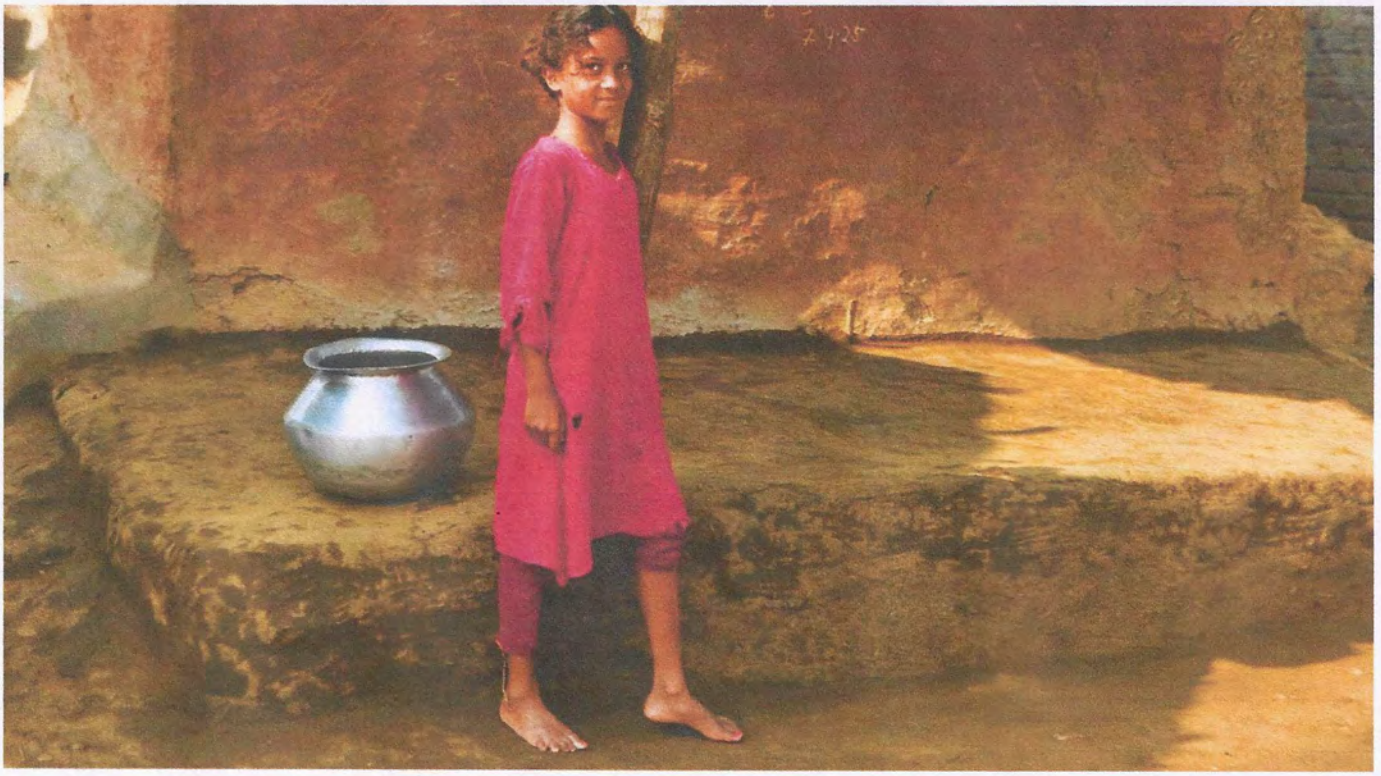


ANNUAL REPORT
2025–2026

Centre for Environmental and Socio-Economic Regeneration (CESR)

Empowering communities • Sustaining environments

About this report

Reporting period: 1 April 2025 – 31 March 2026

This Annual Report presents the work of the Centre for Environmental and Socio-Economic Regeneration (CESR) during 2025–26. Founded in 1990 and registered in 1993 under the West Bengal Societies Registration Act, CESR has worked with tribal, rural and other marginalised communities, with a focus on linking social development with the responsible use and management of natural resources.

The report brings together the three programmes that were active during the year:

- **Aqua Resilience: Sustainable Water & Climate Action** — focusing on water security, climate resilience and sustainable livelihoods in tribal communities of Bandwan, Purulia.
- **Girl Child Education Programme** — implemented in partnership with IIMPACT, supporting the education of girls and the wider learning environment around them.
- **eVidyaloka Digital Classroom Programme** — providing live digital learning support in rural government schools.

How the Report has been Prepared

The report has been prepared using programme records, annual and progress reports, field observations, monitoring information and financial records maintained during the reporting period. The programme sections present activities and achievements based on the records available for 2025–26.

CESR has also tried to present the practical realities of implementation, including situations where activities had to be adjusted because of field conditions, availability of resources or other operational factors. Where the available records do not provide sufficient evidence to establish a longer-term outcome or impact, the report does not present it as a confirmed result.

The financial information relating to foreign contribution for 2025–26 has been examined and audited by **Sambhu N. De & Co., Chartered Accountants**. The auditor's report covers the financial statements for the year ended 31 March 2026 and reports that they give a true and fair view of CESR's financial position and performance.



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1. Secretary's Note

Dear friends, partners and colleagues,

Looking back at 2025–26, I feel that CESR's work this year was ultimately about something very simple: helping people find better possibilities within the realities of their own lives.

In Bandwan, Aqua Resilience addressed the everyday struggle for water and the growing uncertainty created by climate and changing weather. In our Girl Child Education Programme with IIMPACT, we worked with girls, mothers and teachers because a girl's education is shaped not only by what happens in the classroom, but also by what happens around her. Through eVidyaloka, children in rural government schools gained access to Mathematics, English and Science through digital classrooms, while CESR's field teams ensured that technology remained connected to the realities of the school.

What gives us encouragement is seeing small changes taking root—communities taking greater responsibility for water resources, girls becoming more confident in learning, mothers returning to literacy, and field teams finding ways to keep classes going when circumstances are difficult. At the same time, the year reminded us that meaningful change takes patience. Attendance, connectivity, field conditions and evidence of learning remain areas where we need to do better.

For CESR, development is therefore not about delivering a project and moving on. It is about listening to people, adapting to the ground reality and helping communities build confidence and systems that can continue. I am grateful to the communities, children, mothers, teachers and field teams who make this work possible, and to MetLife Foundation, CAF America, IIMPACT, Indus Towers, J.B. Chemicals & Pharmaceutical Ltd., IIMPACT Australia and eVidyaloka Trust for their continued partnership and trust.

The work continues—with humility, with learning, and with the belief that even small changes can make a lasting difference in people's lives.

With regards,

Debasis Panda
Secretary, CESR



2. CESR at a Glance

During 2025–26, CESR's active programme portfolio combined community-based education, digital learning, water security and climate resilience.

3	Current programmes
64	IIMPACT Learning Centres
1,877	Girls enrolled (6–14 years)
1,650	Mothers enrolled in Mother Literacy
10	eVidyaloka school centres
1,053	Students enrolled at programme start
2,013	eVidyaloka classes conducted
80	Aqua Resilience tribal villages
~45,000	Indicative Aqua Resilience community reach
5	Year-1 solar water points operational
5	Year-1 Rainwater Harvesting Ponds operational
5	Year-1 solar drip systems completed by Mar 2026
1,050	Agroforestry saplings planted in Year 1



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3. WHO WE ARE

CESR was founded in 1990 by a group of young social work professionals with experience in agriculture, horticulture, social work, health, education, women and child development, and management. The organisation was registered in 1993 under the West Bengal Societies' Registration Act.

Our early work grew out of concerns about deforestation, soil erosion, migration, poverty and weakening community institutions in the tribal belt of south-western West Bengal.

Over time, CESR moved from broad community development work to focused, project-based programmes while retaining a field-oriented and people-centred approach. Today, our work continues at the intersection of environmental protection and socio-economic development.

CESR AT A GLANCE

1990 Founded

1993 Registered under the West Bengal Societies' Registration Act

6 Districts in the broader operational footprint

3 Programmes reported in 2025–26

Purulia Principal programme geography in 2025–26

VISION

Social empowerment and economic development of tribal, backward and marginalised communities, together with protection of the environment through responsible use and management of natural resources.

MISSION

To create an enabling environment in which disadvantaged and marginalised people can participate in development processes with equity, while restoring and sustaining the productive natural resource base.

HOW CESR WORKS

Listen first
Start with local conditions, community priorities and the practical problems people face.

Build with communities
Work with community groups and local institutions so decisions, skills and assets are not dependent on CESR alone.

Connect with public systems
Use government schemes, departments and local institutions where they can extend the value of an intervention.

Learn from the field
Combine implementation with documentation, monitoring and reflection so field experience informs the next cycle.

WHERE WE WORK



2025–26 PROGRAMME LOCATIONS

(Within Purulia District)

Aqua Resilience
Location: Bandwan Block
Focus: Water security, climate resilience and sustainable livelihoods.

Girl Child Education (with IIMPACT)
Location: Purulia-I & Bandwan Blocks
Focus: Girls' education, mother literacy and a stronger learning environment.

eVidyaloka Digital Classroom
Location: 10 government school centres
Focus: Live digital subject teaching support in Mathematics, English and Science.

FOCUS AREAS

Focus area	What CESR works on
Natural Resource Management	Water resource development and management, soil and moisture conservation, afforestation and climate resilience.
Education	Girl child education, foundational learning, mother literacy and digital learning support in government schools.
Women & Community Development	Women's empowerment, community participation, literacy and strengthening local community institutions.
Livelihoods	Capacity building, skill development, sustainable livelihood opportunities and appropriate technology.
Health & Nutrition	Community health awareness, nutrition, adolescent health and preventive health practices.
WASH	Water, sanitation and hygiene promotion, safe water practices and community awareness.
Institution Building & Convergence	Working with community groups, Panchayats and government departments to strengthen local ownership and sustain results.

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4. 2025–26: THE YEAR IN REVIEW

CESR entered 2025–26 with three (03) active programme streams. They look different on paper, but they share a common implementation logic: work in underserved rural locations, use local field teams, maintain relationships with schools and community institutions, and adjust activities when local conditions make the original plan impractical.

THREE PROGRAMMES

3 active programme streams

Environment • Education • Community development

01 **Aqua Resilience**
02 **Girl Child Education**
03 **eVidyaloka**

THREE PROGRAMMES, THREE IMMEDIATE NEEDS

Programme	Where	Primary focus	Key 2025–26 figures
Aqua Resilience	Bandwan Block, Purulia, West Bengal	Water security, climate resilience and livelihoods	80 villages; 5 Year-1 solar water points; 5 rainwater harvesting ponds; 5 Year-1 drip systems completed by Mar 2026
Girl Child Education	Purulia-I & Bandwan Blocks, Purulia, West Bengal	Foundational learning, life skills, girls' continued education and mother literacy	64 LCs; 1,877 girls; 1,650 mothers
eVidyaloka	Rural government schools in Purulia, West Bengal	Live digital classes in Mathematics, English and Science	10 centres; 1,053 enrolled; 2,013 classes conducted

A YEAR OF ADJUSTMENTS

The annual picture is stronger when the interruptions are included. Aqua Resilience faced heavy monsoon, hard rocky terrain, election-related restrictions and a severe heatwave. The Girl Child Education programme expanded its work to mothers through a 90-day literacy and numeracy programme. eVidyaloka used offline classes as a practical continuity mechanism when volunteer teachers were unavailable, while two school centres were replaced because of sponsor funding requirements.



Implementation lesson: plans matter, but field conditions determine how they are carried out.

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PROGRAMME 1

AQUA RESILIENCE

Sustainable Water & Climate Action

Supported by MetLife Foundation through CAF America

Implemented by CESR | Bandwan Block, Purulia
January 2025 – December 2026



10	10	10	10,000	80	~45,000
Solar water points programme target	**Rainwater harvesting ponds** programme target	**Solar-powered drip systems** programme target	**Saplings** programme target	**Tribal villages** indicative reach	**Community members** indicative reach

WHY THE PROGRAMME WAS NEEDED

In the selected tribal villages of Bandwan, water scarcity affects more than drinking water. It affects bathing, livestock, cultivation and the ability of families to make productive use of land.

The programme is built around four connected ideas: reliable drinking water, water storage, efficient irrigation and ecological restoration.

WATER • STORAGE • IRRIGATION • ECOLOGY

- Operational Gram Panchayats: Dhadka, Kumra, Kunchia and Kuilapal.
- Indicative programme reach: 80 tribal villages and approximately 45,000 community members.
- Overall programme components: 10 solar-powered water points; 10 rainwater harvesting ponds; 10 solar-powered drip irrigation systems; 10,000 saplings; 20 community capacity-building activities; and 160 regular follow-up meetings.
- Community management: Water User Committees / village water institutions are expected to maintain records, savings and local oversight of the water assets.

THE PROGRAMME LOGIC

Water security is treated as an interconnected resilience system: solar-powered access supports safe water; ponds increase storage; drip irrigation makes water use more efficient; and agroforestry restores productive landscapes. Community institutions are designed to carry the assets beyond construction.

PROGRESS AT 31 MARCH 2026

SOLAR WATER POINTS	HARVESTING PONDS	SOLAR DRIP	AGROFORESTRY
7 / 10	8 / 10	3 / 10	1,050
5 completed + 2 in deep-boring / ground-work phase	8 locations completed	3 locations completed	saplings planted

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FIELD EVIDENCE

Water infrastructure on the ground

7 solar water points documented in the current phase; 8 rainwater-harvesting ponds completed by March 2026.

7 SOLAR-POWERED WATER POINTS

5 completed and operational • 2 in deep-boring / ground-work phase



Pachapani • completed



Barakhula • completed



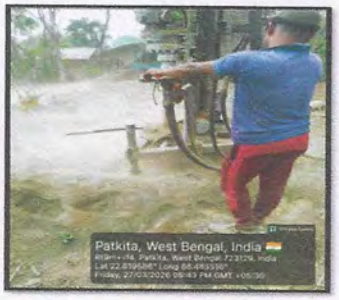
Barokarmo • completed



Sursinga • completed



Ledhasal • completed



Patkita • deep-boring / ground work



Rajgram • deep-boring / ground work

STATUS NOTE

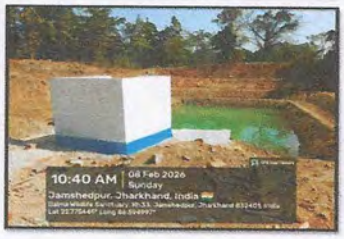
Programme target: 10 solar water points. By March 2026, seven sites had been taken forward—five completed and two at deep-boring / ground-work stage.

8 RAINWATER HARVESTING PONDS

Field evidence across Kuirapara, Pachapani, Kendbani, Dhabani, Lotojharna, Amghutu, Kantagora and Amgora.



Kuirapara



Pachapani



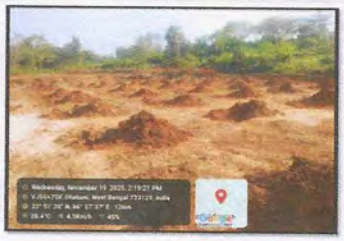
Kendbani



Dhabani



Lotojharna



Amghutu



Kantagora



Amgora

WHY THE PONDS MATTER

The ponds create local water storage and retention capacity and are directly linked with irrigation use. Their readiness also enables the solar-powered drip systems installed in the agriculture component.

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RESULTS

What was achieved during the year

Achievement status updated to March 2026, while retaining the reporting cut-offs used in the programme records.

COMPONENT	YEAR ACHIEVEMENT (UP TO MARCH 2026)	WHAT IT MEANS IN PRACTICE
Solar-powered water points	**7 sites initiated: 5 fully completed; 2 in deep boring / ground-work phase.**	Each completed unit has 2,000-litre storage. Water samples from the five completed Year-1 points were tested at the Bandwan WTP Sub-District Water Testing Laboratory and reported permissible for drinking.
Rainwater harvesting ponds	**8 ponds completed.**	Ponds strengthen local water storage and retention and support irrigation, livestock and fisheries. Additional work was affected by hard rocky terrain and election-related restrictions.
Solar-powered drip irrigation	**3 systems installed: Lotojharna, Kendbani and Dhabani.**	All three pending systems were installed along existing rainwater-harvesting ponds, creating a direct linkage between water storage and efficient agricultural use.
Agroforestry	**1,050 saplings planted.**	Plantation was intentionally slowed/paused during extreme heat and drought conditions. In Q1 2026, 519 pits were prepared across six pond sites for the next suitable plantation window.
Community training	**7 community-level trainings completed by 9 Dec 2025.**	231 participants. Topics included solar O&M, water safety, pond management, agroforestry and drip use.
Follow-up meetings	**80 quarterly follow-up meetings conducted by 9 Dec 2025.**	Regular engagement continued with Water User Committees and community members.

REPORTING NOTE

Aqua Resilience figures draw on the 2025 progress update and the Jan–Mar 2026 Q1 report. Where the two reports use different cut-off dates, the cut-off is stated rather than merged into a single unsupported number.

FROM ASSET DELIVERY TO RESILIENCE

The programme is moving beyond construction toward local management: WUC meetings are recorded in resolution books, dedicated bank accounts have been opened for newly formed committees, and community savings and maintenance mechanisms have been initiated.

FIELD EVIDENCE BEHIND THE NUMBERS



VISIBILITY & ACCOUNTABILITY

Display boards at solar water points

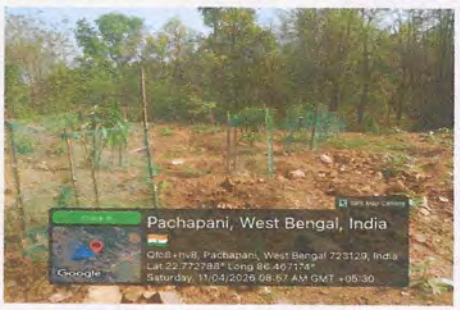
Programme information and asset details are displayed at solar water points, supporting visibility and local accountability.



COMMUNITY PARTICIPATION

WUC / community engagement

Community involvement is central to operation, oversight and continued use of the water assets created through the programme.



CLIMATE-SENSITIVE PLANNING

Ground preparation for plantation

Land and pits were prepared ahead of plantation, allowing restoration work to follow a more suitable climatic window.

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SUSTAINABILITY

From water assets to community resilience

Ownership, convergence, climate adaptation and the next implementation window.

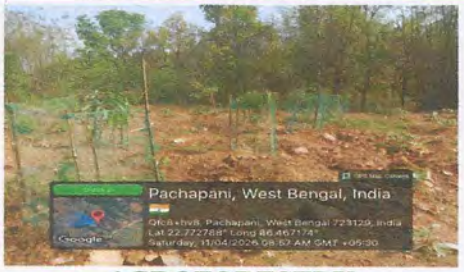


DRIP IRRIGATION

3 systems installed

Lotojharna • Kendbani • Dhabani

Installed along existing ponds, linking water storage with efficient agricultural use.



AGROFORESTRY

1,050 saplings planted

Community-led landscape restoration

Plantation was paced around climate conditions; 519 pits were prepared at six pond sites for the next suitable window.



WATER USER COMMITTEES

Community ownership

Records • savings • maintenance

WUCs are increasingly positioned as the local institutions for oversight, operation and long-term sustainability.

GOVERNMENT CONVERGENCE

The Agriculture Department, Government of West Bengal, was engaged as a training and convergence partner. Beneficiaries were guided to apply for pipeline systems, sprinklers and irrigation support under government schemes. Fishery Extension Officers also supported training around fishery integration in completed ponds.

This creates a pathway from project-funded water assets toward wider livelihood infrastructure through public schemes.

ADAPTING TO FIELD REALITIES

Heavy monsoon delayed pond excavation and masonry. In early 2026, temperatures around 42°C and drought conditions made immediate plantation risky because of likely sapling mortality.

CESR prepared land and pits and shifted plantation to a more suitable window—an implementation choice that prioritises survival and long-term impact over calendar-driven completion.

THE YEAR AHEAD

Complete remaining solar water point construction and testing; complete remaining rainwater-harvesting pond works; continue installation and use of solar-powered drip irrigation systems; resume agroforestry plantation in a climatically suitable window; restart full capacity-building sessions with relevant government departments; and continue quarterly community follow-up while strengthening maintenance arrangements.

FROM WATER SECURITY TO CLIMATE RESILIENCE

The programme is building practical assets while strengthening the institutions, skills and convergence pathways needed to sustain them.



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A Pond, A Promise: Where Dust Turns into Dreams in Aamghutu

Avijit Paul, Project Coordinator, CESR March | 05, 2026

On the terraced edge of a newly carved pond in Aamghutu, an adolescent girl stands steady, a toddler boy resting on her lap. She is not his mother. She is his sister — still a child herself, yet already carrying responsibilities larger than her years.

Around her, the earth is freshly cut. The rainwater harvesting pond is nearly complete. The water collected at the base is still muddy, the embankments raw, the soil loose and golden under the Purulia sun. But what fills this space more than water is anticipation.

Aamghutu village under Patkita Samsad — a fully tribal settlement of nearly 100 households in Dhadka Gram Panchayat, Bandwan block — sits on the rugged stretch once part of the Chotonagpur plateau, close to the Jharkhand border. Drought defines the agricultural calendar here. One crop is often the only certainty. In summer, the old water sources shrink into shallow, soiled pits. From children aged eight to elders of eighty, everyone has walked distances for a bath. In peak scarcity, muddy water becomes the only option.

The new pond changes that equation.

Supported by the MetLife Foundation, USA, and implemented by the Purulia-based NGO Centre for Environmental and Socio-Economic Regeneration (CESR), the initiative is designed as more than a water body. It is a recharge structure. A domestic water support system. A potential irrigation source. Plans include a solar-powered submersible for safe drinking water, small-scale drip irrigation for adjacent paddy fields, and agroforestry plantations to restore ecological balance around the embankment.

Yet infrastructure alone does not explain the scene unfolding here.

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A tribal youth squats at the edge of the pond, looking into the shallow water as if reading his own future. The adjacent patch of paddy land lies within sight. In his silence, there is calculation — perhaps a second crop, perhaps reduced migration, perhaps stability. The pond is still incomplete, but in his mind irrigation channels are already flowing.

Not far away, two children run along the dusty slope. Each footstep lifts clouds of fine soil into the air. They chase one another, laughing, as if celebrating an early Holi — not of colors, but of possibility. For them, the pond is not a technical intervention; it is a playground, a swimming place for ducklings, a daily bath without a long walk, a future they can touch.

And the adolescent girl holding her brother? Her presence reflects another quiet reality. In 2026, even the most marginalized households — tribal or non-tribal — may possess smartphones. Connectivity has arrived. But social pressure travels deeper than networks. In many such communities, unless a woman gives birth to a boy child, she remains under pressure to conceive again and again. Development, therefore, is not only about water and crops; it is also about dignity, gender equity and freedom from silent expectations.



Across India, countless organizations build ponds, install pumps and promote irrigation. There may be nothing technically novel in this model. But what stands out in Aamghutu is the visible, unfiltered joy that surrounds a nearly finished structure of soil and rain.

The pond is at 90 percent completion. Yet it has already begun to recharge more than groundwater. It is recharging confidence. It is reducing vulnerability. It is offering the first practical step toward multi-cropping in a drought-prone belt. It is promising safer bathing, better hygiene, and a cushion against seasonal distress.

Development is often measured in reports and rankings. But in Aamghutu, its measurement is simpler: In the steady grip of a sister protecting her brother; In the silent calculation of a young farmer dreaming of irrigation; In the dust rising under children's feet — a celebration of water before it even fills the pond.



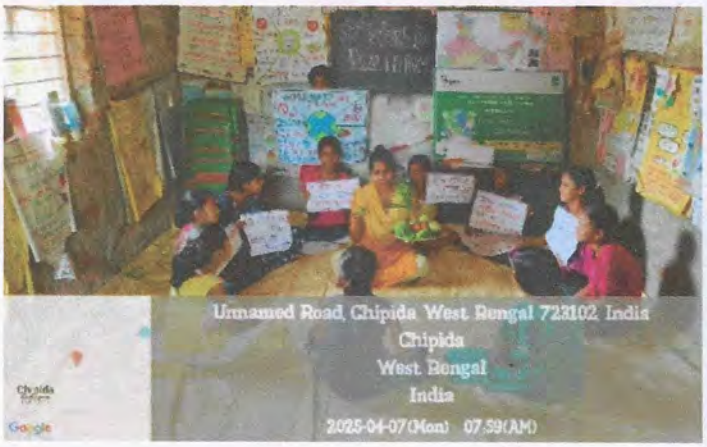
A small initiative, a wide ripple and in that muddy basin of harvested rain, a village beginning to see itself differently.

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PROGRAMME 2 • EDUCATION, AGENCY & OPPORTUNITY

Girl Child Education

Learning that keeps girls connected to school — and communities connected to their futures



Learning-centre classroom engagement

THE PROGRAMME

In 2025–26, CESR and IIMPACT operated 64 community-based Learning Centres across Purulia-I and Bandwan, supporting girls aged 6–14 in rural and tribal communities.

The model combines foundational learning with participation, life skills, exposure, community engagement and a stronger home learning environment.

64
Active Learning Centres

1,877
Girls enrolled • 6–14 years

1,650
Mothers enrolled • literacy

A local learning ecosystem

The programme responds to barriers that can interrupt girls' education — poverty, remote geography, limited learning support at home and the risk of discontinuing education. Learning Centres provide a nearby, supportive space where girls can strengthen foundational skills, participate confidently and remain connected with formal schooling.

FOUNDATIONAL LEARNING

Joyful, activity-based learning with focused support in literacy, numeracy and English.

HOLISTIC DEVELOPMENT

Life skills, health, nutrition, environment, child rights, gender and digital literacy.

FAMILY ENGAGEMENT

Mother Literacy strengthens the learning environment around girls at home.

COMMUNITY CONNECTION

Observances, sports, cultural activities and local participation make learning visible and meaningful.

PARTNERSHIP FOOTPRINT

Indus Towers supported 55 Learning Centres; J.B. Chemicals & Pharmaceutical Ltd. supported 8; and IIMPACT Australia supported 1 — together forming the 64-centre programme across Purulia district.

KEEP GIRLS LEARNING
Reduce learning gaps and support continuity in education.

BUILD CONFIDENCE
Develop communication, life skills, participation and agency.

STRENGTHEN THE ECOSYSTEM
Connect teachers, families, communities and formal schools around girls.

Why local learning centres matter

ACCESS

A nearby centre reduces the practical distance between a girl and regular learning support in remote rural and tribal communities.

CONTINUITY

Regular teacher contact, learning materials, supervision and family engagement create continuity around the child rather than relying on a single classroom experience.

ASPIRATION

As girls gain skills and confidence, the programme creates space for participation, achievement and future educational aspirations.

The programme is therefore structured as an ecosystem: the Learning Centre supports the girl, teachers support the learning process, mothers strengthen the home environment, and community activities widen the spaces in which girls can practise confidence and agency.

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IMPLEMENTATION MODEL

From classroom practice to stronger learning

A local delivery system links teacher support, learning materials, family engagement and exposure beyond routine lessons.

ACADEMIC SUPERVISION & QUALITY CONTROL

Monthly Study Circles

Teachers discuss classroom challenges, refine teaching-learning materials and strengthen English literacy.

Quarterly Teachers' Training

Four quarterly cycles focused on life skills, session planning, Logical Framework Analysis and online assessments.

Learning materials

Notebooks, stationery, Jodo Gyan, Agastya Science Kits, Fraction Kits and Flash Cards supported classroom learning.

Field supervision

Six Project Supervisors and one Project Coordinator supported pedagogy, curriculum delivery and student assessment.





Learning-centre and teacher-supported activities

Mother Literacy: bringing the home into the learning journey



Mother Literacy session

A significant expansion in 2025–26

Launched on 21 November 2025 with support from Indus Towers, the 90-day Mother Literacy Programme reached 1,650 mothers across 55 Learning Centres — approximately 30 mothers per centre.

The programme focused on foundational literacy and numeracy, with practical aims of helping mothers engage more confidently with their children's education and strengthen family-level learning support.

2025–26 implementation highlights

SARTHI
10–12 Sept
MGML, FLN, gender sensitization and field monitoring.

PRATHAM
10 Feb
Orientation on government-partnered vocational skill programmes.

IIMPACT VISIT
29 May
Five centres visited; girls' progress and learning reviewed.

POSHAN MAAH
Sept
Nutrition, anaemia prevention, growth monitoring and learning.

Additional implementation support included a one-month EFLU Hyderabad academic internship focused on rural/tribal community engagement, teaching methods and Learning Centre observation.

4	90 days	55	6 + 1
Teacher-training cycles	Mother Literacy curriculum	Centres with Mother Literacy	Project Supervisors + Coordinator

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Girls learning, participating and achieving

Academic progress is one part of the story. Sports, observances, communication, health awareness and community participation also create opportunities for confidence and agency.



National Girl Child Day



Girl-led awareness activity



World Environment Day



Children's Day

Selected student achievements

AREA	STUDENT	RECORDED ACHIEVEMENT
ACADEMICS	**Barnali Mahato**	1st rank (62%) among 45 girls in WBBSE Class 10 Board Examination.
ACADEMICS	**Sudipta Mahato / Trishna Mahato**	2nd position in the Nikhil Banga Medha Anwesha Talent Examination.
ACADEMICS	**Abha Mahato**	2nd rank in Class 6 final examination among 125 students at Garaphushara High School.
ACADEMICS	**Arohi Mandal**	Ranked 17th out of 300 students in entrance for Vivekananda Siksha Niketan.
ACADEMICS	**Anjali Mahato**	3rd rank in Nikhil Banga Medha Utkarsha Abhiyaan exam across No-1 Chakra.
ACADEMICS	**Kanika Tudu**	Cleared admission entrance test for Class 7 in Town Model School.
ACADEMICS	**Kajal Gorain / Sampa Gorain**	Secured Grade "B" in the Nikhilbanga Medha Anwesha Talent Search Examination.
SPORTS	**Bristi Manki**	1st rank in 200m run across 10 schools and champion at Akil Dahar Youth Club meet.
SPORTS	**Laxmi Mahato**	1st rank in both 100m and 200m sprints at Purulia-I Block Meet.
SPORTS	**Manisha Das**	1st in Long Jump and 3rd in 100m sprint at Bandwan Block Sports.

Participation as a learning outcome

Activities reported during the year included World Health Day, Mother's Day, World Environment Day, Anti-Child Labour Day, International Yoga Day, Independence Day, Teachers' Day, Gandhi Jayanti, Children's Day, National Girl Child Day, Republic Day and International Women's Day. These occasions gave girls and mothers spaces to discuss health, nutrition, environment, child rights, gender and civic values beyond routine classroom sessions.

A BROADER DEFINITION OF LEARNING	Health awareness • environmental responsibility • gender equality • child rights • confidence • communication • digital literacy • sports

WHAT THE EVIDENCE SHOWS

The recorded achievements and participation examples indicate that the Learning Centres are functioning as spaces where girls can practise skills, receive encouragement, compete, communicate and remain connected to wider educational opportunities. The evidence is illustrative rather than a claim that the programme alone caused every individual outcome.

Centre for Environmental and Socio-Economic Regeneration
CESR
127/1A, Hazra Road, Kolkata-26

HUMAN STORY • TEACHER TRANSFORMATION

Purnima Mahato

From a rural housewife to a community resource person

Purnima Mahato, 30, from Mayradih village, represents a different dimension of girl child education: the transformation of the local adults who make learning possible. Her journey shows how a community learning centre can also become an opportunity for a rural woman to rebuild her own professional aspirations.

THE STARTING POINT

After completing higher secondary education, Purnima married Shankar Chandra Mahato. With her husband's support and her own determination, she completed graduation, an M.A. and a B.Ed. Yet after marriage, daily household responsibilities and social expectations narrowed the space available for her professional ambitions. She continued to read newspapers, magazines and pamphlets, keeping alive her interest in learning.

A LOCAL OPPORTUNITY

When she came across a notification about CESR's recruitment of teachers for study centres for rural girls, she decided to apply. She qualified and joined the CESR–IIMPACT Learning Centre at Penrra in February 2020. The work required her to travel to the centre every morning and to navigate initial hesitation and village-level social taboos.





What changed through the learning-centre journey

PEDAGOGY

CESR–IIMPACT training and exposure to teaching-learning materials, Agastya kits and Jodo Gyan tools helped her create a more joyful learning environment.

CONTINUED LEARNING

Her commitment to self-learning continued alongside teaching. She completed her M.A. and cleared the Primary TET (2022) and Bihar STET (Paper I & II).

PROFESSIONAL TRAJECTORY

She now serves as a Community Resource Person for Experience Promotion (CRP-EP) under the Government of West Bengal's Anandadhara programme, extending her community-facing role beyond the Learning Centre.

Why this story matters

Purnima's trajectory suggests a reinforcing cycle: a local woman becomes a teacher; teaching strengthens her own confidence and professional identity; continued learning opens new opportunities; and her experience now enables her to work with rural women and communities in a wider government programme. The story therefore extends the idea of "girl child education" beyond the learner alone — toward the people and institutions that shape the learning environment around girls.

EVIDENCE OF PATHWAY

Local opportunity → teaching experience → continued study → professional qualification → wider community-facing role.

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HUMAN STORY • CHILD TRANSFORMATION

Payel Sing

From a remote village learning centre to Class 7 — "A Forest Girl's Journey"



THE CONTEXT

Payel Sing (12) is from Tasgram village in Bandwan block, Purulia. The village is home to Bhumij and Karmakar communities and around 700 people across nearly 100 families. Many households depend on cultivation, migrant labour, carpentry, masonry, brick-kiln work, animal rearing and collection of forest produce. Remote geography and household economic pressures shape children's everyday lives.

Payel joined the Laupal Learning Centre in 2021. Before school, she routinely woke at around 4 a.m. to help with cooking, collecting firewood and other domestic responsibilities.

The transition from shyness to confidence

When Payel first joined the Learning Centre, she was described as shy. Through joyful, multi-grade, multi-level (MGML) teaching, she gradually became more confident in learning and participation. She developed stronger fluency in Bengali reading, overcame her fear of English and strengthened her mathematics, including work with BODMAS equations. Her progress was not limited to academic skills: she became comfortable around peers and younger children and was known for her calm, kind and respectful behaviour.

2021	LEARNING	TRANSITION	TODAY
Joined Laupal Learning Centre.	Built confidence in Bengali, English and mathematics through joyful MGML practice.	After Class 4, entered Kuilapal Subal Singh High School, about 3 km away.	Now in Class 7; travels by bicycle and aspires to become a teacher.

A FUTURE SHE CAN IMAGINE

Payel's stated ambition is to become a teacher. She wants to share what she learns with other underprivileged children who, like her, have faced hardship. Her story therefore moves from access, to confidence, to formal-school transition, and finally to an aspiration to support others.



LOOKING AHEAD — 2026–27

Deepen foundational literacy and numeracy across all 64 centres; strengthen English speaking and learning; reinforce community management and parent engagement; build resource pools through capacity building and life-skills initiatives; and continue teacher and child development work.

EVIDENCE NOTE

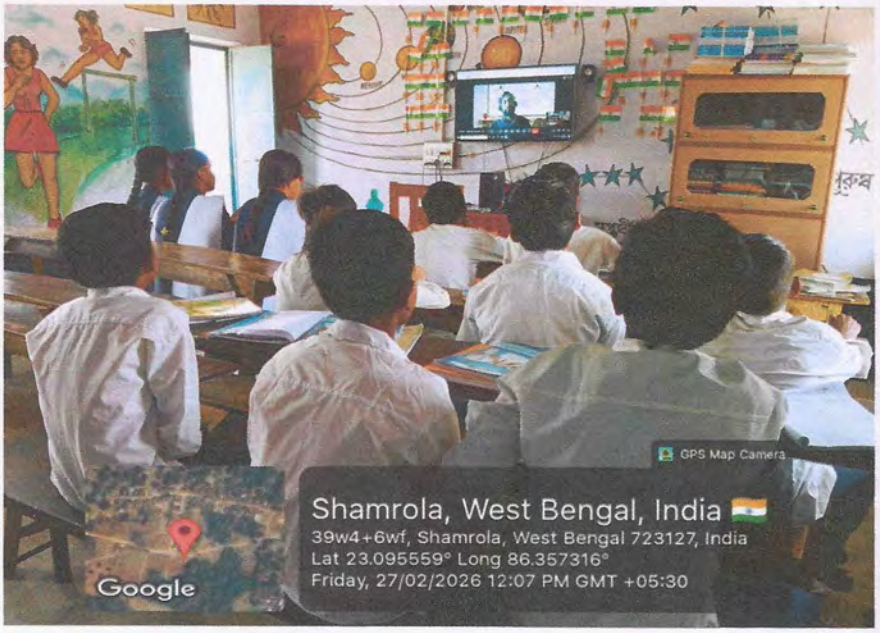
These are programme stories drawn from CESR–IIMPACT documentation. They demonstrate plausible pathways of change but should not be read as proof that the intervention alone caused every later outcome.

Centre for Environmental and Socio-Economic Regeneration 727/1A, Hazra Road, Kolkata-26 CESR

PROGRAMME 3 • DIGITAL LEARNING & RURAL SCHOOL SUPPORT

eVidyaloka Digital Classroom

CESR–eVidyaloka Digital Classroom Programme | Purulia district



10
SCHOOL CENTRES

1,053
STUDENTS ENROLLED

2,013
CLASSES CONDUCTED

~60%
AVERAGE ATTENDANCE

Live digital instruction in Mathematics, English and Science for Grades 5–8, combining remote volunteer teachers with a Class Assistant physically present in each school classroom.

HOW THE PARTNERSHIP WORKS

The programme model

eVidyaloka Trust	CESR — local implementation
Volunteer teachers • scheduling • content • platform management • programme data	Classrooms & utilities • school coordination • child safety • field facilitation • monthly visits

Each centre is supported by one Class Assistant, while a Field Coordinator oversees the network, infrastructure upkeep, school coordination and reporting.

FIELD CONTEXT

Why this model matters

The programme is designed for rural government schools where access to subject-specialist instruction can be limited. The digital classroom setup combines computer/laptop, display, webcam with microphone, internet connectivity and power backup with an on-site adult who facilitates the session and maintains the classroom environment.

The result is a blended delivery model: specialist instruction can happen remotely, while local facilitation keeps the classroom connected to the school's everyday system.

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IMPLEMENTATION, FIELD TEAM & COVERAGE

A local delivery system behind the screen

Technology connects the classroom to volunteer teachers; CESR's field team makes that connection usable in the daily school environment.

How the classroom operates

01 — REMOTE TEACHER
Live volunteer-led instruction via Google Meet.

02 — ON-SITE FACILITATOR
Class Assistant supports students in person.

03 — CLASSROOM SET-UP
Device, display, webcam, internet and power backup.

04 — FIELD OVERSIGHT
CESR coordinates schools, infrastructure and records.

Sessions were scheduled during official school hours, typically 11 am–3 pm on working days, with a target of 2–4 hours of online instruction per day per centre, excluding approved holidays and examination periods.

Centre-wise enrolment & coverage

At programme start, 1,053 students were enrolled across 10 participating centres. The centre list below reflects the March–December 2025 reporting period.

SCHOOL CENTRE	STUDENTS	STATUS (MAR–DEC 2025)
Bongabari JHS	41	Active throughout
Chakirbon HS	153	Active throughout
Dumdumi JHS	59	Active throughout
Ghagharjori JHS	178	Active Mar–Nov; discontinued Dec
Hensla JHS	87	Active throughout
Petadih JHS	61	Active throughout
Podlara JHS	169	Active throughout
Rudra JHS	103	Active Mar–Nov; discontinued Dec
Shyamrola JHS	117	Active throughout
Tamna JHS	85	Active throughout

Total student enrolment at programme start: 1,053.



CESR's field layer

The field team comprised 10 Class Assistants — one at each active centre — supported by one Field Coordinator. Class Assistants facilitated online sessions, maintained attendance and enrolment records, conducted offline classes when needed and supported classroom discipline.

Field evidence: school-level coordination visit at Bongabari.

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PROGRAMME PERFORMANCE & DELIVERY DATA

Delivery at scale — with continuity built in

The reporting period shows strong class continuity even when volunteer availability or infrastructure created disruptions.

What was delivered

2,103	2,013	1,674	339
CLASSES SCHEDULED	CLASSES CONDUCTED	ONLINE CLASSES	OFFLINE CLASSES
planned sessions	online + offline	volunteer-led	Class Assistant-led

Delivery rate: approximately 95.7% of scheduled classes were conducted. Offline sessions accounted for roughly one in six classes delivered.

Programme delivery metrics

DELIVERY METRIC	COUNT	SHARE OF SCHEDULED
Total classes scheduled	2,103	—
Total classes conducted (online + offline)	2,013	~95.7%
Online — volunteer-led via Google Meet	1,674	~79.6%
Offline — Class Assistant-led	339	~16.1%
Classes cancelled	90	~4.3%

Average student attendance across the 10 centres was approximately 60%. The programme records note that centre-wise variance and root causes were not systematically disaggregated during this cycle.

THE CONTINUITY MECHANISM

When a volunteer teacher was unavailable, Class Assistants used pre-shared material to conduct offline sessions. This was not equivalent to the online specialist teaching model, but it prevented the classroom from simply becoming a cancelled session.

339 offline sessions • a practical stop-gap for continuity



Students participating in a classroom session.

December 2025 centre transition

Rudra JHS and Ghagharjori JHS were discontinued in December 2025, primarily because of sponsor funding requirements, with some minor supportive/logistical school-side issues also noted. To maintain the programme footprint, Jabarrah JHS and Sihali JHS were identified for onboarding during January–March 2026.

MATHEMATICS	ENGLISH	SCIENCE

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LEARNINGS, RECOMMENDATIONS & FIELD EVIDENCE

What worked — and what needs attention

The programme demonstrated operational resilience, while also making clear where stronger evidence systems, infrastructure investment and funding stability are needed.

WHAT WORKED

- More than 95% of scheduled classes were delivered when online and offline continuity sessions are considered together.
- The Class Assistant model provided a practical bridge between remote volunteer teachers and rural school classrooms.
- CESR's monthly centre visits and school coordination helped keep infrastructure and attendance records active.
- Mathematics, English and Science were delivered through live digital instruction rather than recorded content alone.

WHAT NEEDS ATTENTION

- Average attendance was approximately 60%; reasons for absence were not systematically disaggregated during this cycle.
- Power outages and internet connectivity gaps were the main infrastructure-related reasons for cancellations.
- The December discontinuation of two centres due to sponsor funding requirements highlights the risk of short-cycle funding commitments.
- Learning outcomes were not tracked with sufficient topic/syllabus completion data, and structured stakeholder feedback was limited.

Recommendations for the next cycle

#	FOCUS	NEXT STEP
01	TRACK	Introduce centre-wise attendance and completion-rate tracking, reviewed monthly by the Field Coordinator.
02	LISTEN	Establish a termly process for feedback/testimonials from students, Class Assistants, volunteer teachers and headmasters.
03	REINFORCE	Assess and address power-backup and connectivity gaps at centres with repeated cancellations.
04	STABILISE	Support smooth onboarding of Jabarrah JHS and Sihali JHS, including infrastructure setup, sensitisation and baseline enrolment.
05	SUSTAIN	Continue joint advocacy with eVidyaloka for longer-term sponsor commitments to reduce mid-year centre discontinuation risk.

PHOTOS

Field evidence: the people behind the platform





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8. WHAT THE THREE PROGRAMMES TELL US

Shared implementation lessons across water resilience, girl child education and digital learning



FIELD PRESENCE • COMMUNITY PARTICIPATION • LEARNING & ADAPTATION

Taken together, the three programmes show why CESR continues to work through local field teams and community relationships. The interventions are different, but the implementation challenges have a familiar shape: distance, infrastructure, seasonal livelihood pressures, institutional coordination and the need for community ownership.

1 LOCAL FACILITATION MATTERS

The Class Assistant in a digital classroom, the Learning Centre teacher and the Water User Committee all provide a local layer that a remote partner or project office cannot replace.

2 INFRASTRUCTURE IS ONLY THE STARTING POINT

A water point needs a committee, savings and maintenance. A digital classroom needs connectivity, power and school coordination. A learning centre needs teachers, materials and parent engagement.

3 ADAPTATION IS PART OF GOOD IMPLEMENTATION

The Aqua team delayed plantation because of extreme heat; eVidyaloka used offline classes during volunteer gaps. These are examples of adjusting delivery without abandoning the intended result.

4 EVIDENCE NEEDS TO IMPROVE

The programme teams record substantial activity data. The next step is to strengthen outcome evidence—especially learning progression, attendance drivers, asset use and longer-term livelihood effects.

5 GOVERNMENT CONVERGENCE INCREASES DURABILITY

Agriculture, Fisheries and local administration have already been involved in Aqua Resilience. The education programmes similarly depend on school systems and community institutions rather than operating as parallel structures.

CESR IMPLEMENTATION PRINCIPLE

Local presence + adaptive delivery + stronger evidence + institutional convergence = more durable outcomes

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CESR
127/1A Hazra Road, Kolkata-26

9. Partnerships and Collaboration

CESR's 2025–26 work was possible because programme responsibilities were shared with institutional partners. The partnerships were not identical: some provided financial support, some provided technical or volunteer systems, and some contributed institutional convergence.

Partner	Programme	Contribution
MetLife Foundation / CAF America	Aqua Resilience	Water security, climate resilience and sustainable livelihoods in Bandwan.
IIMPACT	Girl Child Education	Community-based learning for girls aged 6–14 and the wider learning ecosystem.
Indus Towers	Girl Child Education	Supported 55 Learning Centres and the Mother Literacy Programme.
J.B. Chemicals & Pharmaceutical Ltd.	Girl Child Education	Supported 8 Learning Centres.
IIMPACT Australia	Girl Child Education	Supported 1 Learning Centre.
eVidyaloka Trust	Digital Classroom	Volunteer-led live classes, content and digital classroom programme support.
Government departments and local institutions	Across programmes	Technical support, school coordination, water quality testing, agriculture/fisheries convergence and community-level implementation.

10. Governance, Compliance & Finance

Accountability, statutory standing and responsible financial stewardship

GOVERNANCE AT A GLANCE

CESR is a registered society under the West Bengal Societies' Registration Act. Its organisational profile records an Executive Committee comprising the Chairman, Secretary, Assistant Secretary, Treasurer and members.

GOVERNANCE

CESR's governance structure is anchored in its registered-society framework and an Executive Committee responsible for organisational oversight. For the published Annual Report, names and short biographies of the 2025–26 governing body should be reproduced only from the latest approved organisational record.

- **2025–26 Executive Committee list and short profiles.**

Sl No	Name of the EC Member	Address	Sex	Educational Qualification	Designation in the Executive Committee	Experience
1	Mr. Ajit Kumar Pati	West Wind, Block-I/7-C 78 Raja S.C Mallick Road, Kolkata-84	M	MSW	Chairman	More than 49 years of experience in the field of rural, tribal development, training, research & women empowerment programme.
2	Mr.Debasis Panda	Chaibasa Road, Dulmi Down, P.O -Dulmi-Nadiha, Purulia 723102 W.B	M	MSW	Secretary	More than 40 years of experience in the field of rural, tribal, research, social/Agro-forestry, health, child and women development.
3	Mrs. Sikha Chatterjee Roy	Deshbandhu Road, Purulia 723101	F	M.A, B.Ed	Asst. Secretary	More than 45 years' experience in the field of education, child and women development programme in Govt and NGO sectors.
4	Mr. Sudhakar Ghosh	Kalyan P.O - Vivekananda Nagar, Dist-Purulia 723147	M	MSW	Treasurer	More than 42 years of experience in the field of rural, tribal development, training, research & women empowerment programme.
5	Mr. Dilip Kumar Patra	Vill+P.O - Bheduasole, via Indpur, Dist-Bankura	M	MSW	Member	More than 40 years of experience in the field of rural, tribal development, training, research & women empowerment programme.
6	Mrs. Pallabi Pani	2nd Floor, 2E, 3rd Block, Pragati Enclave, West Lake Road, Purulia 723101	F	M.A, MSW	Member	More than 16 years of experience in the field of education, tribal and minority development programme.
7	Mr. Sagar Mandal	Chasa Para, Purulia 723101	M	B. SC, LLB	Member	More than 40 years of experience in the field of law advocacy and legal counselling.

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STATUTORY & COMPLIANCE INFORMATION

Societies Registration West Bengal Societies Registration Act • Registration No. SO073957 of 1993–94	**FCRA** Registration No. 147120478 (1997) • Current validity / renewal status should be verified before publication
Income Tax — 12A Unique Registration No. AAAAC5900GE20119	**Income Tax — 80G** Unique Registration No. AAAAC5900GF20216
EPFO Registration No. WBDGP51113	**CSR Registration** Ministry of Corporate Affairs • Registration No. CSR00011359
NGO DARPAN Unique ID: WB/2009/0020846	**EMPLOYEES' STATE INSURANCE CORPORATION (ESIC)** **Reg. no. - 74000840790000999**



Finance

Transparent reporting supported by annual audit and documented financial records

₹2,79,79,026	₹2,79,79,026
2025–26 receipts	2025–26 payments

FINANCIAL REPORTING

CESR maintains annual audited financial statements. The Annual Report should present the signed / approved financial statements for 2025–26, or a concise financial summary extracted directly from the final audit documentation.

AUDIT DOCUMENTS TO INCLUDE

Independent Auditor's Report • Balance Sheet • Income & Expenditure / Receipts & Payments statement • Relevant schedules

RECEIPTS & PAYMENTS — SIX-YEAR VIEW

FINANCIAL YEAR	RECEIPTS (₹)	PAYMENTS (₹)
2025–26	**2,79,79,026**	**2,79,79,026**
2024–25	2,29,13,988	2,29,13,988
2023–24	1,73,18,747.03	1,73,18,747.03
2022–23	2,02,91,752.25	2,02,91,752.25
2021–22	2,04,57,476.44	2,04,57,476.44
2020–21	1,39,61,748.06	1,39,61,748.06

FINANCIAL ACCOUNTABILITY

ANNUAL AUDIT

Financial statements are subject to annual audit by certified accountants.

COMPLIANCE

Financial reporting is maintained within the organisation's statutory and regulatory framework.

PUBLIC REPORTING

Annual financial information supports transparency and accountability to partners, donors and stakeholders.

FINANCIAL ANNEXURE

Signed Independent Auditor's Report, approved Balance Sheet, Income & Expenditure / Receipts & Payments Statement, and relevant schedules for FY 2025–26.

Centre For Environmental and Socio-Economic Regeneration CESR 127/1A, Hazra Road, Kolkata-26

ACKNOWLEDGEMENTS

With gratitude to everyone who made the work possible

Every achievement presented in this report is rooted in partnership — with communities, institutions, teachers, families, young people and organisations that believe meaningful change is built together.

CESR expresses its sincere appreciation to the communities and individuals whose trust, participation and persistence shaped the work of 2025–26. We are grateful to the teachers, mothers, girls, students, Class Assistants, Water User Committees, school authorities, government officials, field partners and community institutions who turned programme plans into action on the ground.

OUR PARTNERS IN CHANGE

Aqua Resilience	MetLife Foundation and CAF America
Girl Child Education Programme	IIMPACT, Indus Towers, J.B. Chemicals & Pharmaceutical Ltd. and IIMPACT Australia
Digital Classroom Programme	eVidyaloka Trust

THE WORK BEHIND THE NUMBERS

Behind every number in this report are people and countless hours of field engagement: repeated school visits, community meetings, maintenance and follow-up work, teacher discussions, field documentation, coordination with government offices, and conversations with families and community institutions.

To our field teams:

Thank you for the less visible, often unmeasured work that keeps programmes moving — for showing up, listening, following through and staying connected to the communities we serve.



Annexures

- Annexure I — Signed Independent Auditor's Report and audited financial statements for FY 2025–26.

CENTRE FOR ENVIRONMENTAL AND SOCIO - ECONOMIC REGENERATION
Regd, Office: 127/1A Hazra Road, Kolkata - 700 026
Project Office: Near Anukul Ashrama, Dulmi-Nadia, Purulia - 723 102

Balnace Sheet as at 31st March, 2026

Liabilities	Amount	Amount	Assets	Amount	Amount
GENERAL FUND:			FIXED ASSETS:		
As per last Account	38,36,374.22		As per Schedule "B"		18,39,952.00
Less: Excess of Income over Expenditure	1,73,597.72	40,09,971.94	INVESTMENT		
			Fixed Deposits with Bank		
			Asper Last Accounts	20,41,982.00	
			Addition This Year	10,00,000.00	
				30,41,982.00	
PROPERTIES FUND					
As per last Account	19,55,016.00		Less: Maturued	-	30,41,982.00
Add: Capital Exp. from Revenue Income	33,300.00		FD INTEREST RECEIVABLE		
	19,88,316.00		During this year		2,61,350.00
Less: Depredation as per contra	1,48,366.00	18,39,952.00			
UN-UTILISED GRANTS			CURRENT ASSETS		
As per Schedule "A"		64,60,625.66	Grant Receivable		
			As per Schedule "C"		3,86,122.00
Sundry Amount Payable					
As per Schedule "A1"		1,37,468.00			
			TDS Receivable		
			A Y-2025-2026	12,390.00	
			A Y-2026-2027	42,681.00	
				55,071.00	
			Less: Refund by IT depertment		
			A Y-2025-2026	12,390.00	42,681.00
			CLOSING CASH & BANK BALANCE:		
			Asper Schedule "D"		68,75,930.60
TOTAL		1,24,48,017.60	TOTAL		1,24,48,017.60

Secretary
Secretary
Centre For Environment and Socio-Economic Regeneration (CESR)
127/1A Hazra Road, Kolkata-26

In terms of our report and even date annexed
For Sambhu N. De & Co.
Chartered Accountants
FRN-307055E

(Sambhu Nath Mittra)
Partner
M No-011678

2D Kalachand Sanyal Lane
Kolkata - 700 004
Phone:(033) 22436037
Date:12.08.2026
UDIN26011678VWPLCG1508

SAMBHU N. DE & CO. Chartered Accountants KOLKATA

Centre For Environmental and Socio-Economic Regeneration CESR 127/1A Hazra Road, Kolkata-26

CENTRE FOR ENVIRONMENTAL AND SOCIO - ECONOMIC REGENARATION

Regd, Office: 127/1A Hazra Road, Kolkata - 700 026
Project Office: Near Anukul Ashrama, Dulmi-Nadia, Purulia - 723 102

Income & Expenditure Accounts for the year ended 31st March, 2026

	Expenditure	Amount (Rs.)	Amount (Rs.)		Income	Amount (Rs.)	Amount (Rs.)
To	**General Section:**			By	Donation	2,48,300.00	
	Administration and Coordination	2,85,461.89			Bank interest	18,781.00	
	Awarness Generation Camp	37,244.00			Interest on Fixed Deposit	2,24,964.00	
	Crop Demonstration Programme	7,172.00			Member Subscription	3,900.00	
	Land Development / Tree Plantatio	22,800.00	3,52,677.89		Miscellaneous Income	11.00	
					Interest on TDS	680.00	
To	**e - Vidyaloka**				Administrative Charges	1,20,000.00	6,16,636.00
	Administrative & Salary	10,30,000.00		By	e - Vidyaloka		
	Centre Maintenance Expenses	99,722.39			From e-Vidyaloka		
	Administrative Charges	1,20,000.00	12,49,722.39		Grant Receive		
					for 2025-2026	11,39,949.00	
					Add: Receivable	1,09,773.00	12,49,722.00
By	**F C R A**			By	**F C R A**		
	Aqua Resilience: Sustainable Water and Climate Action Program				Grant		
					Grant Received From CAF		
					America USA. Recommended	81,21,752.00	
	1.Training and Workshop	4,10,675.00			by MetLife Foundation		
	2. Installation and Digging Work	56,10,766.00			Bank Interest	2,64,009.00	
	3.Project Resources Cost	23,61,600.00				83,85,761.00	
	4.Logistics Cost	3,00,000.00			Add:Pervious Year unutilised	70,96,555.56	
	5. Project Managements Cost	3,38,522.98	90,21,563.98		Less:Unutilised this year	64,60,752.58	90,21,563.98
By	**GIRLS CHILD EDUCATION PROJECT**			By	**GIRLS CHILD EDUCATION PROJECT**		
	TLM	4,53,498.00			Grant Received		
	TRAINING & WORKSHOP	6,30,232.00			Grant for 2025-26	76,38,637.00	76,38,637.00
	PROJECT OFFICE MANAGEMENT & M	6,81,216.00					
	HONORARIUM	55,71,644.00					
	ALLOCATED COST	1,19,680.00		By	**CHILDLINE**		
	OTHER ACTIVITIES	1,82,367.00	76,38,637.00		Bank Interest		250.00
To	**Computer Literacy Training Program**	-					
	Human Resource Cost	38,000.00					
	Project Management Cost	19,310.00	57,310.00				
To	**Surplus**		2,06,897.72				
	Total		1,85,26,808.98		**Total**		1,85,26,808.98
To	Capital Expenditure from Revenue Income			By	Surplus B/F		2,06,897.72
	General Fund						
	Computer	33,300.00	33,300.00				
To	Excess of Income over Expenditure						
	Transferred to General Fund		1,73,597.72				
	Total		2,06,897.72		**Total**		2,06,897.72

Interms of our Audit Report of even date annexed
For Sambhu N. De & Co.
Chartered Accountants
FRN-307055E

(Sambhu Nath Mittra)
Partner
M No-011678

2D Kalachand Sanyal Lane
Kolkata - 700 004
Phone:(033) 22436037
Date:12.08.2026

SAMBHU N. DE & CO. Chartered Accountants KOLKATA-4

Secretary

Secretary
Centre For Environment and Socio-Economic Regeneration (CESR)
127/1A Hazra Road, Kolkata-26

Centre For Environmental and Socio-Economic Regeneration 127/1A Hazra Road, Kolkata-26 CESR

CESR

CENTRE FOR ENVIRONMENTAL AND SOCIO - ECONOMIC REGENERATION

Regd, Office: 127/1A Hazra Road, Kolkata - 700 026
Project Office: Near Anukul Ashrama, Dulmi-Nadia, Purulia - 723 102

Receipts & Payments Accounts for the year ended 31st March, 2026

	Receipts	Amount (Rs.)	Amount (Rs.)		Payments	Amount (Rs.)	Amount (Rs.)
To	Opening Balance:			By	General Section:		
	As per Schedule		85,27,606.86		Administration and Coordination	2,85,461.89	
					Awarness Generation Camp	37,244.00	
To	Donation	2,48,300.00			Crop Demonstration Programme	7,172.00	
	Bank Interest	18,781.00			Land Development / Tree Plantation	22,800.00	3,52,677.89
	Interest on Fixed Deposit	2,24,964.00					
	Member Subscription	3,900.00					
	Miscellaneous Income	11.00					
	Interest on TDS	680.00					
	Administrative Charges	1,20,000.00	6,16,636.00				
To	e - Vidyaloka			By	e - Vidyaloka		
	From e-Vidyaloka				Administrative & Salary	10,30,000.00	
	Grant Receive				Centre Maintenance Expenses	99,722.39	
	for 2025-2026	11,39,949.00	11,39,949.00		Administrative Charges	1,20,000.00	12,49,722.39
To	Fixed Deposit Maturued						
	Interest Receivable			By	Computer	33,300.00	33,300.00
	TDS Receivable	12,390.00					
	Advance Recovery From Childline	1,40,000.00	1,52,390.00	By	Fixed Deposits	10,00,000.00	
					Interest Receivable	2,02,467.00	
					TDS Receivable	23,976.00	12,26,443.00
To	Provident Fund		10,39,968.00	By	Provident Fund deposited to bank		10,39,968.00
To	Professional Tax		22,410.00		Professional Tax paid duirng the year		22,410.00
To	TDS		1,29,825.00		TDS Paid duirng the year		1,29,825.00
To	ESIC		59,464.00		ESIC paid during the year		40,385.00
To	FCRA			By	FCRA		
	Grant				Aqua Resilience: Sustainable Water and Climate Action Pr		-
	Grant Received From CAF America USA. Recommended by MetLife Foundation	81,21,752.00			1.Training and Workshop	4,10,675.00	
	Bank Interest				2. Installation and Digging Work	55,10,766.00	
	New Project	2,63,900.00			3.Project Resources Cost	23,61,600.00	
	Old fund	109.00	83,85,761.00		4.Logistics Cost	3,00,000.00	
					5. Project Managements Cost	3,38,522.98	90,21,563.98
					TDS Receiveble		18,705.00
To	GIRLS CHILD EDUCATION PROJECT			By	GIRLS CHILD EDUCATION PROJECT		
	Grant Received				TLM	4,53,498.00	
	Grant for 2025-26	76,38,637.00	76,38,637.00		TRAINING & WORKSHOP	6,30,232.00	
					PROJECT OFFICE MANAGEMENT & M	6,81,216.00	
					HONORARIUM	55,71,644.00	
					ALLOCATED COST	1,19,680.00	
					OTHER ACTIVITIES	1,82,367.00	76,38,637.00
To	CHILDLINE			By	CHILDLINE		
	Previous year Receivable Grants	2,66,127.00			Oustanding Honorarium	1,32,148.00	
	Bank Interest	250.00	2,66,377.00		Advance Refund to General Fund	1,40,000.00	2,72,148.00
To	Computer Literacy Training Program For Tribal Students			By	Computer Literacy Training Program For Tribal Students		
					Human Resource Cost	38,000.00	
					Project Management Cost	19,310.00	57,310.00
				By	Closing Balance		
					As Per Schedule		68,75,930.60
	C/F		2,79,79,025.86		C/F		2,79,79,025.86

Examined and found Correct
For Sambhu N. De & Co.
Chartered Accountants
FRN-307055E

(Sambhu Nath Mittra)
Partner
M No-011678

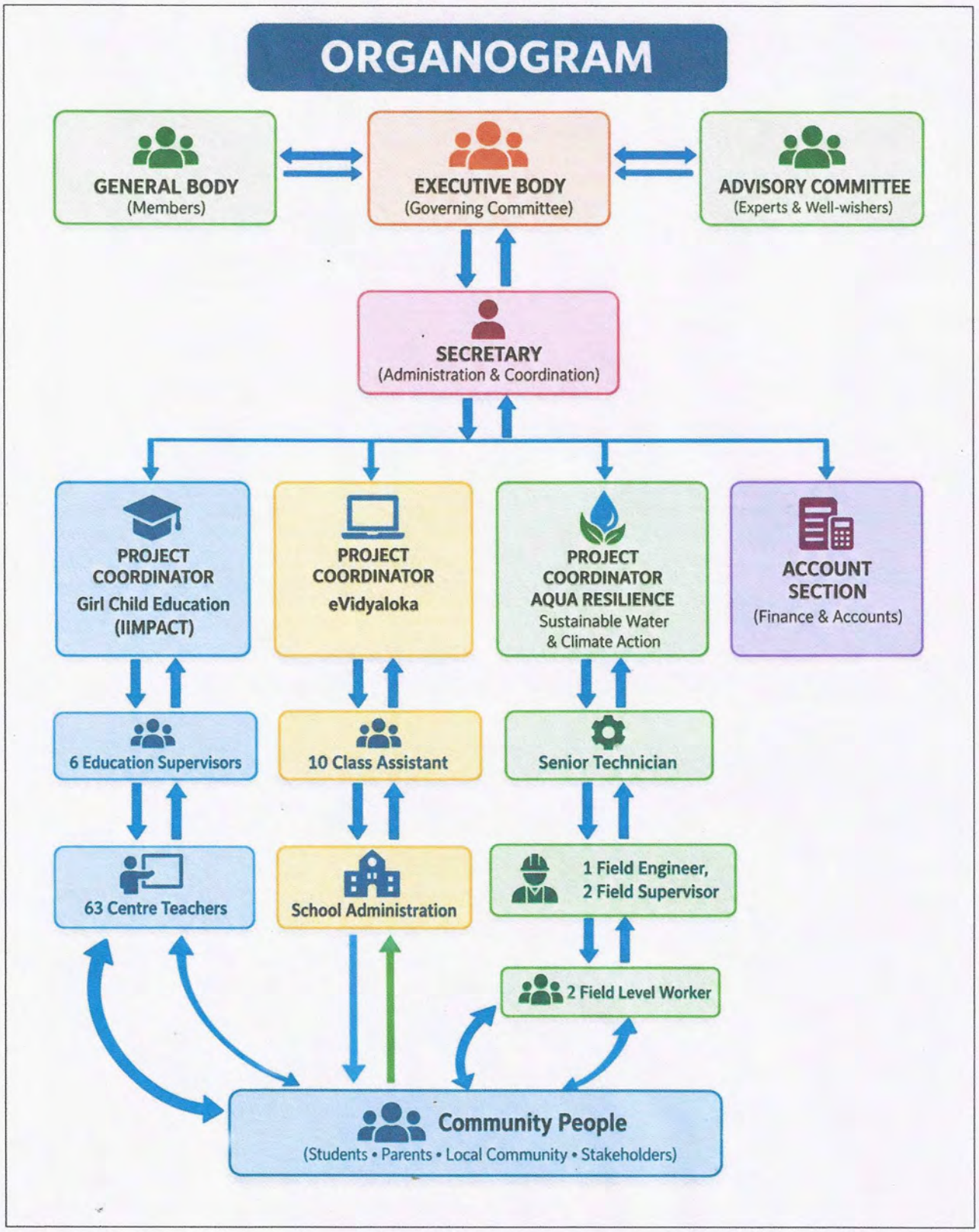
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Date:12.08.2026

SAMBHU N. DE & CO. Chartered Accountants KOLKATA

Secretary
Secretary
Centre For Environment and Socio-Economic Regeneration (CESR)
127/1A Hazra Road, Kolkata-26

Centre For Environmental and Socio-Economic Regeneration CESR 127/1A, Hazra Road, Kolkata-26

- nnexure II — Verified Governing Body / Executive Committee list and organisational chart.



Centre For Environmental and Socio-Economic Regeneration
CESR
127/1A, Hazra Road, Kolkata-29