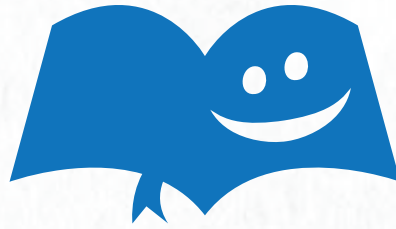


**CECS**  
COMMUNITY  
EDUCATIONAL  
CENTRE SOCIETY



**Annual Report**  
2018-2019

CECS  
COMMUNITY  
EDUCATIONAL  
CENTRE SOCIETY



# CONTENTS

Directorial Message  
Community Education Centre School  
Rajeshwari Karuna School Tuli (RKS)  
Informal Education for Marginalized children (IEMC)  
National Child Labour Project (NCLP)  
Open Shelter Home  
CHILDLINE 1098  
Mobile Medical Unit (MMU)  
TLP  
We Teach  
Vision Mission  
Programs & Key Partners  
Audit Report



# DIRECTORIAL MESSAGE

I feel privileged to bring forward this new issue of Annual Report for the year 2018-19. Community Educational Centre Society has commended another productive and fruitful year reaching out to more people, bringing more children in the wings of education, ensuring an effective and reliable healthcare to the rural population and creating more opportunity for the people. CECS remains efficacious in its outreach to empower people in its overall work execution and this is the reflection in its efficiency to utilize our available resources and most importantly in its management.

We now live in a century where the human ideas have become unlimited thanks to technological advancement. This very fact also makes our dependence on technological solution very often outpacing the consideration to implore our powerful innate cognition or the resources

available at our disposal. I always ponder on how much more can I do and more so when can I complete doing the works such as educating people, mobilizing resources, training the young people and dreaming bigger in further developing the people or reaching out to the people and facilitating them with the basic needs in their lives. The biggest challenge that we face today is the ability to realize the problems of our society and changing its course to make it a just and sustaining society or state with an upward projectile of development. There's a lot more we can achieve if we are able to understand and assimilate the present and work on building a sustainable future. Far more often we tend to wait for others to approach us to do a project which eliminate the aspect of originality of our work or ideas and which is why monetary transaction is given much importance and the



aspect of the project fails. To create a far better impact on the society that we live in we need to create our own idea and associate with likeminded organisations or people or partners to implement a meaningful work which will fulfill both the people you work with and the people who benefits from it. There are many ways to address our social problems in the public sectors and the level of determination and commitment far outweighs any physical or intellectual resources available or required. However, this very requirement of serving the needs of the people tends to be the least present in essence among the people who are on the job in such undertakings. CECS as an organization is very young when compared with many well established organisations; nevertheless with consistency and ability to perform in all its

undertakings, CECS has impacted many lives on the ground. Today with the strength of more than 180 staffs and greater responsibilities we are challenged with new ideas and sustainable development of the organisation itself along with bringing life changing impacts on the people and society at large.

I would like to sincerely thank everyone who is a part of my life especially my family and colleagues and the whole team but not forgetting our valuable supporting partners for their trust in us and for their continued support in our work in bringing changes in the lives of the people in need. May God continue to bless every one as we continue to provide service to the people in our long journey towards lifting others.

**Subonenba Longkumer**  
Director CECS



# COMMUNITY EDUCATION CENTRE SCHOOL

Literacy is not only an end but a means to most other learning as well as social empowerment. Early language and literacy (reading and writing) development begins in the first years of life. The interactions that young children have with literacy materials such as books and stories and with the adults in their lives are the building blocks for language, reading and writing development.

This understanding of early literacy development complements the current implementation strategy supporting the critical role of early experiences in shaping brain development. Community Educational Centre Society primarily works with the children that come from diverse background, with each child unique in their individuality and intellectuality. Our experience of working with children over the years has revealed that a significant percentage of young children fail to

achieve basic levels of reading achievement. The incidence of reading failure is even higher within poor families, underprivileged and marginalized children and of those who comes from far-flung areas who had previously studied in govt. schools and this impacts negatively on their literacy learning. With the object of the CECS to cater education especially to those children who comes from such background, it has become imperative for us to ensure that those children are able to read and write properly as it is the basic foundation for a successful academic achievement. The management and the school authority and the teachers cohesively work to fulfill that very objective of imparting a quality education to the children. CEC School maintains a comprehensive set of routine that direct the overall aspects of developing children.







The critical need everywhere in the world is for education to prepare students to lead successful, fulfilling lives. With such reference the curriculum maintained by CEC School is providing them with relevant educational experiences that nurture their passions, problem-solving abilities, and higher level thinking skills, including critical thinking and creativity. The enrollment has been gradually increasing over the years and in 2018 the number of students was 627 and the enrollment is envisaged to increase over the years as it is evident in the confidence of the community with the school and more so the

excellent performance of the school in the HSLC matriculation examination conducted by the NBSE maintaining an excellent pass percentage has prompt the community to consider CEC School as an ideal school to educate their children. This trust-building is not the work of a fortnight but of a gradual progress over the years. And this is the reflection of the selfless effort made available by the teachers, school authority and management and partners as well as the manners in which the execution is in uniformity in imparting quality education to the children.







Clearly needed is a global citizenry capable of not just doing, but creating jobs and finding solutions to a host of unprecedented global challenges. This requires a broad approach to education that reaches all children where they are and fosters the development of the unique strengths and potential of each individual child.

School cultures need to promote entrepreneurship, global awareness, and a humanistic outlook that includes appreciation of diverse backgrounds and viewpoints. CEC School greatly emphasize on the overall development of the students through myriad curricular and co-curricular activities. The students are regularly sent to field trips, exposure tour, interschool competitions, as well as trainings in career guidance, crafts, flower making, handkerchief making, flower pot, paper bags and much more. All of these are aimed at facilitating a higher form of education where not only academic aspect is accounted but the life skill aspect of education is imparted as well. The students are active learners in CECS and the teachers ensure that all the children are active participants without exception and exclusions. This emphasis has enabled the children to be more outspoken, confident, adaptable, intelligent and compatible. Despite the fact that most of the

children come from underprivileged background or from far-flung area where they lack basic foundation in their formative education, the children gradually pick up the pace of learning. Those children struggle with basic reading and writing and this very aspect is strongly focused by the teachers and although the learning process is gradual and slow for those students they steadily overcome it. This very experience prompts the school to make certain that the children especially in the lower section are able to read and write flawlessly.

For all young people of any socio-economic background, care and education should go hand-in-hand. All children need cognitive and motor stimulation, rich language environments and social emotional support. Providing children with security and love improves their social and intellectual competence and gives them confidence to enjoy and take advantage of learning opportunities. When children don't receive healthy, nurturing impulses in early development, they adapt to those they do receive, with negative consequences for their futures.

The role of CEC School is to help children build on the strengths and knowledge they have, and to help them acquire the skills and knowledge they need.



# RAJESHWARI KARUNA SCHOOL TULI



Humans are natural learners. The challenge, and a primary goal of education, must be to nurture already curious, flexible, creative, and potentially critical thinkers - to keep their natural predisposition for learning alive throughout their school lives and beyond. The critical need everywhere in the world is for education to prepare students to lead successful, fulfilling lives. In today's world, this means providing them with relevant educational experiences that nurture their passions, problem-solving abilities, and higher level thinking skills, including critical thinking and creativity.

The best solution to all of this involves teachers, students, schools and the community as a whole. This very approach is put into effort by Rajeshwari Karuna School. The school for all of its part from inception has critically valued the conception of involving all stakeholders in the education of the child. Education today is obsessed with what children do not know or

unable to do. Worse, education today has developed various ways to speak about children's deficiency, publicly and loudly, in the forms of tracking, grade retention, and sorting into different programs such as special education, summer remediation, and extra tutoring.

This very obsession of the current education system has prompt RKS that what we need instead, is an education that 'support passion and enhances strengths, instead of fixing deficits or closing gaps. The teachers are being trained to become culturally attuned and understand the background of each of the children. The children come from varied tribal background, each distinct by their tradition, family background, and other aspects of their early childhood experience. Accumulating all those factors, the teachers are culturally responsive in their pedagogies; this means each and every child is valued of their exclusivity and their performances gauged from that



multi-facet factors point of view. The aptitude ability is different for each child. The children come to school with different kinds of knowledge and different strengths to build on. What we tend to think of as basic skills, such as knowledge of letter names or recognition of numerals, are inherent in the upbringing of middle class kids. They may not be basic to children from non-mainstream or non-middle class backgrounds. And while again for many children from poor communities 'critical thinking skills' are basic. Those are the skills they come to us with. They are accustomed to being more independent. Often they are familiar with real-life problems and how to solve them.

The magnitude of the role that teachers need to play in emphasizing the importance of each child and how they differ in certain set skills has become imperative for the RKS mentors. The children are guided based on that scope and when needed the teachers step in to remedy the studies in which they find difficult to grasp. Over the course of our journey as a

school, the staffs and school administration alike has realized the significance of the emotional aspects of learning. To be successful, educators need to find ways to leverage the emotional aspects of learning, because "we only think deeply about things we care about." Whatever is important to the student is the most important thing, be it football, math, science, literary, singing, drama, art or any other interest. The teachers wouldn't say that football is unimportant but math is or singing has no future but getting good grades will. Our approach is simple and it is that if football, or singing or art was most important to the student, then we would do whatever it takes to keep that student in football, or singing class or art. When we started taking that approach, students started seeing that we valued their values; they started giving back to us what we valued. Once we started building relationships with the kids, they'd feel guilty about letting us down. They might not like math, but they didn't want to let that math teacher down. Then the teachers could finally teach, instead of



writing discipline referrals. Sometimes, to unlock their confidence and find their passion, students need help in overcoming emotional barriers that cause them to resist learning, or at best, to tune out. “Some kids are just too angry to learn. There is the issue of breaking through and finding a way to penetrate into that anger and hostility and at that such level where they do not allow you to teach them. It’s their response to the structures they encounter and the educational system as they perceive it. That some of the students’ even keep coming to school instead of being lost to the streets suggests some remarkable reserve of strength, some hope for something better that we are obliged to meet. If the kids can find their voice, the door to change begins to open much wider.”

In RKS our education is to ensure that non-academic skills such as personality, emotions, empathy, and met cognitive skills such as curiosity and self-efficacy, though they are not an inherent part of any subject-specific curricula or classroom instruction, are crucial to the long-term well-being of individuals, the ultimate purpose of education. We now have sufficient knowledge about human development, to develop “practices and systematic efforts in the school environment, so that students can develop the potential they were born with through attentive nurturing that educators are able to provide.”

To benefit from such efforts, students must also have their most basic needs met. Given that so many schoolchildren come from low-income families, RKS give them quality teachers, student-ratio class sizes, up-to-date equipment. But in addition, we do things that overcome the damages of poverty. We meet their health needs, their mental health needs, after-school programs, summer programs, parent engagement, early-childhood services. These are the so-called wraparound services. Some people think of them as add-ons. They’re not. And in Rajeshwari Karuna School Tuli, they’re imperative.



# INFORMAL EDUCATION FOR MARGINALIZED CHILDREN

Non-formal education refers to education that occurs outside the formal school system. Non-formal education is often used interchangeably with terms such as community education, adult education, lifelong education and second-chance education. It refers to a wide range of educational initiatives in the community, ranging from home-based learning to government schemes and community initiatives. For Community Educational Centre Society (CECS), informal education is defined as an imperative approach to promote and educate underprivileged children and prevent them from any form of exploitation and vulnerable situation. And with this understanding the Informal Education for Marginalized Children (IEMC) Centres under CECS functions, aiming to provide the children a comprehensive learning environment comprising of classroom teachings and outdoor activities and other enabling activities. The project has been reaching out to the marginalized and vulnerable children and providing them with education through the immense and passionate support from the Wipro Cares. The Wipro Cares continues to be a phenomenal and reliable partner in helping the CECS mission in reaching out to the children who are in dire need of our intervention.

The project since its commencement has enrolled 2956 and mainstreamed a total of 611 children in formal schools both in govt. and private schools. The total number of children for 2018-2019 was 750 children in 15 Centres and out of which 207 had been mainstreamed. While non-formal education is often considered a second-best option to formal education, CECS hopes to provide higher



quality education than that available in formal schools. The formative stage of learning has been tediously laid out for the Educational Volunteers (EVs) and to impart that knowledge extensively and precisely. With the children coming from marginalized sections and whose parents are illiterate, the children too find the curriculum difficult to grasp. Basic reading and writing, alphabets and numbers which are elementary knowledge for children who comes from educated parents or are 2nd to 3rd generation learners however, the very basic knowledge is a bone of contentment for the children who are 1st generation learners and whose parents are illiterate or let alone for one who has never attended any schools. Despite such difficulty in educating those children, the EVs have set the pars high and steers the children in the path of learning. The education here is preparatory, supplementary or an excellent alternative (where necessary) to formal schooling for all children. It serves to develop the potential of the learners with emphasis on knowledge, functional skills, attitude development and functional personality. The curriculum covers life skill education, early childhood education, literacy education, vocational training and other





education aimed at developing the ability of the children. Apart from class curriculum, various co curricular programs are implemented in the IEMC Centres for an all out effective learning environment. The children learn and play indoor and outdoor games, and they are regularly taken out for field trips. All of these activities enhance their learning ability, broaden their minds and demonstrates reduction of at-risk behaviors and infuse a sense of belongingness, resulting in better behavioral change. They learn useful new skills from their chosen activity and in integrating these activities into their everyday school lives they learn time management, critical thinking, teamwork and social skills. They develop life-long relationships with their peers and learn how to lead others. These skills will be beneficial in later life and in the workplace.



# NATIONAL CHILD LABOUR PROJECT

NCLP is implemented in close coordination with State, District administration as well as other agencies. The elimination of Child Labour is joint responsibility of the Ministry of Labour and Employment and the State Governments. Other stakeholders such as District Administrations, local communities, civil society groups, NGOs, academicians and enforcement agencies have an important role to play.

Currently CECS implements 24 Centres and the enrollment for 2018-19 was 1200 and out of which 202 had been mainstreamed. Overall, the total number of children enrolled under the NCLP Project till date stands at 6108 and mainstreamed totals to 1432.

The children in NCLP centres are given an enabling environment for them to develop and grow, in a conducive environment where they are free from being exploited for Child Labour but rather are given the opportunity to learn. The children are identified, rescued and enrolled in NCLP centres where they receive education, nutritional support through midday meal, health checkups and are engaged in other extracurricular activities which heightened their scope and skills. CECS along with all stakeholders continues to bolster the policy to eliminate child labor and ensure a safe environment for them to have a normal childhood.



# OPEN SHELTER HOME

Open Shelter is a facility for children, established and maintained by the State Government, either by itself, or through a voluntary or non-governmental organisation under sub-section (1) of section 43 of the JJ Act (2015), and registered as such, for the purposes specified in that section. The prime objective of Open Shelter is restoration and protection of a child in need of care and protection. The Open Shelter looked after by CECS is mandated to take steps as considered necessary for the restoration and protection of the child deprived of his family environment temporarily or permanently where such child is under our care and protection.

Open Shelter has become a beckon of hope for children that have been deprived of their basic needs which are family, shelter, food and clothing. The children that are brought or rather rescued and referred to the Open Shelter are provided a proper shelter, warm meals and clean clothes and those very gesture infuse hope and comfort in their times of despair and vulnerability. The children then stay under the care of the caretakers at the Open Shelter where they follow a certain set rules and norms, learn basic life skills and values. The children are also taught basic reading and writing skills, crafts and arts trainings, fieldtrips from time to time and enjoy other activities such as indoor and outdoor games.

Altogether 110 children had come and stayed at the open Shelter in between 2018-19. Out of which 57 children were brought by the CHILDLINE Dimapur through CWC (Child Welfare Committee) orders, for various cases. The remaining children were brought through outreach/field visitation and these children have come for day care.

## CHILDREN RECORD IN OPEN SHELTER FROM APRIL 2018 TO MARCH 2019

Case	Number of Children
Runaway	25
Missing	08
Abandoned	02
Child Labour	12
Care and Protection	59
Elope	01
Child Trafficking	01
<b>Total</b>	<b>110</b>



# CHILDLINE 1098

A PROJECT OF THE UNION MINISTRY OF WOMEN AND CHILD DEVELOPMENT, GOVT. OF INDIA



UNICEF uses the term 'child protection' to refer to preventing and responding to violence, exploitation and abuse against children - including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage. Child protection surmounts to the core value of humanity, where the most vulnerable are ensured that they are protected from all harms and exploitation, abuse, poverty and are assured of the basic needs such as shelter, food, clothes, education, family, etc. .

CHILDLINE primarily work in unison with the mandate of UNICEF Child protection policy with reference to the Child Protection Rights Policy of the Indian Constitution. It has become imperative to address the impending issues of child abuse, child vulnerability, negligent, sexual abuse and many unspeakable crimes against children. The programme target children who are uniquely vulnerable to abuses, such as when living without parental care, in

conflict with laws and in armed conflict. Violations of the child's right to protection take place in every country and are massive, under-recognized and under-reported barriers to child survival and development, in addition to being human rights violations. Children subjected to violence, exploitation, abuse and neglect are at risk of death, poor physical and mental health, HIV/AIDS infection, educational problems, displacement, homelessness, vagrancy and poor parenting skills later in life.

In this regards and beyond CHILDLINE is passionately working to safeguard the welfare of the children in vulnerable circumstances. Their rights are protected through direct interventions and through unison consultation with State mechanisms and other working agencies. In it long of services to the children, the CHILDLINE has dealt with missing children, abused children, runaway children, child labour, children needing medical assistance and all kinds of children in need of

care and protection. In aligning to the main objectives the CHILDLINE has reached out to the most marginalized children and provided shelter, rescue, medical aid, repatriation and long term services.

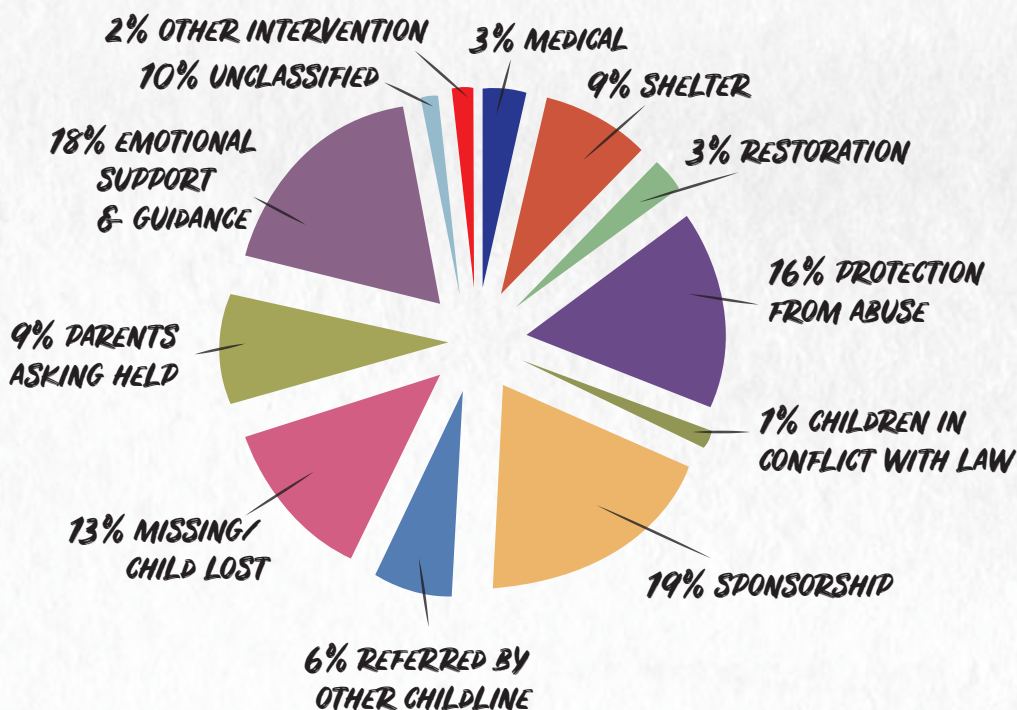
CHILDLINE has been successful in its case intervention not only because of the work engaged by the staffs but more so because of engaging all the required and necessary State and District machinery. The District CHILDLINE Advisory Board and State CHILDLINE Advisory Board headed by the Deputy Commissioner and Secretary Social Welfare Dept. Govt. of Nagaland continues to play a great role in safeguarding the rights of the children and in the implementation of several programmes both at districts and state level.



## CHILDLINE Nagaland visibility

- Participation in District Crime Conference
- Live Chat show in All India Radio FM Tragopan
- Data sharing of missing children format between CHILDLINE Dimapur and Dimapur Police
- CHILDLINE Dimapur has initiated to develop and incorporate a Training of Trainers manual for all Sunday School Teachers under Nagaland Baptist hurch Council
- Rescue of Child labours under District Task Force on Child Labour Dimapur
- CHILDLINE temporary booth at Railway station Dimapur
- CHILDLINE section at Dimapur Public Library
- Creation of Child Friendly Ward at Naga Hospital Kohima
- CHILDLINE logo in the football jerseys of Naga FC Club Kohima
- CHILDLINE Mokokchung in collaboration with the Mokokchung Motorcycle Association (MMA) organized a motor rally in order to spread awareness on CHILDLINE 1098
- Creation of Child Friendly Corners at Kohima ,Dimapur and Mokokchung Police stations
- Constitution of CHIDLINe Advisory Board Mokokchung

## CHILDLINE CASES INTERVENTION



# MOBILE MEDICAL UNIT

The issues of infrastructure, human resources and inadequate public investment in healthcare are some of the governing factors for the present unsatisfactory performance of the Indian Public Health System. And this very phenomenon is no stranger in the context of Nagaland. The healthcare system in any aspects is in bad shape and the chances of seeing its improvements are murky for the foreseeable future. The Mobile Medical Unit continues to do tremendous effort in bringing proper and effective healthcare to the rural population of Nagaland. The MMU project continues to be implemented in Mokokchung and Longleng districts. In 2017-18 implementation phase the project has treated 5907 patients and has reached out to 4565 households with total population of 27511 in 15 villages in two districts. The MMU service has directly enabled the sick to get better and live a healthy life this in return has benefitted the families or relatives of the patients making them indirect beneficiaries of the project.

The whole aspect of MMU is to revamp the rural healthcare delivery system aiming to provide accessible, affordable, effective, accountable and reliable healthcare to all the

citizens and in particular to the more poor and vulnerable portions of the population. It must be mentioned that the MMU is well in line and accordance with the outcome envisioned in the Millennium Development Goals (MDGs) of the United Nations. MMU services are envisaged to meet the technical and quality standard for a primary Health Centre. The MMU primarily provide services under the thematic areas, which are maternal health, neonatal and infant health, women and child health and geriatric care. Moreover, the service also includes management of chronic communicable diseases, management of common non-communicable diseases and basic OPD care (acute simple illnesses), management of common non-communicable diseases, dental care, eye care and emergency medicine, besides enabling referrals. These services are provided in very cost effective payments where the charges are kept at minimum for most patients. The patients pay less than the total cost, and more so the services are provided free for the women and child health care.



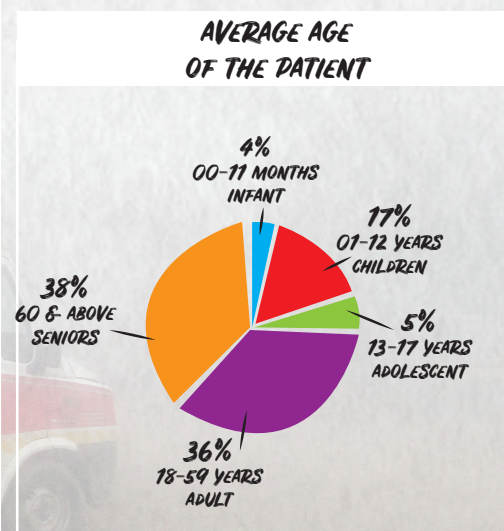
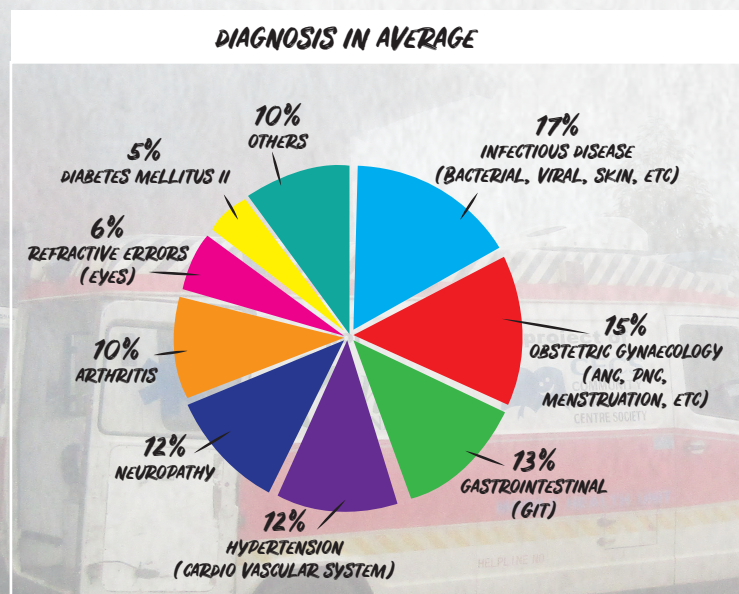
The MMU service has been raising the rural health, improving their living standard, changing their unhealthy lifestyle, raising awareness, ensuring preventive vaccination and encouraging regular medical check-ups among the rural population.

Mobile Medical Unit has helped mobilise healthcare to conduct screenings, basic diagnosis and in some instances provide complex medical treatments closer to people's homes. Regardless of the difficult terrain, low connectivity, or institutional barriers, medical care can be made available to people across socio-economic groups, with minimum expenditure and relatively lesser operations and management responsibilities, as compared to those required by fully functional hospitals.

The MMU team has also been collaborating with schools, colleges as well as interns from different universities to create awareness on various impending health issues in the society and the need for a comprehensive approach to addressing that issue. The MMU team conducts seminars and workshops in this regards and such interaction with the students has resulted in educating them on the impending issues and how bit by bit their scope of interest has been altered or rejuvenated. The students and teachers alike has become more aware of the various health issues and

how to a certain extend can be prevented or preventable. Such experiences can also help improve their understanding of the on-ground difficulties that are slowing down the progress of healthcare in the country and be an opportunity for them to make a difference by providing solutions to the existing problems. The MMU team also conduct regular training and awareness programs with the health volunteers (HVs) at village levels. The HVs are the first responders in the absence of MMU staffs and because of which the importance of HV is exactly equal. And because of that very reason the HVs are trained on how to use simple medical equipments, check BP, medical follow ups on patients in the village, healthy living, food habits, etc.

The MMU carry out the necessary tests and treatment, and raise awareness about prevention of various illness and diseases in the rural areas. Bringing healthcare to the doorstep of the rural population, Mobile Medical Units operates to reach out to the poor and less fortunate segments of society. The Mobile Medical Unit are staffed by a doctor, nurse, lab technician, pharmacist and driver and provide medical check-ups, investigation facilities, awareness programmes, post-natal services and medication.







Supported by



A project of



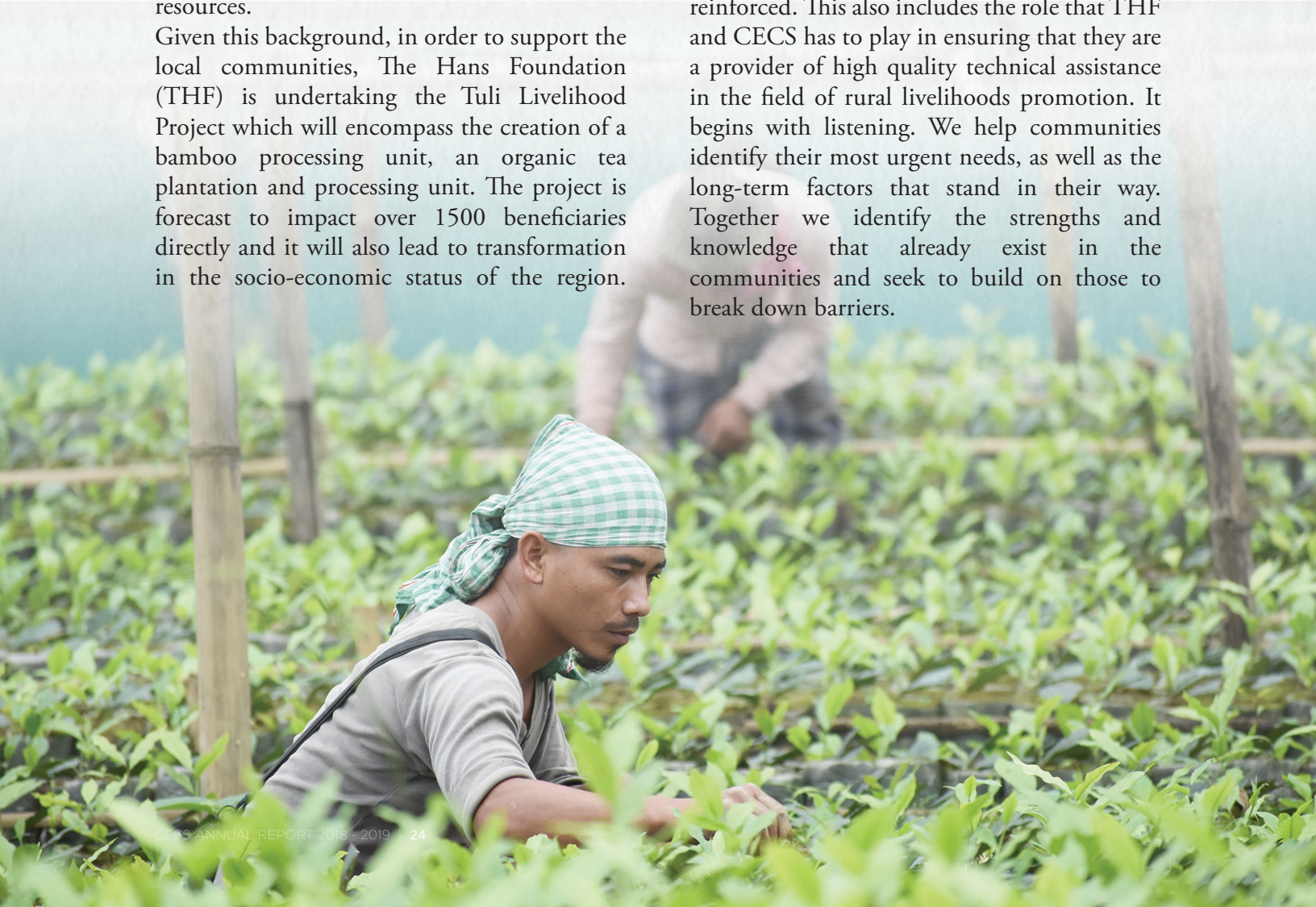
# TULI LIVELIHOOD PROJECT

The closing of the Tuli Paper Mill in 1992, and the subsequent failure of several attempts to revive it, the Tuli Sub-Division in Mokokchung District of Nagaland sees widespread unemployment. The problem is even graver in villages surrounding Tuli, where subsistence agriculture, daily wage labor, and mat weaving are the key sources of employment. Additionally, even in cases, where villages have attempted to market products such as bamboo mats, unprocessed rubber, and tea leaves, they are often exploited by middlemen, thus limiting their ability to graduate out of poverty. However, the sub-division is abundant in natural resources including bamboo, fertile land, and water resources.

Given this background, in order to support the local communities, The Hans Foundation (THF) is undertaking the Tuli Livelihood Project which will encompass the creation of a bamboo processing unit, an organic tea plantation and processing unit. The project is forecast to impact over 1500 beneficiaries directly and it will also lead to transformation in the socio-economic status of the region.

Given its experience in Tuli and the wider livelihood sector, CECS proposes to support THF as an on-field partner in this livelihood project to ensure smooth and timely implementation.

The development objective of the project is to establish efficient and effective institutional platforms of the villages that enables them to increase household income through sustainable livelihood enhancements and improved access to financial and selected public services. The component of the project is institutional and human capacity development. The community in general is slowly being taken into confidence, and their perspective of developing a cohesive earning environment is gradually reinforced. This also includes the role that THF and CECS has to play in ensuring that they are a provider of high quality technical assistance in the field of rural livelihoods promotion. It begins with listening. We help communities identify their most urgent needs, as well as the long-term factors that stand in their way. Together we identify the strengths and knowledge that already exist in the communities and seek to build on those to break down barriers.





Our interest in livelihood strategies has emerged in response to the shortcomings we have identified in social impact processes regarding the potential of the proposed area as a result of lack of attention to: examination of impacts and their effects during project anticipation, that is, during the planning/policy development stage; and basic livelihood characteristics, processes and strategies during the formal process of social impact assessment of the previous failed projects. Our concept of a livelihood strategy approach has been developed with reference to the growing literature on 'sustainable livelihoods' in which attention is being directed toward the ways in

which local people can seek to meet basic and ongoing needs for food and shelter, as well as for security and dignity, through meaningful work, while simultaneously striving to minimize environmental degradation, accomplish rehabilitation, and address concerns about social justice.

The TLP project hopes to create an organized set of lifestyle choices, goals and values, and activities influenced by biophysical, political/legal, economic, social, cultural and psychological components and designed to secure an optimum quality of life for individuals and their families or social groups.

# WE TEACH

WE TEACH program has been envisage for training in-service teachers to enhance their teaching skills and to enable them to consolidate their potentials and to analyse their weaknesses. The program has been running successfully for over a year now and has signed MOU with two schools. The WE TEACH is training the teachers of Shuzong School, Chare and Konjong Hr. Sec. School under its four strategies which are 'Transformed, equipped, skilled and perform'.

The program takes a comprehensive approach to policies, procedures and provision designed to equip the teachers with the knowledge, attitudes, behaviours and skills they require performing their tasks effectively in the classroom, school and wider community. The teacher becomes efficient when they value their profession and the unimaginable impact they have on their students and in this regards and this very aspect is highly emphasized in the training modules prepared in the WE TEACH program. The motivation of the teachers in their job is a basic tenet that reveals the direction in which the school is heading for or the performance of the students is or will be.

With the world continuously evolving and that teachers are preparing young people to enter is changing so rapidly and with that aspect the teaching skills required are evolving likewise. No initial course of teacher education can be sufficient to prepare teacher for a career that will expand. So it thus, require a continuous professional development for the teachers and this prompted the WE TEACH program to come up with different modules that will enable the teachers to perform effectively once they are trained under the program. The stance of WE TEACH is that the acquisition or improvement of teacher competences requires training, through which it will improve educational planning and assessment. This results in a better learning of students, as evidence show. This outlook has been incorporated to design training programs for teachers starting from identifying their need, believes, expectations and their overall formative qualification.



## Our Vision

We believe that in bringing a single change we will inspire a chain of changes to see us through a lifetime.

CECS will be a driving force and a movement in itself to fight against child labour.

We will strive towards our unshakable commitment towards educating and improving the lives of children and to give our community our resourcefulness.

## Our Slogan “We Rise by Lifting Others”

## Objectives

- \* Quality education for the marginalized children
- \* To reduce mortality rate through better health care
- \* Empowering the community through income enhancement programmes
  - \* Advocating child rights and child protection
  - \* Community Development Programmes
- \* Empowering youth through skill development, entrepreneurship and training programmes.

SL. NO.	NAME OF THE PROGRAMMES
1	Community Education Centre School, Dimapur
2	Rajeshwari Karuna School, Tuli, Mokokchung
3	Informal Education for Marginalized Children (IEMC)
4	National Child Labour Project (NCLP)
5	Mobile Medical Unit (MMU)
6	Open Shelter Home
7	CHILDLINE 1098
8	WeTeach
9	Tuli Livelihood Project

## OUR KEY PARTNERS



The Hans Foundation has been our most vital funder/partner since 2010 supporting programmes in education, health, water and women empowerment and livelihood programmes. The Hans foundation supports CECS initiative to help rural women in and around Dimapur and Mokokchung districts of Nagaland through WELP programme for income enhancement. The foundation has also been supporting CECS educational programmes for underprivileged children.



Social Welfare Department, Nagaland supports our Open Shelter programme through its ICPS scheme which is a 24 hour crisis management centre to receive and provide necessary assistance to children.



National Child Labour Project supports CECS informal educational care programme for children engaged in labour and hazardous occupation. This programme ensures that they have access to needed education, health care and protection.



Wipro Care supports our Informal Education for Marginalized Children (IEMC) Programme which is a non formal education programme. It has mainstreamed with 143 children, 12 centres and supporting 24 education volunteers.



Ministry of Women and Child Development, Government of India supports the funding of CHILDLINE project through CHILDLINE India Foundation.



**Nidhi Sharma.**

**Chartered Accountant**

Shyam Lake Garden, Block - A, First Floor,  
202, Jessore Road, Kolkata-700 089, W. B.,

M. No: 304276

## **AUDITOR'S REPORT**

We have audited the accompanying financial statements of **COMMUNITY EDUCATIONAL CENTRE SOCIETY** (hereinafter referred to as "The Society") **Grace Colony, Nagarjan, Dimapur, Nagaland** which comprise the balance sheet as at 31<sup>st</sup> March 2019, and Income & Expenditure Account for the year then ended and a summary of significant accounting policies and other explanatory information.

Management is responsible for the preparation of these financial statements based on our audit. We conducted our audit in accordance with the standards on Auditing issued by the Institute of Chartered Accountants of India. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from materials misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial Statement. The procedures selected depend on the auditors' judgment including the assessments of the risk of material misstatement, whether due to fraud or error. In making those risk assessment, the auditor consider internal control relevant to the firms preparation and fair presentation of the financial statement in order to design audit procedures that are appropriate in circumstances. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of the accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence obtained is sufficient and appropriate to provide a basis for audit opinion.

In our opinion and to the best of my information and according to the explanations given to us, the financial statements of the said society for the year ended on 31<sup>st</sup> March 2019 are prepared, in all material respects, in accordance with prevalent law of India.

Sd/-

**Nidhi Sharma**

Chartered Accountant

M.No. 304276

Date: 24/06/2019

Palace: Kolkata

---

*C/o Cregen Techno Economic, Consultancy Services Private Limited, 19<sup>th</sup> PDA Complex, Lamphel Super Market, Lamphel, Imphal West- 795004, Tel. No.0385-2412600, Cell- 8910667873, 8730882031, E-mail: [canidhisharma304276@gmail.com](mailto:canidhisharma304276@gmail.com).*

**COMMUNITY EDUCATIONAL CENTRE SOCIETY**

**Grace Colony, Nagarjan, Dimapur, Nagaland**

Reg. No.H/RS-4974, Dt:16/05/2008

**BALANCE SHEET**

**AS ON 31st MARCH' 2019**

<b>CAPITAL &amp; LIABILITES</b>	₹	₹	<b>ASSETS &amp; PROPERTIES</b>	₹	₹
<b>Capital Fund:</b>			<b>Fixed Assets:</b>		
<b>General Fund:</b>			1. <b>Gross Block [W.D.V]:</b>	169214580.00	
Opening Balance	142,332,021		Less: Depreciation	<u>31940618.00</u>	
Add: Excess of income over expenditure	<u>18,092,413</u>	160,424,434.00	Net Block [W.D.V]	<u>137273962.00</u>	137,273,962.00
			<i>(Details as per the Annexure-15)</i>		
<b>Reserve Fund:</b>			2. <b>Work in progress:</b>		
As per last year		140,880.00	As per last A/c	94020298.00	
			Addition during the year	<u>19086129.00</u>	
				113106427.00	
			Less: Transfer to Fixed Assets	<u>95305078.00</u>	17,801,349.00
<b>Current Liabilities:</b>			<b>Current Assets:</b>		
Temporary Loan:	Nil	Nil	Fixed Deposit		50,000.00
			<b>Closing Balance:</b>		
			<b>Cash at SBI:</b>		
			<i>(Details as per the Annexure-14)</i>	5,336,375.00	
			Cash at Corporation Bank		
			<i>[A/c No.520101055070171(Old 4786)]</i>	40,021.00	
			Cash at NSCB Ltd.		
			<i>[A/c No 10110006002353]</i>	53,232.00	
			<b>Cash-in-hand</b>	<u>10,375.00</u>	5,440,003.00
			<i>[cash as certified by the management]</i>		
		<b>160,565,314.00</b>			<b>160,565,314.00</b>

In terms of our separate report of even date.

Sd/-  
**Nidhi Sharma**  
Chartered Accountant  
M.No. 304276

Date: 24th June, 2019  
Place: Kolkata

**COMMUNITY EDUCATIONAL CENTRE SOCIETY**  
**Grace Colony, Nagarjan, Dimapur, Nagaland**  
Reg. No.H/RS-4974, Dt:16/05/2008

**INCOME & EXPENDITURE ACCOUNT**  
**FOR THE YEAR ENDED 31st MARCH' 2019**

EXPENDITURE	₹	₹	INCOME	₹	₹
<b>To,</b>			<b>By, Grant-in-Aid:</b>		
1. Rajeshwari Karuna School, Tuli. <i>(Details as per the Annexure-1)</i>	12,123,607		<i>(Received For the following projects:-</i>		
2. CEC High School, Dimapur <i>(Details as per the Annexure-2)</i>	8,181,543		<b>Grant-in- Aid Received From:</b>		
3.HANS Mobile Medical Unit <i>(Details as per the Annexure-3)</i>	2,801,677		Rajeshwari Karuna School, Tuli	7,776,213	
4. The HANS Mobile Medical Unit <i>(Details as per the Annexure-4)</i>	2,239,126		CEC High School, Dimapur	6,851,944	
5. Kangtsung Govt. High School-1 <i>(Details as per the Annexure-5)</i>	253,590		The HANS Mobile Medical Unit	4,080,671	
6. Kangtsung Govt. High School-2 <i>(Details as per the Annexure-6)</i>	97,500		Kangtsung Govt. High School	6,085,435	
7. Internal Roads & Chain link Fencing . <i>(Details as per the Annexure-7)</i>	250,000		Internal Roads & Chain link	8,128,471	
8. Kangtsung P. H. C. (1st Phase) <i>(Details as per the Annexure-8)</i>	112,650		Kangtsung P. H. C.	3,599,592	
9. Kangtsung P.H.C.(2nd Phase) <i>(Details as per the Annexure-9)</i>	21,500		TULI Livelihood Project	13,031,220	49,553,546.00
10. TULI Livelihood Project <i>(Details as per the Annexure-10)</i>	10,624,355		<b>Local Fund:</b>		
11. WIPRO CARES TRUST' (IEMC) <i>(Details as per the Annexure-11)</i>	3,411,419		Childline India Foundation	840,000.00	
12. CHILDLINE PROJECT (ICPS) <i>(Details as per the Annexure-12)</i>	847,096		S. C. P. S. (Open Shelter)	2,044,610.00	
13. Other Projects <i>(Details as per the Annexure-13)</i>	2,254,610	43,218,673.00	WIPRO CARES TRUST' (IEMC)	3,942,427.00	6,827,037.00
To, Depreciation		4,429,461.00	Local/Own contribution		9,093,270.00
To, Excess of Income over Expenditure transfer to BS		18,092,413.00	Bank Interest		266,694.00
		<b>65,740,547.00</b>			<b>65,740,547.00</b>

*In terms of our separate report of even date.*

Sd/-  
**Nidhi Sharma**  
Chartered Accountant  
M.No. 304276

Date: 24th June, 2019  
Place: Kolkata



**COMMUNITY EDUCATIONAL CENTRE SOCIETY**

**Grace Colony, Nagarjan, Dimapur, Nagaland**

Reg. No.H/RS-4974, Dt:16/05/2008

**RECEIPTS & PAYMENTS A/C**

**FOR THE PERIOD FROM 1ST APRIL' 2018 TO 31st MARCH' 2019**

RECEIPTS	₹	₹	PAYMENTS	₹	₹
<b>Opening Balance:</b>			1. Rajeshwari Karuna School, Tuli. <i>(Details as per the Annexure-1)</i>	13813387.00	
Cash in Hand	5,602.00		2. CEC High School, Dimapur <i>(Details as per the Annexure-2)</i>	8583770.00	
Cash at S. B. I.			3.HANS Mobile Medical Unit <i>(Details as per the Annexure-3)</i>	2801677.00	
<i>[A/c No. 31151383772]</i>	69,302.00		4. The HANS Mobile Medical Unit <i>(Details as per the Annexure-4)</i>	2239126.00	
<i>[A/c No. 34883652153]</i>	16,118.00		5. Kangtsung Govt. High School-1 <i>(Details as per the Annexure-5)</i>	4402900.00	
<i>[A/c No. 35195120949]</i>	656,832.00		6. Kangtsung Govt. High School-2 <i>(Details as per the Annexure-6)</i>	1,682,500.00	
<i>[A/c No. 31658802836]</i>	34,227.00		7. Internal Roads & Chain link Fencing . <i>(Details as per the Annexure-7)</i>	7,738,000.00	
<i>[A/c No. 30496234112]</i>	17,553.00		8. Kangtsung P. H. C. (1st Phase) <i>(Details as per the Annexure-8)</i>	3,031,300.00	
<i>[A/c No. 32665459154]</i>	828,546.00		9. Kangtsung P.H.C.(2nd Phase) <i>(Details as per the Annexure-9)</i>	551,904.00	
<i>[A/c No. 34875164781]</i>	612,757.00		10. TULI Livelihood Project <i>(Details as per the Annexure-10)</i>	12,855,900.00	
<i>[A/c No. 37093830359]</i>	1,515,007.00		11. WIPRO CARES TRUST' (IEMC) <i>(Details as per the Annexure-11)</i>	3411419.00	
Cash at Punjab & Sind Bank			12. CHILDLINE PROJECT (ICPS) <i>(Details as per the Annexure-12)</i>	847,096.00	
<i>[A/c No 3491000013719]</i>	1,086.00		13. Other Projects <i>(Details as per the Annexure-13)</i>	2,254,610.00	64,213,589.00
Cash at Corporation Bank					
<i>[A/c No 305800101004786]</i>	86,097.00				
<i>[NSCB A/c No 10110006002353]</i>	69,918.00	3,913,045.00			
<b>Grant-in- Aid Received From:</b>			<b>Closing Balance:</b>		
<i>Through The Hans Foundation, B-3/17 (Ground Floor), Safdarjung Enclave, New Delhi - 110029 for the following</i>			<b>Cash at SBI:</b> <i>(Details as per the Annexure-14)</i>	5,336,375.00	
Rajeshwari Karuna School, Tuli	7,776,213		Cash at Corporation Bank		
CEC High School, Dimapur	6,851,944		<i>[A/c No.520101055070171(Old 4786)]</i>	40,021.00	
The HANS Mobile Medical Unit	4,080,671		Cash at NSCB Ltd.	53,232.00	
Kangtsung Govt. High School	6,085,435		<i>[A/c No 10110006002353]</i>	10,375.00	5,440,003.00
Internal Roads & Chain link Fencing	8,128,471		<b>Cash-in-hand</b> <i>[cash as certified by the management]</i>		
Kangtsung P. H. C.	3,599,592				
TULI Livelihood Project	13,031,220	49,553,546			
<b>Local Fund:</b>					
Childline India Foundation		840,000.00			
S. C. P. S. (Open Shelter)		2,044,610.00			
WIPRO CARES TRUST' (IEMC)		3,942,427.00			
Local/Own contribution	9,093,270	9,093,270.00			
Bank Interest	266,694	266,694.00			
		<b>69,653,592.00</b>			<b>69,653,592.00</b>

*In terms of our separate report of even date.*

Sd/-  
**Nidhi Sharma**  
Chartered Accountant  
M.No. 304276

Date: 24th June, 2019  
Place: Kolkata

## COMMUNITY EDUCATIONAL CENTRE SOCIETY

Grace Colony, Nagarjan, Dimapur, Nagaland

### ANNEXURE : - "1" Rajeshwari Karuna School, Tuli

<u>PARTICULARS</u>	<u>THE CONTRIBUTION</u>	<u>OWN CONTRIBUTION</u>	<u>TOTAL</u>
1. Personnel Cost	5,346,431.00	719,464.00	6,065,895.00
2. Field Visit	-	42,420.00	42,420.00
3. Project Cost:			-
A1. Teacher Training	-	15,069.00	15,069.00
A2. Special Program	-	295,025.00	295,025.00
A3. Scholarship Program	-	39,646.00	39,646.00
A4. Midday Meal	1,811,620.00	1,069,200.00	2,880,820.00
B. Capital Expenses:			-
B1. Construction (HM Qtr.)	-	997,000.00	997,000.00
B2. Basketball Court	-	287,780.00	287,780.00
B3. Colour Printer	-	15,000.00	15,000.00
B4. Installation of Camera	-	390,000.00	390,000.00
C. Running Cost:			-
C1. Office supplies	-	62,729.00	62,729.00
C2. Office maintainance	-	38,982.00	38,982.00
C3. Electricity bills	-	377,560.00	377,560.00
C4. Internet/Paper Bill	-	8,766.00	8,766.00
C5. School Maintainance	-	308,105.00	308,105.00
C6. Feul for generator	96,000.00	-	96,000.00
C7. Fuel for bus and winger	300,000.00	180,000.00	480,000.00
C8. Vehicle maintainance	47,950.00	98,217.00	146,167.00
C9. Renewal of insurance	31,805.00	-	31,805.00
C10. Vehicle insurance	128,000.00	-	128,000.00
C11. Teaching Aids	-	97,747.00	97,747.00
C12. XSEED books	-	698,643.00	698,643.00
4. Indirect Cost	50,974.00	259,254.00	310,228.00
			-
<b>GRAND TOTAL:</b>	<b>7,812,780.00</b>	<b>6,000,607.00</b>	<b>13,813,387.00</b>

**COMMUNITY EDUCATIONAL CENTRE SOCIETY**  
Grace Colony, Nagarjan, Dimapur, Nagaland

**ANNEXURE : - "2" CEC High School, Dimapur**

<b>PARTICULARS</b>	<b>THF CONTRIBUTION</b>	<b>OWN CONTRIBUTION</b>	<b>TOTAL</b>
1. Personnel Cost	4,128,300.00	577,700.00	4,706,000.00
2. Field Visit	-	17,300.00	17,300.00
3. Project Cost:			-
A1. Teacher Training	-	17,920.00	17,920.00
A2. Special Program	-	194,864.00	194,864.00
A3. Midday Meal	2,177,708.00		2,177,708.00
	-	-	-
B. Capital Expenses:			-
B.I. Installation of Camera	-	156,000.00	156,000.00
B.II. Purchase of Tranfarmer	171,227.00		171,227.00
B.III. Xerox Machine	75,000.00		75,000.00
	-	-	-
C. Running Cost:			-
a. Maintanance of school bus	-	69,566.00	69,566.00
b. Fuel for Bus And Generator	144,000.00	21,000.00	165,000.00
c. Electricity/water bills	-	96,776.00	96,776.00
d. Teaching and learning Materails	-	18,455.00	18,455.00
e. School Maintanance	-	152,114.00	152,114.00
f. Internet /telephone bills	38,810.00	-	38,810.00
g. Insurance renewal of bus	40,304.00	-	40,304.00
h. Office supplies	39,622.00	-	39,622.00
i. office maintenance	18,840.00	-	18,840.00
j. NBSE Fee	-	59,850.00	59,850.00
			-
			-
4. Indirect Cost	50,611.00	317,803.00	368,414.00
			-
<b>GRAND TOTAL:</b>	<b>6,884,422.00</b>	<b>1,699,348.00</b>	<b>8,583,770.00</b>

## COMMUNITY EDUCATIONAL CENTRE SOCIETY

Grace Colony, Nagarjan, Dimapur, Nagaland

### ANNEXURE : - "3" "HANS Mobile Medical Unit (2nd Half Yearly)

<u>PARTICULARS</u>	<u>THF CONTRIBUTION</u>	<u>OWN CONTRIBUTION</u>	<u>TOTAL</u>
1. Personnel Cost	1,641,640.00	-	1,641,640.00
2. Field Visit	87,000.00	89,700.00	176,700.00
3. Project Cost:			-
3.1. Health Volunteers Training	-	15,090.00	15,090.00
3.2. MMU visits	719,995.00	60,000.00	779,995.00
B. Capital Expenses:			-
B.I. Digital Camera	-	15,000.00	15,000.00
B,II. HP Laptop	-	32,700.00	32,700.00
C. Running Cost:			-
I. Vehicle Maintenance	124,228.00	-	124,228.00
			-
4. Indirect Cost:			-
a. Office Supply	-	5,830.00	5,830.00
b. Printing of Health Card	-	-	-
c. Consultancy Charges	10,000.00	-	10,000.00
d. Bank Charges	357.00	137.00	494.00
<b>GRAND TOTAL:</b>	<b>2,583,220.00</b>	<b>218,457.00</b>	<b>2,801,677.00</b>

### ANNEXURE : - "4" "HANS Mobile Medical Unit (1st Half Yearly)

<u>PARTICULARS</u>	<u>THF CONTRIBUTION</u>	<u>OWN CONTRIBUTION</u>	<u>TOTAL</u>
1. Personnel Cost	1,323,480.00	-	1,323,480.00
2. Field Visit			-
3. Project Cost:			-
3.1. Health Volunteers Training	43,225.00	44,070.00	87,295.00
3.2. MMU visits	682,000.00	105,668.00	787,668.00
B. Capital Expenses:			-
B.I. Digital Camera			-
B,II. HP Laptop			-
C. Running Cost:			-
I. Vehicle Maintenance			-
			-
4. Indirect Cost:			-
a. Office Supply	5,300.00	-	5,300.00
b. Printing of Health Card	24,900.00	-	24,900.00
c. Consultancy Charges	10,000.00	-	10,000.00
d. Bank Charges	442.00	41.00	483.00

## COMMUNITY EDUCATIONAL CENTRE SOCIETY

Grace Colony, Nagarjan, Dimapur, Nagaland

### **ANNEXURE :- "5" Construction & Renovation of Kangtsung Govt. High School (1st Phase)**

<b>PARTICULARS</b>	<b>THF CONTRIBUTION</b>	<b>OWN CONTRIBUTION</b>	<b>TOTAL</b>
1. Personnel Cost	-	-	-
2. Field Visit	-	-	-
3. Project Cost:			-
B. Capital Expenses:			-
I.a. Construction/Renovation	1,850,341.00		1,850,341.00
I. b. Const. of Basketball Court	858,843.00		858,843.00
I. c. Construction of Toilet	495,940.00		495,940.00
I. d. Construction of Lawn & Footpath	246,876.00		246,876.00
II. Furniture	447,310.00		447,310.00
III. Computers	250,000.00		250,000.00
			-
C. Running Cost:			-
a. Consultancy Charges	108,000.00		108,000.00
			-
4. Administrative Cost Cost	145,590.00		145,590.00
<b>GRAND TOTAL:</b>	<b>4,402,900.00</b>	<b>-</b>	<b>4,402,900.00</b>

### **ANNEXURE :- "6" Construction & Renovation of Kangtsung Govt. High School (2nd Phase)**

<b>PARTICULARS</b>	<b>THF CONTRIBUTION</b>	<b>OWN CONTRIBUTION</b>	<b>TOTAL</b>
1. Personnel Cost	-	-	-
2. Field Visit	-	-	-
3. Project Cost:			-
B. Capital Expenses:			-
I.a. Playground Boundary	377,820.00		377,820.00
I. b. School Compound	566,930.00		566,930.00
I. c. Playground side wall	640,250.00		640,250.00
I. d. Construction of Lawn & Footpath	-		-
II. Furniture	-		-
III. Computers	-		-
C. Running Cost:			-
a. Consultancy Charges	97,500.00		97,500.00
			-
4. Administrative Cost Cost	-		-
<b>GRAND TOTAL:</b>	<b>1,682,500.00</b>	<b>-</b>	<b>1,682,500.00</b>

## COMMUNITY EDUCATIONAL CENTRE SOCIETY

Grace Colony, Nagarjan, Dimapur, Nagaland

### ANNEXURE : - "7" Development of Internal Roads & Chain link Fencing at Tuli.

<u>PARTICULARS</u>	<u>THF CONTRIBUTION</u>	<u>OWN CONTRIBUTION</u>	<u>TOTAL</u>
1. Personnel Cost	-	-	-
2. Field Visit	-	-	-
3. Project Cost:			-
B. Capital Expenses:			-
I.a. Construction of Internal Road	4,903,583.00		4,903,583.00
I. b. Construction of Main Entrance	2,584,417.00		2,584,417.00
I. c. Chain Link Fencing			-
I. d. Construction of Lawn & Footpath			-
II. Furniture			-
III. Computers			-
C. Running Cost:			-
a. Consultancy Charges	250,000.00		250,000.00
4. Administrative Cost Cost	-		-
<b>GRAND TOTAL:</b>	<b>7,738,000.00</b>	<b>-</b>	<b>7,738,000.00</b>

### ANNEXURE : - "8" Renovation of Kangtsung Primary Health Centre (1st Phase)

<u>PARTICULARS</u>	<u>THF CONTRIBUTION</u>	<u>OWN CONTRIBUTION</u>	<u>TOTAL</u>
1. Personnel Cost	-	-	-
2. Field Visit	-	-	-
3. Project Cost:			-
B. Capital Expenses:			-
Kangtsung			-
1a. Dismantling and demolishing work	18,840.00		18,840.00
1b. Repairing /Replacement of Doors & Windows	268,441.00		268,441.00
1c. Flooring & tiles Work	348,008.00		348,008.00
1d. Paint Works	118,500.00		118,500.00
1e. Replacing of Steel truss	637,763.00		637,763.00
1f. Repairing and replacement of roof	709,726.00		709,726.00
1g. Sanitary & Water Supply	151,200.00		151,200.00
1h. Internal Electrification Work	261,922.00		261,922.00
1i. Generator/Installation	404,250.00		404,250.00
C Running Cost			-
Consultancy Charges	50,000.00		50,000.00
4. Indirect Cost:			-
Administrative Cost	62,650.00		62,650.00
<b>GRAND TOTAL;</b>	<b>3,031,300.00</b>	<b>-</b>	<b>3,031,300.00</b>

## COMMUNITY EDUCATIONAL CENTRE SOCIETY

Grace Colony, Nagarjan, Dimapur, Nagaland

### ANNEXURE : - "9" Renovation of Kangtsung Primary Health Centre - (2nd Phase)

<u>PARTICULARS</u>	<u>THF CONTRIBUTION</u>	<u>OWN CONTRIBUTION</u>	<u>TOTAL</u>
1. Personnel Cost	-	-	-
2. Field Visit	-	-	-
3. Project Cost:			-
B. Capital Expenses:			-
Tiles	530,404.00		530,404.00
C Running Cost			-
Consultancy Charges	21,500.00		21,500.00
			-
			-
<b>GRAND TOTAL:</b>	<b>551,904.00</b>	<b>-</b>	<b>551,904.00</b>

### ANNEXURE : - "10" TULI LIVELIHOOD PROJECT

<u>PARTICULARS</u>	<u>THF CONTRIBUTION</u>	<u>OWN CONTRIBUTION</u>	<u>TOTAL</u>
<b>I. Personnel Cost</b>	5,921,035.00	-	5,921,035.00
	-	-	-
<b>II. Capital Expenses:</b>			-
Work-in-progress	2,231,545.00		2,231,545.00
<b>III. Program Cost</b>			-
1. Training Orientation/Capacity Building	15350		15,350.00
2. Vehicle Maintenance/Modification	104115		104,115.00
3. Fuel for Vehicle/Generator	212000		212,000.00
Kangtsung	505000		505,000.00
5. Documentation	10000		10,000.00
6. Office Maintenance	37013		37,013.00
7. Office Rent and Security	160000		160,000.00
and other Community Meetings	-		-
<b>IV. RE-ALLOTTED FUND</b>			-
For Construction (WIP)	772,444.00		772,444.00
			-
<b>V. RE-ALLOTTED FUND</b>			-
Plantation	2,886,690.00		2,886,690.00
Bank Charges	708.00		708.00
<b>GRAND TOTAL:</b>	<b>12,855,900.00</b>	<b>-</b>	<b>12,855,900.00</b>

## COMMUNITY EDUCATIONAL CENTRE SOCIETY

Grace Colony, Nagarjan, Dimapur, Nagaland

### ANNEXURE : - "11" WIPRO CARES TRUST' "Informal Education for Marginalized Children (IEMC)

<b><u>PARTICULARS</u></b>	<b><u>WIPRO CONTRIBUTION</u></b>	<b><u>OWN CONTRIBUTION</u></b>	<b><u>TOTAL</u></b>
Project Coordinator	205,000.00	-	205,000.00
Assistant Coordinator	140,000.00	-	140,000.00
Accountant	140,000.00	-	140,000.00
<b>PROGRAM COST</b>		-	-
Educational Volunteer honoriaum	1,500,000.00	-	1,500,000.00
Orientation program	14,670.00	-	14,670.00
Mainstreaming	112,800.00	-	112,800.00
Special Days (Child Labour Day)	28,600.00	-	28,600.00
Teacher's day	25,600.00	-	25,600.00
Children's Day	14,920.00	-	14,920.00
Parent's day	14,640.00	-	14,640.00
Medical Camp & first aid kits	43,570.00	-	43,570.00
Sports week	8,139.00	-	8,139.00
Unifrom ( T. Shirt)	219,114.00	-	219,114.00
training	17,000.00	-	17,000.00
Childrens	28,500.00	-	28,500.00
Travel/Field visit	40,500.00	-	40,500.00
<b>DIRECT COSTS FOR PROJECT IMPLEMENTATION</b>		-	-
Centre Rent (15 centres)	345,000.00	-	345,000.00
Books and Stationary	179,978.00	-	179,978.00
/printing	42,950.00	-	42,950.00
class room maintenance etc	40,064.00	-	40,064.00
<b>ADMINISTRATIVE / INDIRECT COSTS</b>		-	-
Audit/Documentation/Consultant/bills/rent (4% of the project cost)	77,020.00	-	77,020.00
Nutritional support for IEMC Centres @ Rs.15 per child	146,500.00	-	146,500.00
Transportation of Nurtitional support to IEMC centres	26,500.00	-	26,500.00
Bank Charges	354.00	-	354.00
<b>GRAND TOTAL:</b>	<b>3,411,419.00</b>	-	<b>3,411,419.00</b>



## COMMUNITY EDUCATIONAL CENTRE SOCIETY

Grace Colony, Nagarjan, Dimapur, Nagaland

### **ANNEXURE :- "12" CHILDLINE PROJECT' "Integrated Child Protection Scheme"**

<b><u>PARTICULARS</u></b>	<b><u>ICPS CONTRIBUTION</u></b>	<b><u>OWN CONTRIBUTION</u></b>	<b><u>TOTAL</u></b>
<b><u>RECURRING EXPENDITURE:</u></b>	-	-	-
<b>Staff Salary</b>	-	-	-
City Coordinator	210,000.00	-	210,000.00
<b>Administrative Expenses:</b>	-	-	-
Computer Maintenance	5,700.00	-	5,700.00
Communication	7,840.00	-	7,840.00
Telephone/Mobile	9,658.00	-	9,658.00
Travel/Conveyance	43,324.00	-	43,324.00
Stationery	13,440.00	-	13,440.00
Awareness material	41,690.00	-	41,690.00
Auditors fee	3,500.00	-	3,500.00
Training & Orientation	57,624.00	-	57,624.00
Miscellaneous	27,224.00	7,096.00	34,320.00
Expenditure (2017-18)	420,000.00	-	420,000.00
<b>GRAND TOTAL:</b>	<b>840,000.00</b>	<b>7,096.00</b>	<b>847,096.00</b>

### **ANNEXURE :- "13" OTHER PROJECT'**

<b><u>PARTICULARS</u></b>	<b><u>TOTAL</u></b>
1. Open Shelter	2,044,610.00
2. Other Administrative Expenses	210,000.00
<b>GRAND TOTAL:</b>	<b>2,254,610.00</b>

### **ANNEXURE :- "14" CLOSING BALANCE WITH STATE BANK OF INDIA**

<b><u>PARTICULARS</u></b>	<b><u>TOTAL</u></b>
<b>Cash at S. B. I.</b>	
[A/c No. 31151383772]	579,240.00
[A/c No. 34883652153]	8,685.00
[A/c No. 35195120949]	21,736.00
[A/c No. 31658802836]	211,241.00
[A/c No. 30496234112]	305,278.00
[A/c No. 32665459154]	833,116.00
[A/c No. 34875164781]	843,145.00
[A/c No. 37093830359]	2,328,412.00
[A/C NO.37902436121]	195,470.00
[A/C NO.37791780449]	10,052.00
<b>Grand Total:</b>	<b>5,336,375.00</b>

**COMMUNITY EDUCATIONAL CENTRE SOCIETY**  
**Grace Colony, Nagarjan, Dimapur, Nagaland**

**FIXED ASSETS FOR THE YEAR ENDED ON 31st MARCH, 2019**

**Annexure - 15 - DETAILS OF FIXED ASSETS**

Sl. No.	Particulars	Depn. Rate %	Opening Balance as on 1.4.2018	GROSS BLOCK			DEPRECIATION			NET BLOCK					
				Addition during the year 180 days & more	Less than 180 days	Addition during the year	Deduction during the year	Grand Total	Opening Bal. as on 1.4.2018	During the Period	Total Depn. On deducted assets	During the year Less than 180 days	As at 31.03.2019	As at 31.3.2018	
<b>A</b>	<b>Assets acquired from Foreign Fund:</b>														
1	Land & Land Development (CECS)	-	4,000,000	-	-	-	-	4,000,000	-	-	-	-	-	4,000,000	4,000,000
2	Land & Land Development (TULI)	-	7,600,000	-	-	-	-	7,600,000	-	-	-	-	-	7,600,000	7,600,000
1	Building (RKS_Tuli)	-	-	-	92,208,025	-	-	92,208,025	-	-	-	-	-	92,208,025	4,000,000
2	Building (CECS_Dimapur)	-	-	-	3,097,053	-	-	3,097,053	-	-	-	-	-	3,097,053	7,600,000
3	Vehicle (one pick-up truck)	15	654,065	-	-	47,373	-	654,065	338,247	47,373	385,620	47,373	385,620	268,445	315,818
4	Vehicle (one two wheeler)	15	65,200	-	-	4,014	-	65,200	38,440	4,014	42,454	4,014	42,454	22,746	26,760
5	Furniture/Chairtable, etc.	10	8,749,028	447,310	-	447,310	-	9,196,338	2,510,512	668,583	3,179,095	668,583	3,179,095	6,017,243	6,238,516
6	Vehicle (Tata Winger)	15	815,000	-	-	886,000	-	815,000	478,303	50,505	528,808	50,505	528,808	286,192	336,697
7	Computer/printer/camera/etc.	60	2,849,490	405,000	-	886,000	-	3,735,490	2,669,424	495,340	3,164,764	351,040	3,164,764	570,726	180,066
8	Drinking water plant/tank/boring	10	662,600	-	-	-	-	662,600	163,157	49,944	49,944	49,944	49,944	449,499	499,443
9	Drinking water plant/tank/boring(TULI)	10	1,000,000	171,227	404,250	575,477	-	1,075,477	294,215	86,871	381,086	56,097	381,086	694,391	205,785
10	Electrical Installation	15	500,000	-	-	-	-	500,000	1,118,812	99,706	1,218,518	99,706	1,218,518	565,001	664,707
11	Vehicle (one four wheeler)	15	1,118,812	-	-	-	-	1,118,812	454,105	14,996	1,163,817	14,996	1,163,817	84,978	99,974
12	Vehicle (two wheeler)	15	225,048	-	-	-	-	225,048	125,074	78,595	146,643	78,595	146,643	707,356	785,951
13	Construction of pigsty	10	1,399,699	-	-	-	-	1,399,699	613,748	21,774	1,377,951	21,774	1,377,951	195,968	217,742
14	Construction of shop	10	384,500	-	-	-	-	384,500	166,758	21,774	1,188,522	21,774	1,188,522	692,343	785,951
15	Construction of Water Reservoir	10	11,950,000	-	-	-	-	11,950,000	4,952,694	699,731	16,592,425	699,731	16,592,425	6,297,367	6,997,306
16	Construction of school building(CECS)	10	10,618,213	-	-	-	-	10,618,213	4,269,757	634,846	14,902,816	634,846	14,902,816	5,713,610	6,348,456
17	Vehicle (Ambulance)	15	1,485,071	-	-	-	-	1,485,071	107,561	107,561	1,592,632	107,561	1,592,632	609,513	717,074
18	Vehicle (Mahindra)	15	711,500	-	-	-	-	711,500	395,804	47,354	1,107,304	47,354	1,107,304	268,342	315,696
19	Generator	15	674,695	-	-	-	-	674,695	236,494	65,730	931,425	65,730	931,425	372,471	438,201
20	Refrigerator	15	304,000	-	-	-	-	304,000	106,224	29,666	400,666	29,666	400,666	168,110	197,776
21	JCB (excavator)	15	2,520,550	-	-	-	-	2,520,550	1,402,169	167,757	4,080,477	167,757	4,080,477	950,624	1,118,381
22	Dumper (LPK) 1618	15	1,698,100	-	-	-	-	1,698,100	944,645	113,018	2,742,745	113,018	2,742,745	640,437	753,455
23	Vehicle (TATA LP712/26)	15	1,210,272	-	-	-	-	1,210,272	625,885	87,668	1,883,745	87,668	1,883,745	496,729	584,387
24	Musical Instrument & Accessories	15	849,089	-	-	-	-	849,089	360,373	73,307	1,209,462	73,307	1,209,462	415,409	488,716
25	Play & Learning Materials	15	2,094,562	-	-	-	-	2,094,562	893,929	180,095	3,068,586	180,095	3,068,586	1,020,538	1,200,633
26	Medical Equipments	15	212,087	-	-	-	-	212,087	102,801	16,393	314,880	16,393	314,880	92,893	109,286
27	Library Books & Teaching Materials	100	1,810,836	-	-	-	-	1,810,836	176,600	42,236	1,987,436	42,236	1,987,436	-	42,236
28	Vehicles (Tuli School)	15	3,698,023	-	-	-	-	3,698,023	142,8974	340,657	4,038,697	340,657	4,038,697	1,930,392	2,271,049
29	Miscellaneous Assets	10	159,653	-	-	-	-	159,653	36,800	12,285	196,453	12,285	196,453	110,568	122,853
	<b>Sub Total (A):</b>		<b>70,020,093</b>	<b>1,023,537</b>	<b>885,250</b>	<b>97,213,865</b>	<b>-</b>	<b>167,233,958</b>	<b>26,862,164</b>	<b>4,292,092</b>	<b>30,874,256</b>	<b>4,117,473</b>	<b>30,874,256</b>	<b>136,359,702</b>	<b>55,037,929</b>
<b>B</b>	<b>Assets acquired from Local Fund:</b>														
1	Building (School & Office)	10	700,000	-	-	-	-	700,000	327,991	37,201	1,027,991	37,201	1,027,991	334,808	372,009
2	Furniture/Chairtable, etc.	15	214,158	-	-	-	-	214,158	95,373	17,818	309,971	17,818	309,971	100,967	118,785
3	Library Books & Teaching Materials	100	8,641	-	-	-	-	8,641	8,641	-	17,282	-	17,282	-	-
4	Computer/printer/camera/etc.	60	270,504	-	-	-	-	270,504	257,077	8,056	527,581	8,056	527,581	5,371	13,427
5	AC & Electrical Installation	15	532,439	-	-	-	-	532,439	141,377	58,659	673,816	58,659	673,816	332,403	391,062
6	Miscellaneous Assets	10	254,880	-	-	-	-	254,880	98,534	15,635	353,414	15,635	353,414	140,711	156,346
	<b>Sub Total (B):</b>		<b>1,980,622</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,980,622</b>	<b>928,993</b>	<b>137,369</b>	<b>2,908,984</b>	<b>137,369</b>	<b>2,908,984</b>	<b>914,260</b>	<b>1,051,629</b>
	<b>Grand Total ("A"+"B"):</b>		<b>72,000,715</b>	<b>1,023,537</b>	<b>885,250</b>	<b>97,213,865</b>	<b>-</b>	<b>169,214,580</b>	<b>27,811,157</b>	<b>4,429,461</b>	<b>31,940,518</b>	<b>4,254,842</b>	<b>31,940,518</b>	<b>137,273,962</b>	<b>56,089,558</b>





Grace Colony  
Kuda C, Lane 25, Nagarjan  
P.O. Box 443  
Dimapur : Nagaland

☎ 03862 232747 | 03862 224280

email: [cecsociety@yahoo.com](mailto:cecsociety@yahoo.com) | website: [www.cecsociety.org](http://www.cecsociety.org)