It was observed that the number of municipal school classrooms allotted to the program was generally proportionate to the number of courses being offered at the centre – this was the case with all centres located within municipal schools except at Naroda and Bapunagar. At these locations, centres were run with only two rooms – one as a theory room and the other, an ITES lab and the classes were shared by four courses that were offered at the centre in two shift

On an average, the classroom size found across most centres surveyed was around 250 sq. ft. which seemed just adequate enough to accommodate about 30 students at a time. However, the centre at



Centres running in community halls (Sama)



Classroom



Sama did not have separate rooms for different subjects but only a common hall whereas at Kadi, the classroom size was only 100 sq. ft. which was not enough to accommodate even 20 students, as a result of which batches had to be run in two shifts. This was in contrast to the extremely big classroom sizes in the Manjalpur centre. Thus, in absence of any norms related to space to be allotted to the centre by the ULB, significant disparity was found between centres in terms of availability of space.

Out of the eleven centres surveyed, seven centres had proper signages and information on their notice boards, classrooms and other facilities. Almost 90 per cent of the centres had good light and ventilation in the classrooms.

2.7.3 Office space

Almost all the centres had dedicated office space for the centre coordinator and faculty.

2.7.4 Computer Lab

In most of the centres, the computers were either provided by Saath or by the ULB. On an average, each computer lab in a centre had 10-12 computers being shared by 2-3 students as per the time allotted. The centres at Manjalpur and Fatehgunj however, had around 20 computers each. The computer lab at Kadi being extremely small could not accommodate more than 10 students at a time and was found to be very congested for students as well as faculty.

2.7.5 Storage and other facilities

In all the centres, furniture including classroom chairs, computer chairs and storage cupboards were provided by the ULB. However, almost all the centres surveyed had inadequate space for storage of students' work and lacked extra furniture.

1. In almost all centres, the storage of office files and other documents was either in a built-in cupboard or open storage racks provided within the room. Sometimes, due to lack of proper storage facilities, these lay unattended on tables.
2. Except Kadi and Naroda, all the centres had adequate number of chairs and computer tables and these were in good condition.

2.7.6 Provision for differently-abled

As far as accessibility for the differently-abled was concerned, it was observed that there was no provision for rails or ramps for the differently abled in either the classrooms or toilets in any of the centres.



Office space



Extremely small room size (Kadi)



Extremely big room sizes (Manjalpur)



2.7.7 Amenities

All centres surveyed had water supply and electricity. Since centres were running within the municipal school premises, they shared amenities like toilets and drinking water facility with the school. At least 30 per cent of the centres did not have separate toilets for males and females. It was also found that in 50 per cent of the centres, toilets were poorly ventilated, were soiled and not in a hygienic condition.

The survey also found that:

- (i) 70 per cent of centres had toilets without piped water supply or even a provision for storage of water within the toilets.
- (ii) Toilets in none of the centres surveyed had provision of urinals for males.
- (iii) Nearly 50 per cent of toilets had inadequate fixtures with most of the taps and latches in non-working condition.
- (iv) Overall, it was found that the condition of toilets in 80 per cent of centres was unhygienic and unclean. Only those centres that were within the private or community halls only dedicated to UMEED program were well maintained and clean.

2.7.8 Drinking water facility

It was found that almost 90 per cent of the centres had bottled water for drinking since the water in the school was not being stored properly and therefore not potable.

2.7.9 Condition of civil work in the centre building

A review of the building condition of various centres was done as it was felt that a well maintained premise helps enhance the image of the training program and has a positive impact on student enrolment. As part of this survey, some of the aspects that were documented included condition of flooring, walls, slabs, doors, windows and paint. Out of the eleven centres surveyed, 30 per cent had walls with plaster cracks and worn off paint and the problem of seepage was also visibly evident



Open to sky toilets in the centre



Toilets outside the building and having multiple users and not maintained



Toilets maintained well in property /dedicated only UMEED

Walls with seepage



Main observations related to physical infrastructure

Centre	Issues related to building location	Issues related to building repairs
New Vadaj	-	
Jamalpur	-	The centre needs repair in two rooms urgently since they have been affected by seepage - the application for this work has been already made to the ULB a long time back but the repair has not been carried out.
Behrampura	-	Application for maintenance and repairs had been sent to the Ahmedabad Municipal Corporation (AMC) but the work is pending.
Naroda	The centre is located near Waghriwas and the local people of the surrounding residential area create nuisance in the campus by playing and gambling inside the school ground. They also damage students' vehicles, as a result of which many female students are hesitant to attend classes. There is thus a need to change the campus.	Building repair work has been reported to the ULB but they have not heeded the request.
Bapunagar	Nuisance of the local community youth of the area creating trouble for students and faculty, especially girls.	Application for the provision of tables and fans had already been made some months back but it is still pending.
Kadi	-	The centre did not have fans in the classroom ever since it started - applications were made to nagarpalika since then but fans have not yet been made available.
Gomtipur	Centre building located in interior and not very well known in the local area. This affects female enrolment since this is a predominantly minority area.	The application requesting provision of water connection and highlighting issues related to toilets has been sent to ULB, but no action taken yet.
Rajmahal Road and Sama	-	After repeatedly informing the ULB, the centre is now managing its own repairs
Fatehgunj and Manjalpur	-	Repair work related to electricity and infrastructure is still pending.

Suggestions related to physical infrastructure

- It is seen in a number of cases that basic repair and maintenance at centres is suffering due to the fact that the local/municipal bodies are not responsive to this issue and do not see this as a priority. As a result, some centres have been forced to spend their own money to carry out the necessary repairs.
- Centre building location and existence of nuisance and anti social behavior in and around centres affects enrolment and continuation of students - especially females - in the program and therefore needs to be taken serious note of.

Performamce summary

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Table 9. Performance of centres with respect to program implementation												
S.No.	Indicators	Fatehgunj	Manjalpur	New Vadaj	Jamalpur	Gomtipur	Behrampura	Bapunagar	Kadi	Sama	Rajmahal Road	Naroda
1	Total dropout rate (Average = 6.9)											
2	Proportion of min. guest lectures conducted											
3	Total placement rate (Average = 64.6)											
4	Average attendance in class (Average = 70 %)											
5	Proportion of min. guest lectures conducted (ratio 1:2)											

Legend	
	Below average
	Average
	Above average

Documentation and Record keeping												
3	Percentage of Administrative documents being maintained											
4	Percentage of Course implementation doc. being maintained											

Physical Infrastructure												
1	Accessibility and Location of centre											
2	Provision of rails etc. for differently abled											
3	Provision of adequate number of classroom within the centre											
4	Size of the classroom											
5	Provision of light and ventilation in the classroom											
6	Provision of electrical fittings within the classroom											
7	Provision of furniture in the centre											
8	Provision of storage facility with the centre											
9	Provision of computers with the centre											
10	Provision of signages for rooms											
11	Provision of drinking water facility											
12	Provision of separate toilets for female and male											
13	Provision of water supply in the toilet											
14	Provision of proper fixtures in males toilets											
15	Provision of proper fixtures in female toilets											
16	Provision of ventilation in male toilets											
17	Provision of ventilation in female toilets											
18	Provision of clean toilets											
19	Condition of doors and windows in the centre											
20	Condition of civil work of centre building											

Annexure

Annexure I Program implementation data across centres

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S.No	Centres in Umeed Program	Courses run	Male faculty	Female faculty	No. of faculty	% of female faculty to total faculty	% of male faculty to total faculty	No. of Guest lecture conducted	Total male enrolled	Total female enrolled	Total No. diffently abled	Total students enrolled	Total dropout rate	Total placement rate
1	New Vadaj	2	1	1	2	50.0	50.0	5	53	73	0	126	0.0	81.7
2	Behrampura	6	4	2	6	33.3	66.7	8	86	50	6	142	9.9	76.6
3	Jamalpur	4	3	1	4	25.0	75.0	8	64	48	3	115	10.4	100.0
4	Naroda	4	1	3	4	75.0	25.0	3	67	113	1	181	16.0	44.7
5	Bapunagar	4	4	0	4	0.0	100.0	3	51	36	1	88	1.1	39.1
6	kadi	2	1	1	2	50.0	50.0	2	41	30	2	73	5.5	29.0
7	Gomtipur	3	2	1	3	33.3	66.7	7	49	24	0	73	0.0	49.3
8	Sama	1	1	1	2	50.0	50.0	1	25	25	0	50	8.0	84.8
9	Fatehgunj	2	1	1	2	50.0	50.0	8	33	24	0	57	1.8	60.7
10	Rajmahal road	1	1	2	3	66.7	33.3	2	13	16	1	30	10.0	88.9
11	Manjalpur	2	1	1	2	50.0	50.0	6	35	17	0	52	0.0	67.3
	Total	31	20	14	34	41.2	58.8	53	517	456	14	987	6.9	64.6

Annexure II Program implementation data across courses

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S.N o.	Course in Umeed Program	Total centre running course	Male faculty	Female faculty	Total no. of faculty	% of male faculty wrt total faculty	% of female faculty wrt total faculty	No. of Guest lecture organised	Total male enrolled	Total female enrolled	Differently abled enrolled	Total students enrolled	Total dropout rate	Total placement rate *
1	BPO	1	0	1	1	0	100.0	3	15	33	0	48	0	89.6
2	BSPA	2	0	2	2	0	100.0	3	4	61	0	65	6.2	41.0
3	CHW	4	4	0	4	100	0.0	5	105	7	2	114	6.1	39.0
4	CRS	4	3	1	4	75	25.0	6	63	48	1	112	5.4	43.8
5	Driving	2	2	0	2	100	0.0	0	33	0	0	33	3.0	6.3
6	Electrical	1	1	0	1	100	0.0	0	17	0	0	17	17.6	0.0
7	HM	1	0	1	1	0	100.0	0	12	10	0	22	0	40.9
8	ITES	11	8	6	14	57	42.9	7	195	240	9	444	3.8	49.3
9	SM	1	0	1	1	0	100.0	3	12	15	0	27	3.7	46.2
10	Tally	4	2	2	4	50	50.0	2	61	42	2	105	27.6	43.2
11	General	NA						24	NA					
12	Total	31	20	14	34	58.8	41.2	53	517	456	14	987	6.9	45.3

* The placement data corresponds to 31 May 2010

Annexure III Data on Physical infrastructure of centre

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S.No	Name of centre		New Vadaj	Behrampura	Jamalpur	Naroda	Bapunagar	Kadi	Gomtipur	Sama	Fatehgunj	Rajmahal Road	Manjalpur
1	Current batch No.		10	10	1	1	3	1	4	14	10	19	8
2	No. of courses		2-BPO, ITES	6 -BSPA, ITES,	4- CHW,Tally, DTP, CRS	4- ITES, CHW, Tally, BSPA	4 - ITES, CRS, CHW, Driving	2-ITES, Tally	3-ITES, CRS, HM	1- ITES	2-ITES, CHW	1- ITES	2- ITES, CHW
3	No. of students enrolled		126	142	115	181	87	73	73	50	57	30	52
4	No. of students trained	Morning	126	142	115	101	41	48	36	23	0	30	0
		evening	0	0	0	80	46	25	37	27	57	0	52
5	No. of teachers		4	6	4	6	4	3	3	2	3	3	3
6	Address of Centre		Municipal School No. 9-10, Vyas Wadi Char Rasta, Opp. Shreenath Flats,New Vadaj Ahmedabad.	Basement, Liladhar Bhatt Hall, Near Post Office, Behrampura, Ahmedabad.	Jamalpur Urdu School No. 5/6, Sayyedwado, Opp. Rani Sipri Masjid, Jamalpur.	Gujarati School No. 4, Bharwad was, Naroda gam, Naroda, Ahmedabad.	Gujarat School No.7, in front of Banal Telephone Exchange, Mohannagar, Ahmedabad.	Fire station,Thol road, Kadi.	Gujarati kanya School no.8 Opp Jogni Mata Mandir, Gomtipur Gam, Ahmedabad.	Sama Community Hall, near Adarsh Char Rasta, Sama, Vadodara.	Nagarpalika School No. 6, Fatehgunj, Vadodara.	Shree Charitable trust, maudi Mata no Khacho, Rajmahal Road, Vadodara.	Manjalpur Talim Sankul, Manjalpur, Vadodara.
7	Visibility of Centre		Easy to locate	Easy to locate	Easy to locate	Easy to locate	Easy to locate	Easy to locate	Easy to locate	Difficult to locate	Easy to locate	Easy to locate	Difficult to locate
8	Type of Premise		Mun. Corporation school	Municipal Hall	Mun. Corporation school	Mun. Corporation school	Mun. Corporation school	Fire station	Mun. Corporation school	Community hall	Mun. Corporation school	Commercial centre	Community hall
9	Total number of classroom		4 Rooms+ 1 Office	5 Rooms+1 Office	3 Rooms + 1 Office	2 Room +1 Office	2 Rooms +1 Office	2 Rooms+1 office	4 Rooms +1 office	1 Hall +1 Office	3 Rooms	2rooms + 1 Office	3 Rooms+1 office
10	Provision of Multipurpose area		Verandah	Hall	Corridor	Verandah	Corridor	No provision	Corridor	No provision	Verandah	No provision	Court
11	Provision Other facilities at the centre		No provision	No provision	No provision	No provision	No provision	No provision	No provision	No provision	Library	No provision	Library and store
12	Provision for disabled		No provision of ramp	No provision of ramp	No provision of ramp	No provision of ramp	No provision of ramp	No provision of ramp	No provision of ramp	No provision of ramp	Provision of ramp	No provision of ramp	No provision of ramp
13	Provision of Infrastructure in the	Electricity, water	Provided	Provided	Provided	No internet connection	Provided	No internet connection	Provided	No internet connection	Provided	Provided	Provided
14	Provision Furniture and equipments	Chairs	200	285	200	200	200	50	200	40	200	70	72
		Computer table	13	21	13	15	13	10	11	10	18	10	10
		Computer	27	27	13	15	12	10	2	10	10	15	20
		Printer	1	1	1	1	1	1	1	1	1	1	1
15	Provision of Dust Bins		1	1	0	1	1	1	1	1	1	1	1
16	Provision of notice board		Yes	Yes	No provision	Yes	Yes	Yes	Yes	Yes	Yes	No provision	Yes
17	Location of notice board		Visible	Visible		Visible	Visible	Visible	Visible	Visible	Visible		Visible
18	Classroom detail												
19	Class room area in Sq.ft		225 Sq.ft	250 Sq.ft	200 Sq.ft	200 Sq.ft	225 Sq.ft	100 Sq.ft	225 Sq.ft	275 Sq.ft.	225 Sq.ft	144 Sq.ft	256 Sq.ft.
20	Classroom size		Comfortable	Comfortable	Adequate	Adequate	Comfortable	congested	Comfortable	congested	Comfortable	Comfortable	Comfortable
21	Light / ventilation within classroom		Good	Poor	Good	Good	Good	Good	Good	Good	Good	Good	Good
22	Provision of Electrical fittings in classroom	Fans	4	4	4	2	2	0	3	4	2	2	4
		Tube lights	4	3	2	2	2	1	2	4	2	2	4
		Adequate electric	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
23	Provision of teaching aids	Adequate no. of white/black	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		Adequate chalk/	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		Attendance Register	2	4	4	4	4	1	3	1	2	1	2
		Duster= Adequate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
24	Condition of furniture in classroom		Usable	Usable	Usable	Usable	Usable	Usable	Usable	Usable	Usable	Usable	Usable
25	Storage Facility		Built in cupboard	Cupboards & open	Cup board & built in cupboard	Cup board & open shelves	Cup board & open shelves	Cupboards	Cupboards	No provision	Cupboards	Cupboards	Cupboards
26	Condition of Storage facility		Usable	Usable	Usable	Usable	Usable	Usable	Usable	Usable	Usable	Usable	Usable
27	Provision of signages and graphics outside classroom		No	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	Yes
28	Amenities												
29	Drinking water facility		Tap water(water cooler)	Potted water	Potted water	Potted water	Potted water	Bottled water	Bottled water	Bottled water	Bottled water	Bottled water	Water cooler
30	Separate toilets for female		Yes	No provision	Yes	Yes	Yes	Yes	Yes	No provision	Yes	No provision	Yes
31	Separate toilets for males		Yes		Yes	Yes	Yes	Yes	Yes		Yes		Yes
32	Provision of water supply in toilets		No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
33	Provision of Fixtures in toilet (male)		No urinals, no lights	No urinals, no lights	No urinals, no lights	No urinals, no lights	No latch, no urinals, no lights	No lights	No latch, no urinals, no lights	No urinals, no lights	Urinals not provided	Urinals not provided	Urinals not provided
34	Provision of Fixtures in toilet (female)		No lights,	No lights	No lights	No lights	No lights, no door	No lights	Open to sky	Provided	Provided	Provided	Provided
35	Provision of ventilation in toilets		Poor	Poor	Poor	Poor	Poor	Good	Good	Poor	Good	Good	Good
25	Condition of toilets		Not clean	Clean	Clean	Not clean	Not clean	Clean	Unclean	Clean	Clean	Clean	Clean
26	Cleaning toilets		Not cleaned	daily	daily	daily	daily	daily	daily	daily	daily	daily	daily
27	Condition of doors in the building premise		Usable	Usable	Usable	Usable	Usable	Usable	Usable	Usable	Usable	Usable	Usable
28	Condition of windows in the building premise		Usable	Usable	Usable	Usable	Usable	Usable	Usable	Usable	Usable	Usable	Usable
29	Cleaning of building premises		Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily
30	Condition of Civil work in building Premise	Paint / plaster	In good condition	Seepage in walls, paint worn off.	In good condition	In good condition	Paint worn off, seepage	In good condition	In good condition	Paint worn off, seepage	Paint worn off, seepage	In good condition	In good condition
		Flooring											
		Slab/ walls/ leakages											

Annexure IV Student data across the centres

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	Centre	Course	Male faculty	Female faculty	Total enrolled	Total dropout	Never attended	Male trained	Female trained	Total trained	Total placed *	No. of guest lecture
1	New Vadaj	ITES	1	0	78	0	0	38	40	78	60	2
		BPO	0	1	48	0	0	15	33	48	43	3
		Total	1	1	126	0	0	53	73	126	103	5
2	Behrampur	BSPA	0	1	26	1	0	3	22	25	14	2
		CRS	0	1	25	3	0	12	10	22	9	2
		ITES	1	0	28	1	0	15	8	27	13	1
		Driving	1	0	21	1	0	20	0	20	2	0
		Tally	1	0	25	5	0	14	4	20	0	1
		Electrical	1	0	17	3	0	14	0	14	0	0
		Total	4	2	142	14	0	78	44	128	38	6
3	Jamalpur	ITES	0	1	31	2	0	7	22	29	29	0
		CRS	1	0	31	2	0	20	8	29	29	0
		Tally	1	0	28	3	0	17	8	25	25	0
		CHW	1	0	25	5	0	18	0	20	20	1
		Total	3	1	115	12	0	62	38	103	103	1
4	Naroda	ITES	0	1	75	5	0	17	52	70	26	0
		CHW	1	0	40	2	0	36	2	38	12	1
		Tally	0	1	27	19	0	1	7	8	2	1
		BSPA	0	1	39	3	0	1	35	36	11	1
		Total	1	3	181	29	0	55	96	152	51	3
5	Bapunagar	ITES	1	0	22	0	0	8	13	22	0	0
		CRS	1	0	31	1	0	9	21	30	0	1
		CHW	1	0	23	0	0	22	1	23	0	1
		Driving	1	0	12	0	0	12	0	12	0	0
		Total	4	0	88	1	0	51	35	87	0	2
6	kadi	ITES	1	0	48	2	0	20	24	46	4	0
		Tally	0	1	25	2	0	17	6	23	5	0
		Total	1	1	73	4	0	37	30	69	9	0
7	Gomtipur	ITES	1	0	26	0	0	18	8	26	14	0
		CRS	1	0	25	0	0	19	6	25	8	3
		HM	0	1	22	0	0	12	10	22	9	0
		Total	2	1	73	0	0	49	24	73	31	3
8	Sama	ITES	1	1	50	4	0	23	23	46	20	0
		Total	1	1	50	4	0	23	23	46	20	0
9	Fatehgunj	ITES	1	0	30	0	0	21	9	30	18	2
		SM	0	1	27	1	0	12	14	26	12	3
		Total	1	1	57	1	0	33	23	56	30	5
10	Rajmahal Road	ITES	1	2	30	3	0	12	14	27	5	0
		Total	1	2	30	3	0	12	14	27	5	0
11	Manjalpur	ITES	0	1	26	0	0	9	17	26	17	2
		CHW	1	0	26	0	0	26	0	26	9	2
		Total	1	1	52	0	0	35	17	52	26	4
	Grand total		20	14	987	68	0	488	417	905	416	29

* Placement data corresponds to 31 may 2010

Design & Planning Counsel Pvt. Ltd. Ahmedabad