



 COMMUNITY
EDUCATIONAL
CENTRE SOCIETY



2023-2024

THE NAGA FARM
Organic Tea Estate
Kangtsung Yimsen





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WIPRO EARTHIAN: NAGALAND CHAPTER

Sustainability Education Program for Schools

The year 2023-24 proved to be a year of significant events and valuable experiences for earthianCECS. Notably, Rajeshwari Karuna School in Tuli stood out as one of the 20 National award winners, while Vision Higher Secondary School, Community Education Centre School and Christian Higher Secondary School secured Regional Awards. This has propelled the program's expansion into various schools and institutions, fostering connections with local government bodies, non-governmental organizations, and churches. Our primary goal is to sustain and build upon the progress achieved, with a focus on developing meaningful sustainability within schools. The initiative extends beyond mere recognition, aiming to integrate sustainability

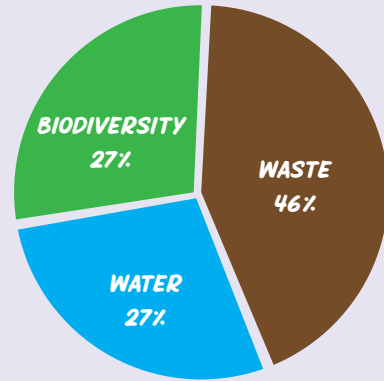
education in a comprehensive manner that involves both teachers and students.. As we move forward, we are eager to deepen our engagement with the pertinent issues that the teams have uncovered, fostering a more inclusive and impactful approach to education. The annual report thoroughly explores the initiatives undertaken by students, teachers, and the community within the framework of CECS, providing an overview of challenges faced, essential support required, as well as highlighting noteworthy achievements and areas that need improvement from April 2023 to March 2024. Additionally, this report lays out forthcoming plans for program implementation, underscoring the organization's steadfast dedication to fostering a well-rounded and thriving community.



SCHOOL ENGAGEMENT

Teacher Training Program	
Number of Districts	3
Number of Schools	15
Number of Teachers	53
Number of Students	109
Number of Submissions	10
Waste	5
Water	2
Biodiversity	3

THEME SUBMISSIONS



COMMUNITY ENGAGEMENTS

2023-24 saw a wider reach for earthianCECS. Alongside reaching out to the respective localities/ neighborhoods to strengthen their respective community waste management, there was wide participation with awareness programs, sensitization and workshops.

- Visit to Jhamtse Gatsal 12-16th April 2023.
- Interaction with vocational institutions for effective waste management.
- Waste management training and engagement with local govt.
- Engagement with government offices and agencies- Water Resource PHED, Local Municipal and Town Councils for assisting students in trying to understand and explore their own context.
- Introducing Earthian program to trainees of D.I.E.T in Pftusero.
- Sharing and discussing about Health Impacts of Plastics (Prepared and shared by NSI).
- Positive responses from the participating teams and schools of Earthian program during follow up meetings.



WASTE AUDITS AND RECYCLING PAPER IN INFORMAL EDUCATION FOR MARGINALIZED CHILDREN CENTERS

Waste audits were introduced in 10 informal education centers to highlight and introduce both the educational volunteers and the students about the different wastes that are in their homes and surroundings. They were taught to collect and segregate the wastes for disposal. Monthly waste audits were followed by training on recycling waste paper. Waste paper were found to be the most waste generated in these education centers. The Educational Volunteers (EVs) were given training on how to make recycled paper and use them to make paper bags, cards, book marks, note pads and other similar crafts. The EVs have taken this knowledge skill to their respective centers and taught their wards on how to make them.



COMMUNICATION HIGHLIGHTS

- Teacher training/ workshops are being conducted offline because of difficulty in scheduling common dates for training, a one on one training and orientation is preferred.
- Follow up meetings with teams, school administration have positive responses .
- Whatsapp and calls are the preferred mode of communication.
- Seminars and workshops based on sustainability themes are conducted for students and LGBs.

HAPPY TRAIL

A Harmony of Flora, Fauna & Culture

A four day and three nights camp and trekking from 17th- 20th of January 2024 was held in Kangtsung Community Reserve Rangrang, Tuli under Mokochung district organized by Wipro earthian Nagaland Chapter and supported by the Wipro foundation. 20 students and 5 teachers from three schools (Rincho Academy, Community Educational Centre School Dimapur & Rajeshwari karuna School, Tuli) were part of the camp and trekking. Happy Trail is an immersive nature education through the exploration of verdant scenery, rivers, indigenous flora-fauna and cultural traditions, along with the narratives of our local community. Through this exploration, the participant uncovers the diverse array of plant and animal species that call this area their home. As they journey deeper, they gain insights into the delicate balance and interdependence that sustain this vibrant ecosystem. Each step reveals the intricate relationships that weave together to create a thriving natural world, highlighting the beauty and fragility of life in this unique habitat.

The camp was supported by the community of Kangtsungyimsen and Kangtsung Villages. The community members provided nature guides for walks, exploring the nearby forest, cooking in traditional cookware and bamboo craft making for the entire four day program. Happy Trail is focused on offering valuable insights and experiences from Nature and Traditions. Over the course of the 4 Day/ 3 Night camp, the participants developed a deeper appreciation for the natural environment; gain insights into indigenous or local traditions related to the environment by learning traditional skills such as cooking methods, crafts, or storytelling. They acquired essential camping and survival skills, including setting up tents, building fires, and cooking outdoors and also the understanding to Leave No Trace principles to minimize the environmental impact of our activities. A sense of community and teamwork was fostered among participants so that a sense of responsibility for the environment and the importance of sustainable practices are instilled.





Outdoor enthusiast Nayantara Siruguri, Nature Educator NCF during her nature walks session encouraged the participants to immerse their mind and body with nature “to understand what we’ve been missing juggling with our busy schedule and let out one’s own senses to engross what surrounds us.”

Juvi Kinimi, a student from Rincho academy shared her experience: “As a student I’ve participated in many school activities but trekking and camping is my first time experience; during the stay I’ve learnt many things such setting up own tent, making new friends, cooking in bamboo, trekking through the jungle, nature walk, visit to tea gardens and farms,” adding that these were few activities that she enjoyed the most. “The four-day long journey was full of adventure.”





PRADHAN MANTRI POSHAN SHAKTI NIRMAN (PM POSHAN)

A Story of Meal and the Children

PM POSHAN is a centrally sponsored scheme by the Department of School Education & Literacy, Ministry of Education. Under this scheme, at least one balanced meal every school day will be provided to the children studying in Government and Government – aided schools. The Scheme is implemented across the country covering all the eligible children without any discrimination of gender and social class.

The main objectives of the PM POSHAN Abhiyaan are to address two of the pressing problems for the majority of children in India, viz. hunger and education by improving the nutritional status of eligible children in Government and Government-aided schools as well as encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities. The uniqueness of the program lies in its approach that goes beyond mere provision, encompassing centralized kitchens where entire meals are prepared and then distributed as hot cooked meals to all government schools. This method ensures uniformity in meal quality and hygiene, effectively addressing nutritional needs while fostering a supportive

and healthy learning environment for students under Dimapur district.. Our mid-day meal program embodies our commitment to ensuring that no child goes hungry while pursuing education.

OPERATION PROCESS OF CENTRALIZED KITCHEN

At Community Educational Centre Society, Centralized Kitchen, the mid-day meal menu is designed after taking into consideration multiple factors like, MDM guidelines, Regional Palate, Taste, Flavour, Nutritional Value and Hygiene. For instance, we use a variety of seasonal vegetables and locally available ingredients to ensure menu diversity and regional suitability. Similarly, a variety of spices, condiments and vegetables are used to add to the flavours. The meal is prepared fresh and piping hot at the centralized kitchen, equipped with all necessary space, equipment, tools, and facilities. This ensures that the meal meets high standards of quality and hygiene before being distributed to government schools.

CENTRALIZED KITCHEN MANAGEMENT

The Centralized kitchen is monitored by the Assistant Coordinators of PM Poshan along with two assistant coordinators. There are 8 Cooks who start

the cooking by 5 a.m. in the morning to get the meals ready and packed by 9 a.m. in the morning. There are three drivers along with three helpers who deliver the meals to the schools, where the meals are emptied into the utensils provided in the schools. The empty containers are then collected and brought back to be cleansed thoroughly and left to dry to be used the next day. Managing operations from a single point of control; this includes receiving, storage, preparation, delivery, maintenance, among other processes that form the cycle of mid-day meal operations.

1. Provide quality of foods and serve to students under the Mid-day Meal scheme.
2. Monitoring the adherence to Food Safety Management Systems (FSMS).
3. Collecting feedback from school after the delivery of the meal.
4. Monthly monitoring both quantitative and qualitative, checklists and formats.

MENU

Steamed rice with seasonal vegetables, steamed vegetables with fried potatoes and dal, fried rice mixed with green peas, white chickpeas salad, and fried Bengal grams have been served alternatively. This variety of meals has received positive feedback so far.



According to the signed memorandum, the assignment was to supply meals for the students of 22 schools. Currently, meals are being served daily to these schools, reaching out to 6,008 students.. The preparation for the Mid-Day Meal starts at 5 am and the distribution of the meal starts by 8:30 am till 11:00 am. Providing quality and timely hot meals in the assigned schools is the top most priority of the team. On return from delivery, the utensils used for carrying the meal are thoroughly and left to dry, ready for dispatch the next day. The meals are delivered to the different schools with four vehicles belonging to the organization by a team of dedicated drivers and helpers.

CERTIFICATIONS

The Centralized kitchen is certified by various agencies to ensure that the food, water and the surroundings are fit for the execution of a community kitchen. The kitchen is also certified by nutritionist to ensure that the meals contain the adequate properties that will help the health and wellbeing of the children.

1. FSSAI – 20230411104667430
2. Water Pollution – IS105:2012
3. Dietitian – AGMARK standard

There have been a lot of feedbacks both positive and negative and these have been taken into consideration towards the improvement of the project.

The centralized kitchen has been visited by the SDEO's of Dimapur, NECU Nursing Students and others who have remarked it as hygienically clean and have been impressed by the standards that have been maintained.

Most of the schools have been co-operative and have responded positively. Interactions with the students and teachers have revealed that the children are enjoying the meal provided. Certain schools made the parents taste the MDM that was provided to their wards on PTM day and the parents were satisfied and offered positive feedbacks and appreciation on the project. It was mentioned that the students wait eagerly for the food delivery van to arrive. The teachers also have echoed in unison that the children are enjoying the food and that they hope that this will continue.

NeCTAR officials during their visit in one of the schools have witnessed the meals that were provided for the children and have left positive report to the school.





TRIBAL DEVELOPMENT FUND (TDF)

A project aiming to bring individual farmers as a whole

In pursuit of enhancing rural livelihoods, CECS livelihood initiative programs are meticulously crafted to uplift rural farmers through a blend of agricultural and non-agricultural avenues. The focus extends beyond mere sustenance to fostering sustainable practices, empowering farmers with scientific knowledge, and honing their skills to navigate dynamic market landscapes. The program addresses the multifaceted challenges confronting farmers, aiming to fortify them through sustainable interventions. By fostering a community-centric approach, the initiative endeavors to cultivate local economic and social assets, thereby promoting enduring prosperity.

To extend its reach to rural farmers, CECS, with financial support from NABARD, successfully implemented the Tribal Development Fund in Tuli, Mokokchung. This initiative supports 200 tribal families in developing fisheries, poultry farming,

tapioca cultivation, and banana plantations, equipping them with the necessary tools and resources for success.

Simultaneously, CECS has embarked on promoting Farmer Producer Organizations (FPOs) in Tuli Block, Mokokchung. This initiative aims to galvanize farmers, encouraging them to unite and form organizations that promote sustainable development. Through a participatory approach, the effort aims to optimize land utilization and strengthen marketing strategies for collective prosperity.

In essence, the cooperative narrative revolves around a steadfast commitment to rural upliftment, blending strategic interventions with grassroots empowerment to foster a thriving ecosystem of sustainable livelihoods.

FISHERY UNIT

Out of the total project target of 200 farmers, 107 beneficiaries have been identified during the first year of implementation (April 2023 till March 2024). The project had provided support such supply of best quality fingerlings comprises of Rohu, Cutla, Mrigal, Common Crap, Amur crap and grass Crap. The project also have provided support towards monthly fish feeds, Pond maintenance and renovation cost.



FISH SALES DAY

The planned fish harvest from March to April faced challenges when 14 beneficiary ponds were harvested prematurely due to water levels drying up. Despite this setback the project's FPO in Tuli organized sales days. The project sold a total of 275 Kgs so far during the sales day.



POULTRY UNIT

The project supported 10 poultry beneficiary during the 1st Phase of Year 1. Out of target 10 units, 7 poultry farmers were selected in the 1st quarter, 1 poultry farmer were selected in the 2nd quarter and the remaining 2 poultry farmers were selected in the 3rd quarter. All together, the project distributed a total of 2000 broiler birds i.e. 200 birds each for 10 poultry farmers and 40 bags of 50 kg bag of starter feeds to 10 poultry farmers i.e. 4 bags each for 10 poultry farmers.



HORTI UNIT

Tapioca and bananas were introduced in the project component to produce fish feed within the integrated farming system. Tapioca can be processed into tapioca flour or pellets, while bananas can be dried and ground into banana meal. These ingredients can then be combined with other locally available feed ingredients to create nutritious and cost-effective fish feeds. This can help reduce the dependence on external sources of feed and provide a sustainable way to utilize surplus or low-quality tapioca and banana products. Banana plants also contribute to soil fertility through their large leaves, which provide organic matter when mulched or incorporated into the soil. Additionally, tapioca cultivation has helped improve soil structure and fertility, especially in sandy or degraded soils. The project has provided 2000 banana suckers along with 3000 tapioca cuttings to 107 farmers.



DEVELOPMENT OF CHINESE ECO FISH HATCHERY

Quality fish seed is one of the prime requirements for scientific pisciculture and commercial production. The area in around Tuli has more than 300- 500 fisheries, which makes it extremely suitable for fish farming- with an expected capacity to produce hundreds of metric tons annually. On an average, fish farmers rely on fish fingerlings bought from Assam. As a result, the available fingerlings are unable to meet the demands of the existing fish cultivators. Therefore, to address the need for a large scale along with best quality fingerlings the project has completed the construction and developed one Chinese eco Hatchery at Aopenzu village in Tuli.



FORMATION OF FARMERS PRODUCER ORGANIZATION

CECS has successfully promoted 107 fish farmers to form a fish farmer’s producer Organization. The society has successfully registered under section 11(2) & 12 of the Nagaland Cooperative Societies Act 2017 as a Cooperative Society under the title “Tuli Area Fishery Cooperative Farmer’s Producer Organization Ltd.”





COMMUNITY EDUCATIONAL CENTRE SCHOOL

Imparting quality Education to the underprivileged children

Literacy serves as both a fundamental skill and a gateway to broader learning and social empowerment. Early language and literacy development commence in infancy, with interactions with literacy materials and caregivers laying the foundation for language, reading, and writing skills. Recognizing the significance of these early experiences, Community Educational Centre School (CECS) focuses on children from diverse backgrounds, each unique in their capabilities and backgrounds.

Despite efforts, a considerable percentage of young children struggle to attain basic levels of reading proficiency, particularly those from underprivileged and marginalized backgrounds or remote areas. Understanding that literacy proficiency is foundational to academic success, CEC School is committed to ensuring that all children develop strong reading and writing skills. Through collaborative efforts among management, school authorities, and teachers, CECS maintains a comprehensive routine aimed at holistic child development.

The holistic development of the students have been the focus of the school since its inception, therefore the school curriculum consisted of hands-on approach of learning, activity based teaching learning, building up of moral values , physical development activities and exercises through the use working Saturday as bag less activities day ,school annual literary and sports day playing a major role in shaping and molding the talents of the students and school field trip for class 5 to class 10. The teaching learning method in the school is aided by TLM. to make the lesson interesting for the students and to help teachers achieve its objectives. The school also believes in equitable quality education by tailoring teaching methods as per the student's needs. The school has 2 special children who have passed class 1 and class 5 in the academic year 2023-2024. Alongside, CEC School has achieved 100 pass percentage in HSLC Board Examination 2023-2024.

The overarching goal of education, globally, is to prepare students for successful, fulfilling lives. To achieve this, CECS's curriculum emphasizes relevant educational experiences that foster students' passions, problem-solving abilities, critical thinking, and creativity. This approach has garnered increasing enrollment, with the community's confidence in the school bolstered by its exemplary performance in academic assessments.

In response to the evolving demands of the modern world, education must cultivate a global citizenry capable of innovation and problem-solving. CECS prioritizes entrepreneurship, global awareness, and a humanistic outlook, promoting diverse perspectives and skills development through a range of curricular and co-curricular activities. Students are encouraged to participate actively, fostering traits such as confidence, adaptability, and intelligence.

Recognizing that many students lack foundational literacy skills, particularly in lower grades, CECS

teachers provide focused support to ensure all students can read and write proficiently. This commitment to individualized support enables students to overcome challenges gradually and develop essential literacy skills.

Moreover, CECS recognizes the importance of holistic child development, providing cognitive and emotional support alongside academic instruction. By fostering a nurturing environment that promotes security and love, CECS empowers students to engage fully in learning and capitalize on educational opportunities.

Ultimately, CECS aims to build upon each child's strengths and knowledge while equipping them with the skills and knowledge necessary for success. Through a collaborative and comprehensive approach, CECS strives to empower every child, regardless of background, to thrive academically and socially.



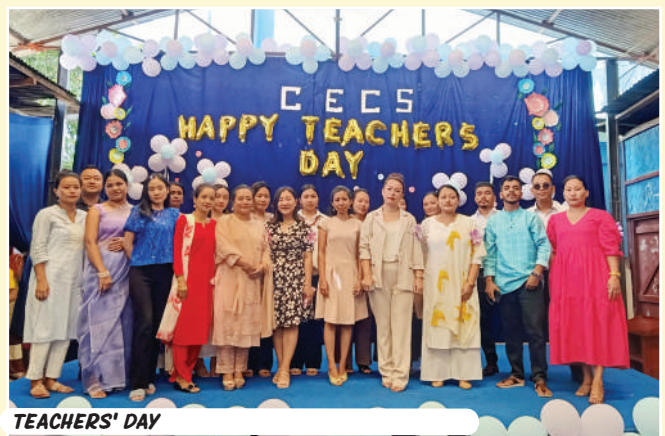
RASHTRIYA EKTA DIWAS WITH EAST POLICE STATION



CAREER COUNSELLING



CAREER WORKSHOP AT GHSS DIMAPUR



TEACHERS' DAY



HIGHLIGHTS OF SCHOOL ACHIEVEMENTS 2023-2024:

- A felicitation program was held for HSLC on June 3, 2023, with 25 students achieving a 100% pass rate, including 20 in first division and 5 in second division.
- Nagaland's Chief Election Office organized a video competition on June 19, 2023, which was won by Meyijungla, a class 10 student, earning her a certificate and cash prize from the CEO.
- On October 4, 2023, the East police station Dimapur, led by the OC and team, visited the school to promote awareness about National Unity Day. They organized an essay competition on "Rashtriya Ekta Diwas" with prizes, drawing participation from 110 students.
- SHANGMEIYENLA won Consolation cash prize during the state level painting competition held at Kohima, conducted by the Ministry of energy conservation BEE.



RASHTRIYA EKTA DIWAS WITH EAST POLICE STATION



MEYIJUNGLA, WINNER OF VIDEO COMPETITION

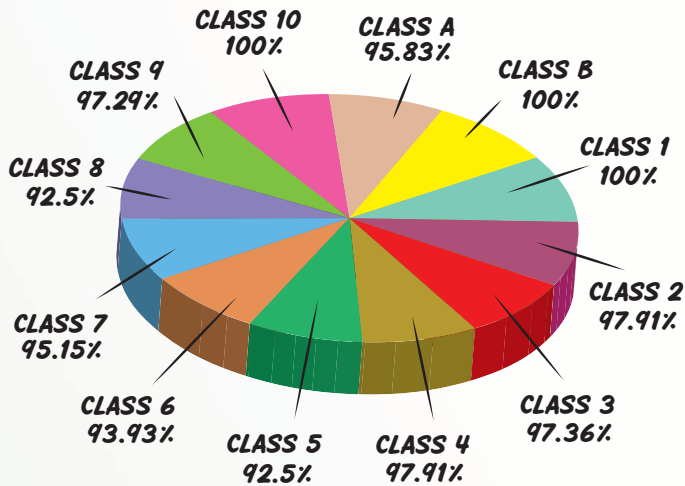


SWACHH BHARAT 2023



ANAPSA SPORTS MEET 2023

STUDENT PERFORMANCE DURING 2023-2024



RAJESHWARI KARUNA SCHOOL TULI

A project envisage in providing excellent learning centre at par with schools in urban cities to the children of rural areas



In the pursuit of education, it is crucial to recognize and nurture the innate curiosity, flexibility, creativity, and critical thinking abilities inherent in all learners. The overarching goal of education, especially in today's world, should equip students with the skills and experiences necessary for successful and fulfilling a life that drives to intrinsic motivation. This entails providing relevant educational opportunities that foster their passions, problem-solving capabilities, and higher-order thinking skills, including critical thinking and creativity. At Rajeshwari Karuna School (RKS), a comprehensive approach involving teachers, students, schools, and the wider community is adopted to achieve these goals.

Since its inception, RKS has prioritized the involvement of all stakeholders in the education process, recognizing the value of each individual's unique background and strengths. In contrast, to prevalent

educational paradigms that focus on identifying and addressing students' lack, RKS emphasizes a strengths-based approach that celebrates students' passions and strengths. Teachers undergo training to develop cultural awareness and understand the diverse backgrounds of their students this cultural responsiveness informs pedagogical practices, ensuring that each child's uniqueness is valued and their performance evaluated from a multifaceted perspective.

Acknowledging the varied aptitudes and knowledge bases among students, RKS recognizes that what may be considered basic skills for some may differ for others based on their backgrounds. Therefore, personalized guidance is provided to students, with teachers offering support in areas where students may struggle to grasp concepts.

Furthermore, RKS acknowledges the emotional dimension of learning and recognizes the importance of fostering positive relationships between educators and students. By prioritizing students' interests and values, educators create an environment where students feel valued and motivated to engage in learning. This approach not only enhances academic achievement but also fosters emotional resilience and a sense of belonging among students.

RKS also recognizes the importance of addressing the basic needs of students, particularly those from low-income backgrounds. In addition to providing quality teaching and resources, RKS offers support services such as health care, mental health services, and extracurricular programs to ensure holistic development.

In essence, RKS is committed to providing an education that not only imparts academic knowledge but also nurtures students' emotional well-being, curiosity, and self-efficacy. By leveraging the strengths of each student and addressing their individual needs, RKS aims to empower students to realize their full potential and contribute positively to society.



HIGHLIGHTS OF SCHOOL ACHIEVEMENTS 2023-2024:

- For second consecutive Rajeshwari Karuna School in Tuli stood out as one of the 20 National Wipro earthian award winners.
- 2023 - 2024 HSLC 100% pass percentage.





INFORMAL EDUCATION FOR MARGINALIZED CHILDREN

An informal Schooling for marginalized migrant families

The implementation of Informal Education for Marginalized Children (IEMC) project has exhibited remarkable efficacy in addressing the educational needs of underprivileged children at a grassroots level. By directly engaging with these children, the project has significantly mitigated the issue of inadequate access to education. Key to its success has been the active involvement of parents through regular Parents-EVs meetings, where essential matters such as regular attendance, cleanliness, and academic progress are discussed comprehensively. Coordinators ensure consistent participation in these meetings, underscoring the project's commitment to parental engagement.

Home visits have proven instrumental in gaining insights into the living conditions of the children and fostering empathy during educational interventions. These visits serve as opportunities to discuss children's performance with parents and underscore the importance of education in contemporary society.

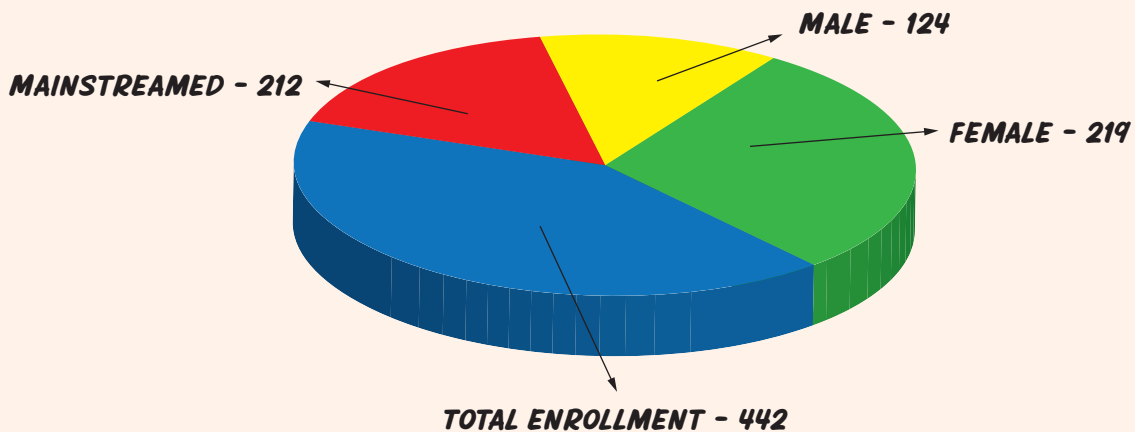
The IEMC project, a collaborative effort between CECS and Wipro Cares, embodies a holistic approach towards uplifting marginalized children. Through this alliance, the project has provided educational opportunities along with essential amenities such as nutritional support, medical aid, and skill development programs. Since its inception in 2015 until the 2023 phase, the project has successfully enrolled 5967 children across various centers, with 1762 children mainstreamed into both government and



private schools. The project's impact is evident in the improved attendance, academic performance, and self-confidence among the children.

Furthermore, extracurricular activities such as indoor and outdoor games have been integrated into the curriculum to foster social skills, teamwork, and discipline. These activities serve as avenues for talent exploration and development, enhancing overall student engagement and interaction. Classroom activities are meticulously structured to encompass diverse learning experiences including reading, writing, drawing, singing, and dancing, promoting active participation and communication skills development among peers.

In summary, the IEMC project has been instrumental in providing marginalized children with comprehensive educational support and fostering holistic development, thereby significantly improving their prospects for a brighter future.





OPEN SHELTER HOME

A temporary home for vulnerable children

The Open Shelter Home, operated by CECS, is a vital facility and is supported by “Mission Vatsalya” under the Ministry of Women and Child Development, Government of India. CECS Open Shelter Home serves the critical purpose of restoring and protecting children in need of care and protection.

For many destitute children, the Open Shelter Home represents a beacon of hope amidst challenging circumstances, providing essential support such as shelter, food, and clothing. Upon arrival, children rescued or referred to the Open Shelter receive care and comfort, alleviating their despair and vulnerability. Under the guidance of caretakers, they follow established rules and norms, while also acquiring basic life skills and values.

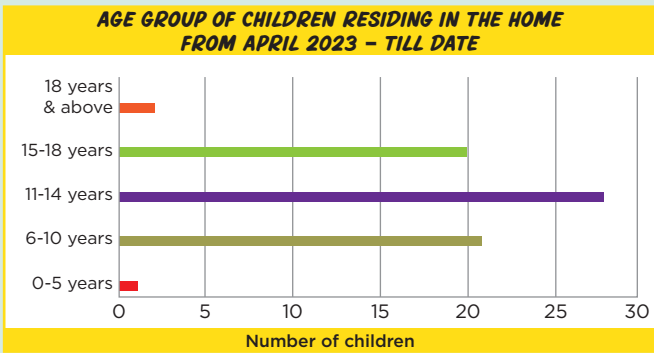
Education is a key component of the support provided at the Open Shelter, with children receiving instruction in basic reading and writing skills, as well as engaging in crafts, arts, and various activities. Field trips and indoor/outdoor games further enrich their experiences, promoting holistic development.

In the period between 2023-2024, a total of 82 children benefited from the services of the Open Shelter. Of these, 72 were brought under the authority of the Child Welfare Committee (CWC) through orders from CHILDLINE Dimapur, addressing various cases. The remaining children were admitted through outreach or field visitation programs, utilizing the facility for day care services. Out of 72 (seventy two) cases 62(sixty two) children has been transferred/restored to their biological parents under the directive of CWC. At present there are 17(seventeen) children residing at the Child Care Institute (CCI).

The Open Shelter serves as a sanctuary for vulnerable children, offering them essential care, protection, and opportunities for growth and development. Through collaborative efforts and adherence to legal mandates, CECS continues to play a crucial role in restoring hope and dignity to these children in need.

CHILDREN RECORD IN OPEN SHELTER FROM APRIL 2023 TILL DATE

Sl. No.	Case	No. of Children
1.	Runaway	28
2.	Missing	12
3.	Abuse	1
4.	Abandoned	1
5.	Care And Protection	29
6.	Elope	1
7.	Day care	10
Total No of children		82



RECVING TWO CHILDREN FROM SILIGURI CWC



CELEBRATING CHILDREN'S DAY



RECEIVING CHILDREN FROM RPF DIMAPUR



EAC AND DCPU OFFICIAL VISIT



CCI CHILDREN ENJOYING AT GREEN PARK

FINANCIAL STATEMENTS: 2023-24

COMMUNITY EDUCATIONAL CENTRE SOCIETY
GRACE COLONY, NAGARJAN, DIMAPUR-797112 : NAGALAND



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AUDIT REPORT

We have audited the attached Balance Sheet of **Community Education Centre Society, Grac Colony, Nagarjan, Dimapur, Nagaland-797112 as on 31st March, 2024** and the related Income & Expenditure Account for the year ended on that date, annexed thereto. These financial statements are the responsibility of the management. Our responsibility is to express an opinion on these financial statements based on our audit.

We have obtained all the information and explanations which to the best of our knowledge and belief that were necessary for the purpose of our audit. In our Opinion, proper books of accounts have been kept by the organization so far as appears from our examination of books.

In our opinion and to the best of our information and according to information given to us, the said accounts give a true and fair view:

- i) *In the case of the Balance Sheet, of the State of Affairs as at 31st March, 2024*
- ii) *In the case of the Income and Expenditure Account for the year ended on that date.*

For AJSR & ASSOCIATES
Chartered Accountants



CA. Mohit Agarwal
Partner
M.No.408406
Date: 09/05/2024
Place: Dimapur

COMMUNITY EDUCATIONAL CENTRE SOCIETY
GRACE COLONY, NAGARJAN, DIMAPUR-797112 : NAGALAND
Statement of Income and Expenditure for the year ended 31 March, 2024

(Amounts in Rs)

	Particulars	Note	31-03-2024	31-03-2023
I	Revenue from operations	6	3,32,67,943	2,77,81,375
II	Other Income	7	64,008	20,374
III	Total Income (I+II)		3,33,31,951	2,78,01,749
IV	Expenses:			
a	Cost of goods sold		-	-
b	Employee benefits expense	8	1,77,86,388	1,30,14,362
c	Finance Costs		-	-
d	Depreciation and amortization expense	9	61,97,319	67,13,890
e	Other expenses	10	1,53,09,422	1,38,58,687
	Total Expenses		3,92,93,129	3,35,86,939
V	Profit/(loss) before exceptional and extraordinary items and tax (III- IV)		(59,61,178)	(57,85,190)
VI	Exceptional items (specify nature & provide note/delete if none)			
VII	Profit/(loss) before extraordinary items and tax (V-VI)		(59,61,178)	(57,85,190)
VIII	Extraordinary Items (specify nature & provide note/delete if none)		-	-
IX	Profit before tax (VII-VIII)		(59,61,178)	(57,85,190)
X	Tax expense:			
a	Current tax			
b	Excess/Short provision of tax relating to earlier years			
c	Deferred tax charge/ (benefit)			
XI	Profit/(Loss) for the period from continuing operations (VII-VIII)		(59,61,178)	(57,85,190)
XII	Profit/(loss) from discontinuing operations			
XIII	Tax expense of discontinuing operations			
XIV	Profit/(loss) from discontinuing operations (after tax) (XII-XIII)			
XV	Profit/(Loss) for the year (XI+XIV)		(59,61,178)	(57,85,190)
	The accompanying notes are an integral part of the financial statements			

For A J S R & ASSOCIATES

Chartered Accountants

FRN: 020681C

CA. Mohit Agarwal

Chartered Accountant

UDIN: 24084068KFPJM8716

Partner

M.No. 408406

Place, Dimapur

(DIRECTOR)

Director

Community Educational Centre Society
 Dimapur : Nagaland

COMMUNITY EDUCATIONAL CENTRE SOCIETY
GRACE COLONY, NAGARJAN, DIMAPUR-797112 : NAGALAND
Balance Sheet as at 31st March 2024

(Amounts in Rs)

	Particulars	Note No	31-03-2024	31-03-2023
I	EQUITY AND LIABILITIES			
1	General Funds			
a	General Fund	1	10,75,30,032	11,34,91,210
2	Non-current liabilities			
a	Long-term borrowings		-	-
b	Deferred tax liabilities (Net)		-	-
c	Other long-term liabilities		-	-
d	Long-term provisions		-	-
3	Current liabilities			
a	Short-term borrowings	2	-	7,74,846
b	Trade payables		-	-
	-Dues of MSME		-	-
	-Dues of others		-	-
c	Other current liabilities	3	5,000	-
d	Short-term provisions		-	-
	Total		10,75,35,032	11,42,66,056
II	ASSETS			
1	Non-current assets			
a	Property, Plant and Equipment and Intangible Assets			
i.	Property, Plant and Equipment	4	10,32,58,192	10,94,55,511
ii.	Intangible assets		-	-
iii.	Capital work in progress		-	-
iv.	Intangible asset under development		-	-
b	Non-current investments		-	-
c	Deferred tax assets (Net)		-	-
d	Long Term Loans and Advances		-	-
e	Other non-current assets		-	-
2	Current assets			
a	Current investments		-	-
b	Inventories		-	-
c	Trade receivables		-	-
d	Cash and bank balances	5	42,76,840	48,10,545
e	Short Term Loans and Advances		-	-
f	Other current assets		-	-
	Total		10,75,35,032	11,42,66,056
	Summary of significant accounting policies			
	The accompanying notes are an integral part of the financial statements			

For A J S R & ASSOCIATES
Chartered Accountants

FBN: 020881C

CA. Mohit Agarwal

UDIN: 24408406BKFPJM8716
Partner

M.No: 408406

Place: Dimapur




(DIRECTOR)

Director
Community Educational Centre Society
Dimapur : Nagaland



NAGALAND BAMBOO RESOURCE CENTRE

NAGALAND AND BAMBOO DEVELOPMENT



LAND SOURCE RE

DEVELOPMENT AGENCY





GOVERNMENT OF NAGALAND
DEPARTMENT OF SOCIAL WELFARE



PRADHAN MANTRI
POSHAN SHAKTI NIRMAN
(PM POSHAN)



NATIONAL BANK FOR
AGRICULTURE AND RURAL DEVELOPMENT



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