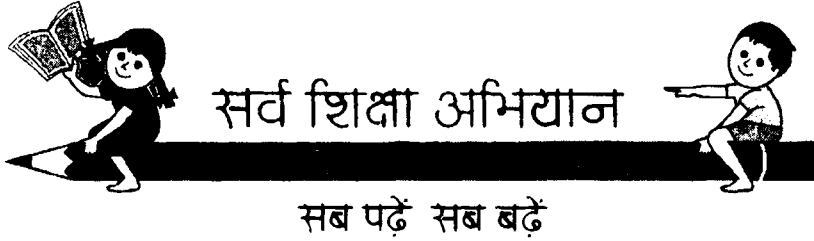


SARVA SHIKSHA ABHIYAN IN UTTAR PRADESH



ANNUAL REPORT - 2004-2005

U. P. EDUCATION FOR ALL PROJECT BOARD
Vidhya Bhawan, Nishatganj, Lucknow

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CHAPTER-1

SARVA SHIKSHA ABHIYAN IN UTTAR PRADESH

To achieve the objective of Universalization of Elementary Education (class 1-8) in a fixed time frame, the Govt. of Uttar Pradesh launched the centrally sponsored scheme Sarva Shiksha Abhiyan (SSA) in the State in 16 districts of UP - Kanpur Nagar, Lucknow, Allahabad, Kaushambi, Sitapur, Gorakhpur, Banda, Chitrakoot, Etawah, Auraiya, Aligarh, Hathras, Saharanpur, Varanasi, Chandauli & Bhadohi in the year 2001-02. From 2002-03, Sarva Shiksha Abhiyan is being implemented in all the districts of the State.

BASIC FACTS ABOUT THE PROJECT

Project Implementation Society

- State : UP Education For All Project Board
- District : District Education Project Committee

Funding Pattern :

	GOI	GOUP
	85	15
	75	25

Coverage : The entire state of Uttar Pradesh

UTTAR PRADESH



OBJECTIVES OF SARVA SHIKSHA ABHIYAN

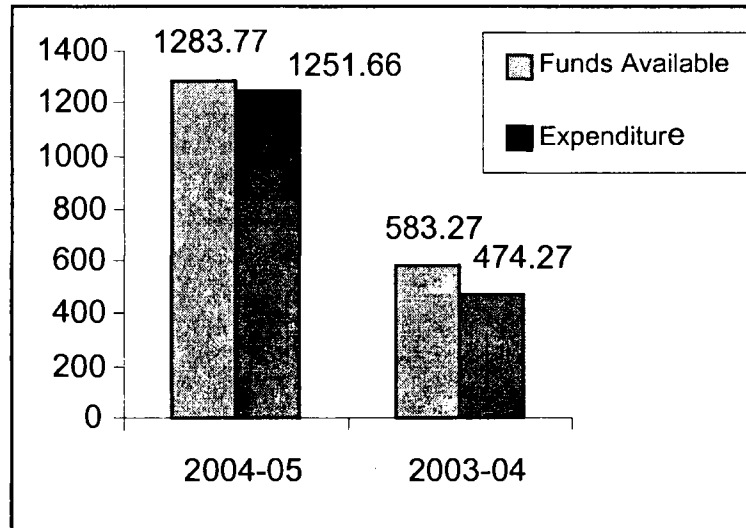
Broadly, the objectives of SSA are to build state, district and sub-district level managerial and professional capacity for the development of elementary education, provide useful and relevant elementary education for all children in the 6-14 age group by 2010 (class 1 to 8), to reduce dropout rates as well improve access of children to elementary education and bridge social, regional and gender gaps with active participation of the community in management of schools.

Year wise approved AWP & B, funds received and expenditure incurred under SSA is given below-

Rs in crores

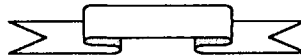
Year	Approved AWP & B	Funds Received		Total funds available	Expenditure till 31st March
		Balance of last year	Funds received during the year		
2001-02	188.06	-	90.15	90.15	35.83
2002-03	430.76	54.34	268.88	323.20	184.77
2003-04	1058.84	138.43	444.84	583.27	474.27
2004-05	1604.46	113.62	1170.15	1283.77	1251.66

- During 2004-05, funds utilization has increased by 2.6 times over the funds utilization during 2003-04
- During 2004-05, utilization of funds was 97.49% against the total funds available.



Details of state share received against Govt. of India release is given below-

Year	Funds Received during the year			% of State Share
	From Govt. of India	From State Govt.	Total	
2001-02	76.63	13.52	90.15	15
2002-03	201.66	67.22	268.88	25
2003-04	333.63	111.21	444.84	25
2004-05	877.61	292.54	1170.15	25



CHAPTER-2

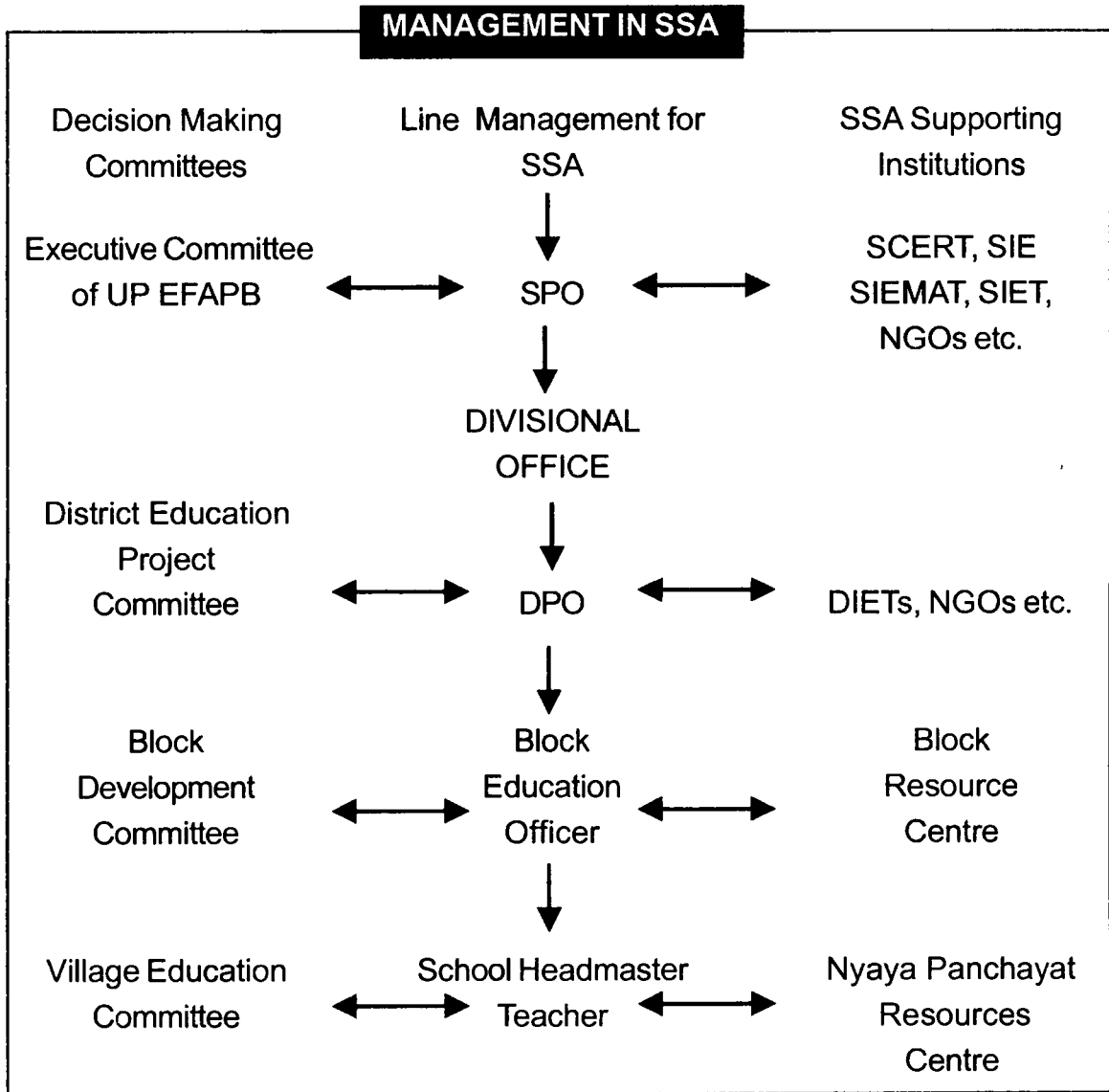
MANAGEMENT STRUCTURE : A RESPONSIVE AND FLEXIBLE SYSTEM

The Sarva Shiksha Abhiyan intends to achieve the goal of universal elementary education by creating a sustainable and decentralized educational management system and bringing in community participation in all processes of the programme. This being an ambitious challenge for a major social sector development programme in the State whereby decentralization and community participation are being practiced on a large scale.

As a response to this enormous task, SSA has evolved a management structure with a high degree of flexibility in administrative functioning, with mechanisms to establish accountability, provide for smooth flow of financial inputs and above all create a space to experiment with innovative methods & models. In a vast State like Uttar Pradesh with regional variations, the emphasis has been on contextuality, local needs and decentralized planning and the SSA Programme provides the administrative / managerial flexibility to accommodate local needs.

UP EDUCATION FOR ALL PROJECT BOARD (UP EFAPB)

The UP Education For All Project Board (UP EFAPB) was established on May 17, 1993 under the Societies Registration Act to function as a societal mission for achieving the objective of universalisation of primary education. The Board has been established as an autonomous and independent body, to bring about fundamental change in the basic education system and thereby in the socio cultural scenario of UP. The Project Board has been established to oversee, guide and coordinate overall project implementation, allocate funds to approved programmes, maintain project accounts, coordinate procurement and monitor implementation progress. The above Project Board, which has been implementing UP Basic Education Project and DPEP-II and III has been entrusted and authorized to implement SSA also.



STATE PROJECT OFFICE (SPO)

The State Project Office is set up under the UPEFAPB for implementation and monitoring of SSA. Posts sanctioned under DPEP-II have been sustained under SSA. Staff of UPDPEP-III also provides help in SSA implementation.

DISTRICT EDUCATION PROJECT COMMITTEE

In all the districts, District Education Project Committee (DEPC) have been

constituted under the Chairmanship of the District Magistrate for overall guidance and supervision of SSA implementation.

The committee comprises of educationists, representatives of voluntary agencies besides district level officials. All SSA districts are regularly convening a meeting of the DEPC for effective implementation and monitoring of programme interventions. They have supervised selection of construction sites, EGS centres, AS centres, recruitment of Shiksha Mitras and all procurement issues.

The functions of the DEPC include the following:-

- To oversee the implementation of SSA
- To formulate Annual Work Plan and Budget of the district.
- To arrange for supervision of civil works.
- To develop district MIS.
- To establish coordination between different departments for convergence services for primary education.
- To establish coordination between DIET and BSA.
- To issue policy guidelines for different activities under SSA components.
- To promote structures and mechanism for participatory educational planning and development with focus on VECs.

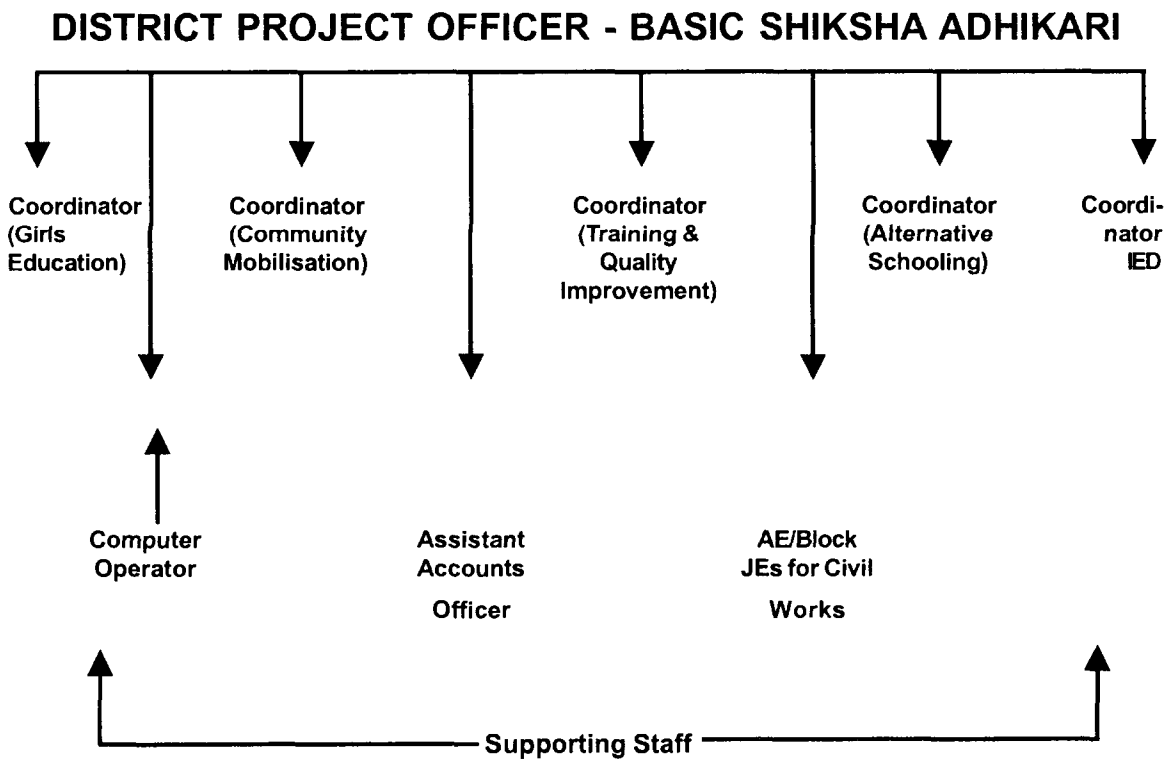
DISTRICT PROJECT OFFICE

For the implementation of SSA, District Project Offices were set up in 34 districts. BSA, who is the Project Coordinator is in place in all the districts. Keeping in view the emphasis on targeted interventions 5 posts of District Coordinators, one each for gender, community mobilisation, training, alternative schooling and integrated education have been provided. Besides, One Asstt. Accounts Officer has been provided to help in disbursement of funds to VECs

and other agencies. In the rest of the districts the District Project Offices which implements DPEP-III also implements SSA.

Supporting staff- computer operator, accountant, stenographer have also been provided in the District Project Office.

DISTRICT PROJECT OFFICE



MANAGEMENT INFORMATION SYSTEM

Each of 70 districts, has been provided 2 computer hardware and 2 computer staff. MIS is functional in all districts and at state level. All 70 districts have generated EMIS report for the year 2004-05. The data has been analysed by the SIEMAT and dissemination workshops were organised in which district functionaries participated. The proper utilization of EMIS data in the preparation of Annual Work Plan and Budget for the district was explained to them.

FINANCIAL MANAGEMENT

- All the districts have been provided with one Asstt. Accounts Officer in each district.
- Separate bank accounts are being maintained for SSA funds.
- The Manual on Financial Management and Procurement circulated by the Ministry of Human Resource Development has been adopted by the Executive Committee of UP Education for All Project Board in its meeting on 24.02.2005. The same has been implemented statewide
- Asstt. Accounts Officers of all the districts and officers of the State Project office have been given training on the Manual..
- Financial Handbooks were developed for BRC-coordinators and a series of training workshops were organized by the SIEMAT, Allahabad for BRC- coordinators and Block level Asstt. Basic Shiksha Adhikaries.
- State level Monthly review is done by Finance Officers of SPO in the meetings of the Asstt. Accounts Officers.
- Quarterly Review Reports on the prescribed formats are sent to the Ministry regularly.
- For Audit of SSA funds, chartered Accountants have been contracted with the approval of the Executive Committee.
- The audit for the year 2004-05 has been completed and the Audit Report is Annexed.

ELECTRONIC TRANSFER OF FUNDS UNDER SSA

Old System of Funds Transfer

- Prior to August 2004, the funds under SSA were remitted to DPOs/ DIETs through Bank Drafts.
- These Bank Drafts were then sent to the districts by post/courier.
- DPOs/DIETs used to deposit these drafts in project bank accounts.
- After clearing process funds were made available for disbursement.
- From DPOs the funds were disbursed to sub district levels. In this process of disbursement the cheques and bank drafts were drawn in favour of each and every BRC, NPRC and numerous VECs. In that system problem of time barred cheques/bank draft and misplacement of cheques and bank drafts was a common issue that hurdled the aspired project activities because of delay in transfer of funds.
- In the above process the funds released for the districts & sub districts offices remained in pipeline for a period of at least 30 days.
- The process of transfer of funds through drafts used to consume a lot of time in making/preparing the drafts which adversely affected the progress of various activities under SSA.

Need of New System of Funds Transfer

- With the increase in the outlay of the project, the need of effective tools & techniques of the funds transfer from SPO to districts and from districts to sub districts was realized to strengthen the project management capabilities.
- Successful programme implementation and quality of various activities requires the timely availability of funds at the points where it is to be

spent. For this, a streamlined fund flow system is imperative, as in SSA the activities are decentralised and points of expenditures are much in number. Due to this, a need for quick and timely fund remittance system was required.

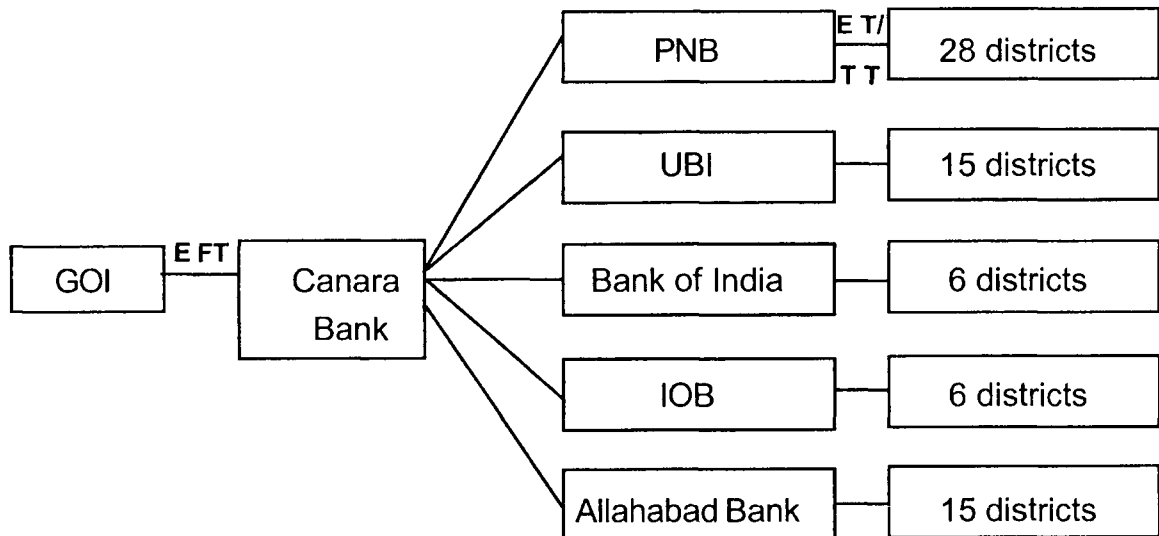
- The poor utilisation of fund in previous year due to old and inadequate system of remittances through bank drafts highlighted the need of having an effective, prompt and quick process of transfer of funds from SPO to districts and districts to sub districts level. As a result, in August 2004 the system of electronic transfer of funds called EFT was introduced throughout the state.

The Beginning

- The work started with be compilation of bank accounts of all DPOs & DIETs .
- After the compilation, the bank accounts of all DPOs & DIETs were divided into 5 groups on the basis of their accounts which were already functional in 5 Nationalised bank's - Punjab National Bank, Indian Oversees Bank, Allahabad Bank, Bank Of India and Union Bank.
- Each list having district names along with their bank accounts of DPOs & DIETs was given to these banks (one list to each bank).
- The concerned bank verified the district names, their account number and branch codes (code of that bank with which the district had its account).
- The idea was to make these banks centres of direct remittance of funds from state to district level.

The Process / Procedure

- SPO prepares the lists of districts along with the names of the bank in which the district has its account with the respective account numbers.
- The SPO hands over a single cheque and the list of amount and district wise bank accounts where the funds are to be credited to the respective banks.
- These 5 Nationalised banks then transfer funds from SPO A/C (maintained in their branch) to DPOs/DIETs bank accounts through Electronic/Telegraphic Transfer, thus crediting funds in DPOs/DIETs accounts with in a day or two.



- For further gearing up of the remittance of funds at districts & sub districts levels it was required that all the DPOs & DIETs were also familiarized with the new system.
- For the orientation of all DPOS / DIETS workshop/meetings were

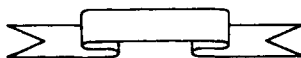
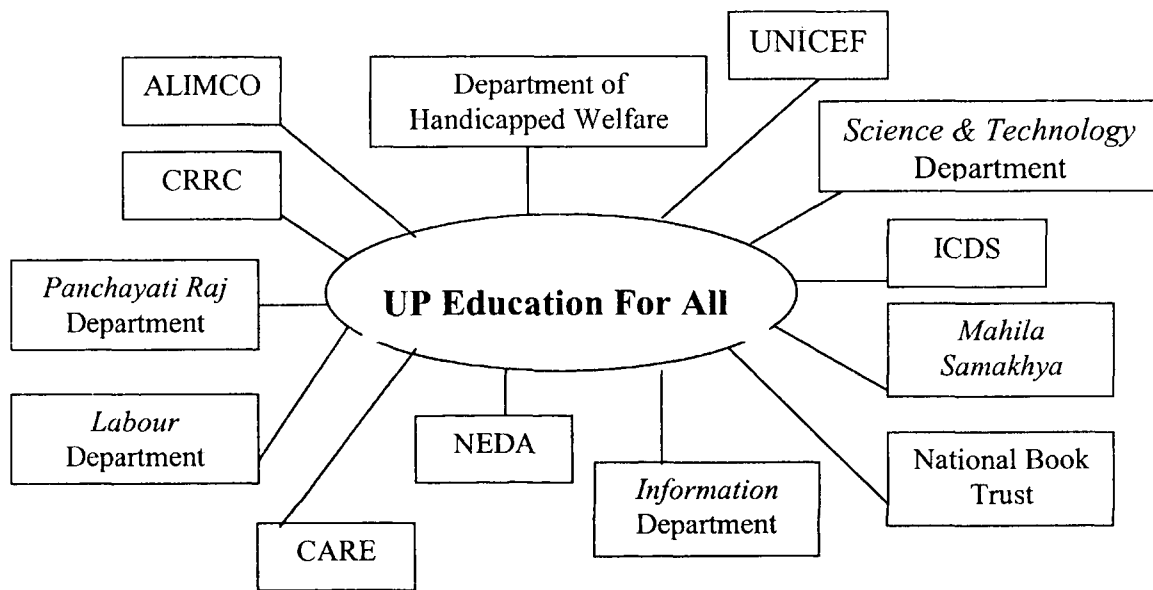
conducted at SPO in several Phases, equipping them to quickly adopt this new system.

- In the old system of transfer of the fund from DPO to sub district level (VEC / BRC / NPRC) ,the DPO's have to collect the A/C no. of Sub District level for the transferring the funds every time.
- In the new system of fund transfer DPO's are Instructed to compiled a computerized list of the Bank account of sub district level. After computerizing the list of the VEC's and BRC's accounts DPO's open the A/C in the bank which has the maximum coverage area in the district.
- The process of remittance of funds adopted at DPOs / DIETs is similar to that of the process adopted at SPO level. The DPOs / DIETs directly Remit the amount from their account to the account of BRC,s / NPRC,s and VEC through telegraphic/ credit advice through banking channel.

The out come

- In short, the new system of EFT has not only speeded up the transfer of funds to districts but also expedited various programme activities as now flow of funds is no longer a constraint.
- This new system of fund transfer worked well, since adoption.
- This is clear from the fact that during financial year 2003-04 the expenditure till 31.3.2004 was only 47427.00 lakh (when the old system was in force / use) whereas the total expenditure during the financial year 2004-05 has been 125166.00 lakh (when the new system is being in use / force)
- This is approximately three times higher than the previous year and an incremental amount of almost Rs 800 crore has been transferred expeditiously to more than 125000 accounts.

Convergence and Collaboration with Other Departments



CHAPTER-3

IMPROVING ACCESS

Sarva Shiksha Abhiyan provides the opening and construction of new primary and upper primary schools and the strengthening of physical infrastructure of schools. There is a ceiling of 33% of the total project cost for the construction work under SSA.

Opening of new primary schools and upper primary schools

(A) **Primary School** -The unit cost of each primary school building to be opened under the programme is Rs. 2.59 lacs - (Rs. 1.91 lac for school building, Rs.0.10 lac for two roomed toilet, Rs.0.18 lacs for hand pump and Rs.0.40 lacs for boundary wall.) till 2003-04. In 2004-05 the unit cost of primary





school building has been revised according to new PWD schedule rates. The revised cost of primary school building is Rs.3.445 lacs. (Rs. 2.44 lacs for school building Rs 0.13 lac for toilets, Rs. 0.175 lacs for handpump and Rs. 0.70 lacs for boundary wall).

- (a) **Designs of primary school** - Five new designs of primary school building were developed under design renewal from 'Innovation fund' under DPEP-II construction. Construction manuals of these 5 designs have been prepared and printed. SSA districts were given the freedom of choice out of these five designs based on local conditions and requirements as well as the choice of old design. The district chose one design. All civil constructions are being done by VECs.
- (b) **Technical supervision and training** - State government issued Govt. orders to engage engineers of Rural Engineering Services for technical supervision of civil work on honorarium basis.

(c) **Construction Manuals**-Printed manuals developed for concerned design were distributed, along with the manuals of upper primary school buildings, toilets and additional classroom to participants during the training programme. The manuals are simple with clear directions and specify the technical requirements.

(d) **Norms-**

(i) **Primary School**-As per the norms of Government of UP, there should be a primary school for habitation having a population of 300 or more, if there is no primary school within a distance of 1.5 km.

A total of 6539 new primary schools were sanctioned in Uttar Pradesh during 2001-02, 2002-03 & 2003-04 & 2004-05 of which by 31.03.2005, 6405 schools have become operational. 4077 school buildings have been completed and remaining schools are at different stages of construction.

District-wise progress of new primary schools as on 31.3.05 is given below:-

S. No.	District	Target for new Primary Schools (2001- 02 to 2004-05)	Under construction	Complete
		Total Target		
1	Agra	97	63	34
2	Etah	81	27	54
3	Mainpuri	89	21	68
4	Mathura	55	27	28
5	Firozabad	189	51	138

S. No.	District	Target for new Primary Schools (2001- 02 to 2004-05)	Under construction	Complete
		Total Target		
6	Aligarh	153	25	128
7	Hathras	131	13	118
8	Allahabad	256	74	182
9	Fatehpur	85	28	57
10	Pratapgarh	94	34	60
11	Kaushambi	85	19	66
12	Kanpur Nagar	165	33	132
13	Kanpur Dehat	231	87	144
14	Etawah	108	25	83
15	Farrukhabad	115	71	44
16	Kannauj	40	1	39
17	Auraiya	101	0	101
18	Faizabad	100	49	51
19	Sultan Pur	15	15	0
20	Barabanki	112	72	40
21	Bahraich	137	50	87
22	Gonda	104	87	17
23	Balrampur	72	26	46
24	Ambedkar Nagar	76	34	42

S. No.	District	Target for new Primary Schools (2001- 02 to 2004-05) Total Target	Under construction	Complete
25	Srawasti	70	7	63
26	Gorakhpur	73	16	57
27	Kushi Nagar	135	67	68
28	Deoria	55	21	34
29	Basti	115	51	64
30	Sidharth Nagar	168	104	64
31	Maharaj Ganj	98	14	84
32	Sant Kabir Nagar	98	32	66
33	Jhansi	62	12	50
34	Jalaun	59	14	45
35	Lalitpur	118	42	76
36	Chitrakoot	122	16	106
37	Mahoba	15	5	10
38	Banda	105	61	44
39	Hamirpur	28	9	19
40	Lucknow	133	16	117
41	Unnao	162	162	0
42	Raibareilly	125	63	62

S. No.	District	Target for new Primary Schools (2001- 02 to 2004-05)	Under construction	Complete
		Total Target		
43	Hardoi	146	66	80
44	Lakhimpur Kheri	161	44	117
45	Sitapur	186	3	183
46	Merrut	2	1	1
47	Bulandshahar	66	19	47
48	Ghaziabad	13	1	12
49	Baghpat	11	0	11
50	Gautam Budh Nagar	36	20	16
51	Saharanpur	53	14	39
52	Muzaffar Nagar	1	1	0
53	Moradabad	123	29	94
54	Bijnaur	36	23	13
55	Rampur	37	21	16
56	Varanasi	96	7	89
57	Ghajipur	67	19	48
58	Jaunpur	0	0	0
59	Mirzapur	84	21	63

S. No.	District	Target for new Primary Schools (2001- 02 to 2004-05) Total Target	Under construction	Complete
60	Sonbhadra	84	22	62
61	Bhadohi	47	27	20
62	Azamgrah	130	79	51
63	Ballia	129	62	67
64	Mau	34	16	18
65	Bareilly	108	94	14
66	Shahjahanpur	0	0	0
67	Pilibhit	20	3	17
68	Badaun	280	206	74
69	Chandauli	60	3	57
70	J.P.Nagar	94	14	80
	Total	6536	2459	4077

- (ii) **Upper Primary School** - As per norms of Government of U.P. there should be a upper primary school for habitation having a population of 800 or more if there is no upper primary school within a distance of 3 kms.

The unit cost of upper primary school was Rs.2.80 lacs in which Rs.2.70 lac is for school building and 0.10 lac for two roomed toilet till 2003-04. In 2004-05 the unit cost has been revised first time in last 7 years which resulted in early completion of buildings as well as maintaining quality of construction. Revised unit cost for new upper primary school building is

Rs.3.20 lacs including toilet facility. New upper primary school is being opened as upgraded primary school. If there is no land available in primary school campus, new upper primary school is being opened separately.

From 2001-02 to 2004-05, a total of 9859 new upper primary schools were sanctioned out of which 9701 schools have become operational by 31.03.2005. 7229 school buildings were complete by 31.03.2005 and remaining schools are at different stage of construction.

District-wise progress as on 31.3.05 is given below:-

S. No	District	Target for new Upper Primary School Total Target	Under construction	Complete
1	Agra	148	65	83
2	Etah	64	8	56
3	Mainpuri	106	24	82
4	Mathura	143	29	114
5	Firozabad	127	36	91
6	Aligarh	161	14	147
7	Hathras	62	6	56
8	Allahabad	294	72	222
9	Fatehpur	98	23	75
10	Pratapgarh	102	14	88
11	Kaushambi	126	29	97
12	Kanpur Nagar	202	32	170
13	Kanpur Dehat	88	1	87

S. No	District	Target for new Upper Primary School Total Target	Under construction	Complete
14	Etawah	161	8	153
15	Farrukhabad	163	74	89
16	Kannauj	98	22	76
17	Auraiya	169	2	167
18	Faizabad	130	23	107
19	Sultan Pur	76	16	60
20	Barabanki	209	72	137
21	Bahraich	136	63	73
22	Gonda	233	123	110
23	Balrampur	239	81	158
24	Ambedkar Nagar	104	33	71
25	Srawasti	156	13	143
26	Gorakhpur	197	47	150
27	Kushi Nagar	172	43	129
28	Deoria	122	40	82
29	Basti	206	88	118
30	Sidharth Nagar	329	139	190
31	Maharaj Ganj	176	76	100

S. No	District	Target for new Upper Primary School Total Target	Under construction	Complete
32	Sant Kabir Nagar	122	66	56
33	Jhansi	129	15	114
34	Jalaun	179	53	126
35	Lalitpur	110	31	79
36	Chitrakoot	116	4	112
37	Mahoba	108	35	73
38	Banda	135	8	127
39	Hamirpur	86	22	64
40	Lucknow	119	28	91
41	Unnao	140	82	58
42	Raibareilly	169	56	113
43	Hardoi	100	40	60
44	Lakhimpur Kheri	123	33	90
45	Sitapur	266	5	261
46	Merrut	58	4	54
47	Bulandshahar	215	71	144
48	Ghaziabad	46	6	40
49	Baghpat	52	14	38

S. No	District	Target for new Upper Primary School Total Target	Under construction	Complete
50	Gautam Budh Nagar	69	21	48
51	Saharanpur	204	24	180
52	Muzaffar Nagar	117	27	90
53	Moradabad	188	26	162
54	Bijnaur	170	76	94
55	Rampur	28	4	24
56	Varanasi	95	3	92
57	Ghajipur	130	65	65
58	Jaunpur	135	60	75
59	Mirzapur	115	2	113
60	Sonbhadra	160	22	138
61	Bhadohi	132	17	115
62	Azamgrah	200	107	93
63	Ballia	163	87	76
64	Mau	134	19	115
65	Bareilly	99	46	53
66	Shahjahanpur	120	10	110
67	Pilibhit	85	7	78

S. No	District	Target for new Upper Primary School Total Target	Under construction	Complete
68	Badaun	174	84	90
69	Chandauli	119	23	96
70	J. P. Nagar	152	11	141
	Total	9859	2630	7229

Education Guarantee Scheme (EGS)

During 2001-02, EGS/AIE scheme for 16 districts was sanctioned separately from SSA. It was not made integral part of SSA. The Directorate of Literacy and Alternative Innovative Education were entrusted to implement the scheme.



GOUP has decided to implement Education Guarantee Scheme to provide cent percent access to children of remote areas, left out hamlets especially for younger children who cannot walk long distance. EGS envisages opening of a school for Classes 1 and 2 in such habitations which do not have a primary school within a radius of 1 km and 30 children, in the age group of 6 to 11 years, are available. In order to foster "ownership" of the scheme, the community have been assigned the responsibility to provide space and accommodation for the centre, called "Vidya Kendra". Formal curriculum and textbooks are used in these centres.

Each EGS centre has an Acharyaji to teach children of classes 1 and 2. Village Panchayats have been given powers to appoint Acharyaji at a fixed honorarium of Rs. 1000/- per month Acharyaji is given one month's induction training and a 15 day refresher training every year. Besides, the centre is provided teaching learning materials. During year 2004-05, out of 7539 a total 4865 EGS centres have been established in the districts.

Besides, EGS four other models of AIE have been introduced this year for out of school children of difficult circumstances. 3452 AIE primary, 2498 AIE upper primary, 4033 non-residential bridge courses, 122 residential bridge courses were sanctioned in the state for the year 2004-05. Out of which 2029 AIE primary, 239 AIE upper primary, 1382 non-residential bridge courses and 21 residential bridge courses were made operational.

Districtwise progress is as follows:

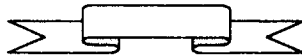
S. No.	District	EGS	AIE (P.S.)	AIE (U.P.S.)	Bridge Course (Non-Residential)	Bridge Course (Residential)
1	2	3	4	5	6	7
1	Gorakhpur	277	83	20	0	0
2	Lucknow	88	37	0	0	2
3	Varanasi	121	47	0	80	0

S. No.	District	EGS	AIE (P.S.)	AIE (U.P.S.)	Bridge Course (Non-Residential)	Bridge Course (Residential)
4	Chitrakoot	62	0	0	0	0
5	Sitapur	141	56	0	0	0
6	Etawah	89	37	0	0	1
7	Saharanpur	22	23	0	113	0
8	Kanpur Nagar	111	51	4	10	0
9	Bhadohi	20	25	0	0	2
10	Allahabad	245	43	0	0	1
11	Aligarh	138	0	0	0	0
12	Banda	204	0	0	0	0
13	Shahjahanpur	170	0	0	0	0
14	Maharajganj	40	0	0	0	0
15	Siddharth Nagar	248	132	0	160	0
16	Gonda	266	31	18	0	1
17	Badaun	176	29	7	55	1
18	Lakhimpur Kheri	200	226	0	0	0
19	Lalitpur	149	91	0	13	0
20	Pilibhit	104	40	0	0	0

S. No.	District	EGS	AIE (P.S.)	AIE (U.P.S.)	Bridge Course (Non-Residential)	Bridge Course (Residential)
21	Basti	70	67	0	0	0
22	Moradabad	200	138	63	70	2
23	Sonbhadra	150	122	0	0	0
24	Deoria	48	0	0	0	0
25	Hardoi	257	201	0	0	1
26	Bareilly	106	81	0	0	0
27	Firozabad	80	71	0	0	0
28	Balrampur	167	0	0	0	0
29	Agra	0	25	20	0	0
30	Azamgarh	0	0	2	1	0
31	Baghpat	0	25	0	9	0
32	Bahraich	81	64	11	0	0
33	Balia	0	19	1	28	0
34	Barabanki	94	31	1	16	0
35	Bijnor	50	45	10	122	0
36	Bulandshahar	8	2	0	5	0
37	Etah	0	0	0	21	0
38	Faizabad	0	0	0	0	0

S. No.	District	EGS	AIE (P.S.)	AIE (U.P.S.)	Bridge Course (Non-Residential)	Bridge Course (Residential)
39	Farrukhabad	26	14	1	7	0
40	Fatehpur	0	0	0	0	0
41	Ghaziabad	0	0	0	50	0
42	Gazipur	0	0	28	0	0
43	Hamirpur	0	1	0	10	0
44	Jalaun	12	12	0	4	2
45	Jaunpur	0	0	0	0	1
46	Jhansi	25	7	2	21	0
47	Kannauj	0	4	21	27	0
48	Kanpur Dehat	0	0	0	0	0
49	Kushinagar	45	24	2	88	0
50	Mahoba	0	1	2	39	0
51	Mainpuri	40	28	5	28	1
52	Mathura	0	0	0	30	0
53	Mau	0	15	5	30	2
54	Merrut	0	0	0	19	0
55	Mirzapur	50	8	16	79	1
56	Muzaffar Nagar	0	0	0	27	0

S. No.	District	EGS	AIE (P.S.)	AIE (U.P.S.)	Bridge Course (Non-Residential)	Bridge Course (Residential)
57	Pratapgarh	0	10	0	29	0
58	Rai-Bareilly	0	0	0	0	0
59	Rampur	0	0	0	0	0
60	Sultanpur	0	17	0	57	2
61	Unnao	25	46	0	21	1
62	Chandauli	60	0	0	66	0
63	Auraiya	36	0	0	0	0
64	Hathras	85	0	0	0	0
65	Kaushambi	81	0	0	0	0
66	Ambedkar Nagar	0	0	0	0	0
67	G.B. Nagar	0	0	0	15	0
68	Srawasti	0	0	0	0	0
69	Sant Kabir Nagar	138	0	0	0	0
70	J.P. Nagar	60	0	0	32	0
	Total	4865	2029	239	1382	21



CHAPTER - 4

IMPROVING RETENTION

IMPROVING RETENTION

For improving retention of children enrolled in primary and upper primary schools the following provision for additional facilities in schools have been under taken in the civil works programme under SSA.

- Reconstruction of buildingless and dilapidated primary and upper primary school building.

Reconstruction of 3119 dilapidated primary schools were sanctioned during 2002-03, 2003-04 & 2004-05, out of which 1172 were complete by 31.03.05 and remaining are under construction.

District-wise progress of reconstruction of dilapidated primary school buildings is given below.

S. No	District	Target for Reconstruction of Primary Schools (2002-03 to 2004-05)	Under construction	Complete
1	Agra	6	4	2
2	Etah	10	7	3
3	Mainpuri	70	66	4
4	Mathura	52	47	5
5	Firozabad	24	19	5
6	Aligarh	193	31	162
7	Hathras	50	38	12

S. No	District	Target for Reconstruction of Primary Schools (2002-03 to 2004-05)	Under construction	Complete
8	Allahabad	131	75	56
9	Fatehpur	0	0	0
10	Pratapgarh	10	6	4
11	Kaushambi	39	22	17
12	Kanpur Nagar	90	23	67
13	Kanpur Dehat	0	0	0
14	Etawah	37	19	18
15	Farrukhabad	34	34	0
16	Kannauj	10	10	0
17	Auraiya	53	1	52
18	Faizabad	18	18	0
19	Sultan Pur	15	15	0
20	Barabanki	12	12	0
21	Bahraich	1	1	0
22	Gonda	100	52	48
23	Balrampur	60	49	11
24	Ambedkar Nagar	52	52	0

S. No	District	Target for Reconstruction of Primary Schools (2002-03 to 2004-05)	Under construction	Complete
25	Srawasti	1	1	0
26	Gorakhpur	44	17	27
27	Kushi Nagar	0	0	0
28	Deoria	80	61	19
29	Basti	38	9	29
30	Sidharth Nagar	80	71	9
31	Maharaj Ganj	32	32	0
32	Sant Kabir Nagar	12	6	6
33	Jhansi	23	23	0
34	Jalaun	44	44	0
35	Lalitpur	67	65	2
36	Chitrakoot	43	33	10
37	Mahoba	58	58	0
38	Banda	81	45	36
39	Hamirpur	20	20	0
40	Lucknow	127	81	46
41	Unnao	20	20	0
42	Raibareilly	35	35	0

S. No	District	Target for Reconstruction of Primary Schools (2002-03 to 2004-05)	Under construction	Complete
43	Hardoi	5	5	0
44	Lakhimpur Kheri	25	25	0
45	Sitapur	169	1	168
46	Merrut	54	52	2
47	Bulandshahar	51	51	0
48	Ghaziabad	15	15	0
49	Baghpat	10	9	1
50	Gautam Budh Nagar	0	0	0
51	Saharanpur	91	45	46
52	Muzaffar Nagar	25	24	1
53	Moradabad	91	20	71
54	Bijnaur	18	18	0
55	Rampur	66	14	52
56	Varanasi	32	15	17
57	Ghazipur	60	60	0
58	Jaunpur	0	0	0
59	Mirzapur	20	20	0

S. No	District	Target for Reconstruction of Primary Schools (2002-03 to 2004-05)	Under construction	Complete
60	Sonbhadra	13	10	3
61	Bhadohi	48	19	29
62	Azamgrah	49	48	1
63	Ballia	21	21	0
64	Mau	36	36	0
65	Bareilly	18	18	0
66	Shahjahanpur	141	91	50
67	Pilibhit	25	12	13
68	Badaun	106	87	19
69	Chandauli	29	0	29
70	J.P.Nagar	29	9	20
	Total	3119	1947	1172

Reconstruction of 884 dilapidated upper primary schools was sanctioned during 2002-03 to 2004-05, out of which 399 schools were completed by 31.03.05 and remaining are at different stage of construction.

District-wise progress of reconstruction of building less or dilapidated upper primary school buildings is given below.

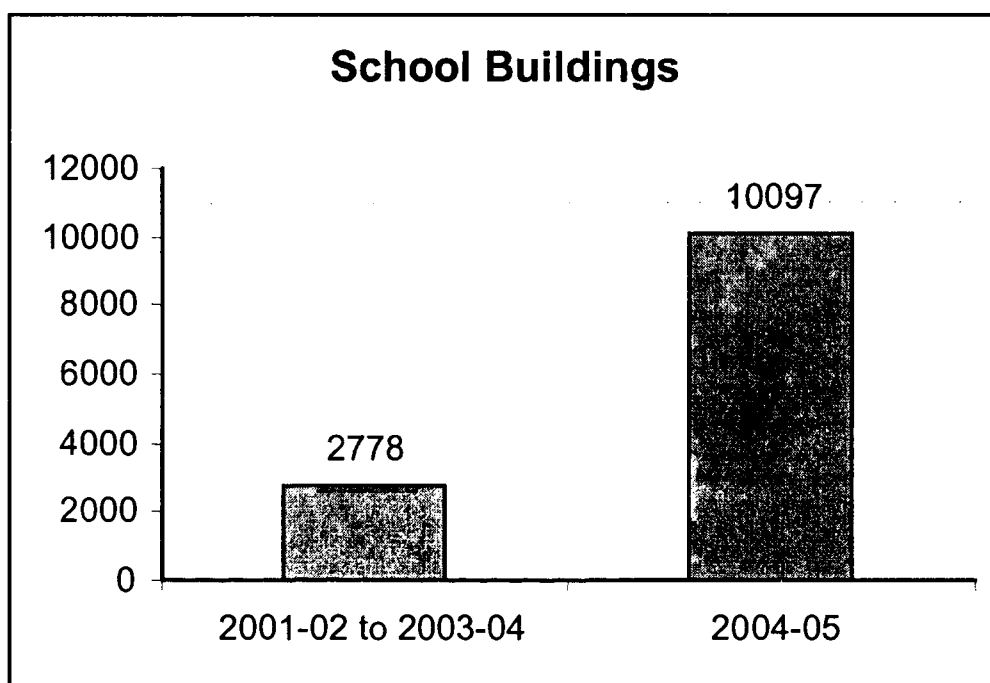
S. No	District	Target for Reconstruction of Primary Schools (2002-03 to 2004-05)	Under construction	Complete
1	Agra	5	0	5
2	Etah	8	0	8
3	Mainpuri	20	15	5
4	Mathura	4	3	1
5	Firozabad	3	3	0
6	Aligarh	33	7	26
7	Hathras	11	4	7
8	Allahabad	23	8	15
9	Fatehpur	26	18	8
10	Pratapgarh	3	0	3
11	Kaushambi	17	4	13
12	Kanpur Nagar	4	4	0
13	Kanpur Dehat	12	8	4
14	Etawah	13	4	9
15	Farrukhabad	13	8	5
16	Kannauj	5	4	1
17	Auraiya	3	0	3

S. No	District	Target for Reconstruction of Primary Schools (2002-03 to 2004-05)	Under construction	Complete
18	Faizabad	7	5	2
19	Sultan Pur	17	6	11
20	Barabanki	17	10	7
21	Bahraich	26	25	1
22	Gonda	20	14	6
23	Balrampur	0	0	0
24	Ambedkar Nagar	8	8	0
25	Srawasti	10	9	1
26	Gorakhpur	13	5	8
27	Kushi Nagar	10	10	0
28	Deoria	21	11	10
29	Basti	11	3	8
30	Sidharth Nagar	34	25	9
31	Maharaj Ganj	15	10	5
32	Sant Kabir Nagar	4	2	2
33	Jhansi	6	4	2
34	Jalaun	20	11	9

S. No	District	Target for Reconstruction of Primary Schools (2002-03 to 2004-05)	Under construction	Complete
35	Lalitpur	4	4	0
36	Chitrakoot	9	0	9
37	Mahoba	5	5	0
38	Banda	18	5	13
39	Hamirpur	10	10	0
40	Lucknow	29	10	19
41	Unnao	34	17	17
42	Raibareilly	10	10	0
43	Hardoi	30	5	25
44	Lakhimpur Kheri	0	0	0
45	Sitapur	5	1	4
46	Merrut	24	6	18
47	Bulandshahar	12	12	0
48	Ghaziabad	9	9	0
49	Baghpat	5	5	0
50	Gautam Budh Nagar	2	1	1
51	Saharanpur	8	5	3

S. No	District	Target for Reconstruction of Primary Schools (2002-03 to 2004-05)	Under construction	Complete
52	Muzaffar Nagar	10	4	6
53	Moradabad	14	7	7
54	Bijnaur	15	15	0
55	Rampur	11	9	2
56	Varanasi	5	2	3
57	Ghazipur	5	2	3
58	Jaunpur	13	0	13
59	Mirzapur	7	4	3
60	Sonbhadra	9	6	3
61	Bhadohi	16	3	13
62	Azamgrah	5	5	0
63	Ballia	31	26	5
64	Mau	13	10	3
65	Bareilly	6	0	6
66	Shahjahanpur	20	20	0
67	Pilibhit	20	9	11
68	Badaun	10	10	0
69	Chandauli	8	0	8
70	J.P.Nagar	10	2	8
	Total	884	487	397

During the year 2004-05, 10097 school buildings were completed which is 3.6 times the total school buildings completed during 2001-02 to 2003-04.



Additional classroom - The additional classrooms have been constructed in existing schools to meet the upsurge due to increased enrollment. The unit cost of each additional classroom is Rs.0.70 lac.

Toilets - The unit cost of construction of two-soak pit toilet (one for boys and one separate for girls) is Rs.0.10 lacs.

Out of 28781 additional classrooms, 19781 were complete by 31.03.05 and remaining are under construction. Out of 7338 toilets, 7142 were complete by 31.03.05 and 196 are under construction.

District wise progress of construction of additional classrooms and toilets is given below.

S.N.	District	2001-02 to 2003-04			2001-02 to 2003-04		
		Additional Rooms			Toilets		
		Target	Under construction	Complete	Target	Under construction	Complete
1.	Aligarh	424	6	418	330	0	330
2.	Hathras	323	5	318	297	0	297
3.	Allahabad	1141	81	1060	219	0	219
4.	Kaushambhi	466	150	316	62	19	43
5.	Kanpur Ngr.	1057	275	782	325	19	306
6.	Etawah	253	8	245	90	0	90
7.	Auraiya	402	7	395	66	0	66
8.	Gorakhpur	860	115	745	300	7	293
9.	Banda	686	286	400	179	0	179
10.	Chitrakoot	354	97	257	90	0	90
11.	Sitapur	833	0	833	112	0	112
12.	Lucknow	412	64	348	507	16	491
13.	Saharanpur	1026	164	862	46	0	46
14.	Varanasi	1366	56	1310	120	0	120
15.	Chandauli	618	131	487	47	0	47
16.	Bhadoi	300	48	252	332	0	332
17.	Agra	220	37	183	54	0	54
18.	Etah	604	161	443	90	0	90
19.	Mainpuri	409	129	280	34	0	34

S.N.	District	2001-02 to 2003-04			2001-02 to 2003-04		
		Additional Rooms			Toilets		
		Target	Under construction	Complete	Target	Under construction	Complete
20	Mathura	180	9	171	30	0	30
21	Fatehpur	548	149	399	50	0	50
22	Pratapgarh	227	52	175	32	0	32
23	Kanpur Dehat	246	78	168	45	0	45
24	Farukhabad	421	100	321	24	0	24
25	Kannauj	100	47	53	12	0	12
26	Faizabad	207	103	104	100	1	99
27	Ambedkar Ngr	236	216	20	29	2	27
28	Sultanpur	742	295	447	53	1	52
29	Kushi Ngr.	541	480	61	65	7	58
30	Jhansi	235	90	145	89	0	89
31	Jalaun	407	188	219	33	0	33
32	Hameerpur	123	43	80	17	0	17
33	Mahoba	188	50	138	35	0	35
34	Unnao	669	136	533	49	0	49
35	Raibareilly	663	392	271	20	0	20
36	Meerut	215	143	72	120	1	119
37	Bulandshehar	219	54	165	40	0	40
38	Gautam B. Ngr.	25	4	21	13	1	12

S.N.	District	2001-02 to 2003-04			2001-02 to 2003-04		
		Additional Rooms			Toilets		
		Target	Under construction	Complete	Target	Under construction	Complete
39	Ghaziabad	405	281	124	31	0	31
40	Baghpat	59	47	12	23	0	23
41	Muzaffar Ngr.	330	192	138	99	4	95
42	Bijnor	660	91	569	20	0	20
43	Ghazipur	585	10	575	48	0	48
44	Jaunpur	373	14	359	27	0	27
45	Azamgarh	671	132	539	30	0	30
46	Balia	624	556	68	72	32	40
47	Mau	484	335	149	21	0	21
48	Mirzapur	41	1	40	24	0	24
49	Maharajanj	277	134	143	165	10	155
50	Siddharth Ngr.	516	368	148	170	6	164
51	Gonda	335	209	126	290	20	270
52	Balrampur	210	70	140	131	0	131
53	Badaun	440	46	394	184	0	184
54	Lakhimpur Kheri	492	120	372	215	0	215
55	Lalitpur	162	88	74	15	0	15
56	Pilibhit	308	63	245	40	0	40

S.N.	District	2001-02 to 2003-04			2001-02 to 2003-04		
		Additional Rooms			Toilets		
		Target	Under construction	Complete	Target	Under construction	Complete
57	Basti	263	154	109	243	50	193
58	Sant Kabir Ngr.	119	98	21	0	0	0
59	Moradabad	272	11	261	185	0	185
60	J.P. Nagar	147	0	147	120	0	120
61	Shahjahanpur	312	114	198	70	0	70
62	Sonbhadra	314	188	126	32	0	32
63	Deoria	222	123	99	90	0	90
64	Hardoi	519	56	463	309	0	309
65	Bareilly	263	47	216	223	0	223
66	Firozabad	26	0	26	30	0	30
67	Barabanki	486	388	98	115	0	115
68	Rampur	252	46	206	25	0	25
69	Bahraich	559	324	235	100	0	100
70	Shrawasti	109	45	64	35	0	35
	Total		8780	19981	7338	196	7142

Handpumps

A total of 2327 hand pumps were sanctioned till 31.03.05. In 2001-02 and 2002-03, unit cost of hand pump was Rs. 18000. During 2003-04 unit cost was Rs. 15000.

District wise progress as on 31.03.2005 is given below.

S.N.	District	Target	Under construction	Complete
1.	Aligarh	157	30	127
2.	Allahabad	309	291	18
3.	Kaushambhi	59	50	9
4.	Kanpur Ngr.	91	5	86
5.	Etawah	92	39	53
6.	Gorakhpur	165	40	125
7.	Banda	126	16	110
8.	Chitrakoot	0	0	0
9.	Sitapur	100	31	69
10.	Lucknow	74	8	66
11.	Saharanpur	62	32	30
12.	Varanasi	48	19	29
13.	Chandauli	110	18	92
14.	Bhadohi	60	35	25
15.	Agra	20	20	0
16.	Etah	40	0	40

S.N.	District	Target	Under construction	Complete
17.	Unnao	20	1	19
18.	Maharajganj	106	0	106
19.	Gonda	50	10	40
20.	Badaun	38	0	38
21.	Lalitpur	0	0	0
22.	Basti	23	0	23
23.	Meerut	30	0	30
24.	Hardoi	110	1	109
25.	Bareilly	74	14	60
	Total	1964	660	1304

Besides this, 2156 handpump were installed through convergence with UP Jal Nigam under Pradhan Mantri Drinking Water Yojna.

Block Resource Centres and Nyaya Panchayat Resource Centres-

12 BRCs buildings (10 in Kanpur Nagar and 2 in Hathras districts) sanctioned under SSA have been completed.

112 NPRCs buildings (97 for district Kanpur Nagar and 15 for Hathras) sanctioned under SSA have been completed.

INCLUSIVE EDUCATION

A person who is disabled never knows his own hidden sources of strength until he is treated like a normal human being and encouraged to shape his own life. Universalisation of education can not be done unless children with special needs are brought to primary school. Keeping above points in view the IED component has been included in SSA to achieve the following objectives-

1. To integrate the disabled children into formal schools.
2. To provide the least restrictive environment to disabled children to develop self-esteem & confidence.
3. To provide a healthy social relationship among the non-disabled and disabled children at all levels and reduce the physical distance between them through equal opportunity and participation in social activities.
4. To provide equal opportunity to disabled children and prepare them for life like other children of the society.

Activities undertaken to achieve the above objectives

To achieve the objectives of IED the following activities have been initiated in all districts covered under SSA programme.

1. Manpower development

To implement a new concept in the field, skilled worker are needed. To fulfill this need following training are being organized..

- a. **Master Teacher Training** - A 10 day training module has been developed at SPO to train 2 persons from each block of all districts. Various DIETs have been selected as venue for the training and District Co-ordinators of districts were Resource Persons. Till now 1195 Master Trainers have completed their 10 days training.
- b. **Foundation Course (45 days)** - In collaboration with RCI a 45 day training module has been developed to train 2 Resource Persons of each block of all districts at a recognized institution. On completion of the training of 45 days, these resource persons receive registration from RCI. 96 Resource Persons have been trained in year 2004-05.
- c. **5 days orientation training of teachers** - 111148 teachers of Primary

schools/Upper Primary schools have been given 5 days orientation on IED by trained Master Trainers and Resource Persons.

- d. **ICDS Workers Training** - A one day training programme to all ICDS workers is going on in districts. Main emphasis of training is type of disability causes preventing strategies and child development. 61494 ICDS workers have been given training.

2. **Identification of CWSN** - Identification of target group is important part of IED programme. Identification of CWSN have been done through microplanning exercise. 263060 CWSN have been identified through house hold survey. Disability-wise breakup is as follows-

1.	Visual Impaired	20949
2.	Hearing Impaired	37952
3.	Orthopaedically Handicapped	111386
4.	Mentally Retarded	25104
5.	Learning Disable	21434
5.	Others	46235
	Total	263060

3. **Integration Of CWSN**

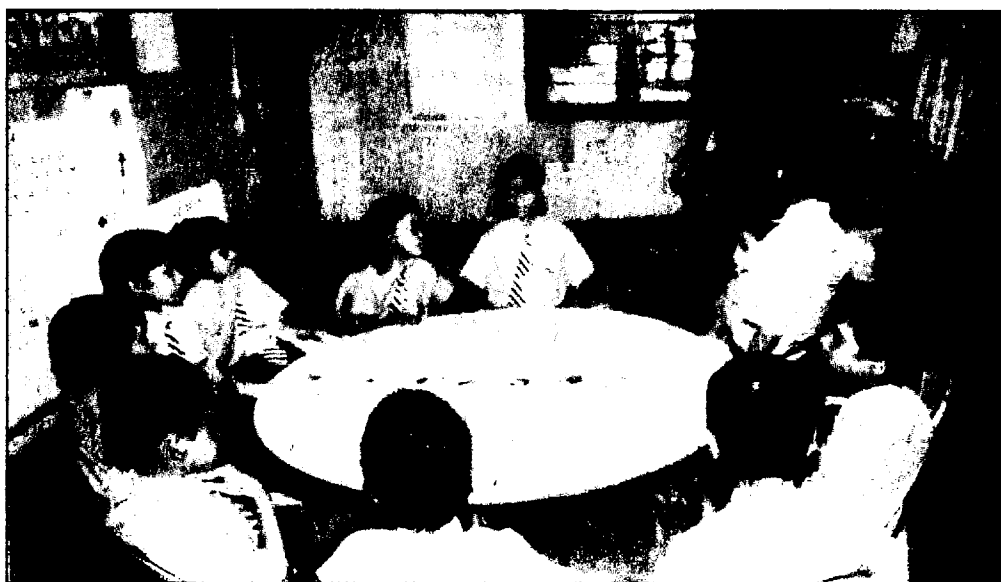
During 'School Chalo Abhiyan' main emphasis was on enrollment of children with special needs and girls. Children with disability are being integrated in nearby primary/upper primary schools. 241911 CWSN have been integrated in primary/upper primary schools. Disability-wise break-up is as follows--

1.	Visual Impaired	23095
2.	Hearing Impaired	30714
3.	Orthopaedically Handicapped	144614
4.	Mentally Retarded	24191
5.	Learning disabled	29297
	Total	241911

4. **Medical Assessment of CWSN-** Medical assessment Camps have been organized by the team of experts and doctors to find out the degree of disabilities and required aids and appliances. During 2004-05, 1337 Medical Assessment camps were organised & 99611 CWSN were assessed and 42181 CWSN were given disability certificate for their rehabilitation.

5. **Procurement of aids and appliances-**

(A) **Through ALIMCO Kanpur** - For the first time aids and appliances have been distributed through ALIMCO, Kanpur on the basis of 40% cost borne by SSA & 60% cost by ALIMCO. 224 camps have been



organized in which 13681 CWSN identified for aids/appliances and 12773 aids/appliances provided to CWSN.

Breakup as follow-

1.	Crutches	2165
2.	Tricycle	5375
3.	Wheel Chair	1526
4.	Caliper	3220
5.	Walking Stick	27
6.	Hearing Aid	1188
7.	Cane	111
8.	Breille Slate	161
	Total	12773

(B) **Through convergence with other departments/NGOs.-** 5680 aids and appliances were provided to CWSN through convergence with CRRC, Lucknow, DDRC, Manglam Kalyanam Karoti etc. Detail of aids and appliances distributed are as follow-

1.	Crutches	1637
2.	Tricycle	1600
3.	Wheel Chair	634
4.	Caliper	1029
5.	Artificial limb	29
6.	Walking Stick	48
7.	Hearing Aid	524

8.	Cane	99
9.	Blind clock	27
10.	Low vision kit	10
11.	Braille Slate	43
	Total	5680

6. **Academic & cultural meet-** On 3rd December 2004 World Disabled day was celebrated in each district. Many competitions such as painting, musical chair race, dance etc. organized. Large number of CWSN have been participated. Prizes were given to winners.



7. **Bridge Course** -During 2004-05, Three months residential bridge course for severe disabled children were started for the first time. The main objective of the bridge courses is readiness for school. Main contents of the bridge camp are mobility training, social integration, braille reading & writing (Blind Children), speech therapy, language development, lip reading (for severely hearing impaired children). Residential bridge camp for blind children and severely hearing impaired children was started from 15.08.2004 at DIET,

Gorakhpur and from 09.09.2004 at DIET Basti respectively on experimental basis. In Basti 25 severely hearing impaired children have learned speech-language, reading, writing. This camp was successfully completed on 8 December 2004.



In Gorakhpur Bridge Course 30 blind children were enrolled. They were provided mobility training, sensory training, and training in activity of daily living (ADL). They learnt Braille reading and writing, use of abacus and Taylor frame for mathematical computation. On the basis of the achievement of children, the duration of bridge course was extended three months more. Some children showed remarkable achievement & they have been placed in class IV in primary schools. Six month Bridge Course completed on 12 February 2005.

During the eye checkup a child Shailash was diagnosed with bilateral congenital cataract whereas another child Jagat Narayan was found to have refractive errors. With a correcting lens Jagat Narayan got his sight back. After two consecutive surgical interventions involving transplantation of lenses, Shailesh also is now able to see.

A booklet "Towards inclusion" was prepared to document the bridge course.

8. **Parents' Counselling** - Parent counseling have been started in 2004-05. Main purpose of parent counseling is awareness to guide, how to help and teach to CWSN. 15-20 active parents of disabled children have been selected. IEP of CWSN have been prepared. According to IEP the parents are being counselled. Main points of the counselling are-

- I. Current Status of child
- II. Maintenance and care of hearing aid/aids and appliances
- III. Teaching techniques
- IV. Steps for mobility training/ speech therapy.

Till now 497 camps organized. and 4258 parents of CWSN are being counselled.

9. **Convergence with Handicapped Welfare Department** - For strengthening of 12 special schools and 7 workshops and establishment of Nursery school for CWSN, Rs.595.95 lacs were released to Handicapped Welfare Department out of which expenditure till 31 March 2005 was Rs.301 lacs. 665 corrective surgery were made. Relaxation -therapy, candle making, chair caning, gas stove repairing and computer training etc. were organized in various workshops run by the Handicapped Welfare Department

10. **Convergence with Special Olympics**

Special Olympics is an organization committed to mentally retarded athletes. Resource enhancement of district coordinator was done through them for better organization of sports meet for CWSN.

Health Check-up - A Govt. order by the State Health Department for school health checkup of children studying in primary and upper primary schools was issued on 14 May 2004. A health checkup coordination committee has

been setup in districts to prepare a roster for school based health checkup of students by Doctors/ANM.

For year 2004-05 health checkup of 10831129 children was completed and 567975 children were referred.

Community Mobilization & Participation

For local ownership of SSA interventions, it is necessary to mobilise the community to participate in development/educational activities. Targeted activities for community mobilisation have been undertaken as follows:-

Village Education Committee

In order to promote community participation in elementary education the VECs have been constituted by the State Govt. under the UP Panchayati Raj Act & in synchronisation with the Basic Shiksha Adhiniyam of UP. In July, 1999 the Govt. of UP delegated the management of Basic Education to PRI's & the role of the VEC was greatly enhanced. In the new setup of VEC three guardians of school going children nominated by ABSA are included.

The VEC is playing a major role in bringing positive attitudinal change in people towards education and in mobilising the community for the following purposes:

- * to bring un-enrolled children into formal schools.
- * to retain children in schools, especially girls & children from disadvantaged groups.
- * to bring children with disabilities into the mainstream.
- * to encourage & support out of school children especially girls, working children, to join alternative schools.

For these activities VECs are involved in identifying accessible place for setting up schools, construction of schools & addl. classrooms, toilets, purchase of materials for school infrastructure and engaging para teachers where they are needed and opening of EGS centres.

Under SSA, the VECs have been assigned the responsibility of school construction, purchase of material, maintenance and repair of school buildings, mobilisation and environment building activities, taking special measures for education of children of deprived sections, ensuring access and retention, supervising schools & alternative schools, EGS centres for effective functioning, conducting micro level planning and developing village education plans,



implementing, monitoring plan activities and ensuring convergence of services and inputs for primary education.

A training manual and a hand book for the members is being developed to build an information base and understanding with VECs on enrolment, retention, mobilising community, girls education, microplanning, school mapping, school improvement plans etc. The focus of the training manual is as follows: -

Promoting Girls' Education

The question of girl's education is central to SSA in Uttar Pradesh. The need to emphasise strategies and interventions for girl's education by addressing gender



concerns at all levels of programme implementation has been recognised as critical by these programmes.

1. Make the educational system more supportive to the needs of girls.
2. Create an environment, which enables women to demand education for themselves and their daughters.
3. Gender perspective as an integral part of the project from preparation to implementation.
4. Integration of the gender perspective in planning.
5. Constitution of Gender & ECE resource group with extensive networking to guide the interventions of the project.
6. Gender related activities clearly articulated in Annual Work Plans of Districts.
7. Specific interventions in selected backward clusters.
8. Gender sensitization programmes for management and grassroot level functionaries.

In view of the low rate of participation and completion by girls in the elementary schooling cycle, a variety of interventions have been undertaken in SSA to provide access for schools to all girls, make schooling more attractive to girls, remove obstacles to girls participation and remove gender bias in teaching learning materials as well as in classroom situations.

"Work experience education" for girls

To ensure more participation of girls in education at upper primary level a special intervention "work experience education" for girls has been initiated. 450 upper primary schools have been taken up.

ECCE

Convergence with ICDS department is being done for strengthening of 2532

Anganwadi Centres in 25 districts in Ist phase and 6736 ECCE centres in IInd phase in 61 districts.

District-wise details are given below :

Sl.No.	District	Ist Phase	IInd Phase
1.	Saharanpur	77	110
2.	Varanasi	40	70
3.	Hathras	29	75
4.	Bhadohi	20	150
5.	Banda	20	150
6.	Kanpur Ngr.	30	140
7.	Etawah	40	70
8.	Auriya	20	70
9.	Allahabad	53	75
10.	Kaushambhi	75	0
11.	Chitrakoot	40	140
12.	Badaun	150	70
13.	Deoria	150	70
14.	Pilibheet	150	70
15.	Shahjahanpur	103	100
16.	Basti	92	36
17.	Sant Kabir Nagar	62	24
18.	Gonda	38	140
19.	Bareilly	200	30
20.	Moradabad	75	120

Sl.No.	District	Ist Phase	IInd Phase
21.	Lakhimpur Kheri	150	60
22.	Lalitpur	150	60
23.	Firozabad	174	50
24.	Maharajganj	151	60
25.	Sidharthnagar	150	70
26.	Hardoi	100	100
27.	Sonbhadra	200	30
28.	Balrampur	12	160
29.	Sitapur	0	170
30.	Pratapgarh	0	140
31.	Raibareilly	0	50
32.	Gorakhpur	0	170
33.	Jaunpur	0	150
34.	Aligarh	0	75
35.	Fatehpur	0	150
36.	Barabanki	0	170
37.	Ghaziabad	0	15
38.	Hameerpur	0	150
39.	Mahoba	0	170
40.	Mainpuri	0	81
41.	Mathura	0	170
42.	Meerut	0	129
43.	Jhansi	0	150

Sl.No.	District	Ist Phase	IInd Phase
44.	Farukhabad	0	160
45.	Sultanpur	0	170
46.	Bahraich	0	75
47.	Shrawasti	0	75
48.	Rampur	0	170
49.	Etah	0	150
50.	Jalaun	0	75
51.	Kanpur Dehat	0	170
52.	Chandauli	0	70
53.	Bulandshahar	0	145
54.	Agra	0	75
55.	Ghazipur	0	125
56.	Bijnor	0	170
57.	Kushinagar	0	81
58.	Kannauj	0	170
59.	Balia	0	125
60.	Lucknow	0	170
61.	Mau	0	170
62.	Muzaffarnagar	0	150
	Total	2532	6736

Kala Jatha - Local folk groups were launched in 15 districts with specially developed scripts on the theme of girls education and retention. Kala Jathas performed in 912 villages to -

- Activising community based bodies.
- Identifying out of school children
- Building closer link between community and school.
- Applying sustained on families of the out of school children.
- Creating awareness towards girls education and developing gender sensitive environment.

Meena Manch - "Meena" symbol of the girl child and the spokesperson for girls education and girls rights developed by 'UNICEF', is being launched in a big way in the State. Concept of organizing girls into clubs called "Meena Manch" has been formed with following objectives:

- To provide a platform for self-expression by the girl child.
- To develop a spirit of leadership & co-operation.
- Resolution of adolescent doubts & queries.
- To inculcate reading habits & develop creativity.
- Life skills development.
- Awareness generation regarding women's rights & opposition of child marriage.
- To encourage saving habits.

7742 Meena Manches have been formed in all districts at upper primary school level.

National Programme of Education for Girls at Elementary Level

As an additional support for education of under privileged/disadvantaged girls, a new programme called National Programme for Education of Girls at Elementary Level (NPEGEL) has been started under SSA.

Objectives

- Develop and promote facilities to provide access and enhance participation of girls.
- Facilitate retention of girls
- Improve the relevance and quality of education through various interventions.
- Facilitate an empowering educational process for girls.

Scope

- Educationally backward blocks (EBB) with female literacy below national average and gender gap above national average.
- Block with at least 50% SC/ST population and SC/ST female literacy rate below 10%.
- Notified Urban Slums.

Components of NPEGEL

- One model cluster school for each cluster of 5-10 villages
- Existing school in areas with density of SC/ST, OBC and minority girls.
- Accessibility to all schools in the cluster to enable utilization of all facilities.

746 model cluster schools have been selected in Ist phase and 7742 schools selected in II phase.

Major interventions undertaken in these villages are given below-

1. Child Care Center

The scheme provides opening of child care centres to meet gaps in the integrated child development scheme and relieve girls from sibling care. 583 centres are being run through Meena Manches.

2. Mela, Seminar, Workshops

To mobilize community, VEC, MTA/PTA/WMGs, Block level implementation groups 921 mela's, workshops and seminars have been organised at cluster and block level.

3. Library Establishment

To develop reading skills among girls 7742 libraries have been established during 2004-05 in collaboration with National Book Trust of India; at cluster school level.

4. Cycle, swings

- To develop mobility skills and self confidence in girls 10 cycles have been provided to each cluster schools in 746 schools and 5 cycle have been provided in 7742 schools.
- Four set of swings have been established in each cluster school for joyful environment.

5. Construction of Additional Classroom

The construction of additional classroom will be carried out by VEC. Infrastructure development will be used for additions to schools, residential facilities, girls toilets, water supply, electrification and barrier free features etc.. 810 additional calssroom have been constructed.

6. Life skill development camps

With the convergence of SIFPSA 5 days module "Arman" has been

developed to strengthen life skills in adolescents of class 8. 1548 life skill development camps have been organized. Camps were organized in the month of May-June 04. About 6200, adolescent children were benefitted in these camps.

TEACHERS AND SHIKSHA MITRAS

Till 31.03.2005, 12166 posts of primary teachers and 29949 posts of upper primary school teachers have been created and all have been filled up.

District-wise details are given below-

S.No	District	Primary schools	Upper primary schools
1.	Agra	97	444
2.	Aligarh	182	567
3.	Hathras	157	81
4.	Allahabad	748	1110
5.	Kaushambi	377	150
6.	Azamgrah	130	600
7.	Badaun	280	522
8.	Baghpat	11	156
9.	Bahraich	139	876
10.	Srawasti	68	--
11.	Ballia	129	489

S.No	District	Primary schools	Upper primary schools
12.	Balrampur	72	717
13.	Banda	479	405
14.	Barabanki	92	576
15.	Bareilly	108	297
16.	Basti	132	939
17.	Sant Kabir Nagar	81	96
18.	Bhadohi	411	396
19.	Bijnaur	36	510
20.	Bulandsahar	66	645
21.	Chitrakoot	448	348
22.	Deoria	55	366
23.	Etah	81	192
24.	Etawah	397	762
25.	Auraiya	239	228
26.	Faizabad	151	678
27.	Ambedkar Nagar	45	75
28.	Farrukhabad	115	489
29.	Fathepur	85	294

S.No	District	Primary schools	Upper primary schools
30.	Firozabad	189	381
31.	Ghazipur	67	390
32.	Ghaziabad	7	357
33.	G.B. Nagar	42	75
34.	Gonda	104	699
35.	Gorakhpur	383	591
36.	Hamirpur	28	258
37.	Hardoi	146	300
38.	Jalaun	59	537
39.	Jaunpur	--	240
40.	Jhanshi	62	387
41.	Kannuj	40	294
42.	Kanpur Dehat	231	264
43.	Kanpur Nagar	197	606
44.	Kushi Nagar	135	516
45.	Khiri	161	369
46.	Lalitpur	118	330
47.	Lucknow	1519	357

S.No	District	Primary schools	Upper primary schools
48.	Maharaj Ganj	98	528
49.	Mahoba	15	324
50.	Mainpuri	89	318
51.	Mathura	62	450
52.	Mau	34	402
53.	Merrut	2	174
54.	Mirzapur	84	345
55.	Moradabad	147	859
56.	J.P. Nagar	70	125
57.	Muzaffar Nagar	1	351
58.	Pilibhit	20	315
59.	Pratapgarh	94	306
60.	Raibareilly	125	507
61.	Rampur	75	369
62.	Saharanpur	370	612
63.	Shahjahanpur	--	360
64.	Siddharth Nagar	168	1128
65.	Sitapur	478	798

S.No	District	Primary schools	Upper primary schools
66.	Sonbhadra	84	480
67.	Sultanpur	15	228
68.	Urnao	162	420
69.	Varanasi	997	391
70.	Chandauli	77	200
	Total	12166	29949

All of these posts are promotional posts and have been filled.

Shiksha Mitras are contracted by the VEC for one academic session and if his or her work and conduct is found satisfactory, their services can be extended for the next session also. Shiksha Mitras are paid Rs.2250/- as fixed honorarium per month. If work and conduct of a Shiksha Mitra is not found satisfactory, he or she can be removed by the VEC by a resolution passed by two third majority. Prior to being positioned in the local school, the Shiksha Mitra is given one month induction training by DIETs. In case of renewal of contract the Shiksha Mitra is given 15 day refresher training. Shiksha Mitras receive academic support from the BRC & NPRC staff as well as DIET all round the academic year.

Shiksha Mitras have been recruited in new schools, single teacher schools and schools with adverse teacher-pupil ratio.

Till 31.03.05, total 84085 Shiksha Mitras were sanctioned, out of which 65670 have been recruited and remaining are under progress.

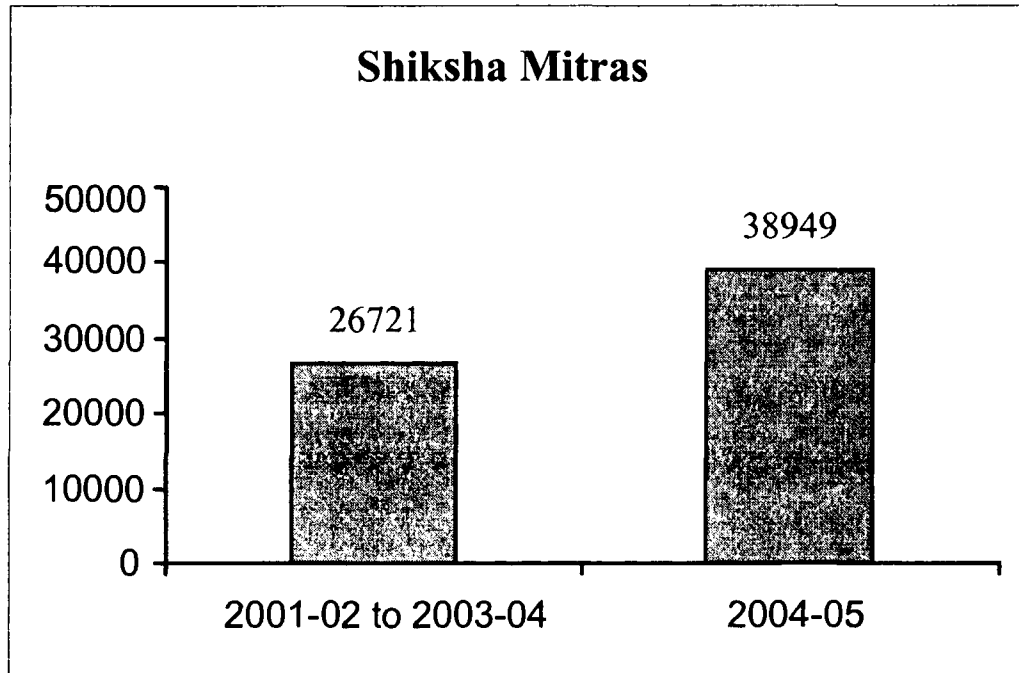
District wise details are given below.

S.No	District	Target	Filled
1.	Agra	1402	1058
2.	Aligarh+ Hathras	1381	1215
3.	Allahabad+ Kaushambi	3095	2609
4.	Azamgrah	1865	1651
5.	Badaun	2143	2123
6.	Baghpat	158	153
7.	Bahraich+ Sravasti	2211	651
8.	Ballia	1432	818
9.	Balrampur	1365	546
10.	Banda	1039	1023
11.	Barabanki	1610	960
12.	Bareilly	1901	1619
13.	Basti+ Sant Kabir Nagar	2444	1912
14.	Bhadohi	710	567
15.	Bijnaur	1179	1169
16.	Bulandsahar	700	135
17.	Chitrakoot	1107	928
18.	Deoria	1517	1121
19.	Etah	2165	1553
20.	Etawah+ Auraiya	1604	1589

S.No	District	Target	Filled
21.	Faizabad + Ambedkar Nagar	2396	1598
22.	Farrukhabad	751	749
23.	Fathepur	914	839
24.	Firozabad	1050	769
25.	Ghazipur	1446	1094
26.	Ghaziabad + G.B. Nagar	387	282
27.	Gonda	1882	1708
28.	Gorakhpur	2009	788
29.	Hamirpur	332	297
30.	Hardoi	2238	2201
31.	Jalaun	350	216
32.	Jaunpur	1912	1363
33.	Jhanshi	366	241
34.	Kannuj	578	578
35.	Kanpur Dehat	807	807
36.	Kanpur Nagar	720	708
37.	Kushi Nagar	1466	672
38.	Lakhimpur Khiri	2296	2289
39.	Lalitpur	696	666
40.	Lucknow	1708	1501

S.No	District	Target	Filled
41.	Maharaj Ganj	1881	1837
42.	Mahoba	363	207
43.	Mainpuri	734	544
44.	Mathura	768	541
45.	Mau	818	648
46.	Meerut	496	275
47.	Mirzapur	1083	1019
48.	Moradabad + J.P. Nagar	2664	2465
49.	Muzaffar Nagar	517	347
50.	Pilibhit	944	944
51.	Pratapgarh	1576	875
52.	Raibareilly	1264	1085
53.	Rampur	1159	616
54.	Saharanpur	1184	1116
55.	Shahjahanpur	2017	1985
56.	Siddharth Nagar	2410	1567
57.	Sitapur	1978	1663
58.	Sonbhadra	1492	1437
59.	Sultanpur	1795	422
60.	Unnao	1466	1300
61.	Varanasi + Chandauli	2144	2011
	Total	84085	65670

During 2004-05, 38949 shiksha mitras were recruited which is about 1.5 times the total shiksha mitras recruited during 2001-02 to 2003-04.



COMPUTER AIDED EDUCATION

A State Level Computer Education Committee has been constituted under chairpersonship of the Principal Secretary (Education) to steer the programme. Meetings of the Committee were held in which specifications of computer hardware have been finalized.

Computer hardware procurement is complete in selected schools in all the districts. Curriculum based software procured from Head start programme of Madhya Pradesh Govt. has been made available to the schools covered under the programme Per school two teachers are being trained.

During the implementation of CAL it was felt that because of poor power supply the optimum use of computers was not possible. To overcome the problem of poor power supply in schools, a pilot project of 'Solar Panel operated computers' was started in 10 schools of Kheri district in convergence with NEDA (Non

Conventional Energy Development Authority). The project was found very successful. Decision has been taken to extend this project in all the districts.

SUPPORT FOR MID-DAY MEAL PROGRAMME

State Government launched cooked Mid-day meal programme in primary schools in October, 2005. There was problem of non-availability utensils of to cook food in schools. The matter was put up before the programme committee and decision was taken to provide for utensils from the school grant given to each primary school. Consequently, utensils were purchased by the Village Education Committees for each parishad primary school from the school grant. This made the cooked mid-day meal programme success benefiting about 95000 primary schools.

SOCIAL LEARNING PACKAGE

(Promoting gender equity and diversity in formal primary schools)

Back ground

The Concept of Social learning Package evolved from Udaan,(a residential program for girls in the age group of 12 to 14yrs. who have neither been to schools or have dropped out of formal schools) running in Hardoi District and has been developed by Care India and Janshala is a micro level initiative born out of the concern for enriching the quality of education, augmenting its relevance and making the schooling experience of children more meaningful and attractive. Thus, it was proposed that an appropriate version of the social learning package be developed for children of class IV and V of formal schools so that they can be introduced to such a learning package with the above objectives. Janshala UP suggested that block Mohanlalganj of Lucknow district should be taken up for the implementation of the new intervention.

Concept

- Social learning within the context of aims of education

- Social issues to be brought into class rooms as themes of learning
- Scope - Relationships and Inter-relationships across Self, Family, Society, Institutions, Ecology, Economy

Objectives

- Encouraging and fostering a critical and democratic attitude in children while not alienating them from their own milieu
- Building skills of planning, negotiation, problem solving
- Enhancing their world view
- Finding ways out of gender straitjackets, examining conditioned responses in oneself and others
- Developing a more positive self confidence, self image

Preparation and trainings

Learning from framework of Udaan is relevant to all children to develop a broader worldview and to develop a spirit of inquiry, which pertains to an exploration of self and society. Thus, it was proposed that an appropriate version of the social learning package be developed for children of class IV and V of formal schools so that they can be introduced to such a learning package with the above objectives. The first round of teacher's training held in July and August 2004, and about 400 Teachers were trained.

Onsite Monitoring & support

The proposed monitoring and support mechanisms basically have three means,

- (i) regular classroom observation and on-site support,
- (ii) Reflective monthly meeting of teachers at cluster level, and

(iii) Reflective monthly meeting of Resource persons with the Core team.

On side monitoring and support has been provided by 14 Social learning coordinators in 14 NP's in Mohanlalganj block of Lucknow District.

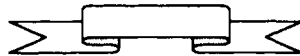
Reactions : What children say..

- The children feel that their shyness has reduced and they have become bold
- The children feel that they have started coming to school regularly because of SLP
- All the children said that the SLP should continue, the reasons ranged from enjoying the social learning activities to learning new skills to fearless classroom environment
- The Children knowing much more about society and institutions like family, occupation, work distribution (Gender), Bank, post office, Hospital etc...
- To develop democratic values among the children
- The children seems more responsible towards the school and family
- The children showing their creative ability through various methods like narrative stories, songs/poems, bal akhbar, role play etc...

Reactions : what teachers feel..

- Almost all the teachers have endorsed the enhancement in attendance since introduction of SLP.
- Most headmasters feel that SLP has positively influenced teaching learning of other subjects

- Most teachers (ATs and SMs) feel that children have become fearless and more active
- Positive influence in terms of gender and social equity aspects visible in the classrooms
- Most teachers feel that their own behavior has positively changed towards children since introduction of SLP (friendly behavior, interesting discussions, sitting on ground with children, etc.)



CHAPTER - 5

IMPROVING QUALITY OF EDUCATION

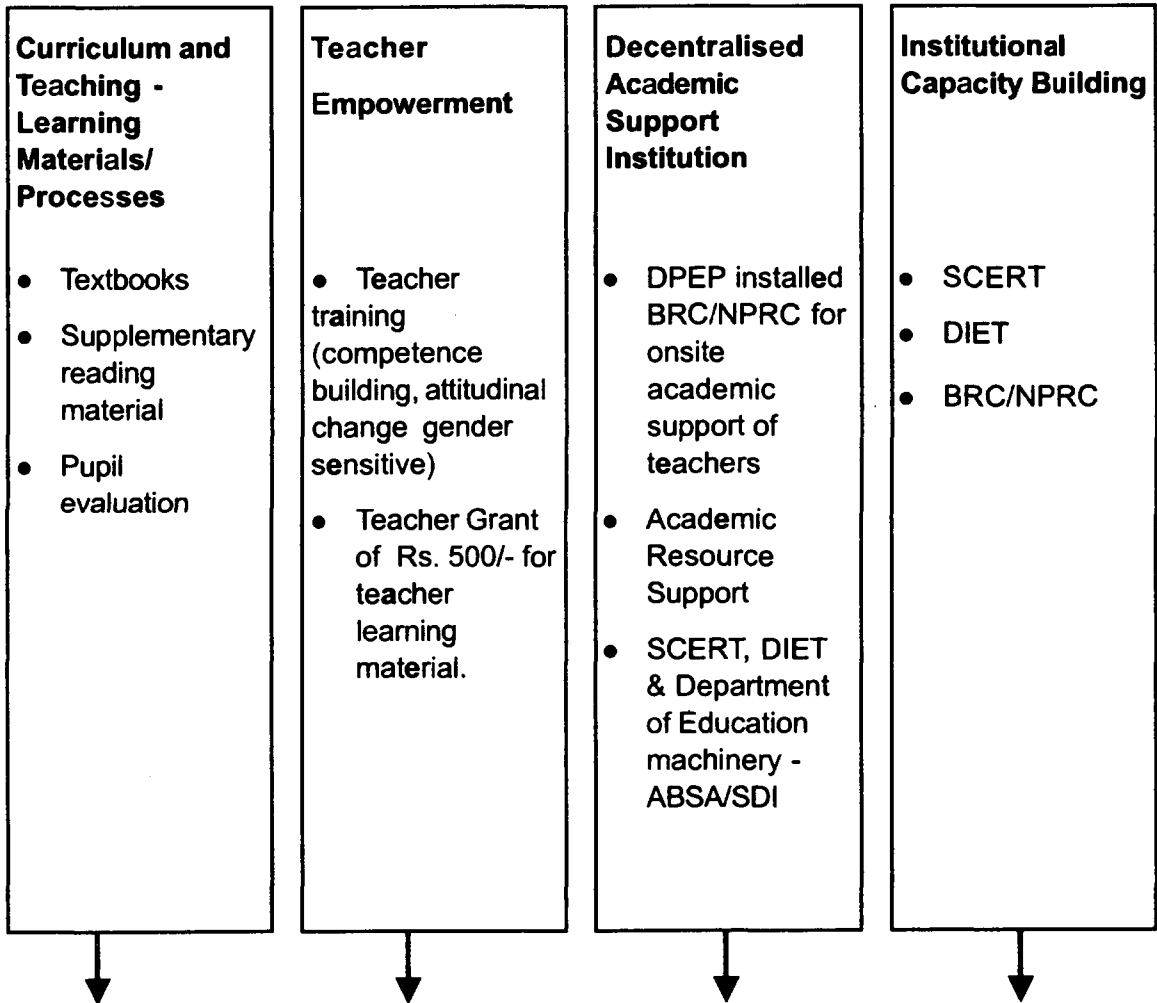
Improving the quality of elementary education in SSA districts, facilitating completion of the primary and upper primary education and achievement of minimum level of learning are the key components of the project. To improve the quality of primary and upper primary education, it is of utmost importance to bring about pedagogical improvements in present primary and upper primary education.

AREAS OF PEDAGOGICAL IMPROVEMENT

Pedagogical renewal which includes enhancing teacher motivation and competence is the key to qualitative improvement. SSA strives to link pedagogical necessities with broader educational concerns and the ultimate objective of improving the school processes and classroom practices. To build up an environment in schools conducive to learning by all children a coordinated Plan of Action was developed to cover the following key areas:-

- Competency based teaching / learning practices.
- Improving curriculum, textbooks and supplementary materials.
- Changing teaching styles and practices.
- Enhancing teacher motivation and competence.
- Strengthening academic support to teachers.
- Supporting educational evaluation at district & school levels.
- Developing strategies for multigrade schools.
- Promoting educational research.
- Promoting joyful, child-centred and activity based learning.
- Providing education to special focus groups.

ROUTE TO QUALITY IMPROVEMENT



- Better learning achievement level of children
 - School improvement and joyful and activity-based child centred classroom processes,



Training based on SAADHAN Module

All teachers under SSA have been provided in-service training based on Saadhan module in 2001-02. The training was imparted through DIETs at BRC level. It was an 8 day package in which two days were reserved to provide additional input to BRC & NPRC coordinators. The module focussed on :

better & effective use of textbooks in classrooms.

upgradation of content knowledge of teachers.

use of new transactional methodologies.

handling multi-grade & multi-level teaching.

preparation and use of content specific TLMs.

Leadership training of head teachers of primary schools

Head teacher significantly influence the growth & teaching learning activities of the school. Therefore, a training of primary school head masters on 'Leadership' was conducted at district level in 2003-04. Training was conducted by master trainers who were trained by SIEMAT, Allahabad. These MTs in turn trained TOTs, who conducted the training in different phases in districts. The training was of 6

days based on 'Sankalp' module, developed by SIEMAT. This module talks comprehensively about the leadership qualities , roles & responsibilities of head master as a leader of the school. The training is complete and 97000 head teachers have been trained.

Training on English & Sanskrit subjects at primary level

The introduction of new textbooks generated a demand to orient them towards new textbooks and upgrade their teaching skills especially in English & Sanskrit subjects. Therefore teacher guides (class 1 to 5) on all subjects were developed. It was given a thought that since the teachers were the ultimate user of teacher guides, it would be

effective if teachers were provided training based on these guides. Keeping this in mind, the teacher guides were developed as teacher guides cum training modules. Training of primary school teachers on English & Sanskrit subjects for 2004-05 is

The English and Sanskrit teacher guides developed especially have been used as training modules for providing training to primary teachers on English and Sanskrit subjects. These guides have clear cut lesson plans which provide lesson wise details of teaching methodology, TLM to be used how to transact learning, exercises and tools for evaluating child's performance, application of knowledge, etc..

complete. One teacher from each school was targeted for giving the Sanskrit & English subject training. The training was being given by Master trainers. A total of 91794 teachers in English & Sanskrit subject each have been trained so far. The training of remaining teachers is scheduled to be given in next session.

Teachers have become well versed in teaching skills but still there is gap found in imparting reading skills. Therefore to make our teachers oriented towards techniques of reading skill-pronunciation, modulation, reading with understanding and finally how to develop reading habits of children, it was proposed to conduct a training of teachers on Reading Skills. SIE, Allahabad is developing a module

on reading skill Pathan Shamta Vikas focussing all above mentioned points. Once the module is developed MT for providing training to teachers on reading skill would be trained.

Need based training

Decentralized trainings are effective tools for addressing local specific teaching-learning needs. Therefore decentralized training concept was conceived, which is now at the core of all teacher training programmes.

To conduct decentralized need based training at primary level, DIETs were asked to identify teacher training needs, and develop their training package at local level addressing local needs. The instructions regarding developing the training package on content, methodology & duration of the training have been sent to them by SPO. Based on the needs & requirements of the training package, budget is allocated to them from State Project Office as per the provision made. A total of 21374 primary teachers have received training so far.



Subject wise training at upper primary level

Upper primary teacher guides have been developed under the overall

guidance of SCERT alongwith its units- State Institute of Education, Allahabad and ELTI, Allahabad.

SIE was given the responsibility to develop Social studies teacherguide (History, civics and geography), Hindi Sansthan was given to develop language and Sanskrit teacher guides, Science Institute had to develop Science and Maths teacher guides and ELTI was given responsibility to develop T.G. on English subject.

The upper primary teacher guides have been written by a group of practicing upper primary school teachers, gender specialists, BRC coordinators, DIET faculty members, experts from SCERT, SRG members etc.. Besides a wider range of resource materials was used for writing. These guides which included children's literature, story books, Science visual dictionaries children encyclopedia etc..

The 5 master trainers in each subject for upper primary teachers in all subjects have been trained. These MTs were trained by institutes like Hindi Sansthan, Varanasi on- Hindi & Sanskrit subjects, ELTI, Allahabad on English subjects, SISE, Allahabad on Science subjects, SIE, Allahabad on Social Studies subjects. The upper primary teacher guides (class 6-8) are also used as training module for providing subject wise training to upper primary teachers. A total of 46237 teachers have been trained in various subjects so far.



The teacher guides from class 1 to 8 have been distributed to primary & upper primary schools which are being used by teachers for seeking guidance during their classroom transaction.

The translation of all teacher guides (class 1 to 8) in urdu language is under progress.

Teaching learning materials

During in-service trainings, teachers are oriented & motivated to simplify & elucidate their teaching style with the usage of TLM. For this, they are provided annual grant of Rs. 500/- with the help of which they prepare content-based teaching material which are suited to the need of multigrade teaching and gender friendly.

A 6 day training on development & use of TLM on Science, Maths & Geography, 2 days for each subject, was held in Jan' 05. The training was given by MTs who are already trained on Science, Maths & Geography subjects by institutes like- SISE, Allahabad & SIE, Allahabad respectively. Instructions have been sent to DIET to conduct training at block level. These MTs provided training to upper primary subject teachers, teachers from high school/inter colleges (classes 6-8) and BRC/NPRC coordinators. A total of 10524 teachers have been trained on TLM so far.

Availability & utilization of TLM :-

To make classroom transactions effective, it is must that teachers and children are provided with required TLM. Therefore teachers of primary & upper primary schools are provided annual grant of Rs 500/- for development of locally suitable teaching learning materials.

The guidelines on development & effective use of TLM at primary level has been distributed to all teachers.

Teacher grants to all government schools, recognized Maktab/Madarsas and junior high schools have been given.

TLM Melas

TLM Melas are regularly organized at Block & cluster levels. BRC/NPRC coordinators prepare different TLMs involving teachers and children. These TLMs are either subject based TLMs or can be any reading materials or experiments based TLM which help to facilitate the teaching-learning process and help students to strengthen their learning. During 2004-05, TLM Melas were organized in districts in which different TLMs were displayed for teachers, children and community. These melas provides forum to exchange new ideas on developing TLM with locally available things.

Provision of free textbooks

There is provision to provide free textbooks to all girls and SC/ST boys in primary & upper primary schools to offset the costs of poverty as well as to provide incentives to send girls to schools. A total of 11616349 children of primary class (1-5) have been benefited with the free textbooks during academic session 2004-05.

A total of 2491165 children at upper primary level have been provided free textbooks during 2004-05 academic session.

Textbooks for class 6 to 8 on Agriculture and Home Science subjects have been developed by SISE, Allahabad and SIE, Allahabad respectively. The books have been approved by SCERT. These books would be introduced by the Basic Shiksha Parishad in schools in the new academic session starting from July 2005.

Pupil Evaluation

The annual examinations of class-5 and class-8 are organized as public examinations at the end of academic session. The papers are prepared by

divisional committee headed by AD Basic and evaluation is done centrally by teachers at Block level. Sample checking of evaluated answer sheets is done by BRC & CRC coordinators. The whole process of conducting the examination and evaluation of answer sheets is supervised by DIETs in their respective districts.

Continuous & Comprehensive evaluation has been introduced in all schools.

Academic Monitoring by BRC/NPRC/DIET/SCERT.

The academic support & supervision system is incorporated in the foundation training of BRC-C, NPRC-C & DIET mentor. The objective is to improve the functioning of schools & classroom processes as well as achieving better academic level amongst children. This is done by operationalizing a system of regular school.

The NPRC/BRC-C & DIET mentor classify schools in A,B,C,D according to the set of 10 school performance parameters. DIET staff has been assigned the role of mentor of a block, they visit and supervise the functioning of schools and implementation of training programmes in the block..

It is mandatory for the NPRC-C, BRC-C & DIET mentor to pay monthly visit to atleast two different schools of 'C' & 'D' categories & provide academic support to them.

Beside this, monthly meetings are organized at cluster & block level where teachers also participate. These meetings provides forum to exchange their teaching ideas, solve their teaching problems and learn new innovative teaching skills by conducting 'model lesson' in the meeting.

There are instructions to BRC & NPRC to prepare annual work plan for academic monitoring of schools in their respective areas. This is done at BRC & NPRC levels.

SCERT monitors the progress of quality interventions through monthly review meetings with the Principal, DIETs

New DIETs

There were 14 districts which did not have DIET and various quality related activities of these districts were looked after the DIETs situated in parent district. This way affecting the pace of implementation in these districts. During 2004-05, the new DIETs have been made operational in these 14 districts which will help in better implementation of teachers training, academic support and supervision and other activities.

School Improvement Grant

The project provides an annual grant of Rs 2000/- to each primary school of the districts covered under SSA, for improving school environment purchase of basic materials. The school grant have been given to schools of 70 districts from SSA funds. Besides, repair & maintenance grant @5000 per school have been given to all 70 districts.

Teacher Grant

Teachers of primary schools Upper Primary schools project districts are provided annual grant of Rs. 500/- for development of locally suitable teaching learning material excluding Lucknow district as it has been provided comes under Janshala Programme. A detailed TLM guidelines already prepared under DPEP-II have been distributed among the teachers.

Academic Support at DIET, BRC, NPRC Level

DIET Level :

- As a first step, the linkage between DIET, BRC, NPRC & School is being strengthened. DIET is using the feed back regarding work of NPRC & school through the BRC every month. The DIET lecturers have been made responsible for the supervision of at least one block each and five schools in each development block.

- Monthly meetings at DIETs are organised in the form of a workshop with a special agenda.
- Under the guidance of the Vice-Principal of each DIET, an Academic Core Committee has been set up.

Block Level :

- Under the leadership of BRCs a core team has been setup at the block level.
- Regular & annual assessment of a BRC is being done by the Academic Core Committee of DIET. Each BRC coordinator visits 2 schools of each cluster on a monthly basis. Similarly, each assistant BRC coordinator is visiting 3 schools of each cluster on a monthly basis. BRC coordinators/ asstt. coordinator present a "Model Lesson" in each school they visit. The remarks/assessment report of the schools visited are being presented to the DIET and the concerned NPRC. The agenda of the meeting is set based on the report sent by the cluster coordinator and schools visited by the BRCC.
- The BRC is collecting all the monthly visit reports of the NPRC coordinators and dispatching the same to the DIET after analysis.

Nyaya Panchayat Level :

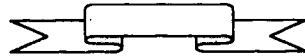
The Nyaya Panchayat level centres are crucial institutions in the chain of decentralised academic support systems. Therefore, it is necessary to make them active and result oriented.

- NPRC coordinator presents a "model lesson" in every monthly meeting.
- NPRC coordinators prepare the agenda for the workshop on the basis

of school visit reports and monthly reports. NPRC coordinators also send monthly reports to the BRC.

After school visits, the NPRC coordinator seeks to improve the teaching- learning practices of the school on the basis of his remarks/ comments/ recommendations. He/She records suggestions in the visit register.

NPRC coordinators visit each school twice a month.



CHAPTER - 6

BUILDING INSTITUTIONAL CAPACITY

To improve the quality of elementary education, it is of utmost importance to bring about pedagogical improvement in the present system of elementary education by facilitating better learning achievement through improved quality of education and by building institutional capacity of academic support system at state, district, block and nyaya panchayat level.

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)

State Council of Educational Research and Training, U.P. is a well established institution having various departments specializing in different areas of education and pedagogy. Under the SSA, SCERT initiates and sustains a variety of interventions to improve the quality of elementary education in the state.

Quality issues being of prime concern in the programme, SCERT extends its support and provides academic guidance and training to SSA districts in the area of pedagogy.

The initiative taken for the pedagogical improvement by SCERT includes :

- Baseline Learner Achievement study of Kanpur Nagar at primary level.
Development of tools for BAS at upper primary level.
- Development of self-learning material for multi-grade teaching.
- Strengthening of evaluation system.
- Teacher training.
- Review/revision of curriculum & textbooks development.
- Development of training packages and teaching-learning materials.

- Teacher support material i.e. teachers' handbooks guides and manuals.
- Capacity building in Action Research and evaluation/ assessment studies.
- Capacity building at different levels - development of training packages for teachers, para-teachers, AS and ECCE functionaries.

SCERT along with SRG (pedagogy) developed new textbooks for classes I-V under DPEP which were introduced statewide. Along with this, SCERT also provided guidance to SPO in redesigning the curricula for classes 6-8 so as to render it psychologically meaningful and pedagogically sound. The revised curriculum is 'learner-centered' and learners 'need-based'. The new curriculum package has laid stress on the formulation of society relevant and minimum level of learning (MLL) based objectives for upper primary schools consisting of classes 6-8. The package identifies linkages with the lower Primary level (classes 1-5) on one hand and the Secondary Level (classes 9-10) on the other. Based on revised curriculum, revised textbooks have been introduced at upper primary level.

SCERT along with SRG (pedagogy) has developed subject-wise teacher guides from class 6-8 and subject wise training package for in-service training of teachers on content based aspects.

DEVELOPMENT OF TRAINING MODULES

The SCERT has developed training module for "Shiksha Mitra" and another for Acharyaji of EGS. One month training programme conducted by DIET is residential in nature. The master trainers from each DIET are identified and given training before the commencement of the training programme for 'Shiksha Mitra' and 'Acharyaji'. A 15 day training is also provided to Shiksha Mitra and Acharya ji on the basis of new training module.

SCERT has also developed a comprehensive and continuous pupil evaluation system of simple and practical nature helping teachers to monitor children's learning achievement. Comprehensive and Continuous Evaluation System has been introduced statewide at primary level.

STATE INSTITUTE OF EDUCATIONAL MANAGEMENT AND TRAINING (SIEMAT)

SIEMAT was established under UP Basic Education Project and has been strengthened under UP DPEP. It is fully functional.

SIEMAT plays a key role in building capacity of educational planners and administrators. It provides guidance and training in the area of educational planning and management. Besides, SIEMAT undertakes a large number of action research studies and researches.

- Networking with Grass root Institutions- SIEMAT extends its helping hand to all district/block level institutions. Selected DIETs are encouraged and helped to develop expertise in certain training areas. Various SIEMAT publications are regularly sent up to block level.
- Training- SIEMAT conducts training programmes for BSAs/ABSAs with the focus on effective supervision, preparation of Annual Work Plan & Budget and use of EMIS data and community mobilisation for school improvement.

SIEMAT also organises training programmes for district coordinators on gender issues, action research, school management, school mapping, research methodology, financial management and preparation of AWPB for DPO staff. SIEMAT also carries out appraisal of AWP&Bs of DPEP districts each year.

Seminars/Workshops- SIEMAT organises seminars/workshops on thematic issues eg. management of integrated teaching for children with special needs, school management programme and community participation, identification of research areas, research methodology, leadership and school management, education of handicapped children, etc.

- **Statistics and Monitoring-** SIEMAT undertakes capacity building of educational functionaries at district and sub-district levels to manage and utilize the school statistics management system. The Institute carries out analysis of EMIS data each year and generates various indicators to be monitored and followed up.
- **Research and Studies-** It also undertakes researches in various areas of elementary education, educational planning & management. To find out transition rate from primary to upper primary level and thereby make a need assessment for new upper primary schools, a short study was undertaken in each of 16 districts. The study was conducted by SCERT in 9 districts, by SIEMAT in 6 districts and by Lucknow University in one district.
- **Documentation and Dissemination-** To document and disseminate information about successful experiments in the areas of educational planning and management the Institute publishes the SIEMAT NEWS, a colourful informative quarterly newsletter giving details of SIEMATs various initiatives and activities and ABHINAV, another quarterly educational management magazine in which articles related to grass root problems of planning & management in the field of education are published. Abhinav is distributed to each DIET & BRC.

SIEMAT, also publishes a series of handbooks, namely :-

- 1) A Handbook on coordination of Educational Administration from district to block level, with special reference to Deputy BSA's role
- 2) A Handbook on office management with special reference to educational institutions
- 3) A Handbook on educational management containing material on Institutional Management & Resource management.

4) A Handbook on institutional planning containing material on vision, planning executing and control.

● **Networking-**

- SIEMAT has close ties with International Institute of Educational Planning UNESCO (Paris) and Korean Educational Development Institute, Seoul, South Korea for exchange of information.
- NIEPA provides training and research guidance to SIEMAT staff.
- National Administrative Training Institute (LBSNAA) and its National Research & Resource Centre (NRRC) has twinning arrangements for extending resource persons and training material support for training of Hindi speaking DPEP states and SIEMAT.
- Some other institutes with which the SIEMAT has developed working relationship are NCERT, NIEPA, IIM (Lucknow), Central/State Universities, UNICEF (Lucknow) and SCERT.

In fact SIEMAT has grown as regional resource centre having a nation wide character.

RESEARCHES AND STUDIES

During 2004-05, research/studies were conducted on the following 10 subjects through SIEMAT, Allahabad. These studies have been completed.

1. A study on (A) the Enrolment rates, Drop-outs, access and quality of schooling at the primary and upper primary level and (B) eliciting satisfaction of parents, students and community representatives with the school system.
2. A comparative study of students learning level (at class 2) taught by Shiksha Mitras and regular teachers.

3. Integrated Education of CWSN utility and impact of aids and appliances.
4. Study on identification of strategies/practices for making ABSAs effective block education officer for improving access, retention and quality of primary and upper primary education.
5. A study and documentation of the best practices related to various aspects of the mid-day meal programme.
6. Study of punctuality of teachers and shiksha mitras as well as the total time spent by them in school on a teaching day.
7. Characteristics of managerial roles of school head teachers in effective functioning of primary and upper primary schools.
8. To study the impact of school grading on the improvement in school environment and achievement level of children.
9. To study the quality and impact of training given to shiksha mitras on the basis of the training module of 30 days and to identify the training needs of shiksha mitras.
10. A study of dropout rates in five districts of different regions in Uttar Pradesh, using triangulation of data from school records, household data (out of school, un-enrolled and drop-out children) and child tracking.

STATE INSTITUTE OF EDUCATIONAL TECHNOLOGY

Capacity within the State, particularly in the SIET, is being developed in the area of designing, developing and producing audio-video materials focussing on teacher education & important issues in the overall pedagogical renewal programme. A Resource Group on training and text books comprising of teachers educationists, writers, artists, is assisting them. The SRG & District education experts oversee development of materials by SIET and other identified agencies and assist in establishing district level production teams.

SIET also documents field tested and pragmatic classroom practices to serve as additional academic inputs for the teachers.

Besides, SIET also conducts teleconferencing for teacher trainers for their immediate redressal in the difficult areas in mathematics.

DISTRICT INSTITUTE FOR EDUCATION & TRAINING

DIET at district level serves as nodal institution in improving the quality of primary education. The DIET provides academic guidance and professional support through in-service and pre-service training. It also serves as an apex institution for innovative interventions, action research and evaluation studies.

BLOCK RESOURCE CENTRE :

The BRCs have been established at the block level and they function under the guidance & supervision of DIETs. BRC serves as professional support agency to provide facilities for decentralized training and teacher support activities. It also provides support to teachers in terms of school visits, demonstration and feedback, TLM preparation, discussion of specific problems at monthly meetings etc.

The Block Resource Group comprises of a BRC coordinator and an Assistant Coordinator and 3 identified individuals (preferably active retired teachers/educationist) from each block to provide training services. The Master trainers regularly attend BRC level trainings and provide overall guidance and supervision.

The capacity building of the BRC coordinator is done through the SCERT and the DIET in so far as the academic aspects are concerned while some management aspects and action research capabilities are handled by the SIEMAT. A bi-monthly despatch of reading material - 'Samvet' is sent to BRC coordinators by the SPO, to build their capacity by enriching their knowledge and skills. The despatch provides details about the innovative pedagogical practices going on in various parts of the country or outside, the excerpts from the highly acknowledged books on pedagogical improvement, details of various activities, etc.

The BRC coordinator sends the monthly report on the functioning of the BRC to the concerned DIET. The DIET on its part conducts a monthly review meeting of all BRC coordinators and assesses their performance on the basis of specific indicators. One DIET faculty has been nominated as a mentor for each BRC to supervise, support and guide the functioning of BRCs.

Apart from conducting regular training programmes at the BRCs and providing continuous support to teachers in the area, the BRCs also arrange periodic programme and events for schools.

Each BRC prepares a calendar of activities in consultation with DIET staff and the NPRCs of the area. The calendar enumerate details of monthly meeting, competitions, etc. to be taken up in the project district.

Role of BRC

Academic	Planning, organising coordination and administration	Monitoring and follow-up
<ul style="list-style-type: none"> ● Building BRC into a resource centre where books, discussion papers, etc. are available. Training. Materials: Visit to schools, AS and ECCE Centres and monthly meetings (observation and feedback) ● Planning and organising training 	<p>programmes, workshops, review meeting, monthly meetings etc. at BRC.</p> <ul style="list-style-type: none"> ● Collaborating and coordinating with BEO and DIET. ● Preparing Annual Work Plan and Budget and training calendar, etc. ● Disbursing payments. Providing support to activities undertaken at NPRC level. ● Setting up NPRC and AS Centres. ● Coordinating with ECCE centres ● Planning environment building activities. ● Coordinating with DPO 	<ul style="list-style-type: none"> ● Monitoring of NPRC activities. ● Collecting reports of various meetings and submitting to DPO ● Feedback from teachers through school visits. ● Attending review meetings

SOME BRC ACTIVITIES

BRC is the nucleus of all academic and co-curricular activities at the block level. It will be the centre of following activities :

- Conducting Micro-planning and School Mapping exercises.
- Training and orientation programmes for in-service teachers and evaluation of these trainings.
- Making Child-centred activity based joyful teaching learning process more effective.
- Organising series of meetings, seminars and workshops, involving community members.
- Launching environment building campaigns creating an atmosphere of festivity to secure community participation.
- Publishing wall newspapers and news letters.
- Overseeing of alternative schooling and ECCE centres.
- MIS and Information interchange.
- Holding cultural, academic competitions/contests for NPRCs and schools.
- Preparing annual work plan of activities in consultation with NPRC, teachers and VEC members at the block level.

NYAYA PANCHAYAT RESOURCE CENTRE

NPRC is a nodal point of educational, academic and extra - curricular activities in the Nyaya Panchayat area. The NPRC is responsible for mobilization and motivation of the village community and training of VECs in school mapping and micro-planning.

At the headquarter of each Nyaya Panchayat, Nyaya Panchayat Resource Centre has been established to cover 10 to 15 schools. This constitutes the hub of educational and extra curricular activities in the area. The centres have been constructed through community (VEC) participation.

The centre is managed by a coordinator of the level of primary school head teacher. The respective DIET selects NPRC coordinators through written test, group discussion and participant observation method so that those with training aptitude and professional development abilities get selected.

All NPRC coordinators have undergone the BRC level in-service teachers training and special training for training VEC members. NPRC co-ordinators play a significant role in the management of wide variety of quality improvement interventions by sustaining follow-up, reinforcing training inputs and helping teachers overcome problems related to transacting the new teaching-learning methodologies. Besides, it is responsible for mobilisation and motivation of the village community and training of VECs in schools mapping and micro-planning, training of AS instructors as well as supervisors. NPRC Coordinators also assist in collection, verification and compilation of schools statistics data and in the micro-planning exercise.

The Centres have been provided with materials, books and a small recurring grant for meeting the expenses of activities organised at the centre. In addition, the centre is strengthened with teacher's journals (bi-monthly), discussion papers, pamphlets, brochures, newsletters, training modules/booklets on regular basis.

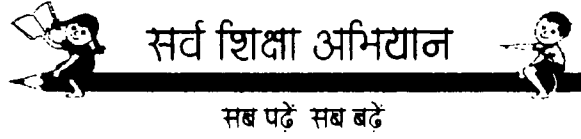
'Samvaad' a comprehensive manual for routine functioning of NPRCs has been prepared. This covers not only the role and responsibility of the coordinators, but also certain suggestions for teachers meetings, school activities, stakeholders

etc. In addition, to enhance the understanding of NPRC coordinators, 'Samvet', (a quality improvement package) is sent to the NPRCs after intervals of every two months.

As in the case of BRCs every NPRC prepares in advance a monthly calendar of events covering a variety of participatory and motivational activities. The NPRC coordinator visits all the primary schools, ECCE centres and Alternative Schooling Centres of his/her cluster twice in a month. These visits are specially useful in assisting teachers to adopt improved teaching practices. In addition, monthly meetings of teachers is organised regularly at NPRC. The agenda of this meeting is pre-decided. The discussion revolves around the teaching learning, classroom situation etc. The NPRC coordinator entrusts a few teachers of the cluster with the action research work at cluster level. The areas of action research are essentially identified during monthly meetings.

FUNCTIONS OF NPRC

- Serve as model for emulation for all schools in the Nyaya Panchayat.
- Developing teaching - learning material, holding demonstration workshops by teachers and NPRC facilitators.
- School visits / guidance.
- Sharing of best practices.
- Conducting academic and co-curricular activities.
- Seeking convergence, coordination and cooperation of local agencies at the village level.
- Preparing village based education plan, based on micro-planning and school mapping.
- MIS and information interchange.
- Holding cultural programmes to enhance community participation.



Annexure-I

SARVA SHIKSHA ABHIYAN

Auditors

R.M. Lal & Co.
Chartered Accountants
7 Balmiki Marg, Lucknow

UP EDUCATION FOR ALL PROJECT BOARD
VIDYA BHAWAN, NISHATGANJ
LUCKNOW-226 007 (INDIA)

R.M.LALL & CO.
CHARTERED ACCOUNTANTS
LUCKNOW • NEW DELHI • DEHRADUN • MEERUT

AUDITOR'S REPORT

The State Project Director,
Uttar Pradesh Education For All Board,
State Project Office,
Vidya Bhawan, Nishatganj,
Lucknow. Uttar Pradesh

1. We have examined the Balance Sheet of Sarva Shiksha Abhiyan Project, implemented by the Uttar Pradesh Education For All Board (hereinafter referred to as "the Project") as at 31st March 2005 and the Income and Expenditure Account and Receipts and Payments Account for the year then ended and annexed thereto. These financial statements are the responsibility of the Project Management. Our responsibility is to express an opinion on these financial statements based on our audit.
2. We conducted our audit in accordance with auditing standards generally accepted in India. Those Standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.
3. These financial statements incorporate the accounts (Trial Balances) of 49 districts (DPO's and DIET's) audited by other auditors and 12 districts (DPO's and DIET's) and the State Project Office audited by us.
4. *Subject to our observations in the Annexure to this Report –*
 - (a) We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purpose of our audit.
 - (b) In our opinion, proper books of account have been kept by the Project, so far as appears from the examination of the books of account.

- (c) In our opinion and to the best of our information and according to the explanations given to us, the said accounts, read together with the notes thereon, give a true and fair view --
- (i) in the case of the Balance Sheet, of the state of the affairs of the Project, as at 31st March, 2005;
 - (ii) in the case of Income and Expenditure Account, of the excess of expenditure over the income for the year ended on 31st March, 2005;
 - (iii) in case of the Receipts and Payments, of the receipts and payments for the year ended on 31st March, 2005.

For R.M. LALL & CO.,
Chartered Accountants



(Signature)
(TUL K. GUPTA)
Partner
M. No. 73245

Place: Lucknow
Date : 29-09-2005

Annexure

(referred to in para 4 of the Audit Report on the accounts of the Sarva Shiksha Abhiyan Project for the year ended 31st March, 2005).

1. *The financial statements are subject to the approval of the Executive Committee of the Project.*
2. *Advances to Block Resource Centers, Cluster Resource Centers, Village Education Committees and Viklang Kalyan Department are treated as expenditure at the time of giving advances (vide accounting policy no 6 of schedule 7). In the absence of an adequate system of tracking of Utilization Certificates, the amount of advances treated, as expenditure in respect whereof Utilization Certificates are not available cannot be presently quantified.*
3. *Balances with Block Resource Centers, Cluster Resource Centers and Village Education Committees and balance in Fund in transit are subject to confirmation/reconciliation (vide note no. 6 of schedule 7). Earlier the funds were transferred using Cheques/ Demand Drafts. During the year the Project has adopted the Electronic Fund Transfer Mechanism (EFT) for transfer of funds from SPO to DPO/DIET's and through bank transfer advices from DPO to sub-district units. This has resulted in reduction in the fund transit period and has strengthened the fund management and control mechanism.*
4. *For Project Civil Works (i.e. Construction of Schools, Additional classrooms, Toilet, Boundary wall etc.) we have largely relied upon the Utilization Certificates, submitted by the Village Education Committees, verified on the basis of the books of account and related documents produced before us.*
5. *Internal controls relating to advances to sub – district agencies and the system of generation, authentication, collection and accounting of related utilization certificates need to be strengthened.*



**U.P. EDUCATION FOR ALL PROJECT BOARD
SARVA SHIKSHA ABHIYAN
VIDYA BHAWAN, NISHATGANJ, LUCKNOW
BALANCE SHEET OF SARVA SHIKSHA ABHIYAN AS ON 31ST MARCH, 2005**

LIABILITIES	SCHD.	AMOUNT		ASSETS	SCHD.	AMOUNT
		Current Year (Rs.)				
Capital Fund				Fixed Assets		
Op Balance Project Activities		5,276,487,190.16		Furniture & Equipments	1	24,388,802.00
				Closing Cash Balance		403,820,579.04
Funds Recd. From Govt of India				Closing Balance at District		
(1) SSA		8,476,100,000.00		SSA-DPO		202,832,461.02
(2) NPEGEL		300,000,000.00		SSS-DIET		33,150,817.63
				NPEGEL-DPO		6,573,619.50
Funds Recd. From State Govt				Closing Balance at SPO		
(1) SSA		2,825,375,000.00		NPEGEL-SPO		44,925,227.00
(2) NPEGEL		100,000,000.00		SSA-SPO		116,338,453.89
Interest Income		50,109,492.54		Advance to Institutions	2	26,261,620.50
Misc Income		5,651,042.50		Loans & Advances	3	50,750,779.26
Total Income		11,757,235,535.04		Funds In Transit	4	(2,731,551.25)
Expenditure on Project Activities		16,533,748,453.65				
Excess of Expenditure over Income		4,776,512,918.61				
Closing Corpus Fund (A-B)			499,974,271.55			
Current Liabilities	5		2,515,958.00			
			502,490,229.55			502,490,229.55

Schedules 1 to 5 referred to above form an integral part of the Balance Sheet
As per our separate report of even date
For R.M. LALL & CO.,
Chartered Accountants



Alpa
L K. GUPTA
Partner
M.No.73245
Place: Lucknow
Date: 29-09-2005

San
(A. C. SINGH)
Finance Controller
Finance Controller

Dr. S. K. Singh
(Dr. S. K. Singh)
Addl. State Project Director

अपर राज्य परियोजना निदेशक
उ०प्र० सभी के लिए शिक्षा परियोजना परिषद
निध. अ. लखनऊ

Dr. S. K. Singh
(एस० पी० सिंह)
वरिष्ठ वित्त एवं लेखाधिकारी
उ०प्र० सभी के लिए शिक्षा परियोजना परिषद
Sr. Finance and Accounts Officer

Dr. S. K. Singh
(डॉ० एस० दीपक)
State Project Director
राज्य परियोजना निदेशक

उ०प्र० सभी के लिए शिक्षा परियोजना परिषद
लखनऊ

U.P. EDUCATION FOR ALL PROJECT BOARD
Sarva Shiksha Abhiyan Project
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2005

Expenditure	Amount Current Year (Rs.)	Income	Amount Current Year (Rs.)
Expenditure at District level and sub-district level		Fund Received	
Teachers Salary	5,378,679,145.00	Government Of India	
Block Resource Centres	32,877,500.00	SSA	8,476,100,000.00
Cluster Resource Centres	35,375,200.00	NPEGEL	300,000,000.00
Civil Works*	8,178,430,296.00	Fund Received	
EGS/AIE	106,696,736.20	Uttar Pradesh Government	
Free Text Books	651,905,550.00	SSA	2,825,375,000.00
Innovative Activities	31,491,719.00	NPEGEL	100,000,000.00
IED	50,274,611.50		
NPEGEL	382,574,028.60	Interest earned on bank account	50,109,492.54
School Maintenance Grant	476,479,453.00	Miscellaneous Income	5,651,042.50
District Management Cost	80,580,917.85		
Research & Evaluation	24,877,067.00	Excess of Expenditure over Income	4,776,512,918.61
School Grant	214,465,417.00		
Teachers Grant	143,067,737.00		
TLE	433,662,000.00		
Teachers Training	260,690,427.00		
Community Training	13,128,276.00		
State Component:			
Management Cost	38,492,372.50		
Total	16,533,748,453.65	Total	16,533,748,453.65

* The Expenditure under Civil Works include Rs 401,98,60,105.00 previously capitalized now charged to the Income and Expenditure Account pursuant to the adoption of the Manual On Financial Management and Procurement(vide note No. 5 of Schedule 8).

For R.M. LALL & CO.
Chartered Accountants

(A. C. SINGH)
Finance Controller
Finance Controller

(पार्षद सारथी सेन चमल)

आडि. स्टेट प्रोजेक्ट डायरेक्टर
उपर राज्य परियोजना निदेशक
उ०प्र० सभी के लिए शिक्षा परियोजना परिषद
निशातगंज, लखनऊ

(एस० पी० सिंह)
वरिष्ठ वित्त एवं वित्त प्रशासकी
उ०प्र० सभी के लिए शिक्षा परियोजना परिषद
Sr. Finance and Accounts Officer

(जे० एस० जोषक)

स्टेट प्रोजेक्ट डायरेक्टर
उपर राज्य परियोजना निदेशक
उ०प्र० सभी के लिए शिक्षा परियोजना परिषद
लखनऊ

(ATUL K. GUPTA)
Partner
M.No.73245
Place:Lucknow
Date:29-09-2005

U.P. EDUCATION FOR ALL PROJECT BOARD
Sarva Shiksha Abhiyan Project
Vidya Bhawan, Nishatganj, Lucknow
RECEIPT AND PAYMENTS ACCOUNT FOR THE ENDED 31ST MARCH, 2005

Receipts	Amount	Payments	Amount
	Current Year (Rs.)		Current Year (Rs.)
To Opening Balance		Teachers Salary	5,378,679,145.00
Cash at Bank	793,926,038.91	Block Resource Centres	32,877,500.00
To Opening Advances	46,384,629.25	Cluster Resource Centres	35,375,200.00
Opening Fund in Transit	397,945,391.00	Civil Works	4,158,570,191.00
(A) Government Of India		EGS/AIE	106,696,736.20
SSA	8,476,100,000.00	Free Text Books	651,905,550.00
NPEGEL	300,000,000.00	Innovative Activities	31,491,719.00
(B) Uttar Pradesh Government		IED	50,274,611.50
SSA	2,825,376,000.00	NPEGEL	382,574,028.60
NPEGEL	100,000,000.00	School Maintenance Grant	476,479,453.00
Interest earned bank account	50,109,492.54	District Management Cost	80,580,917.85
Miscellaneous Income	5,651,042.50	Research & Evaluation	24,877,067.00
		School Grant	214,465,417.00
		Teachers Grant	143,067,737.00
		TLE	433,662,000.00
		Teachers Training	260,690,427.00
		Community Training	13,128,276.00
		Equipment	3,501,818.00
		State Component:	
		Management Cost	38,492,372.50
		Advances	77,012,399.76
		Closing Balance (at Bank)	403,820,579.04
		as on 31.03.2004	
		Closing Fund-in Transit	(2,731,551.25)
Total	12,995,491,594.20	Total	12,995,491,594.20

For R.M. LALL & CO.
Chartered Accountants


(A) K. GUPTA
Partner
M.No. 73245
Place: Lucknow
Date: 29-09-2005

(A. C. SINGH)
Finance Controller
Finance Controller

(पार्थ साहू सेन वर्मा)
Addl State Project Director
अपर राज्य परियोजना निदेशक
उ.प्र. सभों के लिए शिक्षा परियोजना परिषद
निशातगंज, लुका.

(एच. पी. सिंह)

वरिष्ठ वित्त एवं लेखाधिकारी
उ.प्र. सभों के लिए शिक्षा परियोजना परिषद
Sr. Finance and Accounts Officer
निशातगंज, लुका.

(जे. एस. दीपक)
राज्य परियोजना निदेशक
उ.प्र. सभों के लिए शिक्षा परियोजना परिषद
सखनऊ

**U.P. EDUCATION FOR ALL PROJECT BOARD
SARVA SHIKSHA ABHIYAN
VIDYA BHAWAN, NISHATGANJ, LUCKNOW**

Schedule of Fixed Assets as on 31.03.2005 Schd. 1

Furniture & Equipments		
Op Balance as on 01.04.2004 (Includes Pre Project Assets of Rs.1988867.00)		20,886,984.00
Additions for the year		3,501,818.00
Total		24,388,802.00
Advance to Institutions Schd. 2		
1 State Visually Impaired Inter College, Lucknow		490,431.00
2 State Visually Impaired Inter College, Gorakhpur		685,081.56
3 State Visually Impaired High School, Banda.		1,914,169.90
4 State Visually Impaired Balika Vidyalaya, Saharanpur.		2,143,532.00
5 State Deaf and Dumb Vidyalaya, Agra.		1,422,222.00
6 State Deaf and Dumb Vidyalaya, Gorakhpur		1,837,163.90
7 State Deaf and Dumb Junior High School, Bareilly.		1,337,243.00
8 State Deaf and Dumb Vidyalaya, Farukhabad.		1,883,320.00
9 State School for Physically Handicapped, Lucknow.		1,387,405.00
10 State School for Physically Handicapped, Pratapgarh.		1,143,080.00
11 State School for Mentally Challenged Girls, Lucknow.		717,152.00
12 State School for Mentally Challenged Boys, Allahabad..		462,999.50
13 State Workshop for Visually Impaired, Lucknow.		1,859,344.00
14 State Training Centre and Workshpo for Visually Impaired, Banda.		2,006,097.00
15 State Training Centre and Workshpo for Visually Impaired, Gorakhpur.		1,769,327.00
16 State Training Centre and Workshop for Deaf and Dumb, Agra.		1,667,328.00
17 State Training Centre and Workshop for Physically Handicapped, Unnao.		1,205,056.00
18 State Training Centre and Workshop for Physically Handicapped, Mirzapur.		1,091,767.50
19 State Training Centre and Workshop for Physically Handicapped, Allahabad.		1,438,894.00
Total		26,261,620.50

(एच. पी. सिंह)
चरिष्ठ वित्त एवं लेखाधिकारी
उ.प्र. सभी के लिए शिक्षा परियोजना परिषद
निशातगंज, लखनऊ



(A. G. SINGH)
Finance Controller

(पाब सारणी सेन शर्मा)
आई.ए.एस.
अपर राज्य परिषद, निदेशक
उ.प्र. सभी के लिए शिक्षा परियोजना परिषद
निशातगंज, लखनऊ

(जे. एस. दीपक)
राज्य परियोजना निदेशक,
उ.प्र. सभी के लिए शिक्षा परियोजना,
लखनऊ


STATEMENT SHOWING FUND IN TRANSIT- NPEGL			
District	NPEGL FUND SENT	NPEGL FUND RECEIVED	CLOSING FIT
AGRA	6,343,300.00	3,343,300.00	3,000,000.00
ALIGARH	8,509,840.00	8,509,840.00	-
ALLAHABAD	14,580,000.00	14,580,000.00	-
AZAMGARH	12,764,300.00	12,764,300.00	-
BADAUN	8,762,360.00	8,762,360.00	-
BAGHPAT	2,817,120.00	2,817,120.00	-
BAHRAICH	9,839,880.00	9,839,880.00	-
BALLIA	8,509,840.00	8,410,595.00	99,245.00
BALRAMPUR	5,004,680.00	4,982,000.00	22,680.00
BANDA	3,954,660.00	3,954,660.00	-
BARABANKI	7,317,300.00	7,317,300.00	-
BAREILLY	7,537,300.00	7,332,672.00	204,628.00
BASTI	10,465,900.00	10,465,900.00	-
BHADOHI	3,479,600.00	3,479,600.00	-
BIJNOR	6,788,700.00	6,763,500.00	25,200.00
BULANDSHAHR	8,615,897.00	8,615,897.00	-
CHITRAKOOT	2,346,500.00	2,346,500.00	-
DEORIA	8,465,820.00	7,658,820.00	807,000.00
ETAH	7,254,640.00	7,254,640.00	-
ETAWAH	2,827,000.00	2,827,000.00	-
FAIZABAD	11,034,400.00	11,034,400.00	-
FARRUKHABAD	4,169,640.00	4,169,640.00	-
FATEHPUR	5,318,680.00	5,318,680.00	-
FIROZABAD	4,399,680.00	4,399,680.00	-
GHAZIABAD	3,943,160.00	3,943,160.00	-
GHAZIPUR	8,818,700.00	8,818,700.00	-
GONDA	8,282,451.00	8,282,320.00	131.00
GORAKHPUR	9,384,500.00	9,384,500.00	-
HAMIRPUR	3,399,640.00	3,399,640.00	-
HARDOI	9,729,880.00	9,729,880.00	-
JALAUN	3,634,180.00	3,324,580.00	309,600.00
JAUNPUR	10,242,000.00	10,242,000.00	-
JHANSI	3,775,195.00	3,775,195.00	-
KANNAUJ	3,327,600.00	3,327,600.00	-
KANPUR DEHAT	702,020.00	702,020.00	-
KANPUR NAGAR	588,160.00	588,160.00	-
KUSHINAGAR	7,229,780.00	7,229,780.00	-
LAKHIMPUR	7,867,300.00	7,867,300.00	-
LALITPUR	2,872,120.00	2,872,120.00	-
LUCKNOW	4,485,660.00	4,038,660.00	447,000.00
MAHARAJGANJ	4,865,720.00	4,865,720.00	-
MAHOBA	2,174,580.00	2,174,580.00	-
MAINPURI	3,330,100.00	3,330,100.00	-
MATHURA	5,435,847.00	5,435,847.00	-
MAU	4,363,500.00	4,363,500.00	-
MEERUT	4,114,240.00	4,114,240.00	-
MIRZAPUR	5,030,867.00	5,030,867.00	-

(ए. सी. सिन्हा)
 बरिष्ठ वित्त एवं लेखाधिकारी
 उ०प्र० समी के लिए वित्त एवं लेखाधिकारी
 निदेशक, उ०प्र० समी के लिए वित्त एवं लेखाधिकारी
 आई० ए० ए०
 अपर राज्य परियोजना निदेशक

(ए. सी. सिन्हा)
 राज्य परियोजना निदेशक,
 उ०प्र० समी के लिए वित्त एवं लेखाधिकारी

MORADABAD	8,409,880.00	8,409,880.00	
MUZAFFARNAGAR	4,910,000.00	4,910,000.00	
PILIBHIT	3,752,140.00	3,752,140.00	
PRATAPGARH	8,347,211.00	8,347,211.00	
RAIBARELI	8,494,900.00	8,517,400.00	(22,500.00)
RAMPUR	3,551,620.00	3,551,620.00	
SAHARANPUR	5,485,500.00	5,485,500.00	
SHAHJAHANPUR	6,707,280.00	6,707,280.00	
SIDDHARTHANAGAR	7,702,240.00	7,702,240.00	
SITAPUR	10,127,000.00	10,127,000.00	
SONEBHADRA	3,720,120.00	3,720,120.00	
SULTANPUR	10,519,960.00	10,519,960.00	
UNNAO	7,949,800.00	7,949,800.00	
VARANASI	10,387,500.00	10,387,500.00	
TOTAL	388,769,388.00	383,876,404.00	4,892,984.00

(एस० पी० सिंह)
 कनिष्ठ वित्त प्रशासक
 उ०प्र० सभी के लिए शिक्षा परियोजना परिषद
 विभागाध्यक्ष



(जे० एस० दीपक)
 राज्य परियोजना निदेशक,
 उ०प्र० सभी के लिए शिक्षा परियोजना परिषद

(एस० साधु जी शर्मा)
 आई०ए०एस०
 उपर राज्य परियोजना निदेशक
 उ०प्र० सभी के लिए शिक्षा परियोजना परिषद
 विभागाध्यक्ष, लखनऊ

(जे० एस० दीपक)
 राज्य परियोजना निदेशक,
 उ०प्र० सभी के लिए शिक्षा परियोजना परिषद
 लखनऊ

STATEMENT SHOWING FUND IN TRANSIT- SSA				
District	Opening FIT	Fund sent	Fund received	Closing FIT
Agra	1,330,000.00	114,086,882.00	115,467,923.00	(51,041.00)
Aligarh	20,317,305.00	77,056,089.00	96,526,649.00	846,745.00
Allahabad	9,809,300.00	224,800,367.00	234,569,667.00	40,000.00
Ambedkar Nagar	-	-	-	-
Auraiyah	-	-	-	-
Azamgarh	232,200.00	194,973,311.00	195,174,006.00	31,505.00
Badaun	11,111,865.00	206,175,549.25	218,468,049.20	(1,177,634.95)
Baghpat	3,310,750.00	26,048,029.00	27,823,777.00	1,575,002.00
Bahraich	2,605,400.00	162,980,931.00	168,729,726.00	(1,163,395.00.00)
Balla	2,064,100.00	140,099,398.00	141,857,339.00	306,159.00
Bairampur	1,879,696.00	95,524,016.50	94,102,859.00	3,300,853.50
Banda	8,308,322.00	104,654,322.00	116,973,338.00	(4,010,694.00)
Barabanki	1,330,500.00	133,861,593.00	142,302,093.00	(7,110,000.00)
Bareilly	5,171,800.00	123,413,125.00	129,181,525.00	(596,600.00)
Basti	8,254,701.00	182,846,856.00	191,102,480.00	(903.00)
Bhadoi	5,409,978.00	48,881,191.00	56,543,841.00	(2,252,672.00)
Bijnore	118,670.00	152,941,737.00	153,060,337.00	70.00
Bulandsahar	80,000.00	100,182,568.00	100,262,568.00	-
CSM Nagar	-	-	0	-
Chandouli	-	-	-	-
Chitrakoot	10,381,078.00	46,437,601.00	52,749,485.00	4,069,194.00
Deoria	12,572,975.00	106,498,965.00	119,878,940.00	(807,000.00)
Etah	1,612,000.00	106,465,233.00	108,838,111.00	(758,878.00)
Etawah	4,776,949.00	88,550,977.00	93,327,927.00	(1.00)
Faizabad	4,885,825.00	170,065,637.50	169,205,237.00	5,746,225.50
Farrukhabad	1,232,500.00	111,801,909.00	113,034,409.00	-
Fatehpur	2,073,000.00	100,282,100.00	102,154,300.00	200,800.00
Firozabad	16,078,920.00	76,219,404.00	94,463,834.00	(2,165,510.00)
G. B. Nagar	-	-	-	-
Ghazlabad	2,454,398.00	49,203,867.00	51,964,417.00	(306,152.00)
Ghazipur	1,646,950.00	134,654,563.00	136,328,364.00	(26,851.00)
Gonda	15,565,950.00	181,280,952.00	201,131,809.00	(4,304,907.00)
Gorakhpur	10,775,500.00	86,468,328.00	97,433,058.00	(189,230.00)
Hamirpur	4,799,950.00	46,209,994.00	51,001,647.00	8,297.00
Hardoi	10,199,000.00	170,140,812.00	180,518,152.00	(178,340.00)
Hathras	-	-	-	-
Jalaun	18,751,250.00	90,136,828.00	101,355,468.00	7,532,610.00
Jaunpur	(1,435,950.00)	69,690,875.00	89,236,075.00	(20,981,150.00)
Jhansi	682,399.00	56,169,150.00	57,137,700.00	(306,151.00)
J.P. Nagar	-	-	-	-
Kannoj	1,078,850.00	42,092,806.00	43,170,256.00	(800.00)
Kanpur	1,090,200.00	113,098,979.56	114,189,179.50	0.06
Kanpur dehat	1,554,800.00	113,196,693.50	114,218,693.00	532,800.50
Kaushambi	-	-	-	-
Kushinagar	13,655,000.00	123,746,848.00	137,401,736.36	111.64
Lakhimpur	3,703,550.00	145,989,146.00	149,692,696.00	-

(एम. पी. सिंह)
 वरिष्ठ वित्त एवं लेखाधिकारी
 व.प्र. सभी के लिए शिक्षा परियोजना परिवहन
 विभाग, बनारस

(A. C. SINGH)
 Finance Controller
 (पांच छारपी जैन समी)
 आई.ए.ए.ए.
 व.प्र. राज्य परिवहन निदेशक
 व.प्र. सभी के लिए शिक्षा परियोजना
 विभाग

(व्. एस. दीपक)
 राज्य परिवहन निदेशक,
 व.प्र. सभी के लिए शिक्षा परियोजना
 विभाग

Lalitpur	11,830,552.00	79,895,964.00	91,734,864.00	8,348.00
Lucknow	7,612,100.00	95,857,813.00	103,469,913.00	
Maharajganj	20,247,900.00	120,693,281.00	142,282,776.00	(1,341,595.00)
Mahoba	4,960,150.00	55,477,887.00	60,439,037.00	(1,000.00)
Mainpuri	10,306,350.00	96,093,740.00	106,903,490.00	(503,400.00)
Mathura	55,000.00	86,940,987.00	86,995,987.00	
Mau	9,031,800.00	92,908,095.00	101,789,090.50	150,804.50
Meerut	3,320,500.00	56,932,722.50	60,635,217.50	(381,995.00)
Mirzapur	12,542,675.00	62,138,709.00	74,849,359.00	(167,975.00)
Moradabad	7,486,000.00	209,039,420.00	220,362,720.00	(3,837,300.00)
Muzzafarnagar	3,336,900.00	64,937,169.00	68,287,169.00	(13,100.00)
Pilibhit	11,315,356.00	61,713,616.00	67,429,066.00	(5,599,906.00)
Pratapgarh	9,804,900.00	77,884,411.00	87,689,311.00	
Raibanielly	(595,150.00)	147,974,535.00	147,999,535.00	(620,150.00)
Rampur	1,046,350.00	36,291,241.00	37,518,141.00	(180,550.00)
Saharanpur	3,530,919.00	86,926,432.50	89,167,182.50	1,290,169.00
Sant Kabir Nagar	-	-	-	-
Shahjahanpur	13,119,449.00	110,103,904.00	123,223,354.00	(1.00)
Shrawasti	-	-	-	-
Siddharthnagar	5,653,749.00	234,681,817.00	222,803,464.00	17,732,102.00
Sitapur	15,157,250.00	148,768,583.00	164,025,833.00	(100,000.00)
Sonbhadra	18,351,300.00	100,432,825.00	118,784,125.00	
Sultanpur	2,221,500.00	112,186,282.00	114,407,782.00	
Unnao	2,673,250.00	174,199,663.00	178,388,189.00	(1,515,276.00)
Varanasi	5,446,110.00	128,235,578.00	135,210,978.00	(1529,290.00)
TOTAL	397,945,391.00	6,757,202,308.31	7,162,772,234.56	(7,624,535.25)

(ए. सी. सिंह)
 वरिष्ठ वित्त एवं लेखाधिकारी
 उ.प्र. सभी के लिए शिक्षा परियोजना
 निशातगंज, लखनऊ



(A. C. SINGH)
 Finance Controller

(पाबं छात्रों से नमो)
 आई. ए. एस.
 अपर राज्य परियोजना निदेशक
 उ.प्र. सभी के लिए शिक्षा परियोजना परियोजना
 निशातगंज, लखनऊ

(जे. एस. दीपक)
 राज्य परियोजना निदेशक,
 उ.प्र. सभी के लिए शिक्षा परियोजना
 लखनऊ

CLOSING CASH AND BANK BALANCES

SSA DPO		SSA DIET		NPEGEL	
Agra	4,351,513.00	Agara	462,935.00	Agra	30,800.00
Aligarh	386,000.00	Aligarh	377,937.00	Aligarh	1,840.00
Allahabad	953684.65	Allahabad	1,052,539.15	Allahabad	26,009.50
Azamgarh	4,932,310.00	Azamgarh	161,287.00	Azamgarh	10,190.00
Badaun	1,681,537.00	Badaun	325,805.00	Badaun	276,977.00
Baghpat	5,027,970.00	Baghpat	311,255.00	Baghpat	60,994.00
Bahraich	516,484.00	Bahraich	2,874,820.00	Bahraich	87,283.00
Balia	3,034,345.75	Balia	849,720.00	Balia	13,231.00
Balrampur	1,975,429.00	Banda	913,009.00	Balrampur	26,955.00
Banda	724,405.00	Barabanki	182,799.00	Banda	3,787.00
Barabanki	17,507,108.00	Bareilly		Barabanki	13,121.00
Bareilly	7,980,000.66	Basti	1,824,126.00	Bareilly	
Basti	1452622.00	Bijnore	791,441.00	Basti	83,443.00
Bhadohi	4518635.00	Bulandshahar	73,733.00	Bhadohi	2,914.00
Bijnore	1,552,163.99	Deoria	276,018.09	Bijnor	382,866.00
Bulandshahar	910,855.00	Etah	579,960.00	Bulandshahar	6,488.00
Chitrakoot	5,576,406.50	Etawah	385,772.00	Chitrakoot	14,662.00
Deoria	9,717,352.00	Faizabad	161,150.50	Devaria	379,280.00
Etah	5,206,117.00	Farrukhabad	95,489.00	Etah	122,318.00
Etawah	2,468,708.25	Fatehpur	585,605.30	Etawah	14,793.00
Faizabad	3,646,442.00	Firozabad	500,002.00	Faizabad	26,830.00
Farrukhabad	1,314,754.00	Ghaziabad	235,084.00	Farrukhabad	366,463.00
Fatehpur	1100821.00	Ghazipur	1,651,952.00	Fatehpur	30,689.00
Firozabad	3,713,087.30	Gonda	886,518.00	Firozabad	64,750.00
Ghaziabad	732,306.00	Gorakhpur	1,255,361.00	Ghaziabad	40,283.00
Ghazipur	2804287.00	Hamirpur	328,474.00	Ghazipur	29,500.00
Gonda	2,512,107.00	Hardoi	1,372,453.00	Gonda	7,000.00
Gorakhpur	10,838,574.00	Jalaun	652,640.00	Gorakhpur	532,875.00
Hamirpur	770,476.45	Jaunpur	282,752.00	Hamirpur	11,878.00
Harodi	2,607,736.00	Jhansi	106,296.00	Hardoi	6,341.00
Jalaun	4,155,274.53	Kannauj	484,001.00	Jalaun	82,996.00
Jaunpur	11977456.00	Kanpur Dehat	307,515.00	Jaunpur	260,078.00
Jhansi	1,592,290.00	Kanpur Nagar	305,983.50	Jhansi	500.00
Kannauj	3,780,375.00	Kushinagar	395,461.26	Kannauj	23,772.00
Kanpur Dehat	4,128,619.00	Lakhimpur	51,336.00	Kanpur Dehat	6,374.00
Kanpur Nagar	1,427,505.14	Lalitpur	243,042.00	Kanpur Nagar	220,160.00
Kushi Nagar	1,240,876.00	Lucknow	645,572.00	Kushi Nagar	2,110.00
Lakhimpur	5,487,142.00	Maharajganj	545,200.00	Lakhimpur	35,468.00
Lalitpur	6,129,737.00	Mahoba	301,274.00	Lalitpur	225,294.00
Lucknow	759,850.00	Mainpuri	979,875.00	Lucknow	33,308.00
Maharajganj	3,095,836.81	Mathura	435,144.00	Maharajganj	349,544.00
Mahoba	590,949.00	Mau	353,598.00	Mahoba	NIL
Mainpuri	1,869,851.00	Meerut	423,675.00	Mainpuri	23,661.00
Mathura	560,621.00	Mirzapur	916,474.00	Mathura	2,000.00
Mau	1,430,711.00	Moradabad	412,652.00	Mau	7,000.00
Meerut	4,755,677.51	Muzzafamagar	340,900.00	Meerut	76,582.00

(ए. सी. सिंह)
 वरिष्ठ वित्त एवं लेखाधिकारी
 सं. प्र. सभी के लिए शिक्षा परियोजना परिषद
 गियासपुर, लखनऊ



(A. C. SINGH)
 Finance Controller
 शिक्षा

(आर्. सी. सिंग)
 आई. ए. एस.
 उपर राज्य परियोजना सचिव-क
 सं. प्र. सभी के लिए शिक्षा

(के. एस. शर्मा)
 राज्य परियोजना निदेशक,
 सं. प्र. सभी के लिए शिक्षा परियोजना
 लखनऊ

Mirzapur	1849500.00	Pilibhit	385,608.00	Mirzapur	457,000.00
Moradabad	4,674,087.00	Pratapgarh	379,240.00	Muradabad	728,263.00
Muzzaffar Nagar	2,877,582.30	Raibareilly	502,439.00	Muzzafamagar	211,469.00
Pilibhit	1,304,793.00	Rampur	44,213.00	Pilibhit	43,917.00
Pratapgarh	1,648,779.00	Saharanpur	403,389.50	Pratapgarh	1,322.00
Raibareilly	5,020,595.00	Shahjahanpur	298,847.00	Raibareilly	97,091.00
Rampur	1,293,608.00	Siddhartha Nagar	485,748.33	Rampur	9,843.00
Saharanpur	1,760,297.68	Sitapur	498,610.00	Saharanpur	8,757.00
Shahjahanpur	2,110,232.00	Sonbhadra	637,017.00	Shahjahanpur	3,214.00
Siddhartha Nagar	189,953.00	Sultanpur	186,514.00	Sidharth Nagar	16,064.00
Sitapur	8,644,255.50	Unnao	502,714.00	Sitapur	11,864.00
Sonbhadra	2,332,524.00	Varanasi	2,127,842.00	Sonbhadra	19,187.00
Sultanpur	1,881,038.00		33,150,817.63	Sultanpur	62,032.00
Unnao	1,157,192.00			Unnao	101,606.00
Varanasi	2,540,986.00			Varanasi	778,583.00
				TOTAL	6,573,619.50
TOTAL	202,832,461.02				

SUMMARY OF BANK BALANCE

SSA-DPO	202,832,461.02
SSS-DIET	33,150,817.63
SSA-SPO	116,338,453.89
NPEGEL-SPO	44,925,227.00
NPEGEL-DPO	6,573,619.50
TOTAL	403,820,579.04

(एस० पी० सिंह)
 चरित्र निदेशक एवं लेखाधिकारी
 उ०प्र० सभी के लिए शिक्षा परियोजना परिषद
 निशातगंज, लखनऊ



(A. C. SINGH)
 Finance Controller

(पायें सारणी सेन शर्मा)
 आई०ए०एस०
 अपर राज्य परियोजना निदेशक
 उ०प्र० सभी के लिए शिक्षा परियोजना परिषद
 निशातगंज, लखनऊ

(जे० एस० दीपक)
 राज्य परियोजना निदेशक,
 उ०प्र० सभी के लिए शिक्षा परियोजना
 लखनऊ

SARVA SHIKSHA ABHIYAN PROJECT

Implemented by

U. P. EDUCATION FOR ALL PROJECT BOARD(Schedule forming part of the project Financial Statements for the year ended 31st March, 2005)**Schedule 7: Significant Accounting Policies****1. Basis of Accounting:**

The Project accounts are prepared on historical cost convention and cash basis of accounting. Income/grant are accounted for when they are actually received and expenses are recognized as and when they are actually paid.

2. Fixed Assets:

Fixed assets are stated at their cost of acquisition.

3. Project Civil Works:

Project Civil Works i.e. Construction of Schools, Additional classrooms, Toilet, Boundary wall etc. are charged to the Income and Expenditure as expenditure.

4. Depreciation:

No depreciation is charged on fixed assets.

5. Interest on Bank Account:

Interest earned on balances in bank accounts is treated as Income and utilized for the purposes of the Project.

6. Expenditure incurred by the Implementing Agencies:

- a) Expenditure incurred by Mahila Samakhya is accounted for upon receipt of the audited Utilization Certificate.
- b) Expenditure incurred by Schools, Offices and Institutions under the aegis of the Viklang Kalyan Department and funded by the Sarva Shiksha Abhiyan are accounted on receipt of Utilization Certificates approved by their Office In charge.

(ए. सी. सिंह)
वरिष्ठ वित्त एवं लेखाधिकारी
उ.प्र. सभी के लिए शिक्षा परियोजना परि
संस्थान, काशी

(ए. सी. सिंह)
Finance Controller

(ए. सी. सिंह)
जाई. ए. एस.
उ.प्र. सभी के लिए शिक्षा
परियोजना परिस्थान, काशी

(जे. एस. डी)
राज्य परियोजना
उ.प्र. सभी के लिए शिक्षा
परियोजना परिस्थान, काशी

CHANDR. M. LALL & CO. SINDHUR
REGISTERED ACCOUNTANTS

- c) Advances to Block Resource Centers, Cluster Resource Centers, Village Education Committees and Viklang Kalyan Department are treated as expenditure at the time of giving advances.

(एस० पी० सिंह)
तहसील
चे० प्र०
संशोधन विभाग
लखनऊ

(A. C. SINGH)
Finance Controller

(पार्थ साहू)
आई०ए०एस०
उपर राज्य परियोजना निदेशक
उ० प्र० सभी के लिए शिक्षा परियोजना परि
निश, तमज, लखनऊ

(जे० एम० दीपक)
राज्य परियोजना निदेशक,
उ० प्र० सभी के लिए शिक्षा परियोजना,
लखनऊ

SARVA SHIKSHA ABHIYAN PROJECT

Implemented by

U. P. EDUCATION FOR ALL PROJECT BOARD

(Schedule forming part of the Project Financial Statements for the year ended 31st March, 2005)

Schedule 8: Notes on Accounts

1. The Sarva Shiksha Abhiyan Project is being implemented in the state of Uttar Pradesh by the U.P. EDUCATION FOR ALL PROJECT BOARD, which is a Society, registered under the Societies Registration Act, 1860.
2. The State Implementing Society in the state has adopted the Electronic Fund Transfer Mechanism to transfer the funds from the SPO to the DPO/DIET's. Further at the district level the funds are transferred to the sub-district units through the method of Transfer Advice to banks as compared to the previous practice of handing over cheques to individual beneficiaries.
3. The method of Accounting prescribed by the Manual on Financial Management and Procurement is as follows:

“Complete accounts in respect of the monetary transactions of the State Implementation Society in the Headquarters Office as well as in the Subordinate Offices shall be maintained in the same manner as required in a State Government Office. The “double entry method based on mercantile system” of accounting shall also be followed under SSA.”

The project is following the single entry cash basis of accounting as in the State Government Office.

4. Pursuant to the merger of the districts Ambedkar Nagar, Chandouli, Aurriya, J.P. Nagar, Kaushambhi, Sant Kabir Nagar, Chatrapati Shahajai Maharaj Nagar, Gautam Budh Nagar, Hathras and Shrawasti with Faizabad, Varanasi, Etawah, Moradabad, Allahabad, Basti, Raibareilly, Gaziabad, Aligarh and Bahraich, the accounting pertaining to the former districts has been done at the latter.

(एस० पी० सिंह)
 सचिव, राज्य परियोजना निदेशक
 उ०प्र० सभी के लिए शिक्षा परियोजना परि
 निदेशक, लखनऊ


(वार्डन द्वारा सीन समी)
 आई०ए०एस०
 अपर राज्य परियोजना निदेशक
 उ०प्र० सभी के लिए शिक्षा परियोजना परि
 निदेशक, लखनऊ




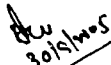
(A. C. SINGH)
 Finance Controller


(जे० एस० दीपक)
 राज्य परियोजना निदेशक,
 उ०प्र० सभी के लिए शिक्षा परियोजना,
 लखनऊ

5. The Project has adopted the Manual on Financial Management and Procurement issued by the Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India.
6. Inter Unit balances, Funds in transit and advances are subject to confirmation/reconciliation.
7. Hitherto, the expenditure on Project Civil Works (i.e. Construction of Schools, Additional classrooms, Toilet, Boundary wall etc) was capitalized and taken to the Balance Sheet. Pursuant to the adoption of the Manual on Financial Management and Procurement during the year, the Project Civil Works have been charged to the Income and Expenditure as expenditure with retrospective effect. Consequent to the change in accounting policy, the Fixed Assets and the General Fund as at 31.03.2005 are lower by 401,98,60,105.00 and excess of expenditure over income of the year is higher by 401,98,60,105.00.
8. Computers have been included with the head Furniture and Equipments.
9. The expenses incurred by State Project Office, SIEMAT, SCERT, Rajya Hindi Sansthan, Rajya Shiksha Sanstha, Rajya Vigyan Sansthan, Angla Bhasha, State Institute of Education and Technology has been included under the State Component in the Income and Expenditure Account.
10. Previous year figures have been rearranged, regrouped and reclassified, wherever considered necessary, to make it comparable with the current year's figures.


(A. C. SINGH)
Finance Controller




(पार्षद सारश्वरी सेन शर्मा)
आई.ए.एस.
अपर राज्य परियोजना निदेशक
उ.प्र. सभी के लिए शिक्षा परियोजना परिषद,
निशातभञ्ज, लखनऊ


(जे. एस. दीपक)
राज्य परियोजना निदेशक,
उ.प्र. सभी के लिए शिक्षा परियोजना,
लखनऊ

Utilization Certificate under SSA for the year ended 31st March, 2005.

Name of the State: UTTAR PRADESH

S. No.	Sanction Letter No. and Date	Amount (Rs.)		
		SSA	NPEGEL	Total
1.	Government of India			
	F.9-4/2004-EE.14 dt 31-05-2004	500000000.00		
	F.9-12/2004-EE.14 dt 20-07-2004	2000000000.00		
	F.9-12/2004-EE.14 dt 09-08-2004	2976100000.00		
	F.9-12/2004-EE.14 dt 09-08-2004		300000000.00	
	F.9-124/2004-EE.14 dt 04-02-2005	3000000000.00		
2	Uttar Pradesh			
	2073/79-5-2004-43/2000 dt 22-06-2004	166700000.00		
	2824/79-5-2004-43/2000TC dt. 12-08-2004	340138000.00		
	2883/79-5-2004-43/2000TC dt.12-08-2004	113137000.00		
	3645/79-5-2004-43/2000TC dt. 28-09-2004	729388000.00		
	3894/79-5-2004-43/2000TC dt. 08-10-2004	362612000.00		
	UO672/26-09-04/2004 dt. 22-11-2004	50000000.00	100000000.00	
	3936/79-5-2004-43/2000TC dt. 07-12-2004	63400000.00		
	521/79-5-2005-43/2000TC dt. 16-02-2005	351401000.00		
	1104/79-5-2005-43/2000 dt. 07-03-2005	548599000.00		
	UO-143/26/BP/2005 dt. 16-03-2005	100000000.00		
	Total	11301475000.00	400000000.00	

Certified that out of Rs. 11701475000.00 (Rupees Eleven Hundred and Seventy crore fourteen lakh seventy five thousand) of grant-in-aid sanctioned during the year 2004-05


in favour of U.P. Education for all Project Board vide Ministry of Human Resource Development, Department of Elementary Education and Literacy letter Nos. noted against each and Rs. 5,57,60,535.04 (Rupees Five crore fifty seven lakh sixty thousand five hundred and thirty five and paise four only) on account of interest and miscellaneous income earned during the period 01-04-2004 to 31-03-2005 and Rs. 123,57,40,101.16 (Rupees One hundred and twenty three crore and fifty seven lakh four thousand one hundred and one and sixteen paise only) on account of unspent balance of the previous year, a sum of Rs. 1251,73,90,166.65 (Rupees Twelve hundred and fifty one crore seventy three lakh ninty thousand one hundred and sixty six and paise sixty five only.) has been utilized for the purpose for which it was sanctioned and that the balance of Rs.47,55,85,469.55 (Rupees Forty seven crore fifty five lakh eighty five thousand four hundred and sixty nine and fifty five paise only) remaining unutilized at the end of the year will be adjusted towards the grants-in-aid payable during the next year 2005-06.

2. Certified that I have satisfied myself that the conditions on which the grants-in-aid was sanctioned have been fully fulfilled and that I have exercised the following checks to see that the money was actually utilized for the purpose for which it was sanctioned.

Kinds of checks exercised

1. Audited Statement of Accounts (Copy enclosed)
2. Utilization Certificate
3. Progress Report (Copy enclosed)



Dated: 29-09-2005


(जे० एस० दीपक)
राज्य परियोजना विदेशक
Signature with Rubber Stamp
सर्व शिक्षा अभियान
State Project Director

AUDITORS CERTIFICATE

We have verified the above statement with the books and records produced before us for our verification and found the same has been drawn in accordance therewith.

Dated: 29-09-2005

For R.M. LALL & CO.,
Chartered Accountants


(TUL K. GUPTA)
Partner

Date : 29-09-2005

To,
The State Project Director,
Uttar Pradesh Education for All Board,
State Project Office,
Vidya Bhawan,
Nishatganj,
Lucknow.

Dear Sir,


Sub: Procurement under Sarva Shiksha Abhiyan

We have conducted the audit of Balance Sheet as at 31st March 2005 , Income and Expenditure Account and Receipt and Payment Account for the year then ended of the Sarva Shiksha Abhiyan, implemented by the Education For All Board, Uttar Pradesh. These financial statements incorporate the audited trial balance of 49 districts (including DPO's and DIET's) audited by the other auditors and 12 districts (including DPO's and DIET's) audited by us.

Based on our audit and the records made available to us and subject to our audit report, we have verified on a test basis whether goods, works and the services financed have been procured in accordance with relevant provision of the procurement procedure prescribed for the purpose.

Thanking you,

Yours faithfully,
For R.M. LALL & CO.,
Chartered Accountants


(ATUL K. GUPTA)
Partner



SARVA SHIKSHA ABHIYAN

MANAGEMENT LETTER-2004-05

By
R. M. Lall & Co.
Chartered accountants
7 Balmiki Marg, Lucknow

SECTION ONE

OVERVIEW

1. Introduction

- 1.1 We have conducted the audit of Sarva Shiksha Abhiyan Project and NPEGEL in the State of Uttar Pradesh implemented by the U.P. Education for All Project Board, Lucknow for the year 2004-05. Our short form Audit Report has already been issued.
- 1.2 The Institution is a Society registered under the Societies Registration Act, 1860 implementing the Sarva Shiksha Abhiyan, District Primary Education Programme– III (DPEP) in the State of Uttar Pradesh.
- 1.3 *This management letter is an extension of our short form audit report and contains material observations and comments on the following areas:*
 - (a) Accounting records, system and controls examined by us.
 - (b) The material deficiencies or weakness and measures required for improvement.
 - (c) The degree of Compliance of each of the financial covenants on the financing agreements.
 - (d) Goods and Services have been procured in accordance with the relevant financing agreement.
- 1.4 The various districts allotted to us by the State Project Office (SPO), Lucknow are as under:
 1. Pratapgarh
 2. Fatehpur
 3. Allahabad
 4. Bhadohi
 5. Mirzapur
 6. Varanasi
 7. Sonebhadra
 8. Gazipur
 9. Bijnore
 10. Moradabad
 11. Rampur
 12. Jaunpur
 13. State Project Office.

We have audited the accounts of the project covering the period ended 31st March, 2005. We have considered the audited trial balances of 48 districts audited by other auditors and 12 districts audited by us.

2. Scope of Audit

The scope of our audit was contained in the agreement and the Term of Reference (TOR).

3. Audit Preparation & Planning

The audit was conducted in accordance with generally accepted principles & standards of auditing and included such test of controls and checks as were considered necessary and appropriate. Before commencement of the audit, structured meeting and consultative discussions were held with officials at State Project Office, Lucknow to gain an understanding of the projects existing internal controls procedures and environment, fund flow mechanism, books and accounts maintained, reports generated, cost categories etc.

An audit schedule was given in advance to ensure the presence of the concerned staff at respective district and sub-district office(s). A comprehensive checklist was designed and distributed to audit teams, which comprised of one qualified Chartered Accountant and appropriate numbers of audit seniors and juniors.

SECTION TWO

INTERNAL CONTROL EVALUATION

Internal Controls are an integral part of an organizations policies and procedures. Internal Controls consist of all the measures taken by the organization for the purpose of:

1. Protecting its resources against waste, fraud and inefficiency;
2. Ensuring accuracy and reliability in accounting and operating data;
3. Securing compliance with the policies of the organization; and
4. Evaluating the level of performance in all organizational units of the organization.

Based on our evaluation of the Internal Control System of the Project we would like to draw the attention of the Management towards the following key issues:

1. **Method of Accounting**

The Project is still following the “**single entry cash system of accounting**” at the SPO, DPO level and sub-district level. As per the Manual on Financial Management and procurement the Project should follow the “double entry method based on Mercantile System of accounting”.

In Mercantile System of accounting the entries are made on the basis of amounts having become due for payment or receipt. The system recognizes that if a transaction or event has occurred; its consequences cannot be avoided and therefore should be brought into books in order to present the correct financial position.

During the course of the year, the project funds to the tune of Rs. 5.95 crores were advanced to Schools, Workshops and training centres of the physically challenged under the Viklang Kalyan Department in the absence of double entry Accrual System of Accounting the books of accounts do not reflect the outstanding amount of Rs. 3.01 crores lying with such institutions.

In the coming years when the length and breadth of the programme increases and the SPO involves more partners (NGO etc.) in achieving its goal, it will be of paramount importance that the Project funds are utilized for the intended purpose and the partners are accountable to the SPO in true letter and spirit, double entry accrual system of accounting would be of tremendous help in achieving a greater level of accountability and transparency.

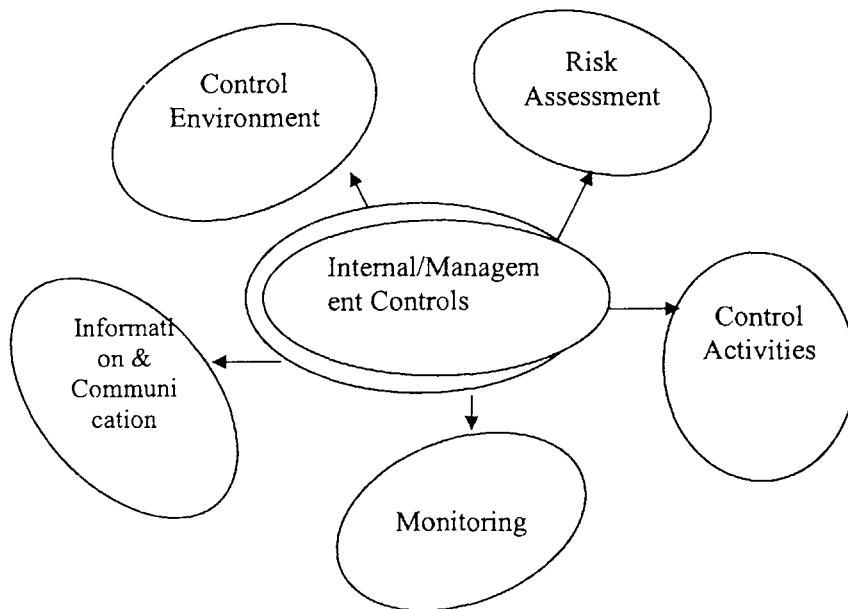
2. Financial Reporting by sub-district Units

During the course of audit considerable variance has been observed in the accounting and reporting practices at the sub-district level i.e., BRCs, CRCs and VECs. The format of the Utilization Certificates has not been standardized as variable formats were observed during the course of audit. The path of flow of documents from the VECs to the DPO is still unclear at the grass root level, at times BRC or ABSA or AAO is collecting the document. Due to the absence of a clear path of flow of documents, the frequency and the ultimate collection of the Utilization Certificate is affected raising concerns on the physical progress of the Programme.

3. Authentication of Utilization Certificates by the Junior Engineers

Junior Engineers of the Rural Engineering Services have been authorized to conduct the physical and quality verification of the Civil Works undertaken by the Project. During the course of audit it has been observed that the Utilization Certificates pertaining to Civil Work i.e. construction of schools, Additional Classrooms, Toilet etc. have not been verified by the Junior Engineer but by the executor of the work of the civil works. In absence of the verification by an expert on civil works we restrict ourselves to the verification of the books and vouchers.

4. Risk Assessment/Internal Audit



Internal/Management Control Systems operate at different levels of effectiveness. Determining whether a particular internal control system is effective is a judgment resulting from an assessment of whether the five components – Control Environment, Risk assessment, Control activities, Information and communication and Monitoring are present and functionary.

During the course of evaluation of the Internal Controls operating at the State Project Level, it was observed that the Internal Audit function is still not operational. With a continuous growth in the budget and expenditure towards the SSA programme it is imperative that the operations objective relate to the effectiveness and efficiency, including achievement of physical and financial goals and safeguarding resources against loss; a well designed risk based Internal Audit system will help achieve the management in efficient utilization of resources and a co-active risk management.

5. Control Activities Pertaining to Advances and Fixed Assets

Control activities are the policies and procedures that help ensure the management directives are carried out. They help ensure that necessary actions are taken to address risks to achievement of the entity objectives.

Control activities occur throughout the organization at all levels and in all functions. They include a range of activities as diverse as approvals, authorization, verifications, reconciliation review of operating performance security of assets and segregation of duties.

With the increase in scope of the Sarva Shiksha Abhiyan in Uttar Pradesh, the funds are expected to be channeled to various partners like Department of Viklang Kalyan, Voluntary agencies etc. in coming years. It is of prime importance that suitable control techniques/activities are devised and implemented so that the Project goals are achieved. We recommend regular monitoring of advances, on-site visits for evaluation of performance of partners and regular performance and financial audits of such partners.

6. Monitoring of Advances for efficient Utilization of funds

During the course of audit it was observed that funds have been advanced to partner organizations for implementing various components of the Project. For Innovative Education funds have been advanced to Viklang Kalyan Department and related schools and workshops. During the course of year there has not been a verification of expenses incurred by these organization for economy and efficiency and expenses have been incorporated in the books of accounts on the basis of expenses reported by the concerned officer of the Department/School.

7. Physical Verification of Assets

Physical verification and accounting of assets procured/received by DPO, State Level Institutions and bodies funded by the Sarva Shiksha Abhiyan fund has not been done at various units. Further, fixed assets register has not being maintained. We advise that these assets be coded with identification numbers and entered in a fixed assets register, which should contain the following information.

- (a) Description of assets
- (b) Date of purchase
- (c) Purchase Cost
- (d) Identification No.
- (e) Location of assets

Physical verification of all the fixed assets should be done once in a year by these units and documented.

SECTION THREE

EMERGING BEST PRACTICES

1. Electronic Fund Transfer Mechanism (EFT)

The State Implementing Society in the state has adopted the Electronic Fund Transfer Mechanism to transfer the funds from the SPO to the DPO/DIET's. Further at the district level the funds are transferred to the sub-district units through the method of Transfer Advice to banks as compared to the previous practice of handing over cheques to individual beneficiaries.

Based on our discussions and desk reviews with the officials of the project both at the District and at the State Level the use of technology has helped the State Implementing Society to crash the fund transfer period between the SPO and the DPO by about 20 days and between the DPO and sub-district units by about 45 days therefore generating a cumulative saving of 65 days.

The crashing of the fund transfer period has shown a positive direct impact on the pace of development of the project and the level of empowerment of the project-implementing units at the sub-district level in the state.

2. Evolving Institutionalization of the Concept of Social Audit.

Another major impact of the Electronic Fund Transfer Mechanism and specially the transfer of funds to the sub-district units by the mode of advice to bank has been the strengthening of the concept of Social Audit.

Previously the funds were transferred vide the mode of cheques to individuals/ sub district units; this required them to frequently visit the DPO for their grant. Due to EFT, the beneficiary receives the grant without visiting to the DPO, substantial time is saved and it also reduces the element of frequent human interaction. Consequently the faith of the sub-district units is strengthened in the project, and it releases their time for better implementation of the project.

SECTION FOUR

FOCUSSING ACTION

1. **Double Entry Accrual System of Accounting**

Sarva Shiksha Abhiyan in the State of Uttar Pradesh is bound to grow in size with increased number of partners implementing agencies. This would require the management to adopt effective control activities to monitor the implementing agencies.

We recommend that as a first step towards the strengthening of the management control, the project immediately adopts an Accounting Software with double entry features both at the District and State level.

At the District level the Accounting Software would strengthen the present initiative undertaken by the management of accounting and collecting the Utilization Certificates from the BRCs, CRCs, and the VECs.

2. **Convergence of Physical and Financial Progress: Financial and Management Information Systems (FMIS)**

We recommend that the Project integrate the Accounting and Management Information System, which verifies the financial and physical progress. The Information system should be designed to facilitate compliance with the relevant provision of the Manual on Financial Management and Procurement on one hand and meet the internal requirement of information and systems for planning review and Internal Control on the other.

Currently, the data pertaining to the physical progress involves considerable subjectivity. Financial and Management Information system would provide Accounting Data which could be used as a tool for monitoring the physical progress based upon the period the advance remains outstanding.

For example, a VEC is funded on 01.04.2005 for a Primary School and the time frame for the construction is 50% within 3 months and remaining 50% by next 3 months. In case the Utilization Certificate for the first installment is not received by 15.07.2005 and the advance remains outstanding in the monthly report of July sent to the State Project Office, it could act as a trigger point for Management to exercise control on the physical progress.

3. Physical Progress Assurance

We recommend that the Project Management section independent assurance on this physical progress achieved, quality of physical construction and the impediments in achieving the physical progress if any, in order to achieve the project goals effectively.

4. Risk Based Internal Audit

Evolvement of the Sarva Shiksha Abhiyan and NPEGEL Programmes and the inclusion of Kasturba Gandhi Programme within the ambit of Project Management has enabled the State Implementing Society to undertake varied risk exposures. In the context of these developments and the progressive growth in scope of project activities, having in place effective risk management and internal control systems has become crucial to the conduct of the Project.

A sound internal audit function plays an important role in contributing to the effectiveness of the internal control system. The audit function should provide a high quality counsel to Management on the effectiveness of risk management and internal controls to the Management.

To achieve the Project objectives economically and efficiently the State Implementing Society will have to gradually move towards risk-based internal audit system which will include in addition to selective transaction testing an evaluation of the risk management systems, risk identification, prioritization of audit areas and allocation of audit resources in accordance with the risk assessment. The State Implementing Society will therefore need to develop a well defined policy for undertaking risk-based internal audit. The policy should include the risk assessment methodology for identifying the risk areas based on which the audit plan would be formulated.

Scope for Risk based Internal Audit.

The precise scope of risk-based internal audit must be determined for long, medium, high, very high and extremely high-risk areas. However, at the minimum, it must review report on:

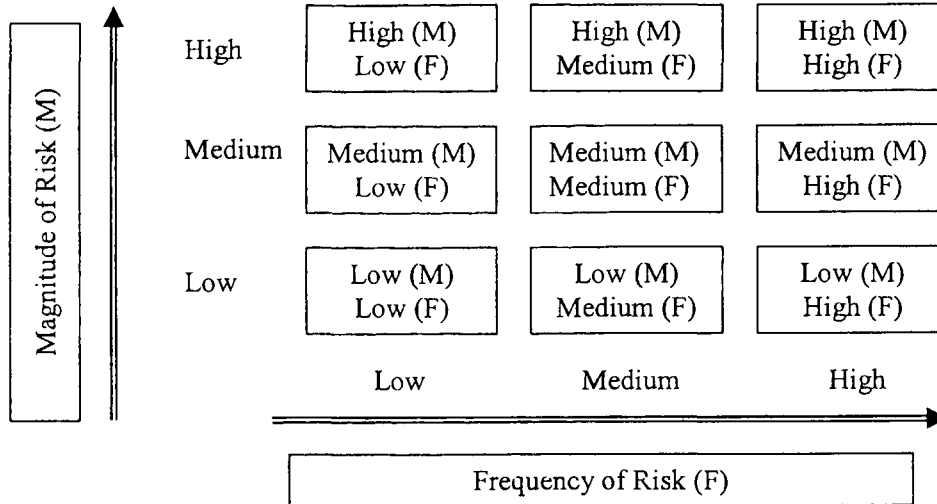
- Process by which risks are identified and managed in various areas;
- Central environment in various areas
- Gaps, if any, in control mechanism which lead to frauds, identification of fraud prone areas;
- Data integrity, reliability and integrity of MIS
- Internal, regulatory and statutory compliance
- Budgetary control and performance review
- Transaction testing/verification of assets to the extent considered necessary

Audit Prioritization

The Society should prepare a Risk Audit Matrix to prioritize the work and give greater attention to the areas of:

- (i) High magnitude and High Frequency
- (ii) High magnitude and Medium Frequency
- (iii) Medium magnitude and high frequency
- (iv) High magnitude and low frequency
- (v) Medium magnitude and medium frequency

Risk Audit Matrix



5. Capacity Building

District Project Offices (DPOs)

During the course of audit it was observed that diverse methods of accounting were being followed to account for the advances given to the sub-district units and then the adjustment of Utilization Certificates received from these units.

We recommend that comprehensive training programme be conducted for the accounts staff towards the accounting for the Advances and the subsequent adjustments of these advances based on the double entry system of accounting.

District Institute of Education and Training (DIET)

The DIETs play an important role in the execution of the capacity building initiative of the Sarva Shiksha Abhiyan and are vested with considerable resources. But the quality of accounting and book keeping is below average in most of the districts. Considerable delay in completion of audit has occurred because of the poor book keeping and absence of records and documents of DIET.

We recommend that special formats of books of accounts be designed for DIETs so that they are able to account for the Project resources in easy a manner. This would further require training to fill the formats and the related document management.

Sub-District level Accounting

Diverse methods of accounting of resources have been observed across the blocks of a district, leading to increased delay in conducting audit and culling out the required information. Further across the state the sub-district units have requested for a training in accounting a record management and procurement norms be conducted for them so that standardization is achieved in accounting and reporting.

Further, we recommend that sub-district level, Finance and Procurement Manuals be designed for uniformity of accounting practices, easy generation of information quick adjustment of advances and developing linkages between physical and financial progress.

Procurement Norms

During the course of audit of State level Institutions and other bodies funded by the Sarva Shiksha Abhiyan diverse interpretation of procurement norms of Sarva Shiksha Abhiyan has been observed, leading to considerable mismanagement of procurements.

We recommend that a suitable guidance Booklet is developed for pertaining to the procurement norms of the Sarva Shiksha Abhiyan.

6. Staffing structure

Indicative staffing structure, qualification and experience are given in Para 83.1 of manual on Financial Management and Procurement. The variance in actual practice is as below:-

Name of the Post	No. of Post at District Level	
	Standard	Actual
F& A officer	1	1
Senior Accountant	2	1
Junior Accountant		
Deputy Accountant		
Cashier	1	0

Because of paucity of staff there are instances where the internal checks and balances are compromised.

Also the paucity of staff cause an overload on the remaining staff leading to delay in completing the routine work. Further the process of collection and accounting of Utilization Certificates is hampered and delayed because of the paucity of staff.

7. Impact Studies of Training

Capacity Building of the teachers in the form of training and publishing of Shikshak Sandarshika form a major component and cost category of the project.

We recommend that the efficiency of the expenditure on teacher training be measured by the Project by undertaking Impact Studies so that remedial and corrective measures be adopted.

8. Re-engineering of the Procedure related to the Generation, Authentication and Accounting of the Utilization Certificates

During the course of the year the Project has made tremendous progress in the area of generation of utilization certificates. Previously the system of preparation of Utilization certificate was practically non-existent.

But the current process needs process further reengineering in the areas of generation, collection and accounting.

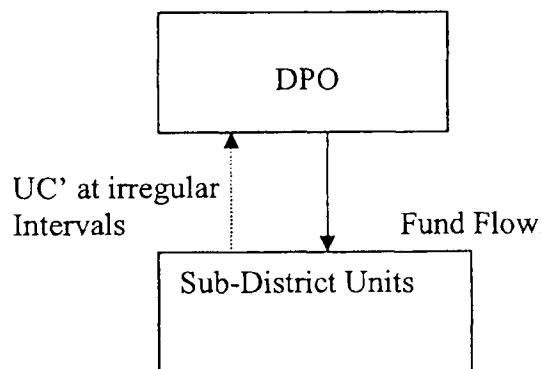
- Generation of Utilisation certificates

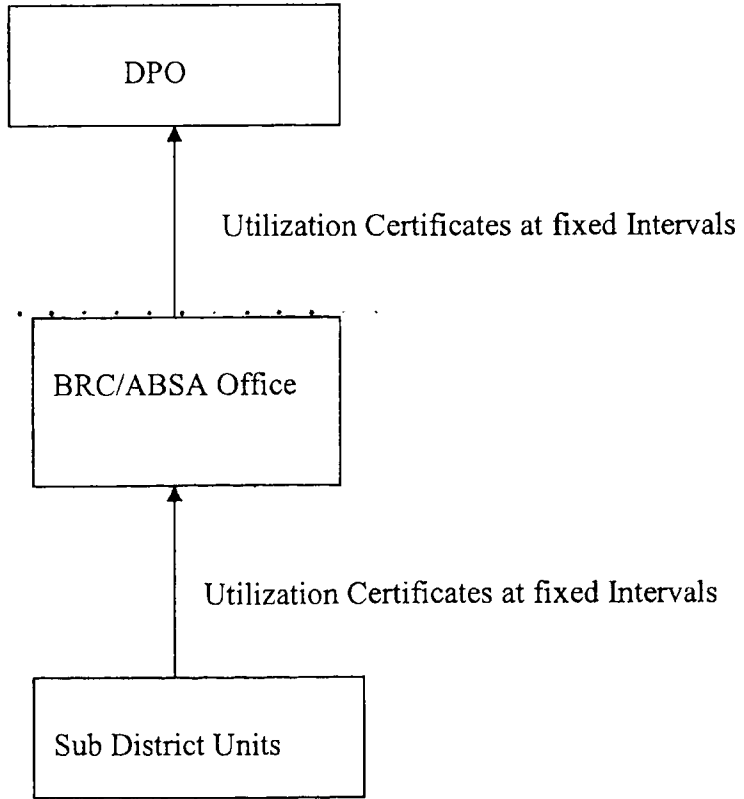
Presently the utilization certificates are prepared in a single copy because of which at the time of audit the auditee does not have a copy of the UC along with the evidence of depositing the UC with the DPO, therefore raising concern on the physical progress. We recommend that the UC's be prepared in three copies, for the DPO, BRC and personal records.

- Collection of UC's

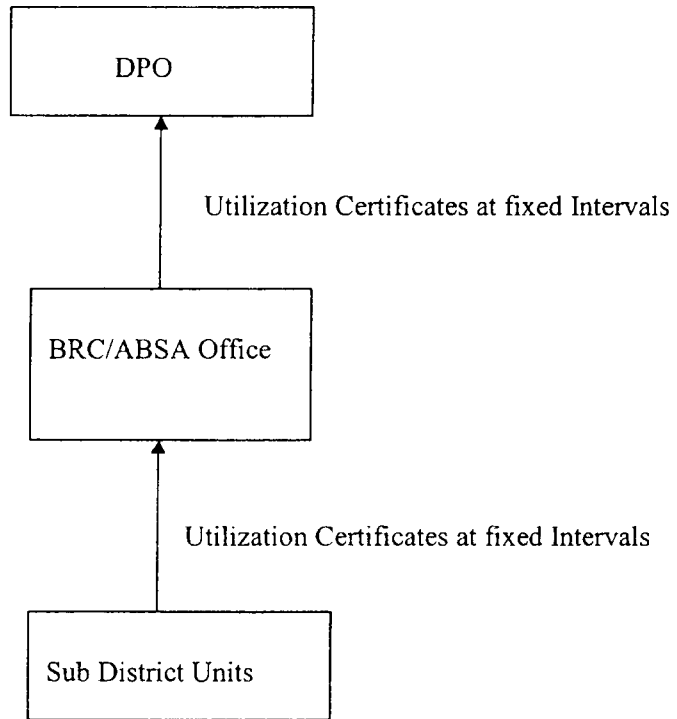
Presently no time frame and individuals have been defined to collect the UC's. We propose that the UC's be collected monthly and at a fixed date preferably. Further we recommend that the responsibility of collection of the UC'S be with the BRC Coordinator/ABSA and who should at their monthly meeting with the BSA deposit the UC's with the DPO.


Current Process of Collection of Utilisation Certificates.





Proposed Process of collection of Utilisation Certificates



For R.M. Lall & Co.
Chartered Accountants

(SUL K. GUPTA)
Partner
Place: Lucknow
Date: 29-09-2005

Annexure-II

**U.P EDUCATION FOR ALL PROJECT BOARD
EXECUTIVE COMMITTEE**

I.	Chief Secretary, Government of Uttar Pradesh	Chairman Ex-officio
II.	Principal Secretary/ Secretary, Basic Education, Government of Uttar Pradesh, Department of Education	Vice-Chairman Ex-Officio
III.	Principal Secretary/Secretary, Government of Uttar Pradesh, Department of Finance	Member Ex-Officio
IV.	Secretary, Government of Uttar Pradesh, Department of Rural Development and Panchayati Raj	Member Ex-Officio
V.	Principal Secretary/Secretary, Government of Uttar Pradesh, Department of Planning	Member Ex-Officio
VI.	Director of Education (Basic), Uttar Pradesh	Member Ex-Officio
VII.	Director of Secondary Education, Uttar Pradesh	Member Ex-Officio
VIII.	Director, State Council of Educational Research and Training, Uttar Pradesh	Member Ex-Officio
IX.	Director, Urdu and Oriental Languages, Uttar Pradesh	Member Ex-Officio
X.	Director, State Institute of Educational Management and Training, Uttar Pradesh	Member Ex-Officio
XI.	Director of Women and Child Development, Uttar Pradesh	Member Ex-Officio

XII.	Two Heads of District Task Force Selected by rotation	Members
XIII.	Two heads of District Committees from amongst Selected districts by rotation	Members
XIV.	Three nominees of the Central Government	Members
XV.	Two Directors/representatives of State level academic and technical resource support agencies to be nominated by the State Government	Members
XVI.	Two educationists known for their experience and interest in basic education, one each to be nominated by the State Government and the Central Government	Members
XVII.	Two women with experience and interest in women's development and education, one each to be nominated by the State Government and the Central Government	Members
XVIII.	Two persons from Voluntary Agencies who have distinguished themselves for work among scheduled castes and scheduled tribes, one each to be nominated by the State Government and the Central Government	Members
XIX.	State Project Director of the Parishad	Member-Secretar Ex-officio