

CECS
COMMUNITY
EDUCATIONAL
CENTRE SOCIETY



Annual Report

2019-2020

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COMMUNITY EDUCATION CENTRE SCHOOL

On a note of sustaining the society there is an old saying of how if one desire to plan for a year, that he may plant paddies, and for a decade he may plant trees but for centuries and beyond one should educate the young ones because the fruit of such is perennial and makes headway for all generations to come.

Every passing year is an honour for the CEC School because of the faith in the kinds of student we are able to produce and contribute to our society. CEC school have a typical traditional manifestation of visible results and the year 2019-2020 was no exception. The school is proud to be able to claim a cent percent pass in the HSLC Matriculation examination conducted by the NBSE. The only thing that matches these feelings is the ability to go further each year.

There is never a time where one feels the excess of resources one possesses especially financially and for people of lower socio-economic background scarcity is even more enduring. In the current scenario, the

high cost in educational institutions mostly Private Schools has made it hard for many parents to send their children to schools which they can't afford even if they want quality education for their children. Keeping this in mind, the school is putting its effort in to helping many parents and children find quality in both infrastructural and institutional excellence.

With the intention of providing Quality Education at nominal cost while still providing access to standard learning facilities and equipment, and trained educators. The CEC School program with the support from The Hans Foundation, works on imparting education to marginalized children and first-generation learners, and has been running successfully under Community Educational Centre Society. The school has enrolled more than 485 children with 22 full time teachers and staffs. The CEC school program has impacted more children in the poor areas of Dimapur.

To CEC School, education means much more than just transmitting knowledge but rehabilitation, anticipation and progress. The school believes in being an institution and not a mere school. An institution that envisions a big picture of laying a strong foundation a person may require for days to come with detail fabric to intellectual, social learning's and responsibilities. The school endeavours to unfold the shells of timidity and press on to release the inner talents of the children towards refinement by initiating various programs and activities throughout the year.

All these ideas have been reflected in shaping the curriculum and action implementation. As a constructive value for children to excel towards their full potential, some things can't just be taught and acquired within the four walls, that is why the design of the curriculum is placed both in indoors and outdoors and school activities are revolved around igniting creativity, social responsibility moral and self-discipline.

When it comes to student's development the school plans rigorously and meticulously. This is because children come to school and spends one third of their day in school, and one third of their childhood in learning, therefore the school takes personally in failure of any form.

Students here are offered an array of learning in and outside of the school making a serious learning through class room learning, field visits, vocational classes, series of competition at school and inter school levels, sports, events and observation of every national and international important occasions with activities in relation to the occasion to help create a meaningful understanding of these days. Our students gets to celebrate and observe days like World Environment Day, World Mental Health Day, International Child Labour Day, etc. Concepts of these humanitarian values are infused in their learning so as to create a responsible global citizen and not just limit to being academically bright.





For CEC School, learning is a continuous and a gradual process, also learning is never unidirectional and constant update is required to keep in flow with the trend of status quo. Not only do the students learn but more importantly teachers too expand their knowledge horizon by being mandated to attend various training every year.

The effort to bring out the best in every student requires a comprehensive understanding of them as a person first. Here they are acknowledged and offered a healthy environment to grow, a healthy relation with the teacher and a sense of healthy competition.

Informations are valuable and imagination are priceless. The combination of these qualities are what exerts our students to stand out. Additionally our students are provided a platform to trade leadership skills and problem solving skills and enhance them through workshops, and campaigns. Sometimes clarity of basic and a strong foundation is all it takes to spark motivation and push children to the next level. So the basic of the basic are also

taught in detail. A manner how to sit and walk, patience to wait for turn, audacity to present thoughts on stage etc. No matter how small but values of such are highly revered as essentials in CEC school.

The road to success of our school has always been the combined efforts of students, teachers, parents, partners of this project and community participation. This sense of ownership has impacted many to be with the school in all adversity and progress together.

All children are active learners if presented a right environment. Every child has a different story and capabilities and here in CEC School they are not tuned to be of same standard but rather a common goal which is to develop to their full potential. The role of CEC School has been bridging the gap between affordable quality education and family and children who could not afford it. CEC School is fortunate and privileged to have been there at the right time for many students and the wishes of CEC School remains the same in trying to extend this opportunity to even more families.





RAJESHWARI KARUNA SCHOOL, TULI

The children of today are gearing up to become citizens of tomorrow. Their future is reflected through the quality of the present education system. School is the foremost fountain of knowledge children are exposed to and must stimulate curiosity in the young, impressionable minds and equip them with tools to be better human beings. It should give them enough chance to acquire knowledge on various fields of education such as people, literature, history, science, politics, and other subjects. This widens horizons of thought process. When one is exposed to the influences coming from various cultural sources, his/her own world and existence becomes vast. Rajeshwari Karuna School was started in 2015 in Tuli area of Mokokchung District in Nagaland. Nagaland lacks better school facilities especially in far districts and because of which RK School was started with the idea of providing world-class education and facilities to tribal students of far-flung areas of Nagaland and the North-Eastern region of India. Expensive education was one of the major issues with already existing better facility schools. Since its inception RKS has focused on providing best facilities and affordable education and also School values involving all stakeholders in the education for overall development of the child. School had 182 students in the academic year 2019-2020 and 100 of them resided in the student residential hostel within the campus.

A good classroom environment always has some elements of creativity which makes the lessons more interesting and interactive. The right mix of creativity along with curriculum helps students to be innovative and also encourages them to learn new things. Students grow up as good communicators in addition to improving their emotional and social skills. Rajeshwari Karuna School has emphasised on the learning method which suits students best. They come from diverse backgrounds where each student has a different tribe, culture, village, language, family tradition and economic background. At RKS, Teachers acknowledge this diversity and experience of every student to provide them equal opportunity to learn. Students from different walks of life converge in a classroom for learning. They have different capabilities and personalities. Our teachers formulate and implement creative and innovative strategies that are practical and meet the needs of the students. 'One size fit all' approach cannot be implemented instead we need a blend of a range of different practical strategies. In our journey as a school, the staff and school administration we have realized the significance of the emotional aspect of learning. Teachers at Rajeshwari Karuna School have enhanced teaching practice based on student's interest and participation, build team spirit, and delve deeper into content knowledge

to provide best classroom experience to students.

You can't learn to ride a bike in a classroom, and while academic studies are vital, the youth need experience outside of school - be it practical experiments in a science lab or field trips. We feel maximum opportunities to explore the outer world needs to be provided to students. Students visited Air Force Base and interacted with personnel and also participated in a mock drill organised by the Fire Department. These trips contribute significantly to the cognitive development of children because students witness things beyond the theory of subjects by actually experiencing and seeing in real life. There is no better way to learn something than to see or do it for yourself. Students develop a sense of enjoyment and feel the subject closer without the pressure of doing exercises or being called to answer a question. It erases the boredom of classroom lectures and

gives students free experience to think beyond.

Learning process is instrumental in shaping one's personality and the way he/she deals with situations of life. The shift of thoughts from bookish knowledge to knowledge of life has brought forth a sea of change. Parents understand that the idea of education is the key to well-rounded development instead of just a method to acquire degrees and economic success in life. We believe education must facilitate the cultivation of a healthy thought process and groom cognitive abilities of students. Rajeshwari Karuna School believes in enhancing diverse talent within students and connecting them to desired mentors and resources. Students have immense interest in sports, music and arts. When we respect their choices and keep their choice at high priority it results in a positive environment.





Better training facilities for students involved in the sports, music and arts has tremendous academic benefits compared to students without such exposure. It inspires kids to excel in and out of the classroom and increases motivation, improves attitudes and academic performance. Schools are not just places to learn events in history chapters, solve tough mathematical problems or recite poems and sonnets. In the current educational scenario, we teach students to develop a mind of their own and through the flexible curriculum, promote curiosity. Sports is one of the subjects of utmost priority for us. Participation in sports competition boosts confidence of students. At RKS, Sports training goes on round the year. Annual Sports Meet provides students an opportunity to showcase their talent. Regular football matches are held with different teams outside the school. Taekwondo training classes are also held for students. Sports help in increasing energy, better health and fitness, greater coordination, and higher self-esteem.





Our efforts are showing visible results as more students are getting quality education and a student friendly curriculum is enhancing students' interest in the classroom. Many school children come from low-income families, we bridge diverse gaps by providing quality teachers, low student-teacher ratio class sizes, better facilities and student friendly environment. In addition, we focus on the mental and physical strength of the child and tackle damage done by poverty. After-school programs, summer programs, parent-engagement and early childhood services help us to connect well with students. At RKS we believe every factor is equally important if it is concerned to our students.



TULI LIVELIHOOD PROJECT

The closure of the Tuli Paper Mill in 1992 resulted in widespread unemployment in the Tuli Sub-Division in Mokokchung District of Nagaland. This problem is even more critical in villages surrounding Tuli, where subsistence agriculture, daily wage labor, and mat weaving are the key sources of employment. People in villages have attempted to market products such as bamboo mats, unprocessed rubber, and tea leaves but they are 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) started the Tuli Livelihood Project which aims for the creation of a bamboo processing unit, an organic tea plantation and processing unit. The tea plantation project is forecast to impact over 1500 beneficiaries directly and it will also lead to transformation in the socio-economic status of the region. This project will be one of the biggest organic tea projects of North-East India spread over an area of 320 hectares. Given its experience in Tuli and the wide livelihood sector, CECS is supporting THF as an on-field partner in this livelihood project to ensure smooth and timely implementation.





Nagaland tea is akin to Darjeeling in terms of brew and flavour. Tea plantation is not done on a large scale in the state due to lack of institutionalised structure. Tuli Livelihood Project is bridging this gap by making farmers as equal stakeholders in decision making, providing necessary resources and expertise, raising their income level and bringing Nagaland on the map of Organic Tea production. Tea plantation work has started after manual clearing of the area, development of connecting roads, water conservation structure and drainage system. This project is also bringing development and resources in the area.

One of the important components of this project is institutional and human capacity development. Since its inception, this project took the community in confidence and is developing and reinforcing an environment of cohesive learning. This also includes the role that THF and CECS play in ensuring that they are a provider of high-quality technical assistance in the field of rural livelihoods promotion. We help communities identify their most urgent needs, as well as long-term factors that stand in their way. Together we identify the strengths and knowledge that already exist in communities and seek to build on that break down barriers.





In order to ensure that the poor benefit from economic growth as well as both rural and urban opportunities, it is essential to recognize that structural barriers i.e. social, market and institutional, cannot be solved by policy shifts alone. Direct intervention is necessary to create new economic spaces and bring changes in how markets work locally, where producers become the main participants. They need to be socially and economically mobilized to form their own institutions for sustainable poverty reduction; this is the main principle of all the livelihood projects. This institutional platform has to be inclusive and accountable to the people and be able to

provide a base from which they get access to resources, develop organizational capacity, engage with stakeholders and markets and build assets for poverty reduction.

Tuli Livelihood Project will provide better livelihood opportunities and social-economical growth in the area. In upcoming years, this project will also enhance the happiness and satisfaction level of farmers with increased per capita income which will result in access to better education, better health, increased socio-political awareness and cultural participation.





CHILDLINE 1098

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

All children can be vulnerable by virtue of their young age and evolving capacities. They can be open to harm, injury, violence and abuse. Due to different circumstances and/or factors children can also be vulnerable to adverse influences and 'at risk' behaviour. In development settings like India, the burden of risk and vulnerability falls disproportionately on children. Impact of child vulnerability and marginalization can be short term or long term depending on the extent, nature and severity and other factors. The damage can also be permanent and can also have impact on the physical, emotional, social, psychological and mental health and well-being of the child. Child protection is any measure or initiative that addresses or prevents children from situations of violence, abuse, neglect and exploitation. It refers to protecting children from or against any perceived or real dangers which helps to reduce their vulnerability in harmful situations. It also means protecting children against social, psychological and emotional insecurity and distress. In this unison CHILDLINE 1098 continues to be an effective protection mechanism ensuring that no child falls out of the social security and safety net and those who do, receive necessary care and protection to be brought back into the safety net. CHILDLINE 1098 continues to be a service that spells hope for millions of children across India operating 24-hours a day, 365 days a year, free, emergency phone service for children in need of aid

and assistance. We not only respond to the emergency needs of children but also link them to relevant services for their long-term care and rehabilitation. CHILDLINE 1098 follows an action process which starts at the first call and continues till the child in need of care and protection is safely rehabilitated.

CHILDLINE 1098 ensures that an efficient child protection is essential to the children's well being because as vulnerable people, they are more exposed to problems of mistreatment, exploitation, discrimination and violence. While protection is a right of every child, some children like street children, children with disabilities, children of commercial sex workers, child labourers etc are more vulnerable than others and need special attention. While child protection is relevant for all settings such as home, school, neighborhood, community and institutional/residential care, all adults must also have competencies, knowledge and motivation to provide effective protection for children. They must identify and react against possible cases of abuse, mistreatment, discrimination or neglect. In this regard CHILDLINE 1098 has been ensuring child rights, protection and safety through direct interventions and advocacy through unison consultation, and networking with various State mechanisms, stakeholders, agencies and allied systems. CHILDLINE 1098 has intervened in a total of 838 cases in the year 2019-20.

Chief Guest

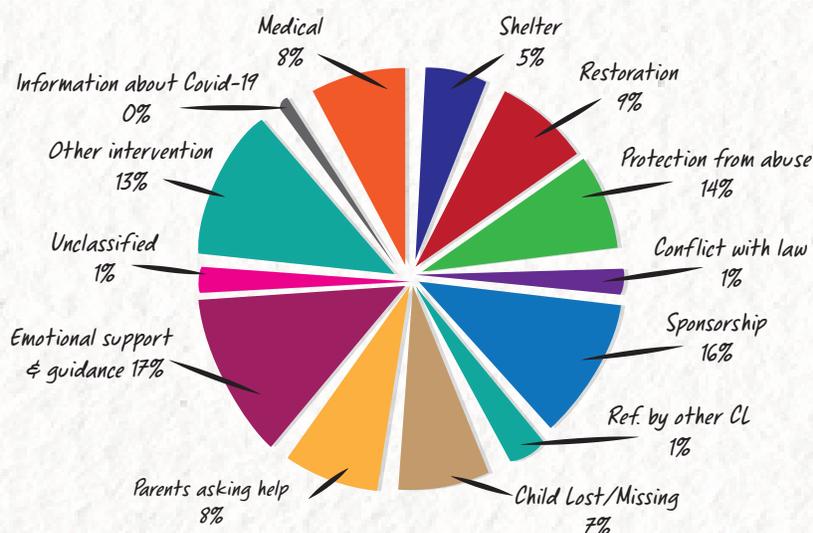
Hon'ble Mr. Justice Songkhupchung Serto,
Judge, Gauhati High Court

RESOURCE PERSONS

- Ms. K. E. ... Director CHILDLINE 1098, Dimapur
- Mrs. T. ...



CHILDLINE NAGALAND INTERVENTION CASES



CHILDLINE 1098 VISIBILITY/ACHIEVEMENTS 2019-20

- Expansion and launching of CHILDLINE1098 service in Peren District
- Creation of Child Friendly corners at Peren and Jalukie Police Stations
- CHILDLINE 1098 wall paintings in Dimapur
- CHILDLINE Peren in collaboration with Athibung Region Club, CCA, NVBDCP conducted Free Medical camp at Green Valley School, Nkio B where over 300 patients availed medical services on 15th August 2019
- CHILDLINE Peren conducted a Cleanliness drive at DC, Complex New Peren on October 11 2019. The team also donated buckets, mugs and other materials to the Administration.
- CHILDLINE Kohima participated in Walkathon and Cycling against Gender based violence organized by Nagaland State Social Welfare Board in collaboration with State Resource Center for Women, Women Helpline 181 Kohima and Nagaland State Commission for Women with the theme "Orange the world:Generation Equality Stands against Rape!"
- Sensitization programme with school of Nursing of Naga Hospital Authority Kohima
- Street play on child labour and poster campaign by CHILDLINE Dimapur on the occasion of World Day against Child Labour.
- Distribution of clothes to flood affected children
- Organized various state and District level consultations on child rights and child protection
- in collaboration with Department of Social Welfare, Gov. of Nagaland and various Allied systems and Stakeholders
- Initiation of Childrens' parliament at Schools and Communities
- Training and Seminars for various allied systems and stakeholders
- Sensitization on adolescent sexual health and hygiene and distribution of sanitary napkins to girl students of various Government schools in Dimapur by CHILDLINE



INFORMAL EDUCATION FOR MARGINALIZED CHILDREN

Informal education is a general term for education that can occur outside of a structured curriculum. It encompasses student interests within a curriculum in a regular classroom and works through conversation, and the exploration and enlargement of experience. CECS through its Informal Education Centres aims to create situations where the children can learn, explore and enlarge experiences, and make changes. It aims to provide an environment where children can learn together and can scaffold off of one another focusing on the social aspects of learning and bridging the gap between school and life.

CECS believes that every child has the right to education and has the right to enjoy their childhood and with the continued support of WIPRO Cares CECS has continued to identify and reach out to vulnerable and marginalized children and being true to its objectives it has continued to provide a comprehensive learning environment which

comprises of classroom teachings, outdoor activities and several enabling activities to all those children in dire need of educational intervention. The overall approach of the project is to create an enabling environment in the target area, where children are motivated and empowered through various measures to enroll in schools and refrain from working, and households are provided with alternatives to improve their income levels. Apart from class curriculum, the IEMC Centers emphasizes on extracurricular activities for all round development and to broaden the minds of the students which demonstrate a reduction of at-risk behavior and a heightened sense of belonging, resulting in better behavior of the children. CECS with the support of WIPRO Cares also provides mid-day meal and nutritional supplement to all the children of IEMC to ensure that the health of the children is well nourished with proper nutritional benefits. The project has enrolled a total of 3706

children in its 15 IEMC centres and mainstreamed a total of 841 children into formal schools both in Govt. and private schools till date since its commencement. The total number of children enrolled for 2019-20 was 750 children in 15 centres and out of which 230 has been mainstreamed into formal schools.

Every IEMC Centre organizes various classroom activities as well as outdoor activities such as drawing, brainstorming activities, general knowledge quizzes, origami, paper craft making, games and sports etc to provide results in developing level of creativity, maintaining their interest level, improving their handwriting, inculcating discipline and rejuvenating their physical and mental state. Besides this, weekly and monthly tests help Education Volunteers to devise unique plan for every student.

To instill a sense of significance and meaning to one's life creating lasting fond memories and adding fun and excitement to our lives by observing and celebrating occasions and events which centres on universal human experiences such as love, sadness, joy, reverence, success and sacrifice ,every centre observed various days of National and International importance such as World Environment day,World Day against Child Labour, Teachers Day and Children's Day.

On the 24th and 25th October 2019 WIPRO Cares Team visited different IEMC Centres and interacted with the children to understand the significance of education received through IEMC and changes in their lives after joining IEMC Centres. Children in the IEMC Centers expressed their gratitude for the support they are receiving and also showcased their talents through special presentations.



OPEN SHELTER

Early childhood care plays an important role in children's development and the impact of quality service and accessibility ensures its positive impact on the overall growth and development of any children. Open Shelter CECS, supported by State Child Protection Society under Social Welfare Dept. Govt. of Nagaland continues to work towards its aim of providing a safe haven of rehabilitation ensuring the overall growth and development of children and keeping them away from socially deviant behaviours, in addition to fulfilling their basic requirements for food, nutrition and shelter.

The flexible mechanism of open shelter is catering to the unique needs of the children in need of care and protection particularly in urban areas and aims to harness their talent and potential, thus giving them the opportunity to become protective citizens. These are community based safe spaces

which provide a space for children where they can play, study, use their time productively and engage themselves in creative activities through music, meditation, indoor and outdoor games and vocational training etc.

These activities encourage meaningful peer group participation and interaction which ensures the overall growth and development of children. Various activities and programmes were also conducted during this year such as World Disability Day, Childrens Day, Christmas and New year. The children also attended and participated in the Nagaland Blind Football training session and demo game at Don Bosco School ground. The Nagaland Disaster Response Force also conducted a mock drill in the Open Shelter premises along with the children and staff for quick response during emergency crisis.



CHILDREN RECORD IN OPEN SHELTER FROM APRIL 2019 TO MARCH 2020

Altogether 69 children have come and stayed at Open Shelter between 2019-20. Out of 69 children 49 children were brought by the CHILDLINE Dimapur through CWC (Child Welfare Committee) orders under various intervention categories and 20 children were brought through outreach, field visitation and day care. Open Shelter also had a total of 53 visits in the year by different individuals, groups, Government officials, Inspection Committees and visitors from different Agencies for various purposes.

CASE	NUMBER OF CHILDREN
<i>Runaway</i>	20
<i>Missing</i>	02
<i>Abandoned</i>	01
<i>Child Labour</i>	0
<i>Care and Protection</i>	24
<i>Elope</i>	02
<i>Day Care</i>	20



MOBILE MEDICAL UNIT

Across the country health has never been a priority for the people in the rural areas, and this negligence has impacted in all possible forms. A neglected health has every ability to drive a man into poverty, low quality of life, low life expectancy and even mortality. The practice of active Health check-up is never a concern unless a dire need or severe complication arise and this prolong toil not only to the persons ailing but the family and even to the extent of the community at large. A poor health facility around, and inaccessibility to it in times of need creates complication, and often hitting the hardest to the poor, deprived and the vulnerable because the income of a person and family is largely tied to their health for most of the people in the rural areas. The longer the delay the greater the liability it becomes for these people.

Mobile medical unit is a project of the CECS funded by The Hans foundation. This project is planned to pivot the rural people and their general health. The whole aspect

of the 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 poorer and more vulnerable portion of the population.

The MMU caters the population through creating awareness (current health issues, outbreaks and self-care), check-up, diagnosis and managements of the disease and illness, the services under the thematic area of, maternal health, neonatal, post-natal, infant health, women and child health and geriatric care.

Under management includes, chronic, communicable, non-communicable and basic OPD's care (acute simple illness) dental care, eyecare, emergency medicine and referral of cases to appropriate health institution. The service charges of MMU's are always kept minimum and cost effective. Here patients are charged at lower than that of the total cost, with



services for women and children coming at free of cost.

Special camps were also organised from time to time on need basis. One such camp conducted was a special camp stressed at reviving and rejuvenating the internal organ damages incurred due to alcohol. The camp provided medical aid for the Anonymous Alcoholics (AA) at a village where a total number of 28 persons who have been to rehabilitation centres, and are detoxifying and detaching from alcoholism attended the special awareness camps.

MMU works as a team and is a shared responsibility between the expertise of different fields and workers. The team of MMU comprising of doctors, nurses, lab technician, pharmacist and drivers, co-ordinator and health workers (HV's) are tirelessly working to combat and advance the health of people while also bringing easiness to access through the concept of doorstep mobile health. Regular trainings and awareness campaign for Health Volunteers HV's are also conducted at village level to keep them at their toe as

they are the first responder in absence of MMU staffs. Basic skill in installing simple equipment and utilization of the same, checking BP's are employed to lead a big role to follow up on the patient which is the very foundation in continuum care.

The MMU has established a dependable health service in the operated areas. The influence is growing with larger participation and demands hence a new Unit of MMU prior to the existing MMU was launched to reach to a larger population.

Besides being cost effective in comparison to the institutional hospitals and health care, qualities of services are also greatly emphasized. Now the future of MMU is set in consistency and development of equipment and infrastructures. MMU has also added focus on preventive medicine, lifestyles and health, food and habitation so it does not dissolve to a point where people become absolutely dependent on MMU itself.

During the year 2019-20 MMU has diagnosed and treated a total of 6696 patients from various illness and diseases.



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	Tuli Livelihood Project (TLP)
4	CHILDLINE 1098
5	Informal Education for Marginalized Children (IEMC)
6	Open Shelter Home
7	Mobile Medical Unit (MMU)

OUR KEY PARTNERS



The Hans Foundation has been our most vital funder/partner since 2010 supporting programmes in education, health, water, women empowerment and livelihood programmes. Through the support of The Hans Foundation, CECS has been able to impact the lives of more than 45000 people in the districts of Dimapur, Mokokchung and Longleng through its various programmes such as Mobile Medical Unit, CEC School, Rajeshwari Karuna School Tuli and Tuli Livelihood Programme.



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.



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



Wipro Care supports our Informal Education for Marginalised Children (IEMC) project which is a non-formal education programme. It is currently being implemented with 15 IEMC Centres, 30 Education Volunteers and since 2015 till date more than 900 children has been mainstreamed into formal education.



Nidhi Sharma

Chartered Accountant

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

Ref No. 2020-21/11/KN/134

AUDITOR'S REPORT

We have audited the accompanying financial statements of **COMMUNITY EDUCATIONAL CENTRE SOCIETY** (hereinafter referred to as "The Society") [PAN: AAAAC6082B] Grace Colony, Nagarjan, Dimapur, Nagaland which comprise the balance sheet as at 31st March 2020, 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 31st March 2020 are prepared, in all material respects, in accordance with prevalent law of India.



Nidhi Sharma

Nidhi Sharma

Chartered Accountant

M.No. 304276

UDIN: 20304276AAAAHU1972

Date: 18/11/2020

Palace: Dimapur

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

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

RECEIPTS & PAYMENTS A/C
FOR THE YEAR ENDED 31st MARCH' 2020

RECEIPTS	₹	₹	PAYMENTS	₹	₹
Opening Balance:			FCRA Projects:		
Cash in Hand	10,375		1. Rajeshwari Karuna School, Tuli. <i>(Details as per the Annexure-1)</i>	16863499.79	
Cash at SBI: <i>(Details as per the Annexure-14)</i>	53,36,375		2. CEC High School, Dimapur <i>(Details as per the Annexure-2)</i>	9784396.52	
Cash at Corporation Bank <i>[A/c No.520101055070171]</i>	40,021		3.HANS Mobile Medical Unit, Tuli <i>(Details as per the Annexure-3)</i>	5734231.93	
Cash at NSCB Ltd. <i>[A/c No 10110006002353]</i>	53,232	54,40,003.00	4. The Hans Mobile Medical Unit in Mokokchung <i>(Details as per the Annexure-4)</i>	3660621.00	
Grant-in- Aid Received From: <i>Through The Hans Foundation, B-317 (Ground Floor) Saldanua Enclave, New Delhi - 110029 for</i>			5. TULI Livelihood Project <i>(Details as per the Annexure-5)</i>	4280431.38	
Rajeshwari Karuna School, Tuli	78,77,613		6. TULI Livelihood Project <i>(Details as per the Annexure-6)</i>	13581687.00	
CEC High School, Dimapur	64,94,412		7. Internal Roads & Chain link Fencing <i>(Details as per the Annexure-7)</i>	85,25,501.00	6,24,30,368.62
The HANS Mobile Medical Unit	40,06,162				
The Hans Mobile Medical Unit in Mokokchung to 30th September)	1,25,80,493		Local Projects:		
TULI Livelihood Project (1st October to 31st December)	74,53,541		08. WIPRO CARES TRUST' (IEMC) <i>(Details as per the Annexure-08)</i>	4375365.00	
Internal Roads & Chain link Fencing	80,90,307	5,00,55,061.00	09. CHILDLINE PROJECT (ICPS) <i>(Details as per the Annexure-12)</i>	4,20,560.00	
Local Fund:			10. Other Projects <i>(Details as per the Annexure-13)</i>	56,24,281.23	1,04,20,206.23
Childline India Foundation	4,19,450				
S. C. P. S. (Open Shelter)	19,38,384		Closing Balance:		
WIPRO CARES TRUST' (IEMC)	43,00,000		Cash at SBI: <i>(Details as per the Annexure-11)</i>	64,07,656.89	
Donation for purchase of Ambulance	14,19,000		Cash at Corporation Bank <i>[A/c No 520101055070171]</i>	53,311.20	
District Mission Authority (SSA)	22,50,000		Cash at NSCB Ltd. <i>[A/c No 10110006002353]</i>	62,623.06	
State Health Dept. for Worl Health Day	90,000		Cash-in-hand <i>[cash as certified by the management]</i>	65,651.00	65,89,242.15
Local/Own contribution	1,31,45,222	2,35,62,056.00			
Corpus Fund		2,32,000.00			
Bank Interest		1,50,697.00			
		7,94,39,817.00			7,94,39,817.00

In terms of our separate report of even date.



Nidhi Sharma

Nidhi Sharma

Chartered Accountant
M.No. 304276

UDIN: 20304276AAAAHU1972

Date: 18th Nov., 2020
Place: Dimapur

COMMUNITY EDUCATIONAL CENTRE SOCIETY

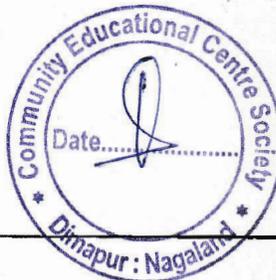
Grace Colony, Nagarjan, Dimapur, Nagaland

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

**INCOME & EXPENDITURE ACCOUNT
FOR THE YEAR ENDED 31st MARCH' 2020**

EXPENDITURE	₹	₹	INCOME	₹	₹
To,			By, Grant-in-Aid:		
1. Rajeshwari Karuna School, Tuli (Details as per the Annexure-1)	16463499.79		(Received For the following projects:- <u>Grant-in- Aid Received From:</u> Rajeshwari Karuna School, Tuli	78,77,613	
2. CEC High School, Dimapur (Details as per the Annexure-2)	9121696.52		CEC High School, Dimapur	64,94,412	
3.HANS Mobile Medical Unit, (Details as per the Annexure-3)	5734231.93		The HANS Mobile Medical Unit	40,06,162	
4. The Hans Mobile Medical Unit in Mokokchung (Details as per the Annexure-4)	3520521.00		The Hans Mobile Medical Unit in Mokokchung	35,52,533	
5. TULI Livelihood Project (Details as per the Annexure-5)	4280431.38		TULI Livelihood Project (1st April to 30th September)	1,25,80,493	
6. TULI Livelihood Project (Details as per the Annexure-6)	13581687.00		October to 31st December)	74,53,541	
7. Internal Roads & Chain link Fencing (Details as per the Annexure-7)	8525501.00		Internal Roads & Chain link Fencing	80,90,307	5,00,55,061.00
08. WIPRO CARES TRUST (IEMC) (Details as per the Annexure-08)	4375365.00		<u>Local Fund:</u> Childline India Foundation	4,19,450	
09. CHILDLINE PROJECT (ICPS) (Details as per the Annexure-12)	420560.00		S. C. P. S. (Open Shelter)	19,38,384	
10. Other Projects (Details as per the Annexure-13)	4205281.23	7,02,28,774.85	WIPRO CARES TRUST (IEMC)	43,00,000	
			Ambulance	14,19,000	
			District Mission Authority (SSA)	22,50,000	
			State Health Dept. for Worl Health	90,000	
			Local/Own contribution	1,31,45,222	2,35,62,056.00
			Bank Interest		1,50,697.00
To, Depreciation		88,10,738.50	By, Excess of expenditue over Income transfer to B. S.		52,71,699.35
		7,90,39,513.35			7,90,39,513.35

In terms of our separate report of even date.



Nidhi Sharma

Date: 18th Nov., 2020
Place: Dimapur

Nidhi Sharma

Chartered Accountant

M.No. 304276

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COMMUNITY EDUCATIONAL CENTRE SOCIETY

Grace Colony, Nagarjan, Dimapur, Nagaland

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

BALANCE SHEET

AS ON 31st MARCH' 2020

CAPITAL & LIABILITES	₹	₹	ASSETS & PROPERTIES	₹	₹
Capital Fund:			Fixed Assets:		
General Fund:			1. Gross Block (W.D.V):	170011490.00	
Opening Balance	16,04,24,434		Less: Depreciation	39326466.50	
Less: Excess of expenditure over income	52,71,699	15,51,52,734.65	Net Block (W.D.V)	130685023.50	13,06,85,023.50
			<i>(Details as per the Annexure-11)</i>		
Corpus Fund:			2. Work in progress:		
As per last year	1,40,880		As per last A/c		1,78,01,349.00
Add: Addition during the year	2,32,000	3,72,880.00			
			Current Assets:		
Current Liabilities:			Fixed Deposit		4,50,000.00
Temporary Loan:	Nil	Nil			
			Closing Balance:		
			Cash at SBI:		
			<i>(Details as per the Annexure-14)</i>	64,07,656.89	
			Cash at Corporation Bank		
			<i>[A/c No. 520101055070171(Old 4786)]</i>	53,311.20	
			Cash at NSCB Ltd.	-	
			<i>[A/c No 10110006002353]</i>	62,623.06	
			Cash-in-hand	65,651.00	65,89,242.15
			<i>(cash as certified by the management)</i>		
		15,55,25,614.65			15,55,25,614.65

In terms of our separate report of even date.



Nidhi Sharma

Nidhi Sharma

Chartered Accountant

M.No. 304276

UDIN: 20304276AAAAHU1972

Date: 18th Nov., 2020

Place: Dimapur



*“Education is the foundation
upon which we build our future.”*



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

Dimapur : Nagaland

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 Community Educational Centre Society