



# AIDA

## ANNUAL REPORT

2024 - 2025



## **Publisher**

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## **Published from**

**AIDA, Don Bosco Campus, River Belt Colony,  
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## *Message from the Executive Director*

Dear Friends, Supporters, and Partners in Development,

The Annual Report 2024–2025 of ANMA Integrated Development Association (AIDA) reflects a year of growth, transformation, and grace as the organization continues its impactful journey across the states of Arunachal Pradesh, Nagaland, Manipur, and Upper Assam. Expressing deep gratitude to donors, government partners, collaborators, and the committed AIDA team, we acknowledge their collective efforts in improving the lives of rural communities through integrated development.

During this reporting period, AIDA successfully reached over 58,600 direct beneficiaries through its multifaceted programmes focused on socio-economic development, education, health, infrastructure, and sustainability. One of the key achievements has been the continued implementation of the Integrated Development of Rural Communities, which holistically strengthens grassroots empowerment through livelihood generation, improved health access, and educational advancement. The Child Friendly Dimapur (CFD) initiative ensures a safe, nurturing, and empowering environment for all children in Dimapur and Chumoukedima districts. It focuses on promoting child's rightful place, safety and participation through community-driven efforts. The programme supports children with learning opportunities, health awareness, and platforms to express their voices. CFD is helping build a city where every child can grow with dignity, protection, and opportunity.

The **SBI Gram Seva Programme** has made significant progress in enhancing the quality of life in the adopted villages. Simultaneously, the **SBI Sanjeevani – Clinic on Wheels**, operating in the remote regions of Tirap district, Arunachal Pradesh, brought essential healthcare directly to people's doorsteps, ensuring timely medical intervention where it is needed most.

**Women empowerment** remains a cornerstone of AIDA's development strategy. Over **350 women** were supported through **pig rearing initiatives**, enabling them to earn a sustainable livelihood with dignity. In another remarkable effort, rural women trained as **semi-solar engineers** are now managing **solar home systems in more than 1,800 households**, ensuring access to clean and sustainable energy in remote, off-grid villages.

In education, the **Digital Community School initiative in Manipur** introduced digital learning through iPads, demonstrating the positive impact of technology in rural education. Simultaneously, the **Usha Silai Schools and Satellite Schools** have economically empowered women through vocational training in tailoring and entrepreneurship, fostering financial independence.



**Environmental protection and renewable energy awareness** were promoted through eco-clubs in schools and colleges. These student-led initiatives not only educated their peers but also mobilized local communities to protect natural resources and adopt eco-friendly practices.

Youth entrepreneurship received a major boost through collaboration with the **Ministry of MSME**, under programmes like **MDP** and **EAP**, which inspired and trained young people to venture into small businesses. This has created new avenues for self-employment and local economic development.

AIDA's **capacity-building initiatives** have continued to provide skills and training necessary for sustainable community development. Through **educational scholarships and academic support**, many underprivileged children and youth were able to pursue higher education and secure employment.

Infrastructure development has also been a priority, with the construction of new schools with **modern school facilities**, including classrooms, computer labs, and washrooms, which have significantly enhanced the quality of learning environments in rural areas.

AIDA's **Don Bosco Job Placement Network**, through job fairs conducted in collaboration with employment exchanges and other government departments, has helped connect hundreds of youth to meaningful employment opportunities.

Looking ahead, AIDA remains steadfast in its mission to “**inspiring, enabling and empowering**” through inclusive and sustainable development. Thanks to all our well-wishers, partners, and communities who have contributed to this shared journey of transformation, and encourages continued collaboration in building a future filled with hope, opportunity, and positive change.

With warm regards and gratitude

**Dr. Roy George SDB**  
*Executive Director*

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## ABOUT US

ANMA Integrated Development Association (AIDA) is the Planning and Development Office (PDO) of the Salesians of Don Bosco, Dimapur Province, North East India. We are part of an international Don Bosco network of 138 countries across the globe. We draw our inspiration from Don Bosco, Priest, and Educator of the 19<sup>th</sup> century who dedicated his life to young people, especially the marginalized. AIDA is a non-government, non-profit voluntary association working for the socio, economic, educational development of the marginalized in the four north-eastern states for 40 years. Founded on 8<sup>th</sup> December 1985, the society was registered in 1986 under the Societies Registration Act 1860, as amended by Registration of Societies (Nagaland First Amendment Act) 1969. AIDA is registered with the Home Ministry of India under the Foreign Contributions Regulatory Act, and under Section 12A and Section 80G of the Income Tax Act, 1961. AIDA is registered with the MCA in its CSR Portal and has the NGO Darpan. AIDA is committed to the integral development of the marginalized, excluded and weaker sections of society in Arunachal Pradesh, Nagaland, Manipur, and Upper Assam and its approach is inspiring, enabling and empowering individuals, institutions and communities through systematic long-term interventions, and leadership and capacity building at grass-roots level.

## VISION

*We envision a developed North East India where its diverse communities foster peaceful co-existence, care for creation and strive together for a society based on justice and equality.*

## MISSION

*We are committed to the integral development of the poor and the marginalized, engaging in empowering relationships and processes that enhance capacities, build and express solidarity, change systems and structures that promote injustice and violence.*

## GOVERNING BODY



**Pampakhal Joseph**  
President



**Dr. Deli Kapani**  
Vice President



**Dr. Roy George**  
Executive Director/Secretary



**Dr. Rajesh Devasia**  
Treasurer



**Nebu Mathew**  
Member



**CT Varghese**  
Member



**Kaikho Kaisa**  
Member



**Ethel Kikon**  
Member

## EXECUTIVE SUMMARY

### Introduction

ANMA Integrated Development Association (AIDA) is pleased to present its annual report for the fiscal year 2024-25. This report highlights a period of significant progress and impactful interventions aimed at fostering sustainable development and empowering communities across Northeast India. Through dedicated efforts and strong partnerships, AIDA has continued to address critical needs in both rural and urban settings, driving positive and lasting change.

### Organizational Overview

AIDA, the Planning and Development Office (PDO) of the Salesian Province of Dimapur, with its headquarters at Dimapur, Nagaland, operates with a comprehensive vision to cultivate inclusive, safe, and thriving communities where every individual has the opportunity to prosper. Our holistic development approach encompasses vital sectors such as integrated development of rural communities, education for rural children, healthcare, livelihoods, digital literacy, gender equality, environmental stewardship, child friendly cities initiative, and infrastructure enhancement. We promote participatory development, collaborating closely with local citizens and institutions to ensure that our initiatives are relevant, effective, and truly transformative. Our impactful work is significantly supported by the support of key partners, including a couple of CSR partners and other philanthropic organizations.

### Key Achievements

In 2024-25, AIDA achieved substantial milestones across its diverse programmatic areas, demonstrating the strength of its integrated rural community development model:

- **Empowering Community Governance:** We successfully facilitated the establishment and active functioning of numerous community-led committees and digital service hubs in remote villages. These local institutions have become pivotal in identifying community needs, planning interventions, and ensuring participatory implementation, fostering a strong sense of ownership and collective action.
- **Advancing Education and Youth Development:** Significant investments were made in enhancing educational infrastructure, including the creation of modern digital classrooms and renovated science laboratories, enriching the learning experience for students. Early childhood development was prioritized through improvements to childcare centers and the provision of vital remedial education support. Beyond academics, comprehensive youth development initiatives, such as scholarships, inter-school cultural and sports events, self-defence training for girls, and the establishment of a competitive exam study center, nurtured holistic growth and career readiness. Environmental awareness was also fostered through school-based eco-clubs.

- **Expanding Health and Well-being Services:** Access to essential primary healthcare was dramatically improved through innovative mobile medical outreach, delivering consultations, early diagnostics, and facilitating linkages to government health systems directly within remote communities. Targeted awareness campaigns on crucial health topics, including menstrual hygiene and general wellness, were conducted, promoting better health practices and empowering women.
- **Improving Water, Sanitation, and Hygiene (WaSH):** Critical infrastructure upgrades were implemented to ensure access to clean drinking water and improved sanitation facilities. This included the renovation of water stations, installation of water storage systems, restoration of community toilets, and strategic placement of waste disposal units, significantly enhancing public health and environmental cleanliness.
- **Boosting Livelihoods and Economic Resilience:** Extensive skill development programs were conducted across various sectors, including animal husbandry, organic farming techniques, and vocational trades such as detergent, bakery, and candle making. These trainings equipped hundreds of individuals with practical skills, fostering self-employment and enhancing household incomes. Direct entrepreneurial support, including the provision of tools, raw materials, and dedicated pig-rearing projects, further strengthened economic resilience, particularly for women.
- **Fostering Resilient Agriculture:** Initiatives focused on sustainable agricultural practices included the distribution of high-value saplings, promotion of vermicomposting, and the construction of rainwater harvesting structures to support micro-irrigation. Farm mechanization efforts provided essential equipment to farmer groups, optimizing productivity and reducing manual labour.
- **Enhancing Rural Infrastructure:** Key infrastructure projects were completed, such as the renovation of community meeting spaces, public toilet blocks, and bus waiting sheds. These improvements directly contributed to enhanced access to basic facilities and improved the overall quality of life for rural residents.
- **Promoting Clean Energy Access:** Our solar electrification programs continued to bring clean, renewable energy to remote households. These initiatives not only provided reliable lighting but also empowered local women as skilled technicians ("Solar Mamas"), creating new income opportunities and fostering community-led sustainability.
- **Strengthening Organizational Capacity:** AIDA invested significantly in capacity-building initiatives for its staff, community leaders, and partner organizations, enhancing skills in project management, educational delivery, and ethical leadership. Our vibrant student internship program provided valuable hands-on exposure to grassroots development work, bridging academic learning with real-world social impact.

### Challenges Faced

Despite these achievements, AIDA navigated several challenges during the year. These included difficulties in recruiting qualified personnel for specialized roles, delays in establishing community spaces due to land availability issues, and the on-going need for sustained

mentorship to strengthen market linkages for products developed by community-based enterprises. Additionally, climate-related disruptions, such as unseasonal rains, occasionally impacted construction timelines, highlighting the need for more adaptive planning.

### Financial Overview

AIDA maintained a robust and transparent financial management framework throughout the 2024-25 fiscal year, ensuring the judicious and effective allocation of resources to maximize programmatic impact. Our financial stability is underpinned by diversified funding streams, primarily from corporate social responsibility (CSR) initiatives, donors, and contributions from partner NGOs, reflecting the strong trust placed in our mission by our esteemed partners and donors. AIDA was able to contribute its share of contributions for the various programmes implemented by it. Comprehensive financial statements are available in the full annual audited report.

### Project Impacts

The cumulative effect of AIDA's multi-sectoral interventions in 2024-25 has yielded profound and measurable impacts across the communities we serve:

- **Enhanced Quality of Life:** Thousands of individuals now have improved access to fundamental services, including quality education, essential healthcare, clean water, and dignified sanitation, leading to a noticeable uplift in their overall living standards.
- **Sustainable Economic Empowerment:** Our livelihood and skill development initiatives have directly contributed to increased household incomes and enhanced economic resilience for hundreds of families, particularly empowering women and youth to become self-sufficient.
- **Strengthened Community Capacity and Agency:** The active engagement and leadership of local community institutions have fostered a powerful sense of ownership and collective agency, enabling communities to drive their own development agendas effectively.
- **Bridging the Digital Divide:** Increased access to digital tools and services through community hubs has significantly boosted digital literacy, enabling greater connectivity and access to information for rural populations.
- **Promoting Environmental Stewardship:** Through initiatives promoting organic farming, efficient waste management, and renewable energy, AIDA has successfully cultivated greater environmental awareness and encouraged sustainable practices within communities.
- **Nurturing Youth Leadership:** Targeted programs have equipped young people with vital life skills, leadership qualities, and a stronger sense of civic responsibility, preparing them to be active and engaged citizens and future leaders.

### Strategic Plans for the Future

Building upon the successes and valuable lessons from the past year, AIDA's strategic priorities for the upcoming period are focused on deepening our impact and expanding our reach:

- **Consolidating and Scaling Impact:** We aim to solidify the gains made in existing program areas and strategically scale successful models, such as mobile health clinics and community-led solar projects, to reach more underserved populations.

- **Strengthening Economic Ecosystems:** A key focus will be to enhance market linkages for products generated by community-based enterprises, providing ongoing mentorship and support to ensure their long-term sustainability and profitability.
- **Innovating Digital Inclusion:** We plan to further develop and optimize our digital hubs, expanding the range of online services and advanced digital literacy training available to communities.
- **Diversifying Partnerships and Resources:** We will actively seek new collaborations with government agencies, corporate partners, academic institutions, and other non-profit organizations to leverage diverse resources and expertise.
- **Advanced Capacity Building:** AIDA will continue to invest in the professional development of its staff and community leaders, exploring advanced training modules and e-learning platforms, including the integration of emerging technologies for enhanced efficiency and effectiveness.
- **Advocacy for Enabling Policies:** We will engage proactively with local and regional policymakers to advocate for supportive policies that foster sustainable rural development, child protection, and economic empowerment.

### Acknowledgement

AIDA extends its deepest gratitude to all our donors and CSR partners for their steadfast commitment and invaluable partnership. Our profound thanks go to all local government institutions, various district administration departments, educational institutions, civil society forums, village elders, community leaders, women and youth groups, Anganwadi workers, teachers, healthcare professionals, dedicated volunteers, and the entire AIDA staff. Their tireless efforts, collaboration, and unwavering commitment have been instrumental in achieving the remarkable outcomes highlighted in this report. Most importantly, we are grateful to the communities themselves for their trust, active participation, and inspiring resilience.

### Conclusion

The fiscal year 2024-25 stands as a powerful proof to the transformative potential of collaborative, community-driven development. AIDA, with the invaluable support of its partners and the active participation of the communities it serves, has successfully laid a robust foundation for sustainable change in some of Northeast India's most challenging yet promising regions. As we look ahead, we are invigorated by the positive impacts achieved and remain resolutely committed to our mission of empowering individuals, fostering self-reliance, and building a more equitable, healthy, and prosperous future for all. The journey continues with renewed determination and optimism.

# I. SOCIO-ECONOMIC & RURAL DEVELOPMENT PROGRAMMES

## 1. CHILD FRIENDLY DIMAPUR – A CITY FOR EVERY CHILD

### Introduction:

This report is a summary of the activities and outcome of Child Friendly Cities Initiative Implemented at Dimapur and Chumoukedima districts of Nagaland. **Child Friendly Dimapur (CFD)** is a transformative urban initiative led by **ANMA Integrated Development**



**Association (AIDA)**, officially launched on **29th September 2021**. Rooted in the **Child Friendly Cities Initiative (CFCI)** by the United Nations (1996), CFD responds to the pressing need for urban systems that prioritize **children’s rights**, welfare, and development. The program seeks to shape Dimapur and its adjoining urban regions into inclusive, participatory, and child-sensitive urban spaces.

The launch was a public event graced by **Shri. Rajesh Soundarajan, IAS**, the Deputy Commissioner of Dimapur, and included participation from municipal authorities, educational institutions, civil society organizations, and government departments. The initiative has received community-wide support as it aligns with both international standards and local development needs.

### Foundation and Framework

CFD draws inspiration from the **United Nations Convention on the Rights of the Child (UNCRC)**. The guiding principles are:

1. **Non-discrimination (Article 2)** – Every child deserves equal treatment regardless of gender, ethnicity, or socio-economic status.
2. **Best interests of the child (Article 3.1)** – Children’s welfare must be prioritized in all decisions.
3. **Right to life, survival, and development (Article 6)** – This principle underscores access to education, healthcare, and a secure environment.

4. **Respect for the views of the child (Article 12)** – Children has the right to express their opinions and influence decisions affecting their lives.

These principles underpin all CFD planning, engagement, and evaluation.

### Vision, Mission, and Alignment with Global Goals

CFD envisions a **safe, inclusive, and equitable urban environment** where every child, regardless of background, can realize their full potential. The initiative's mission is to foster **child-centric development in two statutory towns – Dimapur and Chumukedima** – and **four census towns – Kuda, Purana Bazaar, Diphupar, and Rangapahar**.

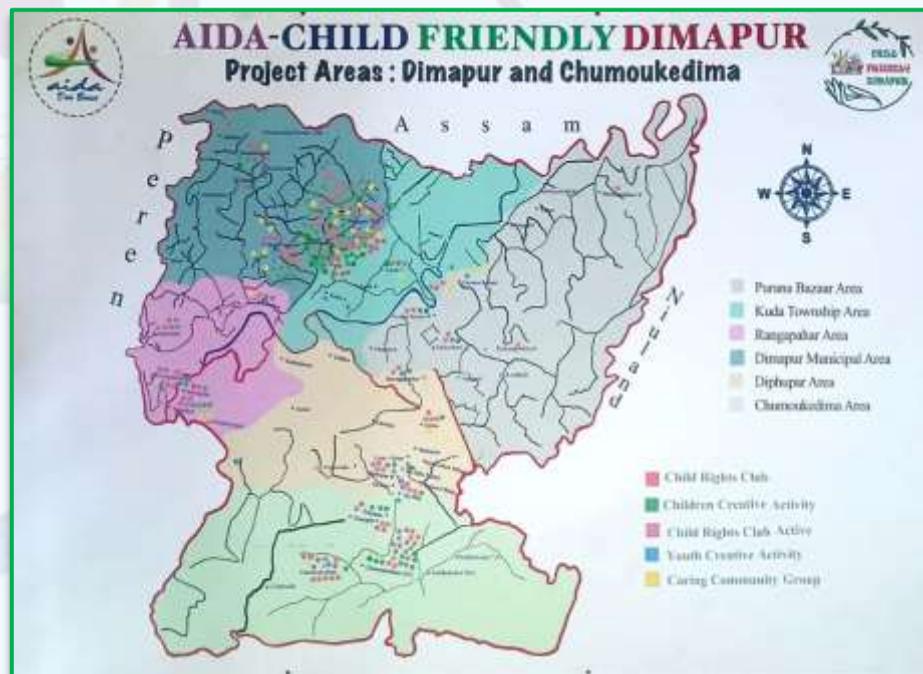
The project aligns with the **Sustainable Development Goals (SDGs)**, particularly:

- **SDG 1** (No Poverty)
- **SDG 2** (Zero Hunger)
- **SDG 3** (Good Health and Well-being)
- **SDG 4** (Quality Education)
- **SDG 5** (Gender Equality)
- **SDG 6** (Clean Water and Sanitation)
- **SDG 10** (Reduced Inequality)
- **SDG 11** (Sustainable Cities and Communities)
- **SDG 13** (Climate Action)
- **SDG 16** (Peace, Justice, and Strong Institutions)

Of these, **SDG 11** is most central, reflecting CFD's commitment to building inclusive and resilient urban spaces.

### Core Activities and Interventions

CFD operates through a wide range of participatory activities that foster awareness, engagement, capacity building, and institutional strengthening.



## 1. Formation of Child Rights Clubs (CRCs) :

CFD has established **71 Child Rights Clubs** (34 in institutions and 37 in localities), with **1,864 children** actively involved. These clubs are platforms for children to learn, lead, and advocate for their rights.



## 2. Formation of Caring Community Groups (CCGs):

CFD promotes adult participation through **18 CCGs** involving **266 adults**, including parents, guardians, and community elders. These groups work alongside CRCs to create safe and nurturing environments for children.



### 3. Capacity Building Programs:

CFD has conducted **11 training programs** for **361 CRC leaders**, and **11 sessions** for **94 Child Rights Facilitators**, empowering youth and adults with knowledge and skills to support children's rights at the grassroots.



### 4. Regular Monitoring and Engagement:

A total of **473 follow-up visits** have been made by 13 trained facilitators to CRCs across schools and communities. These visits ensure continuity, mentorship, and effectiveness of the clubs.



## 5. Child-Led Surveys:

Children conducted **three surveys** across **35 localities** to map Safe and Unsafe Spaces for children and to study Substance abuse among children, engaging **581 children**. This exercise empowered children to assess their environments and voice their concerns.



## 6. Creative Activities and Campaigns:

- **51 children's creative activities** engaged **1,938 children** in art, storytelling, music, and games to express their ideas and aspirations.
- **12 youth activities** reached **779 young people**, focusing on leadership, creativity, and community participation.
- **2 large-scale campaigns** mobilized **1,248 participants**, including youth, CSOs, and adults, highlighting collective responsibility.



## 7. Multi-Stakeholder Workshops:

CFD organized:

- **8 workshops with government officials and experts**, involving **215 duty bearers**, ensuring alignment with local policies.
- **14 workshops with media, businesses, professionals, and parents**, with **472 participants**, fostering awareness and partnerships.



## 8. Annual Conventions:

Three annual conventions were held with participation from over 1500 **children, youth, and adults**, offering a platform for reflection, celebration, and planning.



## Achievements at a Glance

Activity	Output
<b>CRCs Formed</b>	71 clubs (34 in institutions, 37 in localities)
<b>Children in CRCs</b>	1,864 children
<b>CCGs Formed</b>	18 groups
<b>Adults in CCGs</b>	266 members
<b>CRC Leaders Trained</b>	361 children leaders
<b>Child Rights Facilitators Trained</b>	94 youth/adults
<b>Monitoring Visits</b>	473 visits
<b>Active Facilitators</b>	13
<b>Child-Led Surveys</b>	2 surveys, 386 children
<b>Children's Creative Activities</b>	51 events, 1,938 children
<b>Youth Creative Activities</b>	12 events, 779 youth
<b>Campaigns</b>	2 campaigns, 1,248 participants
<b>Workshops with Govt</b>	8 events, 215 participants
<b>Workshops with Stakeholders</b>	14 events, 472 participants
<b>Annual Conventions</b>	2 events, 509 participants

### Sustainability of Project Results

The CFD project has effectively established sustainability across structural, economic, social, and ecological levels, ensuring that the outcomes continue beyond the project's duration.

#### Structural Sustainability

The formation of **Child Rights Clubs (CRCs)** within schools and communities created structured platforms for child-led education and advocacy. These CRCs have been integrated into school and community systems and will continue to operate independently after the project ends. The project also built strong partnerships with key institutions such as the **District Legal Services Authority, Child Welfare Committee, Police, Municipal Council, and District Child Protection Unit**; embedding child rights themes into existing government structures.

The project ensured long-term digital presence through a dedicated **Child Friendly Dimapur subdomain** under AIDA's main website. Alongside this, structured digital outreach via WhatsApp, Instagram, Facebook, and scheduled awareness flyers ensures continued engagement and advocacy among stakeholders. A manual on child rights was also developed to support CRCs and schools in sustaining education and advocacy efforts.



## Economic Sustainability

The project strengthened local capacity by training **youth, CRC members, and community leaders** to conduct awareness programs and child protection activities independently. Community ownership was evident in the form of **cash and in-kind contributions** by youth groups and Caring Community Groups, which covered transportation and logistics for events. This financial participation indicates emerging local support structures that can sustain future initiatives.



## Social Sustainability

**Caring Community Groups (CCGs)** have taken on child protection responsibilities, addressing cases of abuse and ensuring referrals. Collaboration with the **Child Helpline in Chumoukedima** ensures the continuation of reporting systems. Increased child participation in CRCs has built confidence and awareness of rights among children, many of whom are now actively engaging with local authorities.

Parents' attitudes have also evolved. Initially hesitant, especially those from non-local or marginalized communities, parents now support their children's participation in CRC activities. Community leaders have recognized the positive shift in understanding of child rights, especially among previously excluded children.



## Ecological Sustainability

CRCs and youth groups have promoted environmental responsibility through **plantation drives and cleanliness campaigns**. In some communities, they have installed dustbins and nurtured trees, encouraging hygiene and environmental care. These efforts foster a sense of responsibility and contribute to creating child-friendly, sustainable neighborhoods.



## 5.2 Lessons Learned

### 1. Empowering Children as Advocates

The project successfully positioned children as key agents of change by building their confidence through training and leadership exposure.

### 2. Building Trust Takes Time

Initial community reluctance was overcome through sustained, respectful engagement, emphasizing the importance of relationship-building in rights-based projects.

### 3. Collaboration Multiplies Impact

Working with schools, government bodies, civil society, and media broadened outreach and reinforced the legitimacy of child protection efforts.

### 4. Institutional Integration Ensures Continuity

Embedding child rights in local institutions promotes long-term adoption of child-friendly practices. Introducing child rights into school curricula is recommended.

### 5. Flexibility Supports Implementation

Being adaptive to local contexts and responsive to changes helped the project remain effective.

### 6. Monitoring Improves Accountability

Regular documentation and activity tracking allowed for progress measurement and strengthened donor and stakeholder trust.



## Key Strategies for Creating Child Friendly Cities

CFD proposes a seven-point urban planning and policy framework to guide city administrators and civil society in replicating its model:

### 1. Safe Infrastructure

- Use traffic calming measures like speed bumps, proper signage, and pedestrian crossings.
- Ensure sidewalks and cycle tracks are safe and child-friendly.

### 2. Green Spaces and Recreational Areas

- Design inclusive parks and playgrounds.

- Integrate nature through gardens, trees, and open areas that are accessible to children of all backgrounds.

### 3. Accessible and Inclusive Mobility

- Public transport should be designed for children and families.
- Urban infrastructure must accommodate children with disabilities.

### 4. Community Engagement and Inclusion

- Promote mixed-use neighborhoods close to schools, clinics, and playgrounds.
- Encourage community events and participatory neighborhood governance.

### 5. Health and Well-being

- Strengthen access to pediatric and maternal health services.
- Create spaces for physical activity, such as sports grounds and clubs.

### 6. Educational and Cultural Growth

- Invest in quality early childhood education and schools.
- Build libraries, cultural centers, and youth clubs that nurture holistic development.
- Promote child rights education for children and adults alike.

### 7. Participatory Urban Planning

- Create mechanisms to include children's voices in urban planning.
- Facilitate surveys and consultative workshops to make planning inclusive and reflective of children's needs.

## Collaboration and Governance

CFD is a **multi-stakeholder model** that collaborates with:

- **Local Government** – for policy alignment and support.
- **Schools and Institutions** – to integrate rights education and leadership among children.
- **Civil Society Organizations (CSOs)** – for outreach, facilitation, and capacity-building.
- **Parents and Community Members** – to create safe, inclusive homes and neighborhoods.
- **Media and Business** – to advocate, fund, and amplify the initiative's vision.

This collaborative model allows CFD to be scalable, inclusive, and sustainable.

## Challenges and Way Forward

CFD's success has been notable, but several challenges remain:

- **Limited financial and institutional resources** to scale activities across all urban zones.
- **Need for deeper integration with urban planning and public health systems.**
- **Varying levels of community engagement**, especially in newer or less organized localities.

Moving forward, CFD envisions:

- **Expanding CRCs and CCGs** into remaining urban and peri-urban areas.
- **Strengthening data collection** through digital child mapping and monitoring systems.
- **Developing a city-wide child rights index** to inform policy decisions.
- **Engaging private sector** for CSR partnerships.
- **Integrating climate resilience and disaster risk reduction** into child development planning.

## Conclusion

**Child Friendly Dimapur** is more than a project – it is a movement towards urban transformation with children at its core. By promoting participation, building local capacities, fostering inclusivity, and working in convergence with government and civil society, CFD is laying the foundation for a safer, fairer, and more compassionate city.

As it evolves, CFD stands as a replicable model for other towns and cities across Northeast India and beyond – where **every child counts, every voice matters, and every right is upheld.**



## 2. INTEGRATED DEVELOPMENT OF RURAL COMMUNITIES OF UPPER ASSAM LAKHIMPUR DISTRICT (IDRCL)

### 1. Project Overview

The *Integrated Development of Rural Communities of Upper Assam, Lakhimpur District (IDRCL)* is a three-year community development initiative implemented across 25 villages in Lakhimpur district, Assam. The intervention aims to uplift marginalized rural communities

through a holistic approach that integrates livelihood promotion, educational enhancement, grassroots empowerment, and access to resources and knowledge.

Lakhimpur, a district in the north-eastern state of Assam, lies nestled between the Brahmaputra River and the foothills of the eastern Himalayas. This culturally diverse area is home to various tribal and non-tribal communities, many of whom continue to struggle with poverty, lack of access to services, and underdeveloped infrastructure. IDRCL was conceived as a strategic response to these persistent challenges.

The project set forth four key objectives:

1. *Establish Village Welfare Associations (VWAs) in all project villages.*
2. *Enable 1,750 beneficiaries to initiate income-*



*generating activities (IGAs).*

3. *Form and operationalize at least 20 informal Farmer Producer Organizations (FPOs).*
4. *Provide free tuition support to academically weaker primary school students.*

In addition to these goals, the project included setting up village libraries, conducting capacity-building trainings, and creating linkages with financial institutions and government departments.

## 2. Progress towards Specific Objectives

### Objective 1: Strengthening Grassroots Governance Structures

The project successfully formed and trained Village Welfare Associations in all 25 target villages during the first year. Each VWA comprises no more than 15 members, elected by village residents to represent their interests and facilitate local development.

These VWAs have proven to be vital local institutions. During the reporting period, they led a range of community development initiatives such as:

- *Repair and maintenance of local roads and bridges.*
- *Strengthening boundaries of schools and churches.*
- *Organizing environmental protection drives.*
- *Coordinating flood relief and disaster mitigation efforts.*

Their active involvement throughout the year exemplifies the project's success in empowering rural communities with ownership, leadership, and capacity to drive sustainable development.



### Objective 2: Promotion of Income Generating Activities (IGAs)

The project aimed to equip 1,750 beneficiaries to launch viable IGAs tailored to the local economy. As of October 2024, 1,133 beneficiaries (64.7%) had initiated income-generating ventures. These included livestock rearing, piggery, poultry farming, vegetable cultivation, weaving, and petty trade.



This positive outcome is attributed to the skill-building programs, mentoring support, and motivation sessions provided under the project. However, a major setback was encountered in facilitating financial linkages. While the project aimed for 50% of IGA beneficiaries to access bank

loans, only two beneficiaries received loans during the reporting period. An additional 50 applications are under review by the State Rural Livelihood Mission and the Veterinary Department. This critical gap – access to finance – undermines the long-term sustainability of the IGAs. While the training and start-up phase saw success, the lack of financial support could limit scale, profitability, and resilience of the new ventures.

### **Objective 3: Formation of Farmer Producer Organizations (FPOs)**

The goal of forming 20 informal farmer producer organizations was not only met but exceeded. All 25 FPOs were successfully formed and became functional within the implementation period.

Out of these, 21 FPOs actively facilitated:

- Bulk procurement of seeds, fertilizers, and inputs at lower costs.
- Collective marketing of produce to increase bargaining power and price realization.

This achievement has the potential to significantly boost agricultural productivity and income for smallholder farmers.

The FPOs also became platforms for knowledge exchange and peer learning, reinforcing community resilience and cooperation.

### **Objective 4: Educational Support for Primary School Students**



The intervention aimed to provide remedial tuition support to 90% of academically weak students in project villages. By October 2024, the project had exceeded this target, with 95% student participation.

This high attendance reflects both community demand for educational support and the trust built by the project.

However, the delivery of tuition days fell short of the planned number due to multiple factors:

Despite these setbacks, the remedial classes had a noticeable impact on student engagement and learning. Teachers reported improvements in confidence and academic performance among the targeted students. Community members also expressed appreciation for the initiative, recognizing its role in strengthening the education system in remote villages.

### **3. Project Management and Implementation Review**

The implementation of the IDRCL was largely effective in terms of planning, training, and mobilizing community institutions. The project succeeded in building grassroots governance mechanisms, supporting livelihood enhancement, and addressing educational gaps.

### **4. Lessons Learned and Success Stories**

The IDRCL project demonstrated that community ownership and locally elected institutions such as VWAs are effective vehicles for grassroots development. It also showed that even in resource-constrained settings, livelihood and education initiatives can yield positive results with appropriate training and mobilization.

Several success stories emerged—women initiating backyard poultry farms, youth group’s collectively managing farm input purchases, and children from vulnerable families showing marked improvement in school performance. These narratives reaffirm the importance of integrated, community-driven models of rural development.

### **6. Conclusion**

Despite challenges in its final year, the IDRCL project succeeded in building resilient community institutions, promoting self-reliant livelihoods, and improving educational outcomes across 25 villages in Lakhimpur district. The foundational work laid by this project offers a strong base for future interventions and provides valuable insights for similar rural development initiatives across the region. Continued support and scaling of these efforts could transform these villages into models of sustainable rural development in Assam.



### 3. BUILDING STRONG VILLAGES, CREATING LASTING CHANGE: SBI GRAM SEVA IN NAMSAI

#### Introduction

The AIDA–SBI Gram Seva Programme, a CSR initiative of the SBI Foundation, entered its second year of implementation in Namsai district of East Arunachal Pradesh—one of India’s aspirational districts identified by NITI Aayog. AIDA (ANMA Integrated Development Association), Dimapur, was selected as the implementing partner for this integrated rural development programme, covering five villages: Adi Ningroo, Ningroo Charali, Nampong, Piyong Khamti, and Piyong Singpho. The programme aims to improve the quality of life in rural areas by addressing key areas such as education, healthcare, livelihoods, digital empowerment, women and youth engagement, environment protection, and infrastructure development. The three-year intervention focuses on linking government schemes to rural citizens, promoting digital literacy, improving infrastructure, and encouraging participatory development through Gram Seva Committees.



#### Community Institutions: Gram Seva Committees and Kendras

In all five adopted villages, Gram Seva Committees (GSCs) were formed, comprising village headmen, chairmen, secretaries, women associations Raj Institution (PRI) members, village elders, youth representatives, and community leaders. These committees have played a central role in identifying needs, planning interventions, and supporting the field implementation teams. All activities are carried out with their consent and participation.

Four Gram Seva Kendras (GSKs) have been established in Adi Ningroo, Ningroo Charali, Nampong, and Piyong Singpho. These centres serve as digital and service hubs, offering access to information, online services, and coordination for various development activities.



## Education and Child Development

Education remained one of the highest priorities. A smart classroom cum computer lab was inaugurated at Government Secondary School, Piyong, on 25 January 2024 by the DDSE of Namsai. The intervention provided a smart interactive panel and five desktop computers along with the necessary furniture. Teachers now use the facility regularly, enhancing digital learning among students.



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To promote science education, the science lab at the same school was renovated and equipped with laboratory instruments and materials. It has been in use since its inauguration, with regular science practical classes are conducted every Friday.

Two Anganwadi Centres in Adi Ningroo were renovated, including improvements to fencing, wall painting, filter installations, and child-friendly artwork to create a safe and engaging environment for early childhood learning.

Remedial education support was another vital intervention. Five classrooms in the adopted villages were renovated and turned into remedial learning centres. The remedial education initiative is supervised by an education in-charge to ensure the

quality of teaching and learning outcomes.

A total of 23 deserving students received OJAS scholarships during Republic Day and Independence Day celebrations, facilitated by the Circle Officer of Piyong, in the presence of community leaders and teachers.

An inter-school cultural and sports event was held on 11 November 2024. Over 120 students participated in group dances, sports competitions like tug-of-war, rally races, sack races, and 100-meter runs. Winners were awarded certificates during Children's Day celebrations, reinforcing the spirit of achievement and camaraderie among students.



## Health Services

A notable highlight was the launch of the SBI Sanjeevani Van, a mobile healthcare initiative in collaboration with the PHC, Piyong. In collaboration with the District Medical Officer, the medical van was deployed to deliver primary health services to all five adopted villages. The mobile van provided regular medical consultations, early diagnosis, and facilitated linkage with the government health system.

Additionally, a menstrual hygiene awareness programme was conducted in February 2025, in partnership with PHC staff, at the Panchayat Hall. Thirty-two women participated, and sanitary pads were distributed. Women's Day was celebrated on 8 March 2025, attended by 55 women from the five adopted villages, creating a platform to raise awareness on women's rights and health issues.



### Water, Sanitation and Hygiene (WaSH)

To address clean water access, the drinking water station at GUPS Ningroo Charali was renovated, and a Sintex tank with a stand was installed at the community hall. A new water station was also constructed at GSS Piyong village. Additionally, toilet renovation was



carried out at GUPS Adi Ningroo, Nampong, and the defunct community toilet in Piyong Singpho was restored to functionality.

These efforts have significantly improved hygiene conditions in schools and public spaces. Two concrete dustbins were installed at Adi Ningroo and Piyong Singpho, helping reduce litter and promoting cleanliness in the villages.

### Skill Development and Livelihoods

Capacity building and income generation formed a central part of the programme's agenda. The programme organised multiple skill development trainings over the year:

- **Animal Husbandry Training** at Adi Ningroo, with 28 participants.

- **Duckling Training** attended by 14 farmers from two villages.
- **Vermicompost Training** with 40 participants.
- **Organic/Natural Farming & Seed Bank Training** with 38 participants.
- **Detergent-Making Training** conducted with 37 participants from four villages.
- **Bakery Training** attended by 28 participants, combining both theory and hands-on sessions.
- **Candle-Making Training** for 27 participants.
- **Sabjee Cooler Training** was conducted online, and the cooler was handed over to Aarti SHG.



Entrepreneurial support included the provision of utensils to Blessing SHG for catering, bakery tools for Happy Bakery Group at Piyong Singpho, shop setup support (bamboo and weighing machine) for an individual entrepreneur in Nampong, and startup raw materials for detergent and candle production for various SHGs.

### **Resilient Agriculture and Farm Mechanization**

Under the Resilient Agriculture initiative, 5,000 arecanut saplings were distributed—100 each to 50 beneficiaries in Adi Ningroo and Piyong Khamti. Ginger cultivation was initiated with 12 selected farmers. Vermicomposting materials, including earthworms, manure, and cow dung, were distributed to 40 farmers to promote organic farming practices.



Fifteen Jal Kunds (rainwater harvesting pits) were constructed—three in each village—supporting water conservation and micro-irrigation.

Farm mechanization efforts provided equipment to two

framer groups in Nampong village. Machinery included power tillers, reapers, and water pumps to improve agricultural productivity and reduce manual labour.

For livestock development, ducklings were distributed to 12 beneficiaries, with each receiving 10 ducks to enhance household income through animal rearing.

### Youth Development and Community Engagement

To promote leadership and wellbeing among youth, various sports materials were distributed to the youth of Adi Ningroo. A three-day self-defence training exclusively for girls was conducted in August 2024 at Adi Ningroo Club, attended by 25 participants. This boosted confidence and self-reliance among adolescent girls.

Several community campaigns were held to build collective responsibility and civic consciousness. World Health Day was observed at the Piyong Panchayat Hall. Gandhi Jayanti was celebrated on 2 October 2024 with local cultural programmes and reflections on Gandhian values.

As part of the national Swachhata Hi Seva campaign a community cleanliness drive was organised at Government Secondary School, Ningroo Park. Around 100 students and 10 teachers participated actively.



### Rural Infrastructure Development

Infrastructure improvements undertaken during the year include:



- Renovation of the PLF office at Nampong for SHG and farmer group meetings.
- Renovation of toilet blocks at GUPS Adi Ningroo and Nampong.
- Functional restoration of the community toilet at Piyong Singpho.
- Construction of concrete dustbins at Adi Ningroo and Piyong Singpho.
- Renovation of three bus waiting sheds in Adi Ningroo, Nampong, and Ningroo Charali.
- Installation of a Sintex water tank and plumbing work for the community hall toilet at Ningroo Charali.

These developments have improved access to basic facilities and

contributed to the dignity and well-being of rural residents.

### **Monitoring and Impact**

AIDA has employed a robust monitoring mechanism to track progress through regular field visits, community feedback, and digital reporting tools. Indicators show positive outcomes across thematic areas.

- School attendance improved after infrastructure upgrades and the introduction of smart classrooms.
- Health indicators, particularly antenatal check-up rates, improved due to the outreach of the Sanjeevani Van.
- Income generation through vermicomposting, bakery, and detergent production has shown promising trends.
- Access to clean water and sanitation facilities has led to better hygiene awareness and practices in schools and public areas.



### **Challenges and Learnings**

Several challenges were encountered during the year. Recruitment of qualified remedial teachers was difficult due to low interest. Lack of community space delayed the establishment of the Gram Seva Kendra in Piyong Khamti. Market linkage for SHG products remains a work in progress, and sustained mentoring is required. Climate-related disruptions such as unseasonal rains affected some construction activities, underlining the need for more resilient planning in the future.

### **Conclusion**

The AIDA–SBI Gram Seva Programme has created a strong foundation for sustainable rural development in Namsai District. Through its participatory and multi-sectorial approach, the programme has empowered communities, enhanced infrastructure, improved access to health and education, and boosted local livelihoods.

With continued collaboration between AIDA, the community, the SBI Foundation, and local government institutions, the project is set to make an even deeper impact in the final year of implementation.

#### 4. SBI SANJEEVANI CLINIC ON WHEELS: RURAL HEALTH OUTREACH IN TIRAP DISTRICT

The AIDA SBI Sanjeevani Clinic on Wheels, a CSR initiative of the SBI Foundation, implanted by AIDA continued its outreach in 20 remote villages of Tirap district. The project focused on delivering primary, preventive, and referral healthcare services directly to rural communities, emphasizing awareness, sanitation, and specialized medical care. The mobile clinic operated consistently across villages, including Wathin, Sikho, Old Lainwang, Jathung, New Lainwang, New Katang, Soha, Turet, Nutun Kheti, Lamlo, New Doidam, Old Doidam, Old Subang, New Subang, Longkhong, Makat, Wasathong, Namsang, Mopaya, and Narottam Nagar.



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#### Medical Outreach and Primary Services

In the reporting period, a total of 683 MOPDs were conducted. These included regular medical consultations, distribution of free medicines, basic pathology services, and health referrals. Laboratory testing was extended to 1,190 patients, offering diagnostics such as blood sugar levels, HIV, HCV, HB%, LFT, serum creatinine, Widal test, rapid malaria tests, pregnancy tests, serum uric acid, hepatitis B, blood grouping, H. Pylori, and calcium levels. In total, 10,026 individuals received free medical treatment.



#### Health Awareness Sessions

Twenty-one awareness sessions were carried out covering diverse public health topics. These sessions aimed to empower communities with information on disease prevention, hygiene practices, nutrition, and chronic disease management.

### Key sessions included:

- *Management of heat stroke and prevention of vector-borne diseases in Old Subang.*
- *Importance of safe drinking water in Old Lainwang.*
- *Hygiene, sanitation, and mosquito-borne disease prevention in New Katang and Namsang.*
- *Drainage and sanitation management to prevent mosquito breeding in Old Subang.*
- *Eye health education at Makat and Wasathong led by optometrists, covering cataracts, refractive errors, conjunctivitis, and diabetic retinopathy.*
- *Personal hygiene and hypertension awareness in Soha and Wathin schools.*
- *Diabetes awareness and dietary management in Old Lainwang.*
- *Home management of hypertension and diabetes in Narottam Nagar.*
- *Sessions on dietary modifications for calcium deficiency and lumbar pain management in Soha and Narottam Nagar respectively.*
- *Vision correction information, diet management for gastritis, and the importance of routine check-ups in multiple villages.*
- *Antenatal care and immunization benefits discussed at Old Lainwang.*
- *Community roles in geriatric hypertension care at Turet.*
- *A sensitive session on “Types of Touches in Society” was held at Narottam Nagar, attended by 218 students, teachers, and residents.*



### Swachh Bharat Abhiyan Activities

Thirteen cleanliness drives were integrated with health outreach to strengthen public sanitation and hygiene. These included:

- *Clean-up drives and hygiene kit distribution in New Katang, Namsang, Old Subang, Makat, Wasathong, Soha, Wathin, Old Lainwang, and Narottam Nagar.*
- *School-based sanitation programs at primary and upper primary schools, including drawing competitions and classroom cleaning.*
- *Hygiene promotion involving antibacterial soaps, mosquito-repellent sticks, phenyl, Dettol soaps, and juices as incentives.*

- *Community-wide participation in these drives significantly improved environmental hygiene and encouraged active civic responsibility.*



- *253 participants engaged at Maa Sarada Primary School, Narottam Nagar, while Notun Kheti's event focused on male participation.*
- *Anganwadi centers in New Katang were also included in cleanliness drives, reaching 141 villagers.*
- *A cleanliness initiative at Old Lainwang drew 98 participants, including 57 females.*

### Specialized Health Camps

Eight specialized camps were organized to provide targeted healthcare services, such as eye care and oral health, reaching marginalized populations without regular access to such care.

Highlights included:

- *Oral health camp at New Katang, with services delivered by a team of dentists and medical officers to 151 participants.*
- *Collaborative free eye and general health camps at Makat, Wasathong, Old Lainwang, New Lainwang, and Soha in association with K.D. Optics, Deomali, reaching 263 beneficiaries across sessions.*
- *Beneficiaries underwent comprehensive examinations and received guidance on managing refractive errors and chronic ailments.*
- *A specialized camp at Old Doidam served 66 villagers, while another at Old Lainwang reached 82, including participants from nearby villages.*



### Community Engagement and Participation

The project fostered strong community involvement in each activity. Active participation by villagers, school children, teachers, and local leaders reflected the growing awareness and acceptance of health and hygiene initiatives.

Most awareness sessions saw gender-balanced attendance, with women often participating in greater numbers, underlining the importance of empowering women as health advocates within their families. Distribution of hygiene kits, educational materials, and refreshments added tangible value to each engagement, reinforcing behavioral change.



### Capacity Building and Publicity

The clinic's outreach was amplified through social media platforms like The Tirap News, expanding visibility and promoting health-seeking behavior. Sessions led by medical officers, optometrists, and dental surgeons ensured professional knowledge transfer.

Special mention is due for integrated sessions like the one in Soha that combined ophthalmic and general health checks, community education, and student competitions—all enhancing the program's multi-dimensional impact.

### Impact Summary

- 683 mobile medical service days conducted.
- 10,026 individuals received medical consultations.
- 1,190 pathology tests completed.
- 21 awareness sessions across thematic areas.
- 13 Swachh Bharat Abhiyan activities conducted.
- 8 specialized/special health camps organized.
- Oral and eye health addressed through dedicated camps in collaboration with specialists.
- Wide community engagement across genders and age groups.



- *Public health education extended to schools, Anganwadi centers, and community gatherings.*

### **Challenges faced**

The AIDA SBI Sanjeevani Clinic on Wheels project made significant strides in delivering healthcare to remote villages in Tirap District but faced multiple challenges that affected service delivery.

Poor road conditions were a major obstacle. Narrow, slippery roads often became impassable during heavy rains and monsoon landslides, delaying or forcing cancellations of visits to remote villages. The rugged terrain also caused frequent ambulance breakdowns, limiting outreach. As of April 2025, the vehicle was under repair, impacting service frequency.

Frequent power outages disrupted communication within the team and with villagers, causing confusion about clinic schedules and reducing community participation. Additionally, weak mobile network connectivity in remote areas made it difficult to inform residents about medical camps and awareness sessions, leading to missed appointments.

Scheduling OPD sessions was challenging since most villagers were busy with agricultural work, especially during peak seasons like Christmas preparations in December-January and Jhum cultivation in February. Early morning sessions were requested by villagers but were hard to arrange due to long travel distances.

Specialized health camps and Swachh Bharat Abhiyan activities faced difficulties because of the small population sizes, making it tough to meet target numbers. Moreover, wild elephant movements near Dihing Patkai National Park posed safety concerns and disrupted clinic visits.

Despite these obstacles, the project persisted through ongoing adaptation, logistical creativity, and strong community engagement. While environmental, infrastructural, and sociocultural factors often complicated operations, the Clinic on Wheels continued to bring vital healthcare services to underserved rural communities, emphasizing the need for flexible approaches in challenging settings.

### **Success Stories**

The AIDA SBI Sanjeevani Clinic on Wheels has brought vital healthcare to remote villages in Tirap District, transforming lives through timely, compassionate medical care. 21 diverse cases of success stories the mobile clinic has as its credit in this reporting period. The clinic addressed injuries, chronic illnesses, and neglected conditions that villagers could not otherwise treat.

From healing Raju's infected shoulder wound and relieving Thenwain's chronic constipation, to unlocking Niru's painful trigger thumb, the clinic provided effective treatments that restored health and hope. Many elderly patients, like Riatwang, Minya, Champoi, Moijut, and Daknya, benefited from careful management and medication adjustments that stabilized dangerous hypertension and improved their quality of life.

The team also tackled fungal infections such as athlete's foot and skin rashes in patients like Nethong, Churian, Namita, and Chadan, demonstrating how hygiene education alongside medication can bring lasting relief. Injuries caused by bamboo splinters and accidents were expertly treated, preventing complications for individuals like Nyagam, Samro, and Jigo.

Children, too, received essential care, such as young Adam's eczema treatment that improved his comfort and confidence. For chronic respiratory illness, Hanglet's gradual recovery from COPD illustrated the clinic's role in restoring daily functionality.

Beyond clinical care, the Sanjeevani team offered dietary counseling, hygiene guidance, and regular follow-up—building trust and empowering villagers to take charge of their health. These stories collectively show how the Clinic on Wheels bridges gaps in rural healthcare access, offering dignity, hope, and equitable medical services to Tirap's marginalized communities.

### **Conclusion**

The AIDA SBI Sanjeevani Clinic on Wheels project demonstrated how mobile healthcare can serve as a lifeline for underserved rural populations. By combining preventive education, sanitation initiatives, and specialized care with regular mobile outreach, the project addressed healthcare challenges holistically.

The emphasis on health literacy, sanitation, early diagnosis, and follow-up care laid a foundation for long-term health empowerment in Tirap's rural communities.

The community's proactive response to cleanliness campaigns, willingness to participate in health sessions, and growing demand for medical services reflected the positive shift in health behaviors. Strengthening local capacities, sustaining awareness, and continuing collaborative models with government and civil society partners will be essential in scaling this initiative and ensuring lasting health outcomes.



## 5. PIG REARING ENHANCES LIVELIHOODS OF 300 WOMEN IN CHÜMOUKEDIMA DISTRICT OF NAGALAND

The SBI Gram Saksham Project for Chumoukedima, Nagaland with ANMA Integrated Development Association (AIDA) Dimapur as NGO partner was approved to monitor and sustain the activities implemented under the three-year program. This project focuses primarily



on supplementary livelihood development through pig rearing. It commenced on October 1, 2023, involving five new villages—Murise, Razhaphe, Seluophe, Vidima, and Virazouma—and five previously adopted villages from the SBI Gram Seva Program—Bade, Diezephe, Khriezephe, Tsithrongse, and Urra. The 12-month initiative primarily targets rural women in Chumoukedima district, of Nagaland. The project began with the understanding that raising pigs (sow) is an essential additional element for effective revenue generation in the state. Consequently, it aimed is to establish sustainable pig rearing methods as a supplementary source of livelihood in the ten rural villages. It is primarily intended to help housewives, unemployed women and widows to improve their standard of living in the state.

The SBI Gram Saksham Project has made significant progress over the past year, demonstrating substantial impact and community engagement across the 10 project villages.

### **Pig Shed Construction and Piglet Distribution**

The project successfully constructed and branded 150 low-cost concrete pig sheds, ensuring proper housing for the distributed livestock. A total of 330 piglets were distributed: 300 female piglets (two per beneficiary) and 30 male piglets (three per village) to beneficiaries in the 10 project villages. This has enabled sustainable pig-rearing practices and enhanced the livelihood opportunities for the communities involved. By providing durable shelters and quality piglets, the project has laid a strong foundation for improved animal health, increased



productivity, and long-term economic resilience among rural households.

### Health and Welfare Measures for Pigs

All 330 piglets were vaccinated and insured to ensure their health and well-being. The project also administered the first and second doses of deworming and provided food supplements for the pigs. Additionally, waste management drainage systems were installed as models for 14 selected pig sheds to maintain hygiene and promote sustainable farming practices. These comprehensive health and sanitation measures are essential for preventing diseases, boosting immunity, and ensuring steady growth and productivity in pig farming.



### Capacity Building and Training Programs

The project conducted several training sessions on pig shed management, the importance of pig rearing, cure, disease prevention, and food management for the beneficiaries. Two project orientation training sessions were also organized for the beneficiaries and village council & committee leaders, ensuring that all stakeholders were well-informed and actively involved in the project implementation. These capacity-building efforts have significantly enhanced the beneficiaries' knowledge and skills in pig farming, leading to improved animal health, increased productivity, and higher income levels.



### Pig Population Growth

By September 2024, the total pig population within the project had increased to 567 pigs, indicating significant growth and the project's effectiveness in expanding pig-rearing practices in the target villages.



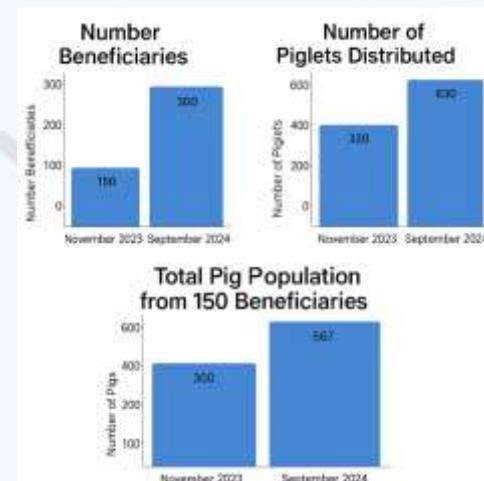
### Impact of the Project

The project has approved 150 more women, who have been paired with the previous beneficiaries to received piglets. These new beneficiaries have received 2 piglets each from their paired partner. As the project end of its 12-month period, the project successfully have 300 rural women rearing over 630 pigs across 10 villages in Chumoukedima district, Nagaland, improving their socio-economic status through sustainable practices.

Sl.	Previously adopted villages under Gram Seva	Number of Direct beneficiary (who received piglets from the Project)	Number of Indirect beneficiary ( who received piglets from the direct beneficiary)	Total number of piglets received
1	Bade	15	15	63
2	Diezephe	16	15	63
3	Khriezephe	8	8	35
4	Tsithrongse	16	16	67
5	Urta	18	17	71
<b>New village selected</b>				
1	Vidima	17	17	71
2	Razhaphe	12	12	51
3	Murise	16	15	63
4	Selouphe	17	17	71
5	Virazouma	18	18	75
<b>Total</b>	<b>10 villages</b>	<b>150</b>	<b>150</b>	<b>630</b>
<b>Grand total Beneficiary</b>		<b>300</b>		

## Conclusion

As the SBI Foundation and AIDA's collaborative project concludes, it leaves behind a transformative legacy in the Chumoukedima area of Nagaland. By empowering 300 rural women through sustainable pig-rearing practices, the initiative has not only addressed household needs but also enabled these women to contribute significantly to their families' livelihoods. The project's comprehensive approach—including training, infrastructure development, health interventions, and community engagement—has fostered economic resilience and self-reliance among the beneficiaries. This model of community-based livestock development serves as a replicable blueprint for rural empowerment, demonstrating how targeted interventions can lead to sustainable socio-economic growth in similar contexts.



## 6. PIGGERY UNITS AS A LIVELIHOOD ENHANCEMENT MEANS FOR THE MARAMS (PULEM)

### Introduction

The Project Piggery Units as a Livelihood Enhancement Means for the Maram (PULEM) commenced in the month of December 2024 with the objective of enhancing rural livelihoods through sustainable piggery practices. The Project PULEM in Maram aims to address the economic vulnerability faced by 200 households residing in the most deprived sections of four Maram villages, Senapati district Manipur. This initiative focuses on baseline assessment, Identification of beneficiaries, construction of pigsties and distribution of Boars and sows, monitoring and evaluation, training and support to the beneficiaries, formation of famers union, identification of Pashu Sakhis, etc. Accessing welfare and entitlements of the government through insurance of the piglets are carried out. The project in the 1<sup>st</sup> year initiates to cover 100 beneficiaries, 50 in the 2<sup>nd</sup> year and another 50 in the third year totalling to 200 beneficiaries.



## Community Engagement

The project aims to empower marginalized people of four adopted villages of Maram area namely Maram Centre village, Maram Bazar village, Maram Ramlung and Maram Kabinam village, by promoting sustainable income generation through piggery farming. The project staff conducted meetings with the village chairman and secretaries across the target villages to introduced the project. These meetings provided an overview of the objectives, benefits and implementation strategy of the piggery units, emphasizing on the potential of piggery farming as a viable source of income and the importance of active community participation.



## Baseline survey at all the four project villages 1000 households

A comprehensive baseline survey was conducted to gather vital information about the socio-economic conditions of the beneficiaries. The



baseline survey was carried in four project villages involving 1000 households. Of the 1000 respondents 600 were females and 400 were males; all respondents were of 20 years and above. The baseline study was very helpful to understand the income of the households, land holdings, the interest of the respondent, knowledge of the villagers regarding livestock rearing and the income attained from selling livestock especially pigs. This data served as a benchmark for the selection of the beneficiaries, monitoring and evaluating the progress of the project.

## Identification of Beneficiaries

Following community endorsement, a participatory approach was adopted to identify suitable beneficiaries based on criteria such as women, interest in pig farming, availability of land and commitment to project objectives. With the assistance of the village authorities, the beneficiaries were identified for the first phase of the project.

Criteria for selection included:

- *Only female beneficiaries.*
- *Economic vulnerability (low-income households)*
- *Willingness to participate and commit to the project.*
- *Availability of land to construct the pigsty for piggery farming.*



### December 13 Launch PULEM Project

The official launch of the program was held on 13 December 2024 at Don Bosco College (Autonomous), Maram. Dr. Warngam Anal, Maram veterinary officer inaugurated the project officially. Dr. L Chang, Senapati veterinary officer graced the occasion along with Dr. Roy George, the Executive Director of AIDA, Rev. Fr. Devassy Palatty SDB, Rector of Don Bosco College and Dr. Bibianna Lungbila, the HR of AIDA.



All the project beneficiaries together with their village leaders and the project staff were also present for the launch of the programme. The BSW students of the college too made the inauguration programme very eventful.

### Identification of the piglets

All the piglets were purchased from Maram area itself. This was done keeping in mind the climatic conditions of the Maram area and also the DC of Senapati district had passed an order prohibiting bringing in pigs and piglets from outside the district due to swine fever in some places. The project staff did the identification and supply of piglets to the beneficiaries. The key aspects of this process included:

- *Identifying reputable breeders: contacting local and regional pig breeders to procure healthy piglets.*
- *Checking Health status: Ensuring that the piglets are disease-free.*
- *Negotiating costs: Securing piglets at reasonable prices while maintaining quality.*

These activities laid a strong foundation for the piggery unit project. With the collection of baseline survey, land plot verification and briefing of pigsty layout design, the project is well-positioned to move into the next phases of implementation. The capacity-building training further equipped me to support and be more effective ensuring better outcome.



## Distribution of 4 Boar Piglets

A crucial step in the project was identifying individual who would receive the boar piglets for rearing. After enquiring the piglets health of both the Boar and Sow and the current value of the piglets, With this 4 distribution of boar marked the distribution of Boar for the 1<sup>st</sup> group of beneficiaries of all the four project villages along with the instructions of its need during the mating period of the pigs.



## Infrastructure Development: Pigsty Construction

To demonstrate best practices, a sample pigsty was constructed in two villages, Maram Ramlung and Maram Centre village on date 4<sup>th</sup> and 5<sup>th</sup> February, serving as a model for subsequent structures. The sample constructions of two pigsties were demonstrated by Sir Mark and Sir Jerome, the who project officers of SBI Gram Saksham project where 300 women beneficiaries were rearing pigs as a means of livelihood in Chumoukedima district. Their expertise ensured that the structures were built efficiently, following best practices for durability and functionality. The sample units served as a model for other beneficiaries to replicate in their respective locations for pigsty constructions.



These pigsties were designed adhering to recommended standards, featuring:

- *Raised platforms to prevent waterlogging and entry of predators*
- *Adequate ventilation and natural lighting*
- *Durable materials sourced locally, such as concrete walls and floors.*

In addition to the sample pigsty construction, project coordinator along with

community mobiliser also carried out monitoring visits to other sites where pigsties were built. The purpose of these visits was to assess the progress, provide technical guidance, and ensure that construction adhered to recommended standard. Regular monitoring will continue to guarantee the sustainability and effectiveness of the project.

### **Completion of 50 Pigsties**

Subsequently, a total of 50 pigsties were constructed across the four villages, providing beneficiaries with the necessary infrastructure to commence pig rearing.

As part of the project's objective to improve pig farming infrastructure, the team conducted visits to assess the progress of pigsty construction in the four adopted villages. The monitoring process ensured that the pigsties met the required standards for proper pig housing, including adequate space, ventilation and sanitation. The team engaged with beneficiaries, providing guidance on best practices for pigsty maintenance and management.



One of the major milestones in March was the successful completion of 50 pigsties, ensuring all selected 50 beneficiaries had proper structures in place to house their piglets. First pigsty completed on 19-02-2025, beneficiary name Karaila of Maram centre, followed by other beneficiaries of all the four villages marking the completion of 50 pigsties within the given time that is, 15-20 days since the day of constructions. The team engaged with beneficiaries, providing guidance on best practices for pigsty maintenance and waste management. One of the major milestones of the project was the successful completion of 50 pigsties, ensuring that all selected 50 beneficiaries had proper structure in place to house their piglets.

### **March 10: Conducted Awareness creation On Pig Rearing Cum Insurance Training**

In the month of March, the team under the PULEM project carried out key activities aimed at enhancing pig farming among beneficiaries. The training under the title “Awareness Creation on Pig rearing Cum Insurance”, was held at Maram Centre village Community hall on 10<sup>th</sup> March 2025. The facilitator of the training was from the veterinary department, Dr. HB Warngam Anal, Maram veterinary officer and Dr. L Chang, Senapati Veterinary officer. The two Veterinary doctors provided essential knowledge to the beneficiaries.

The training had 2 sessions, started at 10:00 Am and ended at 3:00 PM. The training covered key aspects of pig farming and insurance, including:

- *Proper piglet handling and care*
- *Disease prevention and control*
- *Nutritional requirements for optional growth.*
- *Hygienic management of pigsties*
- *Importance of pig insurance*
- *Breeding and reproduction best practices.*



The sessions were interactive, allowing participants to ask questions and share their experience, clarifying their doubts. The veterinary doctors provided screen demonstration on pig care, including vaccination need and its procedures and common signs of illness. Beneficiaries expressed appreciation for the training, noting that it enhanced their confidence in pig farming. 54 Beneficiaries feedbacks were also collected through link after the training sessions. The training session was conducted, focusing on pig rearing practices and livestock insurance. The training, led by two veterinary doctors, encompassed, Nutritional requirements and feeding schedules, Disease prevention, vaccination protocols, and biosecurity measure, Importance and procedures of livestock insurance. This session equipped beneficiaries with the knowledge to manage their piggery units effectively and mitigate potential risks.

Key Outcomes.

- *A preliminary list of potential beneficiaries was created for each village.*
- *Community leaders and local stakeholders actively supported the identification process, ensuring transparency.*
- *Women and marginalized groups were prioritized to promote inclusivity. Launching of the project PULEM*

### **Distribution of Piglets**



On 25th of February, First 4 sows were distributed to two first pigsties completed beneficiaries namely, Mrs. Karaila and Mrs. Hinga of Maram Centre village, followed by the distribution to other beneficiaries depending on the completion of pigsties constructions. The team distributed 104 piglet to the beneficiaries, 100 sows and 4 boars totally to 104 piglets. The months of the sows are between 3-4 months, price ranging to

amount of Rs. 8000 per piglet.

In alignment with the project's objectives, livestock distribution was carried out as follows:

- *100 piglets were distributed among the selected beneficiaries, ensuring each received two piglets to initiate their piggery units.*
- *Additionally, four boar piglets were allocated—one per village—to facilitate breeding and genetic diversity within the communities.*

Following the construction monitoring, the team oversaw the distribution of piglets to project beneficiaries. The distribution process ensured that each selected beneficiaries received healthy piglets suited for breeding and farming. Each of the 50 beneficiaries received their allocated piglets.

### **Piglets Vaccination**

In February and March 2025, a total of 104 piglets and 4 sows were vaccinated at Maram Centre by the project team and veterinary officials. Led by Dr. Johnson's team and supported by Ms. Lucy, Ms. Marina, and Sir Luikang Moses, the vaccination drive ensured proper health care for all piglets distributed under the program, with records maintained.



### **Piglets Insurance**

To ensure financial protection for piglet beneficiaries, the project facilitated piglet insurance across four villages. Documents such as Aadhaar, bank passbook copies, and personal details were collected from 54 beneficiaries. After vaccination, 104 piglets were ear-tagged in collaboration with the veterinary team and insurance providers. Insurance forms



were then submitted to the Veterinary Office in Senapati, formalizing coverage. Beneficiaries were also educated on accessing support, enhancing project sustainability and minimizing livestock-related financial risks. This initiative marked a significant step in safeguarding beneficiaries against potential losses due to piglet deaths or health issues, promoting long-term security and resilience in livestock farming.

Completed insurance-related documentation was submitted at the Veterinary Office in Senapati. 104 piglets (100 sows and 4 boars) forms are submitted for insurance in the month of April. The Project coordinator along with community mobiliser went to Senapati veterinary department office for submission of the insurance forms of 104 piglets. This marks an important administrative step in formalizing the piglet insurance process and ensures that all beneficiary records are registered with the appropriate authorities.

### Monitoring the Beneficiaries

The project team regularly visits the beneficiaries to monitor the cleanliness of the pigsties and check hygiene and the health of the piglets. The team highlighted the importance of cleanliness, to maintain proper waste management for the growth of piglets.



### Community Involvement: Caretaker Identification

To foster community ownership and support, four caretakers known as *Pashu Sakhis* were identified one from each village. These individuals underwent briefing sessions outlining their responsibilities, which included:

- *Assisting beneficiaries with daily piggery operations*
- *Assisting with veterinary services for health interventions*
- *Facilitating communication between the project team and the community*



## Resource Mapping of Four Adopted Villages

Resource mapping was conducted in four adopted villages to identify community assets, land use, piggery households, population, and infrastructure. Supported by local leaders and beneficiaries, this exercise helps tailor future project strategies to village-specific needs. The data collected will guide effective planning, resource allocation, and targeted interventions to support sustainable piggery development in each community.



### Overview of the Project – First Phase

- Total number of Project villages 4.
- Total number of Beneficiaries 50.
- Total number of pigsties 50
- Total number of Piglets distributed 104.

Sl. No.	Village Name	Number of beneficiaries	Number of pigsty	Number of Piglets Distribution	Number of piglets vaccination	Number of Piglets insurance	Boar	Number of Pashu Sakhis
1	Maram centre	16	16	33	33	33	1	1
2	Maram Bazar	8	8	17	17	17	1	1

3	Ramlung	14	14	29	29	29	1	1
4	Kabinam	12	12	25	25	25	1	1
<b>Total</b>	4 villages	50	50	104	104	104	4	4

### Conclusion

From December 2024 to April 2025, the project made significant progress in promoting piggery units as a sustainable livelihood for the Maram communities. Key achievements included infrastructure development, capacity building, providing the beneficiaries with piglets, vaccination and insurance of the piglet. These efforts have laid a solid foundation for long-term pig farming practices. Moving forward continued support and monitoring will be vital to sustain and expand the initiative. The program ultimately aims to reduce economic vulnerability for 200 Maram households by providing targeted support and interventions, empowering families to break the cycle of poverty and move toward lasting prosperity and well-being.

## 7. WINGS – A BLACK SOLDIER FLY-BASED ORGANIC WASTE MANAGEMENT AND LIVELIHOOD INITIATIVE

### Introduction

The WINGS Project (Waste into Gold with Soldiers) is a pioneering initiative launched under the Salesian Province of Dimapur, India. It leverages the transformative power of Black Soldier Fly (BSF) technology to address the twin challenges of organic waste management and rural livelihoods. By converting organic waste into high-quality animal feed and nutrient-rich compost, this project presents a sustainable, eco-friendly, and economically viable model for waste valorization. A WING not only contributes to environmental protection but also promotes local entrepreneurship, especially among women and youth.

### Objectives

- To reduce organic waste by up to 70% through BSF larvae bioconversion.



- To provide sustainable economic opportunities by training farmers and entrepreneurs in BSF technology.
- To establish demonstration and training hubs to facilitate hands-on learning and knowledge dissemination.
- To promote the use of BSF larvae as an alternative to fishmeal in livestock and poultry feed.
- To build a network of BSF practitioners across the Salesian Province of Dimapur for collective impact and scalability.

## Project Strategy and Methodology

### 1. Technology Utilized: Black Soldier Fly (BSF)



BSF larvae consume and convert organic waste into:

- **Larval biomass:** High in protein and fat, used in animal feed.
- **Frass (residue):** A potent organic fertilizer.

This method is efficient, odorless, and scalable. BSF larvae reduce the biomass of organic waste by up to 70%, significantly reducing the volume of waste that ends up in landfills or open dumping grounds.

### 2. SIMBA Methodology (SIMplified BSF Approach)

The project uses the SIMBA model, which emphasizes:

- Low capital investment
- Simple operation processes
- Scalability for small entrepreneurs
- Ability to handle 250–500 kg of waste weekly with minimal labor

This makes it suitable for rural communities, smallholder farmers, and micro-enterprises.



## Project Components

### 1. Establishment of BSF Demonstration and Training Facility

- Training and demonstration hub to be set up at Rangjan as a pilot project.
- This hub is used for:
  - Practical training in BSF rearing and waste processing
  - Demonstrations of SIMBA-based systems

- Awareness-building among community stakeholders

## 2. Expansion to Five Additional Centres

- In the second phase, the project will replicate the Rangajan model in five more locations across the Salesian Province.
- These satellite centers will be responsible for:
  - Localized training and support
  - Distribution of BSF seed larvae
  - Monitoring of field-level implementation

## 3. Training and Knowledge Transfer

- Development of customized training curriculum for farmers, SHGs, and youth entrepreneurs.
- **Hands-on training modules** include:
  - BSF biology and lifecycle management
  - Waste segregation and feeding techniques
  - Harvesting and processing of larvae and frass
  - Business modelling and market linkages



## 4. Support for Entrepreneurial Ventures

- Identification and mentoring of potential entrepreneurs
- Provision of starter kits including:



- Seed larvae
- Basic rearing units
- Instruction manuals
- Technical assistance in setting up small BSF units

### Special Focus: Women and Youth Empowerment

Recognizing the role of women and youth in rural economies, WINGS ensures their active participation through:

- Targeted outreach and women-centric training batches

- Opportunities to form micro-enterprises and cooperatives
- Promoting home-based BSF units to support supplementary income generation

### Medium-Scale Facility Feasibility Study

To extend its impact, WINGS is conducting a feasibility assessment of medium-scale BSF production units:

- Potential capacity: 2–5 tonnes of organic waste/day
- Purpose:
  - Serve urban and peri-urban waste producers
  - Ensure bulk production of BSF larvae for commercial feed manufacturers
  - Create sustainable jobs at scale

### Environmental and Economic Impact

#### 1. Environmental Impact

- Reduction of organic waste load in open dumps
- Mitigation of greenhouse gas emissions from decaying biomass
- Promotion of natural fertilizers, reducing chemical input in agriculture

#### 2. Economic Impact

- Replacement of imported fishmeal with BSF-based feed, reducing costs
- Increase in farm productivity using frass-based soil conditioners
- Income generation for trained BSF entrepreneurs, especially in rural pockets

### Monitoring and Evaluation

- Establishment of a central monitoring team at Don Bosco, Rangajan
- Use of simple data sheets and mobile-based reporting for:
  - Tracking waste processed
  - Larvae and frass output



- Income generated
- Entrepreneur performance
- Regular follow-up visits and refresher trainings

### Challenges and Risk Mitigation

Challenge	Risk Mitigation
Low initial awareness	Community-based awareness campaigns
Climatic variability	Use of controlled rearing units and training on seasonal adjustments
Market access	Linking producers with local poultry and aquaculture units
Scaling technical support	Training local trainers in each cluster

### Conclusion and Way Forward

The WINGS Project demonstrates a powerful synergy between environmental sustainability and economic empowerment. By introducing BSF-based waste processing as a decentralized livelihood model, it addresses critical issues of waste overload, feed insecurity, and rural unemployment. In the coming year, the focus will be on:



- Scaling training to additional districts
- Building a BSF value chain network
- Exploring partnerships with local governments and agri-businesses
- Publishing a BSF operations manual for wider use

The WINGS Project sets the foundation for a zero-waste, circular economy in the North East—transforming waste into gold, quite literally, with the help of soldier flies.

## 8. ACTION FOR PROTECTION OF ENVIRONMENT IN NORTHEAST INDIA REGION (APENIR)

### Introduction

The **Action for Protection of Environment in Northeast India Region (APENIR)** project was implemented over a one-year period, from March 1, 2024, to February 28, 2025, in five districts of Nagaland. The project was conceived in response to the growing environmental challenges facing the region, particularly those linked to waste management, energy access, and the general lack of environmental awareness among youth.

Nagaland, one of the ecologically sensitive states in India's Northeast, is home to rich biodiversity, cultural heritage, and forest ecosystems. However, the region faces environmental degradation due to unsustainable consumption patterns, lack of systematic waste management practices, and increasing energy demands. In light of these pressing issues, the APENIR project was designed with a dual focus: **environmental education through Eco Clubs** and **promotion of renewable energy through solar system installations**.

The report presented herein outlines the activities conducted, objectives achieved, challenges faced, and lessons learned over the project period.

### Project Overview and Objectives

#### Project Goal:

To improve environmental education and sustainability in Nagaland through community engagement and renewable energy solutions.

#### Specific Objectives:

- **Objective 1:** Raise awareness and promote the active participation of students in environmental conservation by forming and strengthening Eco Clubs in schools and colleges.
- **Objective 2:** Equip three schools and one development center with solar energy systems to promote renewable energy and reduce dependence on non-renewable sources.



The project was structured to empower young individuals to become environmental stewards while also contributing to infrastructure improvements through green energy interventions.

### **Project Progress and Achievements**

Despite facing a few implementation challenges, the project made significant progress, especially under the first objective of environmental awareness and education. Activities carried out under each major component are detailed below:

#### **Formation and Engagement of Eco Clubs**

##### **a. Formation of Eco Clubs**

A total of **206 Eco Clubs** were successfully established, exceeding the original target of 200. These clubs were set up in:



- **189 Schools**
- **17 Colleges**

These institutions are located across the five target districts: Dimapur, Chümoukedima, Niuland, Peren, and Kohima. The establishment of Eco Clubs was instrumental in channeling youth enthusiasm toward environmental action.

##### **b. Membership and Participation**

The Eco Clubs have a collective membership of **11,696 students**, which includes:

- **6,250 Female Students**

- **5,446 Male Students**

This figure surpassed the initial membership goal of 10,000 students. Approximately **65% of members** actively participated in environmental activities, demonstrating high levels of engagement. However, participation was largely confined to school campuses.

##### **c. Green Protocol Implementation**

Out of the 12 proposed Green Protocol initiatives, **9** were **successfully implemented** across participating institutions. These included:

- **Waste Management Programs**

- Reduction of Single-Use Plastics
- Eco-Friendly Event Decorations
- Sustainable Catering Practices
- Paperless Communication Initiatives
- Energy Conservation Practices
- Promotion of Eco-Friendly Transport
- Awareness Drives
- Minimalism in Lifestyle Promotion



These activities helped build habits of environmental responsibility among students and school staff alike.

## Capacity Building and Awareness Creation

### a. Capacity-Building Sessions

A total of **79 training sessions** were organized for Eco Club office bearers and faculty coordinators. These sessions benefited **316 participants** (158 males and 158 females), who were trained on:



- Environmental Leadership and Sustainability
- Team Management and Conflict Resolution
- Waste Management and Recycling
- Biodiversity and Forest Conservation
- Green Livelihoods and Sustainable Living
- Climate Action Communication Strategies

These sessions played a pivotal role in enhancing leadership capabilities and technical knowledge among student leaders, enabling them to organize impactful environmental actions within their schools.

### b. Awareness Programs

Awareness creation programs were conducted in **71 institutions**, reaching out to **4,870 students** (2,621 females and 2,249 males). These sessions covered various topics such as:

- The importance of biodiversity in the local context
- The role of youth in climate action
- Practical tips on sustainable living

- Local environmental issues (e.g., deforestation, plastic waste)

The sessions used engaging formats, including storytelling, debates, poster-making, and eco-parades, which made learning participatory and enjoyable.



### Solar Energy System Installation

One of the core objectives of the project was to install solar energy systems in **three educational institutions and one development center**. This activity was planned to demonstrate the practical benefits of renewable energy and provide uninterrupted access to electricity for learning and skill development.

Unfortunately, due to **unforeseen funding constraints**, this component of the project was not implemented. Despite preparing detailed power requirement surveys and engaging with solar vendors, the lack of timely funds restricted procurement and installation. Discussions with donors are ongoing, and it is hoped that the activity will be revived in a future phase or through convergence with other initiatives.

### Target Group Involvement

The participation of the target groups – primarily students, teachers, school management, and local community members – has been central to the project’s achievements. Key observations include:

- **Student Involvement:** Student enthusiasm was evident across all activities, from club formation to implementing green protocols. The leadership qualities and innovative ideas from the students contributed greatly to the project's success.
- **Faculty and Administrative Support:** School principals and Eco Club coordinators provided valuable support in facilitating sessions, mentoring student leaders, and integrating environmental themes into school events.
- **Community Interest:** Although outreach beyond the institutions was limited, there



were instances where parents and community members participated in awareness programs organized during school events, hinting at the potential for broader community engagement in the future.

## **Deviations from Plan and Challenges Encountered**

While the project largely met its intended objectives under environmental education, several deviations and challenges affected the pace and scope of implementation. These include:

### **1. Capacity Building Delays**

Many schools operate five or six days a week, and staff and students are generally unavailable on weekends. This created scheduling challenges for training sessions, often leading to rescheduling or splitting of sessions, resulting in **delays and partial attendance**.

### **2. Logistical Constraints**

The geographic dispersion of schools across multiple districts posed logistical difficulties. In some cases, it was not feasible to travel to more than one location in a day. This slowed down monitoring visits and delayed material distribution and session delivery.

### **3. Limited Outreach Beyond Schools**

The project was primarily focused on educational institutions. As a result, community-level outreach remained minimal. While students could act as ambassadors for environmental action at home, the project did not directly engage community groups such as youth clubs, women's groups, or village councils.

### **4. Solar Energy Activities Not Implemented**

The most significant shortfall was the **non-implementation of the solar energy installations**. Despite preparatory work, this activity could not proceed due to the lack of dedicated funding. This remains an unfinished agenda and is a major lesson in financial planning and risk anticipation.

## **Conclusion and Way Forward**

The **APENIR** project has made substantial progress in promoting environmental awareness among youth in Nagaland. The establishment of 206 Eco Clubs and their enthusiastic participation in green practices reflect a strong shift towards sustainability in the education sector. The training and capacity-building efforts have empowered a new generation of student leaders committed to environmental protection.

While the inability to implement the solar energy installations is a major setback, the groundwork laid for this activity can still serve future expansion phases, provided funding becomes available. In fact, the positive response from institutions makes a strong case for scaling up renewable energy interventions in schools.

### **Recommendations:**

1. **Community Outreach Expansion:** Future projects should consider integrating direct community outreach components to extend environmental education beyond the classroom.
2. **Funding Diversification:** To avoid interruptions, project teams should pursue multiple funding avenues and consider phased implementation strategies for capital-intensive components.
3. **Digital Resource Library:** Establish an online platform where Eco Clubs can share resources, showcase their work, and access environmental learning materials.
4. **Recognition and Incentives:** Introduce annual awards or certificates for high-performing Eco Clubs to maintain motivation and continuity.
5. **Convergence with Government Schemes:** The project could explore integration with national initiatives like the **National Green Corps (NGC)** and state renewable energy programs for technical and financial support.
6. **Monitoring and Evaluation:** Implement a digital monitoring system for real-time updates and more accurate impact assessment.

### **Acknowledgements**

We express our sincere gratitude to all participating schools and colleges, dedicated teachers, and enthusiastic students. We are thankful to local authorities and district education officials for their cooperation and support. Lastly, we acknowledge our partner organizations and volunteers whose efforts have made this project meaningful and impactful.

## **9. CAREERS IN MOTION: A YEAR OF GROWTH AND EMPOWERMENT THROUGH AIDA-DB JPN**

### **Introduction**

The Don Bosco Job Placement Network was formally launched in October 2019 by AIDA. The core mission of the initiative is to raise awareness among rural and migrant youth about employment opportunities and support services available in both the government and private sectors across the country.

In its initial years, the activities of AIDA–JPN were limited, with a primary focus on job awareness, employability skill development, and career guidance. However, from early 2021 onward, the initiative began operating more actively, organizing events on a monthly basis. These efforts included connecting eligible candidates with potential recruiters and offering a range of services aligned with its core objectives.

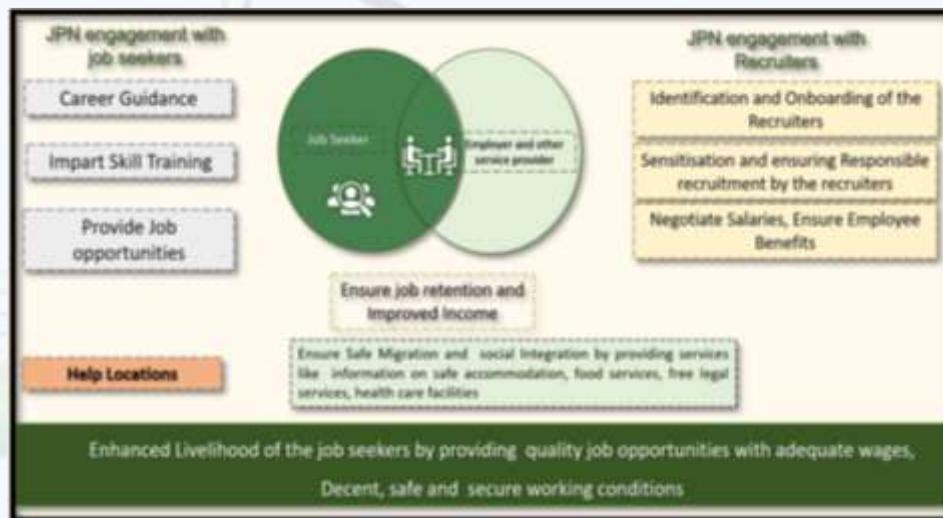
Through its expanded outreach, AIDA–JPN has actively engaged marginalized youth, school and college students, unemployed individuals, and semi-skilled trainees. The services provided include: Career guidance sessions, Job awareness programs, Customized employability training, Group and individual counselling, Mock interview sessions, Job placement services, Walk-in interviews, referral drives, job fairs, Online interview facilitation, Post-placement support.

These services have been delivered in collaboration with like-minded institutions, non-governmental organizations (NGOs), and State Employment Departments—particularly

in the states of Nagaland and Assam. These strategic collaborations have enhanced the visibility of AIDA–JPN at the regional level.

Though rooted in the Province of Dimapur, AIDA–JPN has also extended its support and participated in programs and activities aligned with its mission in the neighboring provinces of Guwahati and Shillong.

During the **2024–2025 reporting period**, AIDA-DB JPN significantly expanded its reach, serving over **3,000 young individuals**, with **1,703 formally registered as job seekers**. Key activities included intensive **skill-building sessions, personalized career counseling, dynamic job fairs, and impactful awareness campaigns**. These initiatives were executed through strategic collaborations with government bodies, educational institutions, and civil society organizations. AIDA’s consistent monthly career guidance and employability training sessions were instrumental in equipping youth with the critical skills needed to confidently navigate the modern job market, fostering **self-reliance, dignity, and purpose**. The program's ultimate aim is to empower lives by providing the means for economic independence and flourishing.



## Key Program Objectives

The AIDA–Don Bosco Job Placement Network (AIDA–DB JPN) in Dimapur, Nagaland, focuses on three key objectives to empower youth and enhance employment outcomes.

**Career Guidance for School Children** introduces students to a range of career options through interactive workshops and awareness sessions. It helps them identify their strengths, make informed decisions, and develop a mindset geared toward growth and lifelong learning.



**Employability Assistance for Job Seekers** addresses the needs of unemployed youth by offering skill development training, resume-building support, and interview preparation through mock sessions. It equips them with tools to confidently navigate the job market.

To bridge the gap between job seekers and opportunities, AIDA–DB JPN operates a dedicated online platform, [www.donboscojobs.org](http://www.donboscojobs.org), which connects youth with employment openings across sectors and locations.

Together, these efforts provide practical support, boost confidence, and enable marginalized youth in the Northeast to pursue meaningful careers and improved livelihoods.

## Program Implementation and Service Delivery

- **Job Seekers Engagement and Support**

Between April 2024 and March 2025, AIDA–DB JPN engaged over 3,000 youth across Nagaland, Assam, Manipur, and Arunachal Pradesh, with 1,703 formally registered job seekers (980 males, 723 females). These individuals received updates on job vacancies, government schemes, and access to online training. Support included guidance for job fairs, referral placements, and help with portal registrations. The program also offered career counseling, short-term skill training, and personalized mentoring, ensuring continuous engagement and empowering marginalized youth with tools for employment and long-term professional development.

- **Awareness Programs and Career Guidance Initiatives**

AIDA–Don Bosco Job Placement organized comprehensive online and offline



awareness programs for young job seekers and students, reaching 1,628 participants—721 school students and 907 college students/job seekers—across 15 career guidance sessions. Over 900 individuals attended these initiatives, which included interactive sessions during college visits and a specialized online workshop on using AI tools in education and career planning. In collaboration with the Employment Exchange Department, Dimapur, the programs also addressed safe migration practices for those relocating for work. These efforts across the Northeast equipped youth with vital career insights, technological readiness, and informed decision-making skills for future employment.



- **Job Readiness Programs**

In 2024–2025, AIDA–JPN expanded its workshops to cover vital job readiness skills like résumé writing, interview preparation (with mock sessions), and effective communication. These sessions empowered 1,186 individuals (556 females and 630 males) from job fairs, walk-in interviews, and individual outreach efforts. A total of 12 skill-based training programs were conducted, focusing on interview techniques, job sustainability, personality development, communication skills, awareness of government jobs, soft skills enhancement, and job market trends. These initiatives equipped participants with essential competencies for professional success across various employment sectors.



- **Registration of Companies and Engagements**

AIDA–Don Bosco Job Placement strengthened ties with a wide network of recruiters, enhancing employment opportunities through regular engagement with HR professionals. In 2024–2025, it conducted two major job fairs in Nagaland and promoted its services to employers, resulting in over 35 companies offering more than 1,000 job vacancies. AIDA–JPN also pursued both local and national employment prospects. To deepen partnerships, it co-hosted an HR Summit with Bosco Reach Out in Guwahati and joined another organized by the Reddy’s Foundation in February 2025, expanding its outreach and visibility.



- **Placement of Job Seekers and Post-Placement Support**

During the reporting period, AIDA–Don Bosco Job Placement facilitated employment for 1,107 youth across sectors and regions, with 441 females and 666 males placed in reputable organizations. Many beneficiaries were from marginalized communities, including Scheduled Castes and Tribes. Mega job fairs played a vital role, offering wide exposure and multiple interview opportunities. AIDA–JPN also ensured ongoing post-placement support, assisting over 102 candidates through follow-up services. The initiative continues to bridge employment gaps and empower underprivileged youth through structured opportunities and sustained engagement.



### Strategies and Initiatives

In 2024–2025, AIDA–DB JPN implemented a series of strategic initiatives to strengthen its employment and career support services:



- **Career Guidance Training for Teachers/Career Counselors:**

An advanced training session was conducted by Rev. Fr. Renigo Roy SDB for 50 aspiring career guides, including teachers and counsellors, to equip them with tools to guide students more effectively.

- **Personalized Guidance:**

One-on-one and group sessions were offered across multiple channels to provide individualized career support and mentoring tailored to the needs of job seekers.

- **Networking Events:**

Regular events connected job seekers with professionals and industry experts, offering valuable exposure, advice, and opportunities for employment.

- **Skilled Workshops on Job Readiness:**

AIDA–JPN expanded its workshops to include essential skill areas such as



résumé writing, interview preparation (with mock sessions), and effective communication to improve employability.

- **Collaborative Partnerships:**

Programs like Child-Friendly Dimapur (career guidance for children), counseling for unemployed youth, and leadership/entrepreneurship training were conducted in collaboration with various institutions and civil society organizations.

- **Engagement with Ministry of Labour and Employment Department:**

AIDA-JPN organized three job fairs in Nagaland and partnered with the National Career Service (NCS) Centre, Dimapur, to conduct awareness sessions on government registration portals, reaching over 150 students. In Assam, AIDA-JPN and BRO-JPN jointly hosted a Mega Job Fair and HR Summit in collaboration with the Employment Department, promoting future partnerships and job opportunities.

## Achievements and Recognition

AIDA-Don Bosco Job Placement Network achieved significant milestones:

1. **Placement Success:** Facilitated employment opportunities for over **1,100 candidates** across the country, including crucial support for safety during relocation.
2. **Career Advantage:** **Ninety percent of participants** reported significant improvement in job-related skills through comprehensive skilling and awareness programs.
3. **Digital Platform Awareness:** Actively promoted its web portal and mobile application across social media, streamlining access and enhancing visibility of job openings.
4. **Diverse Reach:** Expanded outreach through referral placement programs, job fairs, placement drives, and collaborations with government/semi-government organizations and the Don Bosco Migrant Desk.
5. **Recognition Received:** Received a **Partnership and Support Providers Appreciation Letter** from the Ministry of Labour and Employment Department, Government of India - Differently Abled Department, Dimapur – Nagaland.



## Challenges

Despite significant successes, AIDA-DB JPN faced several challenges:

- Many candidates are reluctant to relocate for job opportunities, limiting their employability, especially since substantial opportunities exist outside the Northeast.
- The limited number of high-quality local job openings constrains local employment options.
- Modest salaries for entry-level unskilled workers (₹4,000-₹6,000/month) and skilled local positions (₹7,500-₹8,000/month) often fall below job seekers' aspirations.
- A mismatch between candidate aspirations/qualifications and required skillsets is common.
- While freshers show initial enthusiasm, their long-term commitment and retention tend to vary.
- Delays in post-interview communication from companies lead to prolonged waiting periods for placement decisions.

## Conclusion

Throughout the 2024–2025 periods, the AIDA–Don Bosco Job Placement Program made significant strides in addressing youth employment challenges. Over **1,700 young job seekers** actively engaged in various initiatives, including career guidance, skill development training, and accessing diverse job opportunities, with over **3,000 individuals benefiting overall**. Continued collaboration with government bodies, particularly the Ministry of Labour and Employment, has been vital in strengthening support for youth across the state. AIDA–JPN, in partnership with BRO and JPN Connect, also organized an impactful HR Summit in Guwahati, fostering new collaborations. With over **1,000 individuals provided with job placement opportunities**, the program ensured the regular dissemination of opportunities to all registered candidates. The positive outcomes of the AIDA–JPN Job Placement and Career Guidance Program underscore its transformative impact on individuals and the broader employment landscape, reflecting a steadfast commitment to empowering individuals, building strategic partnerships, and enhancing employability.



## 10. WOMEN LIGHTING THE WAY: AIDA'S SOLAR JOURNEY IN NAGALAND

The Solar Project Nagaland, under the supports of the ANMA Integrated Development Association (AIDA), has continues its mission to empower rural communities since, 2023 through sustainable solar energy solutions. From April 2024 to March 2025, the project focused on training and organizing the second batch of "Solar Mamas"—women aged 25 to 45 from selected villages—preparing them with the skills to install and maintain solar lighting systems. This initiative not only provided clean energy to households but also raised economic empowerment and community development.



The project overview and objects are the following:

### Project Overview and Objectives

The project overview and objects are the following:

- Empower rural women by training them as semi-Solar Engineers.
- Provide sustainable off-grid solar energy solutions to villages.
- Establish Village Solar and Environment Committees

(VEECs) to manage project sustainability after implementation.

- Promote community participation and financial sustainability through monthly beneficiary contribution decided by the beneficiaries and the account is managed solely by the VEECs.

### Village Baseline Surveys and Eligibility Assessment

Inclusive baseline surveys were conducted in the selected villages to gather detailed information and evaluate the eligibility of candidates for the training program and households for the installation of the solar system. A woman from each of the selected village is chosen by the respective village authorities to undergo 5 to 6 month solar engineer's training at Rajasthan. Selection is based on the following criteria:

- Permanent settler of the village



- Ability to read and write
- Age between 25 to 45
- A married women preferably

### Formation of Village Electronic and Environment Committees (VEECs)

VEECs are established in each of the selected villages to manage the solar project's activities. Each VEEC have five members, three female and two male, in the committee the executive members are all female. A joint bank account is created in the name of VEEC, uniquely named by the particular village committee. The VEECs were tasked with managing the distribution of solar products post-training, implementing project guidelines, and supervision financial contributions from village and beneficiary families.

### Detailed Timeline and Activities

Sl.no	Selected villages	Attended villages
1	Ngam village	Ngam village
2	Nchen Village	Nchen village
3	Nsong Namchi village	Nsong Namchi village
4	Libemphai village	Libemphai village
5	Nsenlo Village	Nsenlo village
6	Ikiesingram Village	Ikiesingram village
7	New Ngaulong village	New Ngaulong village
8	Nzauna village	
9	Ngaulong Lodi village	

**April 2024:** Nine villages were initially selected for the second batch of Solar Mamas training: The process of collecting required documents from potential candidates including Addhaar cards, bank account details, Permanent Residential Certificates (PRC), and No Objection Certificates (NOC) from husbands and village authorities.

Due to technical issues, only seven villages proceeded for the training: Seven women from these villages underwent a five-month solar training program in Rajasthan, focusing on solar engineering skills. During this period, each beneficiary family contributed a one-time amount of ₹800, deposited into the respective VEEC accounts.



## The Trained Solar Engineers

On 19<sup>th</sup> December 2024, the 7 solar engineers successfully completed their 5 months long training and returned to Peren district of Nagaland on December 23, 2024. They installed 350 households with solar home systems and then maintain and sustain these systems with the support of the village's communities and VEECs.



## Baseline Survey

In collaboration with the technical team from Rajasthan, a baseline survey was conducted in seven villages, covering 20 families in each village, to evaluate the impact and keenness for solar product installation.

## The Distribution of Solar Products

By the first week of February, solar products arrived in Nagaland and were stored at St. Xavier College, Jalukie. On February 26, a distribution program was organized at the college, organized by AIDA in collaboration with St. Xavier College. Program was attended by the seven villages' leaders, seven solar engineers and the college students. The event was graced by Shri, Sentilong Ozukum, SDO, Peren, Nagaland, as the Special Guest, and Dr. Roy George SDB, Executive Director of AIDA, as the Guest of Honor along with Dr. Fr. Francis Cherungal, the Principal of the College and Dr. Anna Lungbila, the HR of AIDA.



## Installation of Solar Systems

With the assistance of the technical team the seven Solar Engineers, installed two Rural Electronic Workshops (REWs) at Ikiesingram and Nchen Villages. Additionally, 350 sets of solar home systems were installed across the seven villages, benefiting 350 rural families.

## Installation and Community Impact

The solar engineers installed **350 Solar Home Systems** across 7 villages. With support from the Rajasthan technical team, the engineers installed **2 Rural Electronic Workshops (REWs)** at Ikiesingram and Nchen villages.

Each household contributed ₹800 to the VEEC account, ensuring community ownership. A monthly contribution as decided by each village continued for six months post-installation of the home systems. The contributions made by the beneficiaries are divided as:

- 70% for Solar Engineers (as honorarium)
- 30% for VEECs (for long-term sustainability and emergency repairs)

## Post-Installation Economic Empowerment

The Solar Engineers continued to:

- Offer maintenance and repair services
- Sell solar products under the Women Prosperity Initiative (WPI)
- Generate income through incentive-based models this fostered local entrepreneurship and women's financial independence.

## Project Phases and Reach

Phase I	Village Name	Engineer Name	Families Benefited
	Old Ngaulong	Alingle Pame	50
	Lalong	Lunglule Pame	50
	Nsong	Keyibamyile	50
	Beisumpuiloa	Pouheule	50
<b>Total I</b>			<b>200</b>



Phase II	Village Name	Engineer Name	Families Benefited
	Ngam	Hungnamyile	50
	Nchen	Hairamyile	50
	Nsong Namchi	Haireuzai	50
	Libemphai	Chingkhui	50
	Nsenlo	Thoudile	50
	Ikiesingram	Guhungle	50
	New Ngaulong	Pungbawangle	50
Total II			<b>350</b>
Overall			<b>550 families</b>

### Preparations for Third Batch

Preparations have begun for the third phase of implementation in Nagaland. Six villages have been identified:

1. Newland Lalong Village
2. Ngaulong Lodi Village
3. New Nzau Village
4. Nzauna Village
5. Khelma
6. Nkio B

Baseline assessments and community consultations are underway.

### Conclusion

The Solar Project Nagaland has illuminated more than homes—it has empowered 14 rural women and improved the quality of life for 550 families across 11 villages. Through structured training, community-driven sustainability, and women-led entrepreneurship, the project stands as evidence to what renewable energy and grassroots participation can achieve together. As the third batch is initiated, AIDA remains committed to building a brighter, more inclusive and self-sustaining future for the communities of Nagaland.

## 11. BRINGING SUSTAINABLE ENERGY TO REMOTE MANIPUR: AIDA'S SOLAR ELECTRIFICATION INITIATIVE

### Introduction

AIDA, Dimapur, in collaboration with Bindi International, Rajasthan, through the **Women Prosper Initiative (WPI)**, has been driving a transformative solar electrification project in the remote tribal regions of **Tamenglong and Noney districts, Manipur**, since 2017. This initiative aims to bring sustainable energy, empower communities through skill development, and promote women-led implementation.



Previous phases saw significant success, with 450 families electrified in 2017, followed by 300 families in 2023-24 in the second phase and 250 families in the third in 2024-25. A total of 1,000 **families** have been installed with solar home systems in Manipur alone by AIDA. This report details the project activities from **April 2024 to March 2025**, marking the eighth year of this crucial initiative. As of March 2025, AIDA has successfully solar electrified a grand total of **1,800 rural families** in the four states: Arunachal Pradesh, Nagaland, Manipur and Assam.

### Project Coverage

For the 2024–2025 financial year, the project specifically targeted five remote villages in the **Tamenglong district**:

- **Impa Village**
- **Beukam/Katang Village**
- **Tuangtao Village**
- **Guangram Village**
- **Duiluan-2 Village**

These villages were carefully selected through baseline surveys, focusing on areas with a dire lack of reliable electricity and strong community interest in adopting sustainable energy solutions.



## Women Empowerment through Training

A cornerstone of this project is its commitment to **women's empowerment**. Five local women, one from each selected village, were identified and trained as **solar engineers**. These dedicated individuals include:



- **Sarai Pame** from Impa Village
- **Ritaliu Pame** from Beukam/Katang Village
- **Martha** from Tuangtao Village
- **Kapangailiu Phaomei** from Guangram Village
- **Gaithaoliu Panmei** from Duiluan-2 Village

From July to December 2024, these women underwent a comprehensive six-month training program in Rajasthan. The program focused on transforming these "solar mamas" into proficient solar engineers, covering everything from **solar system installation and maintenance** to **community education**. This training prepares them to be catalysts for change within their respective villages.

## System Deployment and Installation

Following the successful training of the solar engineers, **250 home lighting solar systems** were procured and transported to the five project villages. By March 2025, installation was completed across the region, with **each village receiving 50 solar home lighting systems**.

Each system typically includes:

- **4 LED light bulbs**
- **Rechargeable 40-watt batteries**
- **Solar panels for rooftop installation**
- **Charge Controller Box**
- **Essential accessories** (wires, solar panel frame, screws)
- **Basic mobile charging capability**

The trained women engineers took the lead in the installation process, ensuring the technical setup was handled expertly while also building local confidence in community-led development. Furthermore, alongside the 50 home lighting systems



per village, a **Rural Electronic Workshop (REW)** was established in **Guangram village** to facilitate repairs and maintenance of the solar home systems.

Here's a breakdown of the solar mamas, their villages, and the number of systems installed:

Solar Mama	Village	Number of Solar Systems Installed
Sarai Pame	Impa Village	50
Ritaliu Pame	Beukam/Katang Village	50
Martha	Tuangtao Village	50
Kapangailiu Phaomei	Guangram Village	50
Gaithaoliu Panmei	Duiluan-2 Village	50
<b>Total</b>		<b>250</b>

### Impact and Outcomes

The 2024–2025 solar electrification project has yielded significant positive impacts:

- **Electrification of 250 households:** This has dramatically improved the quality of life, allowing for extended evening activities such as studying, household chores, and small-scale business operations.



- **Creation of local technical expertise:** Five trained women are now skilled in maintaining solar systems and can train others, fostering self-sufficiency within the communities.
- **Income generation for solar mamas:** Through their involvement in installation, repairs, and sales of ordered solar products, the trained women are generating income, boosting their economic independence.
- **Promotion of clean energy:** The project has significantly reduced reliance on kerosene and firewood, leading to a cleaner environment and healthier living conditions.
- **Women's leadership:** This initiative sets a powerful precedent for gender-inclusive development, showcasing the vital role women can play in leading sustainable energy solutions.

## Challenges and Lessons Learned

While largely successful, the project encountered some challenges:

- **Difficult terrain:** Transporting materials to remote villages proved challenging due to the rugged landscape.
- **Initial skepticism:** Some communities initially showed skepticism, which was successfully overcome through dedicated awareness sessions.
- **Need for ongoing support:** The importance of continuous technical support and refresher training for the solar engineers was identified as crucial for long-term sustainability. These insights are invaluable for planning future expansions to more villages.

## Conclusion

The 2024–2025 solar electrification projects in Tamenglong district marks a pivotal achievement in sustainable rural development. AIDA is deeply committed to expanding this program to more villages and scaling the model of local women-led energy initiatives across North-East India. Looking ahead to 2025–2026, plans include:

- **Establishing village-level solar maintenance centers** to ensure prompt repairs and continued system functionality.
- **Expanding to 6 additional villages** in Tamenglong and Noney districts, bringing clean energy to even more communities.
- **Conducting follow-up training and impact assessments** to ensure the long-term success and adaptability of the project.



## 12. USHA SILAI SCHOOLS: STITCHING EMPOWERMENT IN RURAL NORTHEAST INDIA

### Executive Summary

The **USHA Silai School** initiative, a powerful partnership between **USHA International** and ANMA Integrated Development Association (AIDA), is transforming lives by empowering marginalized women in rural **Nagaland** and **Arunachal Pradesh**. Since launching in 2019, this program has built a network of sewing schools, offering comprehensive vocational training and fostering entrepreneurship. This report outlines the project's goals, how it operates, and its significant achievements, including the recent expansion into **Peren District, Nagaland**, in late 2024. So far, the program has successfully trained **179 women** in tailoring, with **125 of them establishing their own Silai Schools**, greatly boosting local economies and community strength.

### Introduction

The USHA Silai School Programme, which began in 2019, is a prime example of sustainable rural development driven by **skill empowerment**. This joint venture between USHA International and AIDA aims to equip women with vocational training, helping them become self-reliant and enabling them to pass on their newfound skills.

Initially starting with 10 villages each in Arunachal Pradesh's **Tirap** and **Longding** districts, the program quickly grew. By 2020, it had expanded into **Changlang, Arunachal Pradesh**, and **Dimapur, Nagaland** (now including Dimapur, Chümoukedima, and Niuland districts). In 2023, 50 more villages in **Wokha, Nagaland**, joined the initiative, showcasing the program's consistent growth and dedication to reaching underserved communities.

### Our Mission

The core objectives of the USHA Silai School project are straightforward:

- **Reach Remote Villages:** To establish Silai Schools even in the most isolated villages, bringing vocational training to areas where it's often unavailable.



- **Empower Through Skills:** To provide marginalized women with practical sewing skills, enabling them to earn a steady income from stitching, teaching, and even machine servicing.

### Where we operate

The USHA Silai School project currently operates in the following districts across Northeast India:

- **Nagaland:** Dimapur (including Chümoukedima and Niuland), Wokha, Longleng, and Peren.
- **Arunachal Pradesh:** Longding, Tirap, and Changlang.

### How Our Schools Work

Our initiative uses two types of interconnected Silai Schools:

- **Classical Schools:** These are our main training centers where women receive extensive instruction. After completing their training, these participants are encouraged to teach at least 20 other women in their communities within a year, spreading the skills widely.
- **Satellite Schools:** These schools act as extensions of the Classical Schools. They're set up by trained women in additional villages to further expand the program's reach and impact.

### Implementation & Key Activities

#### Training and Certification

Women attending Classical Schools go through intensive training in **stitching techniques, machine maintenance, and basic repair.** Once they successfully complete the program, each woman receives a **certificate** and a **manual sewing machine from USHA International.** This initial support empowers them to immediately begin their entrepreneurial journey and contribute to their communities.



#### Earning Opportunities

The program is designed to open up multiple paths for women to earn income and become self-sufficient:

- **Stitching Services:** Women can earn money by offering tailoring and stitching services to people in their villages.
- **Teaching Fees:** They can charge small fees to teach sewing skills to others, effectively becoming local educators.

- **Machine Service & Maintenance:** Providing basic sewing machine servicing and repairs also offers an income stream.

### Self-Management and Sustainability

A crucial part of the program's long-term success is its community-led approach. Women entrepreneurs who graduate from the program take full ownership of their Silai Schools. They manage daily operations, including scheduling training sessions, keeping machines maintained, and ensuring continuous learning for their students. This model promotes **community ownership** and helps ensure the schools' **long-term viability**.



### Recent Expansion in Peren District

In **November 2024**, the program reached **Jalukie in Peren District, Nagaland**. With support from USHA International, AIDA kicked off this new phase, aiming to further equip women with sewing skills for income generation and community empowerment. From **November 13 to 20, 2024**, ten women from 10 different villages took part in an **84-hour intensive training session** at St. Xavier's College, Jalukie. This comprehensive training covered stitching techniques, basic design, and the use and maintenance of sewing machines.

On **November 19, 2024**, a meaningful ceremony marked the completion of their training, with each woman receiving her own **USHA sewing machine**. This wasn't just the end of their training; it was the start of their new role as Silai School teachers, ready to offer tailoring services and share their skills.

By **December 2024**, these women set up their own Silai Schools at home and manage basic finances. By **January 2025**, all ten schools were operational, with women stitching clothes and teaching from small spaces in their homes. To ensure on-going support, AIDA set up a **WhatsApp group**, which became an effective digital hub for updates, questions, photo sharing, and quick assistance, fostering a strong sense of community.

By **February and March 2025**, eight of the ten women out of ten from Peren reported earnings by stitching blouses, school uniforms, baby clothes, and doing alterations for local customers. Many had already started saving or reinvesting their earnings.

Many had already started saving or reinvesting their earnings.

## Program Performance: Data Snapshot

### Classical Schools Data

Sl. No.	District	No. of Villages	No. of Women Trained
1	Dimapur	11	9
2	Chumoukedima	15	17
3	Niuland	10	8
4	Kohima	9	11
5	Wokha	50	50
6	Peren	10	10
7	Longding	10	10
8	Tirap	10	10
<b>Total</b>		<b>125</b>	<b>125</b>

### Satellite Schools Data

Sl. No.	District	No. of Villages	No. of Women Trained
1	Dimapur	5	2
2	Chumoukedima	6	24
3	Niuland	7	12
4	Kohima	4	15
5	Longding	13	19
6	Tirap	12	20
<b>Total</b>		<b>25</b>	<b>39</b>

### Our Impact & Outcomes

The USHA Silai School initiative has achieved significant and diverse outcomes:

- **Skill Development:** A total of 402 women from 135 rural villages across Arunachal Pradesh and Nagaland have gained comprehensive tailoring skills, equipping them with valuable abilities for life.

- **Entrepreneurship:** 135 women have successfully launched their own Silai Schools, consistently earning between ₹15000 to ₹40000 per month from stitching and teaching. Even one beneficiary has started her own training institute earning 40000-50000 a month.
- **Economic Growth:** A few women have taken their entrepreneurial spirit further, opening dedicated stitching shops in nearby towns. They've even created new jobs by hiring 2 to 3 other women, significantly boosting local economies.
- **Increased Confidence:** Beyond the financial benefits, the program has noticeably boosted the confidence and self-reliance of participating women, enabling them to contribute more actively to their households and communities.

### Challenges & Adaptions

Operating in remote regions naturally comes with challenges, but we've found ways to adapt:

- **Machine Maintenance:** In February 2025, two machines in Peren broke down. While they were under warranty, getting them repaired took time as the technician had to travel from Guwahati. AIDA worked closely with USHA to quickly resolve these issues.
- **Connectivity & Support:** To bridge geographical distances and provide continuous support, AIDA successfully implemented a WhatsApp group. This proved to be an incredibly efficient digital hub for sharing updates, asking questions, posting photos, and offering quick support, fostering a strong sense of community among the Silai School teachers.

Despite these hurdles, the women remain highly motivated, with many eager to learn more advanced techniques and explore wider markets for their creations.

### The Path Ahead

Building on this positive momentum and significant impact, AIDA is actively planning the next steps for the USHA Silai School Programme:

- **Advanced Training:** We'll provide advanced training for current Silai School teachers to enhance their skills and the services they offer.
- **Market Linkages:** We'll help teachers showcase their work at exhibitions and local fairs to expand their customer base and earning potential.
- **Expanding Satellite Programs:** We'll continue supporting women to train even more individuals through expanded satellite programs.

- **New District Expansion:** Encouraged by the success in Peren, the program is now heading to **Zunheboto District in Nagaland**. We plan to set up **10 new Silai Schools in 2025-26**, further extending our reach and impact to more communities.

### Success Story from Dimapur

Dimapur district comprised of Dimapur, Chümoukedima, and Niuland districts now, has played a pivotal role in the early expansion of the USHA Silai School Programme in Nagaland. Introduced in 2020, the programme has equipped many women with sewing and tailoring skills, enabling them to start small businesses and teach others in their communities.

A remarkable example of this impact is **Rhuvine Zholia**, a Silai School-trained entrepreneur from Arai Mile, Dimapur. Capitalizing on her training, she started by stitching and teaching others from which she saved and bought 10 machines and then Rhuvine established her own tailoring institute, which now operates with ten sewing machines. She offers structured tailoring courses at an affordable fee of ₹5,000 per student per month. In the last year alone, she successfully trained 15 learners. Her story exemplifies the transformative potential of the programme, not just in creating income-generating opportunities, but in cultivating local leaders and mentors who further spread the benefits of skill development.



### Conclusion

The USHA Silai School project is a brilliant example of sustainable rural development fuelled by skill empowerment. By equipping women with sewing skills and entrepreneurial opportunities, this initiative not only improves individual livelihoods but also significantly builds community resilience and economic growth in some of India's most remote areas.

The program's success clearly shows the powerful multiplier effect of community-based skill development: every woman trained becomes more than just a tailor; she's a teacher, a change-maker, and a role model. As each one passes on her skills, the ripple of empowerment grows wider, steadily strengthening communities, one stitch at a time. The USHA Silai School Programme is set to create a lasting legacy of empowerment and self-sufficiency for rural women in Nagaland and Arunachal Pradesh.

### 13. MALARIA ELIMINATION PROGRAM IN PEREN, NAGALAND: AIDA'S COMMUNITY BASED HEALTH

#### Introduction

The Malaria Elimination Program Peren Nagaland (MEPPN), spearheaded by the ANMA Integrated Development Association (AIDA), is a community-based health initiative targeting malaria prevention in two remote villages—Beisumpuikam and Jalukie Zangdi. Under the leadership of Project Facilitator Johnson Gangmei, the program was launched to address the pressing issue of malaria through sanitation improvements, vector control, and education.



Malaria remains a major threat in geographically isolated tribal areas, where poor waste management, stagnant water, and limited access to health infrastructure contribute to its spread. MEPPN responds to this challenge by promoting cleanliness, distributing mosquito repellents, and engaging local communities in sustainable hygiene practices. By rooting solutions in local participation and awareness, the initiative strengthens long-term resilience against mosquito-borne diseases.

#### Project Launch

MEPPN was officially inaugurated on 15th June 2024 in Beisumpuikam Village, marking the beginning of collaboration between AIDA and the National Centre for Vector Borne Disease Control Program, Peren.

The event was attended by Dr. Hedungkiebe, District Vector Borne Disease Control Officer (DVBO), who served as the Special Guest. Other dignitaries included Dr. Roy George SDB, Executive Director of AIDA, and Dr. Bibiana Lungbila, HR Manager and Director of Trainings and Programmes, AIDA. The program also drew participation from village leaders, local health workers, and residents.

Besides marking the program's start, the event served as a platform to raise awareness about the causes and prevention of malaria. It highlighted



the importance of sanitation, proper waste disposal, and mosquito control measures. A medical testing camp followed the program, where 26 individuals were screened for malaria using both slide microscopy and Rapid Diagnostic Tests (RDTs). Local ASHA workers were actively involved, ensuring community engagement and trust.

### Waste Management Infrastructure

AIDA prioritized improved waste disposal infrastructure to combat the mosquito breeding problem caused by unmanaged garbage and stagnant water. Key developments included:



- **10 large dustbins** installed across the two villages (five in each).
- **Standard design:** Each bin measured 4 ft (height) × 5 ft (width) × 6 ft (length), with ample capacity for household and public waste.
- **Health messaging:** Bins were branded with MEPPN logos and hygiene-related messages to encourage responsible usage.

The initiative tackled public littering and helped eliminate common mosquito breeding sites. The dustbins brought order to community waste practices, promoting a cleaner and safer living environment.

### Community Outreach

The project directly benefited around 150 families in Beisumpuikam and 110 families in Jalukie Zangdi. MEPPN's multi-pronged approach ensured that most households either accessed improved waste infrastructure or received awareness training.

As the program progressed, families became more vigilant about cleanliness. Local leaders and residents reported increased participation in village cleaning efforts and stronger community spirit around health promotion. The sense of shared responsibility became a cornerstone of the initiative's success.



## Mosquito Repellent Distribution



Alongside infrastructural improvements, MEPPN distributed mosquito repellents in Beisumpuikam Village—one per household. This intervention provided immediate protection, especially for children, the elderly, and those most vulnerable to mosquito bites. The distribution was paired with training on proper application and safety. Community members were educated on integrating repellents into daily routines and combining their use with other preventive measures. The repellents were well-received, with households reporting fewer mosquito bites and an enhanced sense of safety, particularly during peak mosquito seasons.

### Key Achievements

In its first year, MEPPN achieved significant progress despite operational challenges:

- *Installation of durable waste disposal infrastructure in two villages.*
- *Reduction in stagnant water and visible decline in mosquito populations.*
- *Increased awareness about the link between sanitation and disease prevention.*
- *Effective use of mosquito repellents for immediate protection.*
- *Strengthened partnerships among AIDA, DVBO, ASHA workers, and community leaders.*

The initiative not only improved physical hygiene but also inspired behavioral change and community pride.

### Challenges Faced

The journey to success came with its share of challenges:

1. **Poor road access** made transportation of materials and movement of staff difficult.
2. **Initial hesitation** from some village leaders required ongoing dialogue and trust-building.
3. **Demand for more dustbins** exceeded the available resources.
4. **Seasonal rains** interrupted construction work and field activities.
5. **Delays in coordination** with village authorities slowed some scheduled activities.

Despite these issues, the project team adapted with patience and flexibility. AIDA's commitment and the cooperation of local leaders helped ensure progress continued steadily.

### Community Feedback



Feedback from community members was overwhelmingly positive. The dustbins were praised for their practical design and visible impact. Families noticed cleaner surroundings, fewer mosquitoes, and safer play areas for children. Youth and women became actively involved in cleanliness drives, reflecting broader social engagement. The messages printed on the bins served as constant visual reminders, reinforcing the importance of hygiene and shared responsibility. Residents expressed appreciation for the mosquito repellents and called for continued support and expansion of such health-focused initiatives.

### Conclusion

The **Malaria Elimination Program Peren Nagaland (MEPPN)** is a transformative effort that goes beyond disease prevention. It nurtures community ownership, health awareness, and sustainable environmental practices. In Beisumpuikam and Jalukie Zangdi, the program has ushered in a culture of cleanliness and vigilance against malaria.

Through infrastructural support, community education, and collaborative partnerships, the program has delivered tangible results—cleaner surroundings, healthier households, and reduced mosquito exposure. The project sets a model for replicable and scalable community health interventions in other malaria-prone areas.

Moving forward, AIDA remains committed to maintaining momentum through periodic follow-up, continued community engagement, and stakeholder collaboration. The success of MEPPN is a testament to the power of grassroots participation and the belief that healthier communities begin with informed and empowered people.

With ongoing support, the goal of malaria elimination in Peren is not only possible—it is well underway.



## 14. LEADING LOCAL, THINKING GLOBAL: MDP 2025 IN NORTHEAST INDIA

### Executive Summary

The **Management Development Program (MDP) 2025** was a capacity-building initiative aimed at fostering entrepreneurial, leadership, and managerial skills among diverse community stakeholders in Northeast India. Organized by the **North Eastern Handicrafts and Handloom Development Corporation Ltd. (NEHHDC)** in collaboration with **ANMA Integrated Development Association (AIDA)**, and sponsored by the **Ministry of Micro, Small & Medium Enterprises (MoMSME)**, Government of India, the program was successfully conducted across four venues in **Nagaland, Arunachal Pradesh, and Manipur**.

The seven-day program at each location empowered **over 110 participants** comprising students, educators, entrepreneurs, professionals, SHG members, and community leaders. Through a mix of expert-led sessions, interactive discussions, and hands-on exercises, the participants acquired essential skills in business planning, financial literacy, leadership development,

and sustainable enterprise management. The MDP 2025 exemplified inclusive, regionally grounded training aimed at stimulating local economies and promoting self-reliance.

### Program Implementation and Outreach

The MDP was conducted in the following locations:

State	District	Venue	Dates
<b>Nagaland</b>	Chumoukedima	Murise Council Hall	21 – 28 Feb. 2025
<b>Arunachal P.</b>	Namsai	Ningroo Charali Village	21 – 28 Feb. 2025
<b>Arunachal P.</b>	Itanagar	Don Bosco College Jollang	25 Feb – 4 Mar 2025
<b>Manipur</b>	Senapati	Ramlung Village	5 – 11 Mar. 2025

Each location offered a contextualized curriculum adapted to the local socio-economic environment while maintaining a standardized training framework. Participants received structured inputs on:

- **Leadership and Strategic Decision-Making**
- **Business Planning and Financial Management**
- **Entrepreneurial Mind-set and Innovation**
- **Resource Optimization and Sustainability Practices**

The program's participatory methodology fostered peer learning, encouraged cross-sectorial dialogue, and promoted community-driven solutions. Real-life case studies, scenario analysis, and practical exercises enabled participants to translate theory into action.

### **Participant Profile and Impact**

The MDP reached a **diverse cohort of over 110 individuals** from different socio-economic and professional backgrounds. This inclusive approach ensured a rich exchange of perspectives and addressed the unique developmental needs of each group.

### **Key Outcomes:**

- Enhanced leadership capabilities and self-confidence
- Improved knowledge of budgeting, financial planning, and enterprise development
- Increased awareness of sustainable and inclusive business practices
- Strengthened networking and inter-community collaboration



Participants reported greater readiness to start or scale up enterprises, assume leadership roles, and engage in informed community initiatives. The presence of local leaders and educators further facilitated multiplier effects within their respective institutions and communities.

### **Media Recognition and Public Response**

The success and relevance of the MDP 2025 were highlighted in regional media, bringing attention to the importance of capacity development in the Northeast:

- **The Morung Express**, Dimapur, Nagaland – 7 March 2025
- **Hornbill Express**, Senapati, Manipur – 12 March 2025

These publications commended the program for its grassroots engagement, structured learning outcomes, and long-term developmental value.

### Conclusion and Future Directions

The **Management Development Program 2025** underscored the transformative impact of decentralized, skills-based training in empowering communities and nurturing entrepreneurship. By combining institutional expertise with localized delivery, AIDA, NEHHDC, and MoMSME created a scalable model for inclusive development.

**Looking ahead**, the program sets the foundation for:

- Expanding outreach to more districts and remote communities
- Introducing advanced modules in enterprise incubation and digital marketing
- Creating post-training mentoring platforms for continued guidance
- Advocating for on-going government and private sector collaboration

AIDA remains committed to building on the momentum of MDP 2025 and contributing to the socio-economic advancement of Northeast India.

## 15. ENTREPRENEURSHIP AWARENESS PROGRAM 2025

### Introduction

The **Entrepreneurship Awareness Program (EAP) 2025** was launched with the vision of fostering entrepreneurship and self-reliance in the north-eastern region of India. **ANMA Integrated Development Association (AIDA)** implemented this flagship initiative across the states of **Assam, Arunachal Pradesh, Manipur, and Nagaland**, in collaboration with the **North Eastern Handicrafts and Handlooms Development Corporation (NEHHDC)** and the **Ministry of Micro, Small & Medium Enterprises (MoMSME), Government of India**.



The program sought to cultivate entrepreneurial thinking, build foundational business skills, and guide aspiring entrepreneurs towards sustainable livelihood opportunities.

Through interactive training sessions, the initiative reached out to over **3,000 individuals**, creating widespread impact across diverse demographics and geographies.

### Program Objectives

- To raise awareness about entrepreneurship as a viable and empowering career option
- To build basic knowledge and skills related to starting and managing a business
- To connect participants with government schemes, institutional support, and funding opportunities
- To promote self-employment, especially in rural and semi-urban regions
- To strengthen local economic systems by nurturing grassroots entrepreneurship

### Coverage and Outreach

AIDA conducted a total of **50 training sessions** in the four target states. These sessions were hosted in **educational institutions, rural communities, SHG clusters, and local entrepreneurship hubs**, ensuring inclusive participation.

### Breakdown of Sessions by State:

State	No. of Sessions	Participant Groups
Assam	31	Students, SHG members, rural entrepreneurs
Arunachal Pradesh	10	Youth, aspiring entrepreneurs, local leaders
Manipur	5	SHGs, unemployed youth, students
Nagaland	4	College students, small business owners

### State-Wise Implementation Overview

#### Assam

Assam hosted the largest number of sessions (31), strategically spread across **educational campuses and rural areas**, including tea estate communities. The training emphasized:

- Entrepreneurial mind-set development
- Basics of self-employment and income-generating ventures
- Financial literacy and budgeting
- Awareness of MoMSME schemes

The high turnout from youth and SHG groups signaled a strong demand for entrepreneurial guidance in the state.

## Arunachal Pradesh

Ten sessions were conducted across three locations. The program focused on:

- Basic business model development
- Financial planning and record-keeping
- Introduction to institutional credit and government schemes
- Encouraging women and tribal entrepreneurs to pursue small enterprises

Participants engaged in case studies and practical group work, making the sessions lively and impactful.



## Manipur

Five sessions were held in Manipur, targeting SHG members, students, and local youth. Key areas covered included:

- Start-up ideation and planning
- Access to credit and loans
- Digital tools for business
- Government registration and legal compliance

Participants received hand-outs and toolkits to begin their entrepreneurial journey post-training.

## Nagaland

In Peren and Dimapur, four sessions were organized to engage college students and young professionals. Focus areas included:

- Leadership in business
- Social entrepreneurship
- Sustainable enterprise practices
- Role of innovation and digital marketing in business growth

These sessions fostered peer learning and built networks among participants with shared business interests.

## Training Methodology

The Entrepreneurship Awareness Program was designed to be **interactive, participatory, and contextually relevant**. Each session lasted 1–2 days and employed the following methods:

- **Presentations** on key business concepts
- **Group discussions** to promote peer learning

- **Case studies** to illustrate practical applications
- **Hands-on exercises** (e.g., budget creation, SWOT analysis)
- **Q&A sessions** to address individual doubts
- **Resource materials** and booklets for future reference

Trainers included **industry professionals, local entrepreneurs, MoMSME representatives**, and experts from partner organizations.

### Key Outcomes and Impact

Over **3,000 participants** benefited from the EAP training sessions, gaining practical knowledge and motivation to pursue entrepreneurial ventures. The following outcomes were recorded across the four states:



#### Key Outcomes:

- **Increased Entrepreneurial Awareness:** *Many participants understood self-employment as a viable livelihood.*
- **Financial Literacy:** *Participants improved their budgeting, investment planning, and credit management skills.*
- **Start-up Motivation:** *A noticeable rise in interest to begin new business ventures, especially among youth and women.*
- **Access to Schemes:** *Awareness increased regarding MoMSME schemes, subsidies, and loan facilities.*
- **Networking Opportunities:** *Participants connected with*

*mentors, fellow entrepreneurs, and institutional representatives.*

- **Community Strengthening:** *The training helped link communities with local institutions, banks, and cooperatives.*

### Special Focus: Rural Inclusion and Women's Empowerment

AIDA prioritized outreach to **rural areas, tea estates, tribal regions, and SHG networks**. Special emphasis was placed on empowering **women participants** by helping them explore home-based enterprises, tailoring units, food processing ventures, and service businesses.

The participatory format ensured that voices of **marginalized communities** were heard and supported through tailored content and follow-up mechanisms.

## Feedback and Testimonials

Participants consistently rated the sessions as **highly relevant and practical**. Feedback highlighted appreciation for the clarity of instruction, the usefulness of tools shared, and the motivation sparked by real-life success stories.

*“This program showed me that starting a small shop is within my reach. I now know where to begin and whom to approach for support.”*

— SHG Member, Arunachal Pradesh

*“We want more such training sessions in our tea estate area. Many women here are ready to start something of their own.”*

— Community Leader, Assam

## Challenges and Lessons Learned

- **Digital literacy gaps** in some areas limited access to online tools and resources
- **Language barriers** in tribal regions required more translation and localized content
- **Need for continuity** and follow-up training for motivated participants

## Key Lessons:

- Partnerships with local institutions (schools, SHG federations, village councils) enhance credibility and participation
- Rural youth are eager to learn if training is contextual and hands-on
- Women entrepreneurs require specialized modules and mentoring

## Conclusion and Way Forward

The Entrepreneurship Awareness Program has demonstrated **strong grassroots impact**, offering thousands of individuals a roadmap toward economic empowerment and self-reliance. The overwhelming response reflects the **need for continued and deepened engagement**.

## Way Forward:

- Introduce **advanced entrepreneurship development programs** for high-potential participants
- Provide **on-going mentorship, incubation support, and market linkage**
- Launch **special modules on digital marketing, e-commerce, and GST compliance**
- Expand the initiative to cover **additional north-eastern districts** in the next phase

## 16. EMPOWERING CHANGE THROUGH CAPACITY BUILDING

### Introduction

Capacity building remained a cornerstone of ANMA Integrated Development Association (AIDA)'s strategic development efforts during the financial year 2024–2025. With an enduring commitment to grassroots empowerment, AIDA recognized that sustainable development hinges on capable, motivated, and value-driven individuals. In response, the organization invested in a series of capacity-building trainings aimed at strengthening technical competencies, leadership potential, and social responsibility among its diverse stakeholders.

The training programs targeted educators, project staff, NGO leaders, young religious in formation, and development practitioners, enhancing their abilities to respond effectively to community needs across northeastern India. Emphasizing participatory learning, ethical leadership, and adaptability in a changing socio-technical landscape, these trainings promoted a culture of professionalism and collaboration.

### Objectives of Capacity Building Initiatives

- Equip stakeholders with practical and context-specific skills to manage development projects.
- Strengthen leadership, ethical responsibility, and team spirit among AIDA staff and partners.
- Enhance quality in education, livelihood, and social development interventions.
- Foster a deeper understanding of contemporary community challenges among youth leaders.
- Integrate digital and AI-based tools in planning, documentation, and project execution.

### Key Capacity Building Trainings Conducted

#### A. “Write for Good”: Proposal Writing Workshop

**Dates:** 23–26 April 2024 | **Location:** Dimapur, Nagaland

**Participants:** 25 NGO heads and project writers

### Objectives & Highlights:

- Training on developing project proposals, logical frameworks, and problem analysis.
- Exposure to fundraising strategies and donor engagement.
- Hands-on experience using Theory of Change and log-frame matrix.
- Practical case studies and peer review sessions.



**Outcome:** Participants developed full-fledged project proposals ready for submission to funding agencies.

### **B. Capacity Building Training for Remedial Teachers (IDRCL Project)**

**Dates:** 25–29 June 2024 | **Location:** Harmutty, Assam

**Participants:** 30 remedial teachers

#### **Objectives & Highlights:**

- Focus on child-centric teaching, lesson planning, and multigrade classrooms.
- Application of Don Bosco’s Preventive System in non-formal education settings.
- Enhanced understanding of child psychology and classroom engagement.

**Outcome:** Improved student participation and academic outcomes in remedial learning centers.

### **C. Organizational Development Training for AIDA Staff**

**Dates:** 14–15 January 2025 | **Location:** AIDA Office, Dimapur

**Participants:** 20 AIDA staff and project coordinators



#### **Objectives & Highlights:**

- Strengthened skills in teamwork, communication, accountability, and shared leadership.
- Training in AI-assisted project documentation and reporting.
- Practical session on article writing to amplify field voices.

**Outcome:** Greater staff cohesion, ethical work practices, and increased efficiency in project monitoring and reporting.

### **D. Workshop for Young Salesians: “Faith in Action for Sustainable Development”**

**Dates:** 17–18 March 2025 | **Location:** AIDA Office, Dimapur

**Participants:** 54 young Salesians

## Objectives & Highlights:

- Training on sustainable development, rural livelihoods, and mental health.
- Discussions on environmental justice, youth engagement, and entrepreneurship.
- Special interaction with Mr. Daniel Knable from Don Bosco Bonn.

**Outcome:** Heightened awareness of social justice and strengthened commitment to community work among future religious leaders.



## Participation and Outreach

Training Program	Location	Participants	Target Group
Proposal Writing for Fundraising	Dimapur, Nagaland	25	NGO Heads, Project Writers
Remedial Teachers Training (IDRCL Project)	Harmutty, Assam	30	Remedial Teachers
Capacity Building for AIDA Staff	Dimapur, Nagaland	20	Project Staff and Coordinators
Workshop for Young Salesians	Dimapur, Nagaland	54	Young Salesians in Formation
<b>Total</b>	—	<b>129</b>	—

## Key Outcomes and Impact

- **Enhanced Project Design Capacity**  
Participants demonstrated increased confidence and competence in developing high-quality project proposals, logical frameworks, and fundraising strategies.
- **Improved Educational Delivery**  
Remedial teachers reported better engagement in classrooms using student-centric tools and the Preventive System, contributing to better learning outcomes.
- **Strengthened Organizational Culture**  
Internal trainings cultivated a strong sense of teamwork, integrity, and adaptability, particularly in incorporating digital tools and ethical work practices.
- **Youth Engagement in Social Development**

Young Salesians deepened their understanding of contemporary social challenges and committed to integrating development work within their future ministries.

- **AI Integration for Development Practice**

The use of artificial intelligence for documentation, reporting, and monitoring marked a strategic shift in AIDA's operational effectiveness.

### Challenges Faced

- **Digital Access and Literacy:** Some rural participants faced difficulties accessing AI tools and digital platforms.
- **Content Localization:** The need for region-specific examples and translations for tribal and vernacular audiences was evident.
- **Follow-Up Needs:** Participants requested continuity through advanced modules or refresher sessions to reinforce learning.

### Lessons Learned

- Capacity building is most effective when tailored to real-life challenges and linked to field application.
- Youth and educators are eager to engage when training is interactive, relevant, and values-based.
- Partnering with external experts and institutions enriches the training experience and builds credibility.
- Introducing AI tools requires a phased, supportive approach to encourage adoption and comfort.

### Conclusion and Way Forward

The 2024–2025 capacity-building initiatives by AIDA have significantly contributed to empowering local change-makers across northeast India. By investing in the skills and values of its team and partners, AIDA has strengthened its foundation for impactful and sustainable development.

### Future Plans:

- Expand e-learning opportunities through online training modules.
- Introduce advanced thematic trainings in AI, digital finance, and policy advocacy.
- Establish peer-learning circles for ongoing knowledge exchange.
- Forge new partnerships with academic institutions and government bodies for enhanced outreach and resource sharing

## 17. SUSTAINING RURAL LIVELIHOODS THROUGH GOAT FARMING

### Introduction

The Goat Farming FPO Project, supported by the National Bank for Agriculture and Rural Development (NABARD), continued its operations throughout the financial year 2024–2025. This year was primarily focused on maintaining the existing livestock population and ensuring the continued functioning of the farmer collective. While no major expansions or new activities were introduced, the project remained steady in its core operations of livestock care, breeding, and sale of mature goats, contributing to sustained rural livelihoods.



### Project Overview

Launched with the support of NABARD, the Goat Farming Farmer Producer Organization (FPO) aims to empower small and marginal farmers through collective livestock rearing and enterprise development. The initiative promotes sustainable goat farming as a viable source of income, particularly in rural and semi-rural areas where land and resources are

limited. The FPO functions as a community-based organization to improve productivity, build resilience, and enhance the bargaining power of goat rearers.

### Core Activities

#### 1. Breeding and Livestock Management

In 2024–2025, the focus remained on routine livestock management and the natural breeding of existing goats. The project ensured:

- **Regular Veterinary Care:** Periodic health checks, vaccinations, and deworming schedules were followed to maintain animal health and prevent disease.
- **Nutritional Support:** Balanced feeding and access to clean water were maintained to ensure the well-being of the animals and successful breeding cycles.
- **Proper Shelter and Hygiene:** Clean and well-ventilated housing was maintained to reduce stress on animals and create a conducive environment for reproduction.
- **Monitoring of Breeding Cycles:** Goat births were recorded and tracked to maintain the long-term sustainability of the herd.

These efforts contributed to a stable increase in the number of kids born, preserving the strength and vitality of the herd without requiring external livestock procurement.

## 2. Sale of Mature Goats

To manage herd size and generate income, mature goats were sold at appropriate times. Key highlights include:

- **Market-Based Sales:** The timing and pricing of sales were aligned with prevailing market conditions to maximize returns.
- **Income Utilisation:** Revenue from goat sales was reinvested into operations, including feed, health care, and maintenance, ensuring self-sufficiency.

## 3. Operational Highlights

- Sustained a healthy and growing herd through continuous care and monitoring.
- Conducted multiple sales of mature goats, generating modest but stable revenue.
- Maintained core operations without requiring emergency funding or external intervention.
- Strengthened farmer ownership and engagement through consistent involvement in livestock management.

## 4. Financial Overview

With NABARD's initial support continuing to serve as the foundation, the project generated operational revenue primarily through the sale of goats. While there were no major capital expenditures this year, the proceeds from goat sales covered:

- Daily operational costs
- Veterinary and feed expenses
- Labour and maintenance of animal shelters

Despite the absence of expansion, the project sustained itself financially, demonstrating efficient resource use and local ownership.

## Challenges Faced

- **No Fresh Funding for Expansion:** With no new infusion of capital, opportunities for introducing infrastructure upgrades or breed improvement were limited.
- **Fluctuating Market Prices:** Goat prices varied across seasons, affecting revenue consistency.
- **Environmental Factors:** Weather disruptions occasionally impacted feed availability and shelter maintenance.
- **Scale Limitation:** Without scale enhancement, income potential remains modest.

## Impact and Outcomes

Even without new activities, the project continued to deliver positive outcomes:

- Offered a reliable secondary income source for member farmers.
- Encouraged adoption of better animal husbandry practices.
- Strengthened farmer collaboration and collective decision-making.
- Supported rural food security and resilience through livestock-based livelihoods.

## Strategic Goals for the Future

The Goat Farming FPO envisions a more dynamic and scalable model in the coming years. Key future goals include:

- **Breed Improvement Programmes:** Introduction of high-yield goat breeds to improve meat production.
- **Value Addition:** Exploring possibilities for meat processing, organic manure packaging, and direct-to-market sales.
- **Infrastructure Development:** Building improved shelters, fodder banks, and veterinary care centres.
- **Market Linkages:** Establishing partnerships with local traders, meat processors, and institutional buyers.

The realization of these goals will depend on continued support from NABARD and the mobilisation of new resources.

## Acknowledgements

The Goat Farming FPO expresses sincere gratitude to **NABARD** for its continued support and trust in this grassroots initiative. We also thank the participating farmers, local veterinary experts, and community leaders who have ensured the smooth functioning of the project despite limited resources. Their commitment has been the cornerstone of our progress.

## Conclusion

The financial year 2024–2025 was a year of steady performance and operational resilience for the Goat Farming FPO Project. While no expansions were introduced, the project maintained its purpose by supporting rural farmers with livestock-based livelihoods. Going forward, the FPO remains committed to responsible herd management and hopes to evolve into a more scalable and value-driven enterprise with the continued support of NABARD and other partners.

## II. EDUCATIONAL SUPPORT

### 18. TRANSFORMING LIVES: HIGHER EDUCATION PROGRAM FOR ADIVASI YOUTH

#### Introduction

This report details the program focused on the **empowerment of Adivasi youth through higher education**. This initiative, directly addresses a critical yet often neglected challenge: the significant barriers Adivasi youth in Assam face in accessing higher education. These barriers primarily stem from **poverty, family obligations, and the escalating costs of education**. Through this intervention, AIDA sought to empower academically talented yet economically marginalized young individuals from the Adivasi communities by supporting their pursuit of postgraduate education. With a strong belief that education is the most effective vehicle for long-term empowerment, this initiative aimed not only to uplift individuals but also to build a group of leaders, professionals, and change-makers who will eventually serve their own communities.



#### Objective and Rationale

The central objective of the project is to enable Adivasi youth who have completed undergraduate studies to pursue their postgraduate degrees, a milestone rarely reached in these communities due to systemic economic and social barriers.

The rationale behind this intervention is clear and strategic:

- Many Adivasi families live below the poverty line and are unable to finance even basic schooling, let alone higher studies.
- Young people from these communities often support multiple dependents at home and are pushed into low-paying, labour-intensive jobs immediately after Class 12.
- Lack of role models, career guidance, and institutional support creates a vicious cycle of underdevelopment.

By offering financial support and mentorship, AIDA sought to break this cycle and provide these youth with the opportunity to become educated professionals capable of influencing and inspiring their communities.

## Fund Utilization

The financial support provided under the programme covered the essential costs of higher education, including:

- *College admission fees*
- *Tuition and examination fees*
- *Hostel accommodation charges*
- *Monthly mess expenses*

This comprehensive support structure ensured that students could fully focus on their academic commitments without the distraction of financial stress or basic subsistence concerns.

The funds were disbursed in a phased and accountable manner, ensuring transparency and timely payment of institutional dues. Students were monitored regularly through academic progress reports and periodic mentorship sessions.

## Beneficiaries Supported

The 2024–2025 cycle supported a select group of **economically disadvantaged yet academically deserving Adivasi students**. These students were pursuing **postgraduate degrees** in the following disciplines:

- *Master of Business Administration (MBA)*
- *M.Sc. in Psychology and Counseling*
- *Master of Social Work (MSW)*

The **selection process** was rigorous and fair, taking into account:

- Academic records from Class 10 onwards
- Family income documentation
- Personal statements reflecting motivation, goals, and vision
- Interviews to assess commitment and suitability

All selected students were first-generation postgraduates and came from families where formal education was either minimal or absent. Their selection was a moment of pride and hope for entire villages.

## Outcomes and Impact

We are proud to report the successful completion of the academic year with 100% of supported students graduating this year. The impact of this success has been far-reaching:

### Academic and Professional Achievements:

- All students completed their Master’s degrees on time with commendable academic performance.
- Most secured employment immediately after their completion of the degree across a range of sectors, including:
  - **Education:** As teachers, special educators, and support staff.
  - **Health:** As counsellors in schools, hospitals, and NGOs.
  - **Industry:** As HR trainees and administrative officers in manufacturing and service sectors.
  - **Developmental NGOs:** As field coordinators and program assistants.

#### **Socio-economic Advancement:**

- Starting monthly salaries ranged from ₹12,000 to ₹27,000, marking a significant increase from their families' prior income levels.
- These Post-Graduates are now contributing financially at home, lifting their families out of subsistence living and offering siblings the chance to study.
- Increased confidence and social recognition have redefined their roles in the community—from dependents to leaders.

#### **Community Influence:**

- Graduates are becoming visible role models in their villages, motivating younger peers to pursue higher studies.
- Some have begun offering career guidance and tuition to other students in their communities, thus initiating a ripple effect of educational aspiration.

#### **Way Forward**

The overwhelming success of the project’s first phase has energized AIDA to extend this intervention. Preparations for the 2025–2026 cycle is already underway.

#### **Current Activities:**

- **Screening and interviewing new applicants** for support during their undergraduate and postgraduate studies.
- **Outreach and awareness programs** to ensure that more eligible Adivasi youth from remote regions are aware of the opportunity.
- **Liaison with colleges and vocational institutes** to build strong academic partnerships and enable smoother admissions.

While some undergraduate students are already seeking admission, **postgraduate applicants will be processed in the coming months**, once final results and examination schedules are completed.

AIDA would like to place on record our thanks and appreciation to Dr. Fr. Bimal Lakra SDB for his commitment and untiring efforts made to empower the deserving Adivasi students through higher education.

## Conclusion

The **Empowerment of Adivasi Programme** has demonstrated that strategic, compassionate, and well-managed interventions in education can dramatically transform individual lives and entire communities. By investing in the postgraduate education of deserving Adivasi youth, the programme has:

- **Enabled personal empowerment**
- **Uplifted families from chronic poverty**
- **Planted seeds of social transformation**

AIDA remains grateful to its partners, donors, and well-wishers whose support has made this journey possible. As we continue to walk with the youth of Assam's Adivasi communities, we are filled with hope, inspiration, and determination to sustain this momentum for the years to come.

*Together, we are not just educating individuals—we are transforming futures.*

## 19. BRINGING LEARNING TO THE LAST MILE: EDUCATIONAL SUPPORT IN RURAL SECHII

### Introduction

The primary goal of *Support for the Works of SDB in Sechii, Zubza* is to enhance the educational experience and access for students from disadvantaged backgrounds in the regions of Sechii, Zubza. This intervention sought to address financial barriers to education and improve the physical learning environment within the Salesian-run institution. The programme underscores the importance of sustained support in transforming educational outcomes and ensuring that vulnerable children receive the tools necessary to succeed academically and personally.

### The Intervention Goal and Objectives

#### Overall Goal:

The overall goal is to support the Salesians of Don Bosco's educational and infrastructural efforts in Sechii, Zubza; and the specific objectives are:

- Provide financial assistance for school and admission fees to students in need.
- Supply school uniforms to economically disadvantaged students.
- Improve infrastructure by installing ceiling fans in classrooms and boarding facilities to enhance comfort and learning conditions.

## Project Activities and Implementation

### 1. Educational Assistance: School and Admission Fees

- A total of 142 students received financial assistance for school fees.
- Admission fees for 2 students were also covered.
- This intervention directly reduced dropout risks and enabled continued education, particularly among children from low-income households.

### 2. Provision of School Uniforms

- 124 students were supplied with complete school uniforms. Uniforms promote a sense of identity, equality, and discipline within the school setting, and this support ensured that students could attend school with dignity and without the stigma of economic disparity.

### 3. Infrastructure Support: Installation of Ceiling Fans

- 61 ceiling fans were installed across classrooms and boarding areas in response to rising summer temperatures, particularly in Zubza. This upgrade significantly improved the comfort level in learning and living spaces, leading to better

#### 6. Project Impact Highlights:

- **Increased Access to Education:** Financial burdens were eased for many families, helping students stay in school.
- **Promotion of Equality:** Uniform distribution fostered inclusion and a sense of belonging.
- **Enhanced Learning Environment:** The installation of fans directly impacted students' concentration and overall academic performance by mitigating the discomfort caused by heat.

## Conclusion

The intervention has fully achieved its intended goals and delivered substantial benefits to the educational institution in Sechii, Zubza. It has tangibly improved both access to education and the quality of the learning environment for underserved students. Through this programme the school was able to provide school fees, admission support, and uniforms to deserving students, while also improving learning conditions by improving the infrastructure in the campus. This programme has significantly impacted the lives of economically disadvantaged children by promoting educational access, dignity, and comfort. The success of this initiative reflects the power of collective effort and compassion in transforming communities and empowering the next generation through quality education and care. This initiative stands as evidence to the importance of targeted, community-focused support in rural educational contexts. The transformation it brought about extends beyond the classrooms—strengthening the very fabric of the community by empowering young minds and investing in their future.

## 20. DIGITAL COMMUNITY SCHOOL: BRIDGING GAPS IN EDUCATION

### Introduction

The Digital Community School (DCS) programme, continues to be an example of innovation and inclusive learning in the remote villages of Tamenglong District, Manipur. The programme is operational in three strategically selected villages—**Tharon, Duiluan-1, and Lower Sonram**—to address educational gaps, promote digital literacy, and cultivate value-based, holistic development among children.

The DCS initiative aims to transform community education through the integration of digital tools, life skills training, value education, and extracurricular enrichment. During the 2024–2025 sessions, the program benefitted a total of **84 children** across the three villages.

### Project Locations and Key Statistics

Village Name	Total Students	Girls	Boys
<b>Tharon</b>	33	18	15
<b>Duiluan-1</b>	27	15	12
<b>Lower Sonram</b>	24	14	10
<b>Total</b>	<b>84</b>	<b>47</b>	<b>37</b>



### Village-Wise Progress and Impact

#### a. Tharon Village

Originally slated to conclude by March 2024, the DCS project in Tharon was extended until August 2024 in response to strong community engagement and visible student progress.

- **Student Strength:** 33 (18 girls, 15 boys)
- **Key Highlights:**
  - Assisted learning in academic subjects was provided alongside digital education.
  - Students participated in indoor and outdoor games, environmental awareness campaigns, and value education.
  - Both students and the broader community reported noticeable improvements in digital competence and academic confidence.

## b. Duiluan-1 Village

The DCS in **Duiluan-1** entered another fruitful year in 2024–2025, nurturing 27 students.

- **Student Strength:** 27 (15 girls, 12 boys)
- **Key Highlights:**
  - Students demonstrated better grasp of digital tools, especially iPads, building on foundational training from previous sessions.
  - Academic performance improved through regular tuition support.



- Activities included moral value sessions, cultural education, environmental care awareness, and games.
- Students began showing signs of enhanced self-esteem, critical thinking, and personal responsibility.

## c. Lower Sonram Village

The Digital Community School in Lower Sonram marked its third consecutive year, continuing to provide accessible, quality education.

- **Student Strength:** 24 (14 girls, 10 boys)
- **Key Highlights:**

- The DCS model replicated here ensures parity with the academic and developmental experience of the other two villages.
- The 2024–2025 sessions concluded successfully, with preparations and enthusiasm for the 2025–2026 sessions already underway.

- The DCS is now widely accepted as an essential community institution contributing to social transformation through education.

## Educational Approach and Methodology

All three DCS centres follow a uniform yet flexible approach that incorporates:

- **Digital Learning:** Hands-on sessions using tablets and curated digital content.
- **Academic Support:** Daily tuition in core subjects aligned with school curricula.
- **Value-Based Education:** Sessions on discipline, honesty, respect, and responsibility.
- **Cultural and Environmental Awareness:** Activities on traditional practices, sustainable living, and environmental protection.
- **Co-curricular Engagement:** Games, creative arts, and talent exploration activities.

## Impact Assessment

- **Improved Digital Literacy:** Students became more adept at using educational apps and digital tools.
- **Academic Growth:** Regular support led to improved school performance and reduced dropout risks.
- **Holistic Development:** Exposure to cultural, environmental, and moral dimensions helped shape responsible and aware individuals.
- **Community Engagement:** Parents and village elders increasingly recognize the importance of DCS and support its implementation.

## Way Forward

With the 2025–2026 academic session in motion, the project aims to:

- Introduce more updated content and applications to keep digital learning relevant and engaging.
- Expand community outreach, especially targeting out-of-school children.
- Strengthen teacher capacity building through refresher trainings.
- Develop localized content that preserves the unique cultural identity of the region.

## Conclusion

The Digital Community School programme continues to bridge the rural-urban education divide by empowering children in remote regions with digital literacy and life skills. The visible transformation in students' academic performance, attitude, and overall confidence is a proof to the relevance and impact of this innovative education model.

## 21. EDUCATION WITH DIGNITY: THE BOSCOME STORY

### Introduction

Boscome is more than just a learning centre—it is a sanctuary of hope for the most underprivileged children in and around Dimapur, Nagaland. Established with the aim of providing foundational education, Boscome caters to children from extremely poor households, many of whom have never set foot inside a formal classroom. Children as young as four years old are welcomed into a nurturing environment that supports their academic growth and personal development until Class V. Upon completion, students are guided toward mainstream schools in the locality to continue their academic journey.

The centre adheres to the curriculum laid out by the Nagaland Education Board and integrates core subjects with life skills, hygiene, environmental awareness, and moral values. Boscome is committed to not only teaching children how to read and write but also how to live with dignity, respect, and responsibility.



### Educational Approach and Holistic Development

Boscome's strength lies in its holistic approach. In addition to foundational academic instruction, the centre emphasizes value education, focusing on hygiene, mutual respect, environmental care, and social responsibility. This dual focus ensures that children are equipped not just with textbook knowledge, but also with the personal and social skills necessary to become contributing members of society.



The arts play a significant role in the Boscome curriculum. Through activities such as drawing, crafts, poetry, music, and dance, students discover and nurture their creative talents. These artistic outlets provide not just enjoyment, but therapeutic value—helping children relieve stress, build confidence, and express them freely.

### Socio-Economic Context of the Region

Boscome operates in a highly challenging socio-economic environment, catering to children from Nagaland, Assam, Manipur, and other northeastern states. These regions share similar hardships—soaring prices of everyday goods, chronic unemployment, and a lack of sustainable income sources. For these families, education becomes a luxury they cannot afford. School supplies, textbooks, notebooks,

uniforms, and even transport costs are often out of reach. Boscome provides learning materials, uniforms, and snacks to ensure no child is denied education due to financial hardship. The goal is not just to educate, but to do so with equity and compassion.

### **Diverse and Inclusive Student Body**

One of Boscome's defining characteristics is its inclusive and welcoming environment. Students hail from diverse ethnic and cultural backgrounds, living in the slum settlements of Dimapur. The centre upholds a strict policy of non-discrimination based on caste, creed, or religion. Every child who walks through Boscome's doors is treated with equal care and respect, with a shared goal of building a better future.

Currently, Boscome serves nearly 300 children aged 4 to 12, with a slightly higher number of girls. All are enrolled as day scholars, as the centre does not yet have residential facilities. Enrolment has seen a slight decline since the pandemic, largely due to migration and economic displacement.

### **Health and Nutrition Challenges**

One of the most pressing concerns at Boscome is student health. It has been observed that some children faint or fall sick during school hours—often due to arriving at school on an empty stomach. Many parents leave early for work and are unable to provide a morning meal. While government schools offer a midday meal, this benefit is not extended to private or charitable institutions like Boscome.

Currently, Boscome provides a small daily snack, but this is insufficient to address chronic malnutrition. A more substantial, nutritious midday meal is urgently needed. Without proper nutrition, children's ability to concentrate, retain information, and engage in class is severely compromised. In addition to meals, Boscome requires food supplements and awareness sessions on hygiene, nutrition, and basic health care for both children and parents.

### **Activities and Achievements of the Year**

The 2024–2025 academic years began on 3rd February with around 300 students, setting a positive tone. Despite limited infrastructure, Boscome delivered a vibrant and engaging academic experience. Events such as grammar competitions, painting contests, poetry recitations, dance and various creative activities were organized throughout the year. These activities enriched students' academic life, helping them build skills, confidence, and solidarity.



Workshops and practice sessions were held regularly, with enthusiastic participation from both students and staff. Despite initial challenges, including reluctance from some students and space limitations, the dedication of teachers and volunteers made the year a resounding success.

### **Conclusion**

Boscome stands as a pillar of compassion, education, and transformation for children from the slums of Dimapur. It is more than just a school; it is a nurturing environment where dignity, discipline, and dreams take root. As the socio-economic and political landscape evolves, Boscome remains steadfast in its mission to uplift the most vulnerable through quality education and holistic care. The road ahead is filled with challenges—but with continued support, Boscome will keep lighting the path toward opportunity and empowerment for hundreds of deserving children.

## **22. EDUCATIONAL SUPPORT TO STUDENTS OF LOW-INCOME GROUP**

### **Introduction**

Educational Support to Students of Low-Income Group at Don Bosco College, Golaghat, aimed to provide academic and personal development support to students from economically weaker backgrounds. The financial assistance received under this initiative was instrumental in helping meritorious yet underprivileged girls and boys to continue and complete their higher education without interruption or financial stress.



### **Objective of the Project**

The primary objective was to support academically meritorious students from low-income families with financial aid that could help them meet essential academic expenses. In addition to academic support, the project also aimed at holistic development by encouraging participation in extracurricular, social outreach, and community-building activities.

## Beneficiary Selection Process

A total of six academic merit-based tests were conducted over the project duration; students who secured 70% and above in these tests were shortlisted and selected for the scholarship. This fair and unbiased selection process helped ensure that the most deserving candidates received the aid, thereby motivating the student community to strive for academic excellence.

## Academic Progress and Achievements

The 2021–2024 batches of students successfully completed their academic course in June 2024. Many of the scholarship recipients are now pursuing higher studies or preparing for employment opportunities aligned with their academic achievements.

## University Ranking

- **B.A. 1st Semester** – 2nd position
- **B.A. 5th Semester** – 43rd position
- **B.Com. 1st Semester** – 14th position
- **B.Com. 3rd Semester** – 10th position
- **B.Com. 5th Semester** – 3rd position

These results reflect the dedication of the beneficiaries and the effectiveness of the support provided through the intervention.

## Co-Curricular and Social Engagement

The scholarship recipients actively contributed to the vibrant college life and community development initiatives. Their involvement extended beyond academics into cultural, environmental, and social welfare activities:

- **Environmental Stewardship:**

The scholarship students led the “Green Campus” and “Tobacco-Free Campus” initiatives. They were responsible for daily care and maintenance of the campus greenery, making it part of their daily routine.

- **NAAC Accreditation:**

The students' participation in quality enhancement activities contributed significantly to the college achieving a **B+ Grade** during NAAC accreditation.

- **Outreach Programmes:**

- *Halmira Village Visit:* Awareness campaign on “Say No to Drugs and Alcohol.”
- *World Mental Health Week Skit* at Sri Satya Sai Vidya Vihar School.
- *MANODARPAN Skit* at Kendriya Vidyalaya, Golaghat, promoting mental well-being among students.

- **National Service Scheme (NSS):**  
Organized social awareness campaigns and health education sessions in rural areas of Rangajan.
- **Rotaract Club:**  
Led a **blood donation camp**, contributing directly to public health causes.

### Student and Community Impact

The scholarship has not only helped the students continue their education but also become responsible, socially-aware young men contributing to the community. Their families have expressed heartfelt gratitude for the support provided. The sense of pride and motivation this project has generated is evident in the academic excellence and community service of these students.

### Conclusion

The “*Educational Support to Students of Low-Income Group*” has been a transformative initiative for Don Bosco College, Golaghat. The programme has ensured that deserving students from financially challenged backgrounds were not deprived of higher education. It has empowered them to grow academically, socially, and morally.

## 23. TRANSFORMING LIVES THROUGH EDUCATION IN NORTHEAST INDIA

### Introduction

Since its inception in 2002, the **Fondazione Fratelli Dimenticati Onlus Children’s Sponsorship Programme** has provided hope for countless children living in remote and underdeveloped regions of Northeast India. Driven by the belief that every child deserves access to quality education and a nurturing environment, the programme—implemented by the **ANMA Integrated Development Association (AIDA)**—has empowered thousands of children to overcome socio-economic barriers and pursue their dreams.

The 2024–2025 academic session marked yet another milestone in this journey of transformation. Building on over two decades of impactful service, the programme expanded its reach, enriched its methods, and deepened its engagement with communities in **Arunachal Pradesh, Manipur, and Nagaland**. It focused not only on educational sponsorship but also on holistic child development, psychosocial support, and community integration.



## Geographical Focus and Centres

The programme operates in rural and tribal pockets across three north-eastern states:



- **Arunachal Pradesh:** Borduria, Mintong, Palin
- **Manipur:** Chingmeirong, Khoupum
- **Nagaland:** Boscome (Dimapur)

These areas, though rich in indigenous culture and natural resources, continue to grapple with challenges such as poverty, poor infrastructure, and limited access to educational services. The sponsorship programme acts as a bridge—bringing hope, support, and structured learning into the lives of children who are otherwise marginalized by circumstance.

## Student Outreach and Sponsorship

In the academic year 2024–2025, the number of children supported by the programme grew from **1,165 in 2023–2024** to **1,237**, reflecting the sustained credibility and rising demand for educational support among the targeted communities.

## Centre-Wise Student Data

Centre	Location	Sponsored Students
<b>Don Bosco Primary School, Borduria</b>	Arunachal Pradesh	203
<b>Boscome Primary School, Dimapur</b>	Nagaland	277
<b>Mintong</b>	Arunachal Pradesh	235
<b>Khoupum</b>	Manipur	210
<b>Palin</b>	Arunachal Pradesh	162
<b>Chingmeirong Centre (4 Schools)</b>	Manipur	150

The Chingmeirong centre provides educational support to students studying in four school with the support received from Fratelli. They are:

- DBS Chingmeirong: 50
- Aroma English School, Kangpokpi: 41
- St. Paul, Ukhrul: 35
- St. George, Hundung: 20

## Support Provided to Sponsored Children

The programme goes far beyond tuition support. Children under sponsorship benefit from:

- **Academic Materials:** Textbooks, notebooks, stationery
- **Uniforms and foot wears**
- **Hostel :** Food and accommodation
- **Mentorship and Emotional Support**
- **Life-Skills Orientation and Personal Development**

This comprehensive support ensures not only regular school attendance but also an enriched learning experience and emotional well-being for the children.

## Co-curricular and Holistic Development

Understanding that education is not confined to textbooks, the programme places strong emphasis on holistic child development. Sponsored children participated in a wide range of creative and recreational activities including:

- **Art & Painting**
- **Theatre & Storytelling**
- **Music & Singing**
- **Gardening & Environmental Education**
- **Sports & Physical Training**

These engagements help children explore their talents, build confidence, develop teamwork, and stay mentally healthy. For instance, **school gardening activities** taught children about sustainability, biodiversity, and nutrition—lessons that extend well beyond the classroom.

## Community Engagement and Partnerships

The success of the programme is rooted in strong collaborations with:

- Local School – The Rector or In-Charges
- Local Salesian community



- Staff of the institution
- Parents of the children
- AIDA's constant follow up with the centres

These partnerships ensure cultural appropriateness, responsiveness to local needs, and seamless coordination in service delivery. **Regular school visits**, community meetings, and interactive sessions keep parents involved, foster accountability, and provide feedback for continuous improvement.

### Psychosocial and Emotional Support

Special focus has been placed on the **emotional resilience and psychosocial health** of children, especially those from vulnerable households. Through mentorship, counselling, and age-appropriate guidance, the programme helps children navigate challenges related to self-esteem, peer pressure, and academic stress.

### Key Achievements and Impact

- **Increased Enrolment:** 72 new children were added to the programme this year, demonstrating its growing reach and trust.
- **Retention and Attendance:** Sponsored students showed a **high retention rate**, with improved attendance and engagement in school activities.
- **Academic Progress:** Several centres reported noticeable improvements in student performance and reduced dropout rates.
- **Personal Development:** Children exhibited greater confidence, creativity, and participation in community events and school functions.
- **Community Support:** Parents and local leaders expressed strong satisfaction with the programme, with many volunteering in school-related activities.

### Challenges and Opportunities

Despite the progress, several challenges persist:

- **Logistical Issues:** students find it difficult to reach the school and boarding on time after their vacations due to incessant rain which causes landslides, road damages and related problems especially for children from remote villages.
- **Inflation in Education and hostel Costs**, leading to increased financial burden.

However, these challenges also present opportunities to **innovate and adapt**.

## Conclusion

The **Fondazione Fratelli Dimenticati Onlus Children's Sponsorship Programme** is evidence to the transformative power of education, compassion, and community collaboration. Through targeted educational support and a holistic developmental approach, the programme is shaping future leaders from some of the most underserved corners of Northeast India.

The journey from **vulnerability to empowerment** is complex and on-going, but through sustained support, every child in the programme is one step closer to a brighter future.

We extend our heartfelt gratitude to all sponsors, educators, field staff, and community partners whose collective efforts make this programme not just a possibility—but a profound success

## 24. FR. MASCHIO MEMORIAL FOUNDATION'S SCHOLARSHIP PROGRAM: UPLIFTING ADIVASI STUDENTS OF ASSAM

### Introduction

Higher education remains a crucial pathway for young people from marginalized communities to break the cycle of poverty and social exclusion. Recognizing this pressing need, Fr. Maschio Memorial Foundation, has extended its support to 35 bright and deserving Adivasi youth, enabling them to pursue undergraduate and postgraduate studies in reputed institutions across India during the reporting period. This initiative is more than a financial aid program—it is a long-term investment in leadership, social equity, and community development.

### Overview of the Scholarship Programme

The scholarship initiative is specifically designed to assist students from the Adivasi community, a group that has historically faced multiple barriers to accessing quality education. All these students come from remote rural tea garden villages in Assam. For them, attending college or university is not just a personal aspiration—it represents a beacon of hope for their families and communities.

As of the current academic year, a total of 35 students have been supported under this program:

- 18 Postgraduate Students
- 17 Undergraduate Students

These students are pursuing a wide range of disciplines and are enrolled in reputed colleges and universities across the country. They are not only performing well academically but are also emerging as socially responsible individuals with a deep sense of purpose.

## Details of Postgraduate Students

Among the 35, 18 students are pursuing postgraduate degrees in fields that are closely aligned with community service, human development, and economic empowerment. Their areas of study include:

- Master of Social Work (MSW)
- Master of Arts (M.A.)
- Master of Commerce (M.Com)
- Master of Business Administration (MBA)
- Master of Science in Counseling Psychology
- M. Phil in Psychiatric Social Work

These disciplines reflect the interests of students who are deeply committed to serving society, especially the underprivileged. One student's pursuit of an M. Phil in Psychiatric Social Work is particularly noteworthy, as it represents a vital step toward addressing mental health challenges in tribal communities—an area often overlooked.

## Undergraduate Students' Progress

In parallel, 17 students are currently pursuing undergraduate degrees in arts, commerce, and science streams. These young scholars have enrolled in diverse colleges located in Assam, Delhi, Bangalore, Kolkata, and Ranchi. Many of them are first-generation learners whose entry into higher education is not only a personal milestone but also a historic moment for their entire families.

Despite the cultural and academic shifts that come with moving from rural to urban educational settings, these students are adapting well and thriving. Their resilience, discipline, and determination are reflected in their academic performance, with many achieving distinctions and receiving commendations from faculty members.

## Impact and Outcomes

The impact of this initiative goes far beyond individual success stories. By enabling access to higher education, the program contributes to:

- Empowerment of marginalised communities
- Gender equity, as several of the beneficiaries are young women
- Reduction in school drop-out rates, as younger siblings follow the example of the scholarship holders
- Development of role models within the community

- Strengthening of the social service sector, especially with students entering fields like MSW, Psychology, and Education
- Many students have already expressed a desire to return to their communities and serve through teaching, social work, and local development initiatives—creating a ripple effect of transformation.

### Conclusion

The support extended by Fr. Maschio Memorial Foundation has already begun to reshape the educational landscape of Adivasi youth. By focusing on higher education, the program not only uplifts individuals but also strengthens entire communities through educated, empowered, and motivated young leaders.

As these 35 students continue to rise and reach new milestones, they serve as living testimonies of what focused support, visionary leadership, and a nurturing ecosystem can achieve. The journey has just begun, and the future looks promising—for them and for the generations to follow.

Thanks to Fr. Dr. Bimal Lakra SDB whose unwavering commitment to the cause of tribal education has brought about tangible change in the lives of hundreds of Adivasi youth over the years. He not only facilitates financial support but also plays a mentorship role—guiding, motivating, and nurturing the students to develop confidence and leadership skills. His belief is simple yet profound: *"Invest in the education of the poor and you invest in the future of the communities."*

## 25. ENHANCING EDUCATION THROUGH ESSENTIAL SUPPORT: SWEATER AND SCHOOL BAG DISTRIBUTION IN RURAL MANIPUR

In the remote and rural regions of Manipur, school-going children often face severe challenges due to economic hardship and harsh climatic conditions, which significantly affect their attendance, comfort, and overall educational experience. Recognizing this reality, the ANMA Integrated Development Association (AIDA), with the vital support of Bosconet, implemented a humanitarian outreach initiative to provide essential support to underprivileged students across six rural schools. The primary goal of this project was to distribute school sweaters and bags—simple yet transformative items that contribute to student well-being, attendance, and dignity.



The initiative targeted 440 students from six schools located in remote parts of Kangpokpi, Chandel, Senapati, and Noney districts. Each student received a woollen sweater to combat the winter cold and a school bag to carry their educational materials in a dignified and functional way. These items were not just physical necessities but symbols of encouragement and care for children who often walk long distances in harsh weather, sometimes carrying their books in plastic bags.

The intervention was carefully planned to address two key challenges:

- **Warmth and Health:** Woollen sweaters helped protect children during cold mornings, thus improving their health and reducing absenteeism.
- **Dignity and Functionality:** The provision of proper school bags gave students a sense of self-worth and belonging while improving their ability to manage and carry study materials effectively.

### Reach and Impact:

The six beneficiary schools were:

1. **Don Bosco School, Keihao (Kangpokpi):** Here, 55 children from marginal farming families expressed deep joy upon receiving the items. The school caters to students from scattered villages with very limited resources.



2. **Aroma English School, Tupul (Noney):** Located in a remote tribal area, the school noted enhanced student enthusiasm following the distribution. The children's excitement reflected the emotional impact of being recognized and supported.

3. **Don Bosco School, Lamphoupasana (Chandel):** With 95 students from economically under-resourced communities, this school highlighted the program's contribution to student retention and readiness during winter.

4. **DePaul School, Molkon (Kangpokpi):** A small school where 40 students benefited, this intervention supported preparedness and inclusion, reinforcing the value of being equipped for learning.

5. **Don Bosco School, Thayong (Kangpokpi):** In this hilly region where children trek long distances, 75 students received critical support. Many had previously used old sacks for carrying books, making the bags a particularly meaningful gift.
6. **Don Bosco School, Maryram (Senapati):** For 100 students, this support directly tackled both climatic and infrastructural challenges, encouraging school attendance and improving participation, particularly during cold mornings.

The heartfelt reactions from students, teachers, and communities highlighted the emotional and practical value of the support. In some cases, it was the first time children had owned such basic educational items. These simple yet impactful provisions helped reinforce a sense of dignity and inclusion, showing that small actions can lead to substantial improvements in a child's educational experience.

#### **Acknowledgements:**

AIDA extends deep appreciation to Bosconet for their vital support and collaboration in this effort. Their commitment to improving children's lives in underprivileged communities made the initiative successful. Thanks are also due to the school administrations, teachers, and local communities for their active participation and smooth execution of the program. Special thanks go to Boscomangal for identifying the most in-need children and facilitating the distribution.

#### **Conclusion:**

The distribution of sweaters and school bags in rural Manipur reflects a meaningful step towards ensuring that children can learn in dignity, comfort, and security. While modest in scale, the initiative had a profound impact—enhancing school attendance, increasing motivation, and reinforcing the value of education. AIDA remains committed to practical, high-impact programs that support child-centered development, especially in vulnerable and underserved communities. This project stands as a reminder that targeted, compassionate interventions can transform lives and empower the next generation.



## 26. FIELD ENGAGEMENT AND EXPERIENTIAL LEARNING AT AIDA.

As part of its ongoing commitment to capacity building and academic collaboration, AIDA hosted a diverse group of student interns during the reporting period from April 2024 to March 2025. A total of 23 students from various institutions across India undertook internships and block placements at AIDA, spanning durations from one week to two months. These students came from disciplines such as Social Work (BSW/MSW), Development Studies, and Humanities, seeking practical exposure to grassroots development and community-based interventions.

The internship program at AIDA is structured to provide meaningful engagement opportunities that blend academic theory with field realities. Interns were actively involved in various facets of development work, including community outreach, baseline surveys, livelihood promotion, awareness generation, and documentation. Each intern was guided by project coordinators and Project Managers under the Agency Supervisor, who ensured that the experience was both educational and impactful.

### **Core Activities of Interns during Placement at AIDA**

During their placement at AIDA, the interns were actively engaged in a broad spectrum of activities that reflected the organization's Activities. Their involvement provided them with valuable hands-on experience in the development sector while enhancing both their theoretical understanding and practical skillsets.

- **Community Engagement and Field Exposure:**

Interns regularly accompanied AIDA's field staff to the project areas' rural and village. They participated in household surveys, supported the mobilization of the beneficiaries, and participated in community-level awareness programs. These engagements enabled them to understand grassroots-level challenges and approaches to participatory development.



- **Baseline Surveys and Monitoring Activities:**



The interns contributed significantly to data collection efforts for baseline surveys and Impact studies, which is helpful for their dissertations. Under supervision, they conducted interviews, recorded field observations, and supported data entry and preliminary analysis. This helped them understand the importance of evidence-based planning and impact assessment in community development.

- **Livelihood Enhancement Activities:**

As part of AIDA's livelihood initiatives, interns assisted in documenting the progress of various income-generating programs such as backyard piggery, mushroom cultivation, etc. They helped organize training sessions, facilitated interactions between farmers and experts, and observed firsthand the implementation of sustainable livelihood models.

- **Skill-Based Learning:**

Interns were also given the opportunity to develop practical skills, such as mushroom cultivation, which not only enriched their knowledge but also equipped them with tools for possible future replication or community training initiatives.

- **Support in Educational and Remedial Programs:**

In areas where AIDA runs remedial education centers, the interns assisted in classroom management and student engagement. They helped conduct creative and recreational activities with children from the Children Friendly Dimapur (CFD) initiative and supported learning sessions, thereby promoting holistic child development in underserved communities.



- **Documentation and Communication:**

Writing and reporting formed an essential part of the interns' responsibilities. They contributed to the preparation of case studies, success stories, event documentation, and field visit summaries. These written outputs enhanced AIDA's communication with stakeholders and helped in building a transparent narrative around its field interventions.



- **Exposure to Project Planning and Management:**

Through close interaction with project teams, presenting their learnings and observation of field operations, the interns gained practical insights into the various stages of community development project management, from planning and implementation to monitoring and evaluation.



This diverse and immersive experience not only deepened the interns' understanding of social development work but also strengthened their capacity to contribute meaningfully to the sector in the future.

### **Learning Outcomes**

The internship experience offered students an immersive learning platform where they could:

- Apply theoretical knowledge in real-world settings.
- Understand the socio-economic challenges faced by marginalized communities.
- Develop interpersonal and communication skills through interaction with beneficiaries.
- Strengthen their teamwork, planning, documentation, and critical analysis abilities.

The diversity of academic backgrounds and geographic origins among interns created a dynamic learning environment within AIDA. Interns not only gained knowledge but also contributed fresh perspectives, enthusiasm, and a volunteer spirit that enriched AIDA's programs.

## Conclusion

The internship engagements for the year 2024–2025 reaffirm AIDA's role as a nurturing ground for aspiring development professionals. By creating space for academic-practical convergence, AIDA supports the holistic formation of students while simultaneously strengthening its outreach and impact in the communities it serves. We remain committed to fostering such partnerships that bridge classrooms with communities, knowledge with action, and passion with purpose.

## 27. BRIDGING ASPIRATIONS AND OPPORTUNITIES: COMPETITIVE EXAM STUDY CENTRE OPENS AT AIDA

The ANMA Integrated Development Association (AIDA) in collaboration with Don Bosco Job Placement Network, Dimapur, inaugurated its newly established *Study Centre for Competitive Exams* on **March 19, 2025**, at AIDA. This visionary initiative aims to provide structured guidance, access to quality study resources, and a nurturing environment for students and young aspirants preparing for various competitive examinations across the region.



The study centre was inaugurated by **Mr. Daniel Knable**, *Project Manager, Don Bosco Bonn*. During his address, Mr. Knable emphasized the crucial role such centres play in shaping the academic and professional futures of youth. He expressed deep appreciation for AIDA's initiative and conveyed his heartfelt support and prayers, hoping this centre would grow into a beacon of opportunity for young people in Dimapur and beyond.

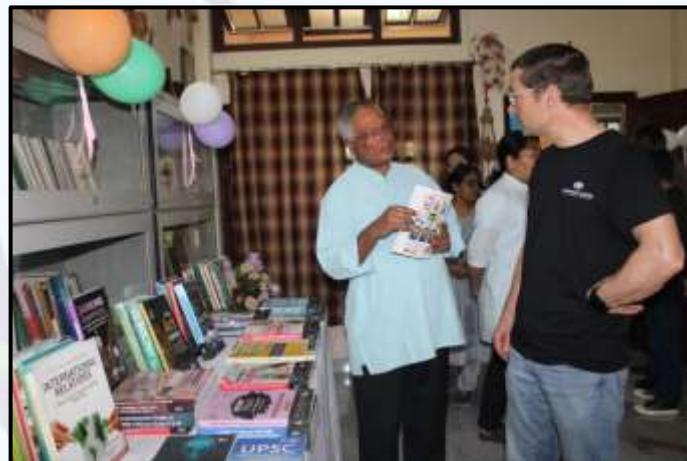
**Dr. Roy George SDB**, *Executive Director of AIDA, Dimapur*, in his message, underlined the long-

term impact the Study Centre could make in the lives of aspiring students. He emphasized the value of equitable access to educational tools and personalized mentorship in helping students unlock their full potential and compete confidently in today's fast-changing job landscape.

As part of the inaugural event, **Mr. Sebi Chacko**, *Regional Coordinator, AIDA-JPN*, led attendees on a guided tour of the newly established library and study spaces. Participants explored the well-curated collection of reference books, test preparation materials, and general knowledge resources, all made available for public access. The tour also introduced the centre's digital learning facilities, demonstrating how students can leverage online platforms and e-learning tools for competitive exam preparation.

The Study Centre is thoughtfully designed to offer a conducive and distraction-free learning environment. Key features include:

- **Dedicated Study Spaces** for focused individual or group learning.
- **Resource Library** stocked with books covering subjects for exams such as UPSC, SSC, banking, railways, and state-level civil services.
- **Digital Learning Tools**, including online test series, e-books, and access to relevant educational platforms.
- **Mentorship and Guidance Programs** planned to support students with strategies, doubt-solving sessions, and motivational inputs.



This initiative is part of AIDA's broader vision to empower youth through education and skill development. By removing barriers to access and offering well-rounded academic support, AIDA's Study Centre seeks to become a hub of **academic excellence and transformation** in Nagaland and the surrounding regions.

The inauguration concluded with words of encouragement and appreciation from invited guests and community stakeholders. The enthusiasm and energy witnessed during the event signal a promising start for the Study Centre and reflect the commitment of AIDA—Don Bosco Job Placement Network to fostering youth development.

The inauguration of the Study Centre for Competitive Exams marks a significant milestone in AIDA's journey towards empowering young minds. With its inclusive resources and dynamic learning infrastructure, the Centre stands as a testament to the power of education in shaping brighter futures.

### III. INFRASTRUCTURE DEVELOPMENT

#### 28. DON BOSCO SCHOOL, BORDURIA: A MILESTONE IN RURAL EDUCATIONAL INFRASTRUCTURE

##### Introduction

The relocation of Don Bosco School at Borduria was undertaken with the objective of constructing a new, four-block school building to adequately cater to the educational requirements of the children in the area. Site preparations commenced on March 1, 2024. This document chronicles the project's development, the obstacles faced, its successful conclusion, and the formal inauguration of the new school facilities.

##### Timeline and Initial Preparations

Construction preparations began in March 2024 with ground levelling and procurement of essential materials such as iron rods, sand, bricks, bamboo, CGI sheets and water tanks, etc. These materials were stocked depending on the available storage space. The contractor and a team of labourers from Assam joined the project on March 20, 2024. The foundation blessing and laying ceremony was held on March 28, 2024.



Supervision was rigorously carried out by Dr. Roy George, the Executive Director of AIDA through daily photos and video updates and bi-weekly site visits, ensuring quality and accountability. He was physically present for major construction milestones.

##### Progress of Construction – Block-wise Overview

###### 1. Block I

Block I includes four classrooms (625 sq. ft. each), a spacious corridor (1430.1 sq. ft.), and a large ramp (1154.16 sq. ft.) giving access to the first floor. The corridor includes one of the school's two main entrances, designed with separate ramps and steps to facilitate access for differently-abled persons. The total built-up area of this block is 5084.16 sq. ft.

###### 2. Block II

This block consists of three rooms of 625 sq. ft. each. The central room serves as a stage for assemblies and school programs, with classrooms on either side, totalling a built-up area of 3750 sq. ft.

### 3. Block III

Block III comprises of two classrooms (625 sq. ft. each), a principal's office (625 sq. ft.), a staff room (940 sq. ft.), and a corridor (1430.1 sq. ft.). One of the main entrances to the school is located here, and this block also provides access to the female staff and girls' washrooms. The total built-up area is 4245.1 sq. ft.

### 4. Block IV (Toilet Block)

This block houses all staff and student washrooms, with a total built-up area of 2688.36 sq. ft. The washroom area is, 975.24 sq. ft. each for girls and boys, with the remaining 412.8 sq. ft. set aside for staff toilets. Staircases (325.08 sq. ft. on each end) link this block to the main academic blocks. Above this block, a gallery is planned, facing the stage in Block II.



### Inauguration Ceremony

The new school building was officially inaugurated and blessed on March 22, 2025. The



construction was completed in one year time. Most Rev. Dennis Panipitchai SDB, D.D., Auxiliary Bishop of Miao Diocese blessed the new school building. The inauguration was carried out by Mr. Daniel Knable, project manager from Don Bosco Mondo, Germany. The plaque was unveiled by Shri Wanglin Lowangdong, MLA 57 Borduria, Bogapani Constituency of Arunachal Pradesh. The event was attended by Dr. Roy George, Executive Director of AIDA, Fr. C.J. Mathew Rector, Don Bosco Borduria & the Salesians of Borduria community, Salesians from Longding community, religious sisters, local leaders, parents, teachers, and a few students from the village.

Since the school was on annual vacation

only a few students from the village could participate in the event. The well-constructed school is received by the people with deep appreciation and gratitude. The new structure is praised for its quality and is considered as one of the best educational institutions in the region. Mr. Knable's personal engagement, including interaction with the few students and community members, was a memorable highlight of the occasion.



## Acknowledgment

Dr. Roy George extended sincere gratitude to all benefactors, especially **Don Bosco Mondo e.V.** and **Sternstunden e.V.**, as well as the **Salesian Generalate** and the **Salesian Province of Dimapur**. Their financial and moral support made the realization of the project possible. Dr. Roy offered special thanks to Mr. Daniel Knable for his sustained interest and commitment to the project, recognizing his crucial role in ensuring timely completion. This expression of thanks was also made on behalf of the Provincial Pampackal Joseph SDB and the entire AIDA team. The school is now a remarkable gift for the people of Borduria and the surrounding villages.

## Challenges Faced

The project encountered multiple delays and difficulties:

- **Heavy Rainfall:** Continuous and unexpected rains from April to October 2024 and again during December and January created delays in construction timelines and material handling.
- **Elections:** India's Parliamentary elections in April and May impacted the availability of workers and slowed down activities.
- **Labour-Related Disruptions:** Festivals celebrated by labourers led to breaks in work as they left to be with their families.
- **Power Supply Issues:** Frequent and prolonged power outages hindered the progress of critical finishing tasks such as electrical wiring, tiling, aluminium installations, and painting.
- **Water Scarcity:** Despite digging two ring wells, only about 500 liters of water was available a couple of days in a week which was insufficient for both construction and labourer needs. This forced the purchase of water at a cost of ₹2,000–2,500 every alternate or even daily basis at times.

## Conclusion

In spite of various unforeseen challenges, the Relocation of Don Bosco School, Borduria was completed successfully and within the budget. The new facility now provides a safe, well-equipped, and modern learning environment for students from Borduria and neighboring villages. The school's strategic location beside the National Highway, just 7 km from the district headquarters in Khonsa, enhances accessibility and future potential for growth. Its modern infrastructure includes spacious classrooms, office rooms, staff amenities, clean washrooms, recreational and performance areas, and accessibility features.

This achievement stands as a demonstration of effective collaboration, strong leadership, and the generosity of supporters. The school promises to nurture future generations of students—empowering them as learners, leaders, and contributors to their communities.



## 29. SANITATION FOR EDUCATION: TOILET BLOCK CONSTRUCTION AT DON BOSCO SCHOOL HOSTEL, MINTONG

### Introduction

Established in 1998, Don Bosco School, Mintong has grown to become a beacon of quality and affordable education in the remote Longding district of Arunachal Pradesh. Committed to serving underprivileged, tribal, and marginalized communities, the school has made formal education accessible to even the most remote villages in the region.

With an enrollment of over 500 students from Mintong and surrounding areas, the school offers education from Kindergarten to Class 10.



It has earned the distinction of being one of the best educational institutions in the district. A key component of this effort is the Boys' and girls' Hostel, which accommodates students who come from distant villages where educational facilities are either lacking or completely absent.

With the increase in hostel admissions and the deteriorating state of existing toilet facilities, the construction of a new toilet block became an essential requirement for the boy's hostel. This infrastructure addition was undertaken to ensure clean, safe, and dignified sanitation for the hostel residents, thereby enhancing their health, dignity, and overall school experience.

### Objective of the Project

The primary objective of this initiative was to:

- Provide adequate, hygienic, and functional toilet and bathroom facilities for the students residing in the Boys' Hostel at Don Bosco School, Mintong.
- Support the health and well-being of hostel students by eliminating the risks associated with poor sanitation infrastructure.

### Need Assessment

Before the implementation of this project, several issues were identified:

- The existing sanitation setup consisted of only a few temporary toilet structures, which were insufficient for the 123 students residing in the hostel.

- Overuse and poor structural condition of the toilets posed significant health risks, especially during the monsoon season.
- With rising enrolment in the hostel, the existing infrastructure could no longer support the sanitation needs of the students, thus impacting their health and morale.

### **Description of Activities Undertaken**

The central activity of this project was the construction of a new, permanent toilet block, which included:

- 16 well-constructed toilet units, providing adequate access to all resident students.
- Installation of a robust septic tank system to ensure proper waste management.
- Development of a drainage system that promotes sanitation and durability.

The total built-up area, including the septic tank, was 1,660 square feet. Despite the rising cost of building materials during the implementation period, the project was successfully completed within the allocated budget.

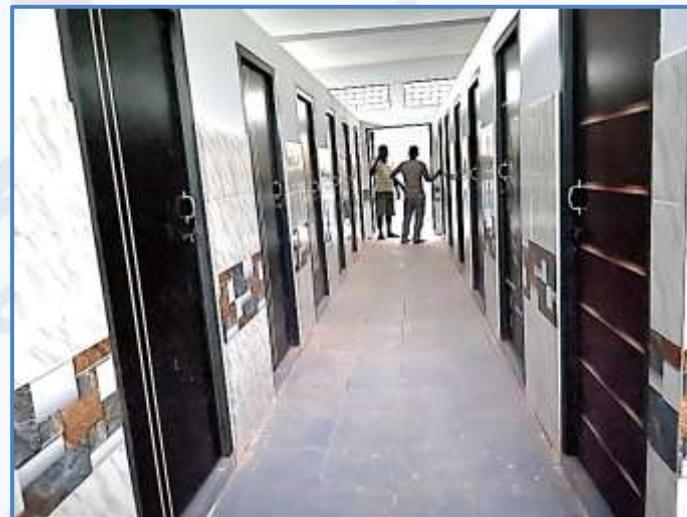
### **Community Participation**

The success of the intervention was further enhanced by the active participation of the local community, which significantly reduced costs and promoted a sense of ownership. Key contributions included: supply of shuttering materials for construction, construction of ancillary structures such as steps, retaining walls, and drainage channels and regular on-site supervision and logistical support from community members. This collective involvement not only facilitated smoother execution but also ensured long-term sustainability and maintenance of the facility.

### **Conclusion**

The construction of the new toilet block at Don Bosco Hostel, Mintong, marks a major step in the school’s journey toward holistic student care and institutional growth. It resolves a critical infrastructural gap, significantly improving the quality of life for resident students while strengthening the school’s capacity to deliver on its mission of education for all—especially the marginalized.

This intervention is a shining example of how community involvement, strategic partnership, and donor support can come together to deliver sustainable development outcomes. The collaboration between the donor and the local community continues to demonstrate that meaningful change is possible, even in the most remote parts of Arunachal Pradesh. AIDA remains committed to building on this success and transforming lives.



## 30. SOLAR SOLUTIONS AND DIGITAL DREAMS: EMPOWERING TRIBAL STUDENTS IN MANIPUR

### Introduction

The installation of the Solar Power Plant and Computer Lab has brought sustainable energy and digital education to one of the remotest corners of Manipur. At John Paul II School in Maram Khullen, Manipur, a 5KW Solar Power Plant and the establishment of a fully functional Computer Lab comprising 15 computers has been a great facility update for the school. Nestled in a remote tribal region, the school faced two persistent challenges: lack of access to digital education and a highly unreliable electricity supply. Through this intervention, these two formidable barriers have been effectively addressed, opening new doors of learning and empowerment for the students and community.

### Context and Needs Addressed

#### a. Digital Deprivation in Education

Prior to this intervention, the students at John Paul II School had no access to computers or digital learning tools. In an increasingly digital world, this gap threatened to leave them behind, depriving them of essential skills and knowledge needed for academic success and future employment. The lack of exposure to technology placed the children at a disadvantage compared to their urban counterparts.

#### b. Inconsistent and Inadequate Electricity Supply

The power supply in Maram Khullen was marked by frequent outages, voltage fluctuations, and prolonged blackouts. This made it impossible to run any digital equipment reliably. The school could not invest in computer infrastructure without a dependable energy source. The challenge was not just technological but deeply systemic, hindering progress in all areas of development.

### Project Description

The project was designed with two core components that addressed the interconnected challenges of energy access and digital exclusion:

- **Installation of a 5KW Solar Power Plant**

The solar power plant provides clean, green, and uninterrupted electricity to the school. The system includes photovoltaic panels, a high-efficiency inverter, battery storage for backup, and essential safety mechanisms. With this setup, the school has achieved energy autonomy, ensuring consistent power supply to classrooms and especially to the newly built computer lab.



- **Establishment of a Computer Lab**

A modern computer lab equipped with 15 desktop systems has been installed. The systems are configured with educational software, digital learning modules, and productivity tools. The lab is designed for structured computer education sessions and can accommodate entire classes for rotational learning. This is the school's first digital learning space, enabling students to engage with technology in a guided and meaningful way.

### **Impact and Outcomes**

- **Access to Digital Learning for 200 Students**

Over 200 students from primary to higher classes now receive regular computer education. They are learning essential skills such as typing, using educational software, word processing, internet basics, and more. This early exposure to technology is building confidence and competence.

- **Enhanced Classroom Engagement**

Teachers have reported a notable improvement in student engagement and participation. The integration of computer-assisted learning has made lessons more interactive and enjoyable. For many students, learning through visual and hands-on tools has increased comprehension and retention.

- **A Culture of Curiosity and Aspiration**

The availability of computers has sparked excitement and curiosity among students. Many have begun to dream of careers in fields like information technology, design, data entry, and administration—areas they previously had little or no knowledge about.

- **Uninterrupted Power Supply**

The solar plant now guarantees stable power, eliminating interruptions due to grid failures. The reliable energy supply has improved the overall functioning of the school and allowed for continuous digital learning sessions.

- **Strengthened School Reputation and Parental Support**

Parents have shown overwhelming support and appreciation for the school's efforts to bring advanced learning tools to their children. The school's standing in the community has grown stronger, and enrolment interest has increased as a result.



## **Community Reception**

The community of Maram Khullen has received this project with warmth and gratitude. The joy and wonder on the faces of children interacting with computers for the first time are deeply moving. Community members have recognized the long-term value of this initiative—not only as an educational advancement but also as a stepping stone for greater development. For many, the project symbolizes hope, progress, and inclusion.

## **Sustainability and Future Plans**

To ensure the sustainability of the project, a detailed maintenance plan has been developed. Staff members have been trained in operating and maintaining both the solar and computer systems. Routine checks and system updates will be conducted to ensure continued performance.

Looking ahead, the school envisions:

- Introducing more advanced IT modules in higher classes.
- Establishing internet connectivity to enable broader access to online learning resources.
- Replicating similar solar-powered digital education initiatives in nearby schools to expand the impact across the region.

## **Conclusion**

Project IND 23-111 has successfully fulfilled its mission to bridge the digital divide and provide sustainable energy solutions for education in Maram Khullen. What began as a vision has become a transformative reality for hundreds of children, giving them tools not only to learn but to dream.

This initiative stands as a powerful example of what collaboration, compassion, and vision can achieve in remote and underserved communities. The students and staff of John Paul II School express their heartfelt gratitude to all those who made this possible. They now step into a future filled with light, learning, and limitless potential.

## STATE

### Tovihoto inaugurates Tsihthrong VC hall



The Chairman and Members of the Tsihthrong Village Council (VC) inaugurated the newly constructed Tsihthrong VC hall on July 21, 2024. The hall is a landmark building for the village, providing a space for community meetings and social activities.

## STATE

### DC Dimapur urges students to cultivate positive attitude

Dr. B. K. Das, District Collector, Dimapur, has urged students to cultivate a positive attitude towards their studies and life. He emphasized the importance of discipline, hard work, and a growth mindset in achieving success.

## STATE

### USHA Sibi School Programme benefits Peren villagers

The USHA Sibi School Programme has benefited the villagers of Peren by providing them with quality education and vocational training. The programme focuses on skill development and entrepreneurship, helping students secure better employment opportunities.

## 2 | NAGALAND

### Empowering Child Rights Club Leaders in Dimapur

A training programme for Child Rights Club (CRC) leaders was held in Dimapur. The programme aimed to empower the leaders with the necessary skills and knowledge to effectively address children's rights issues in their communities.

## 2 | NAGALAND

### Child Rights Club Leaders during training programme



The training programme for Child Rights Club leaders was a success, with participants gaining valuable insights and practical skills. The programme was organized by the ANMA Integrated Development Association (AIDA).

## 2 | NAGALAND

### AIDA-Child Friendly Dimapur create awareness on substance abuse



AIDA-Child Friendly Dimapur has organized an awareness session on substance abuse for school children. The session focused on the dangers of drug and alcohol use and encouraged students to lead a healthy and drug-free life.

## 2 | NAGALAND

### Market sheds allotted to 4 adopted villages under SBI Gram Seva

Four market sheds have been allotted to the adopted villages under the SBI Gram Seva scheme. This initiative aims to improve the infrastructure and economic conditions of the villages, providing a better market for the local produce.

## 2 | NAGALAND

### AIDA Don Bosco Job Placement Network holds job fair

The AIDA Don Bosco Job Placement Network has organized a job fair to help students find employment opportunities. The fair featured various job openings from different sectors, providing a platform for students to showcase their skills and get hired.

## 2 | NAGALAND

### Awareness on Malaria eradication held in Peren

An awareness session on malaria eradication was held in Peren. The session focused on the symptoms, prevention, and treatment of malaria, encouraging the community to take necessary precautions to eliminate the disease.

## 2 | NAGALAND

### Capacity building for Eco Clubs in AIDA

AIDA has organized a capacity building programme for Eco Clubs. The programme aimed to enhance the skills and knowledge of the club members, enabling them to effectively address environmental issues in their schools and communities.

## STATE

### International Youth Day celebrated across Nagaland

International Youth Day was celebrated across Nagaland with various activities and programmes. The day was dedicated to recognizing the contributions of young people to society and promoting their development and well-being.

## 2 | NAGALAND

### Chümoukedima: Training on 'prevention and cure for pigs from diseases' held

A training session on the prevention and cure for diseases in pigs was held in Chümoukedima. The session was attended by pig farmers and aimed to provide them with the necessary knowledge and skills to protect their livestock from various diseases.

## 2 | NAGALAND

### 'Break Free: Choose Health, Not Harm'

A campaign titled 'Break Free: Choose Health, Not Harm' was launched to raise awareness about the dangers of substance abuse. The campaign featured posters, banners, and social media posts, encouraging people to lead a healthy and drug-free life.

## 2 | NAGALAND

### 'Voice For Every Child'

The 'Voice For Every Child' campaign was launched to ensure that the voices of children are heard and their rights are protected. The campaign focused on raising awareness about child rights and promoting the participation of children in decision-making processes.

## 2 | NAGALAND

### North-East/Nagaland

## LOCAL / NATIONAL / NORTH EAST

### International Women's Day celebrated

International Women's Day was celebrated across Nagaland with various activities and programmes. The day was dedicated to recognizing the achievements of women and promoting their equality and empowerment.

## 2 | NAGALAND

### MGM College hosts awareness on environmental conservation

MGM College has organized an awareness session on environmental conservation. The session focused on the importance of protecting the environment and promoting sustainable development practices.

## 2 | NAGALAND

### AIDA-SBI distributes scholarships to students in Namsai

AIDA-SBI has distributed scholarships to deserving students in Namsai. The scholarships are intended to support the education of students who are facing financial difficulties, enabling them to complete their studies.

## 2 | NAGALAND

### Child Friendly Dimapur launches campaign to prevent substance abuse

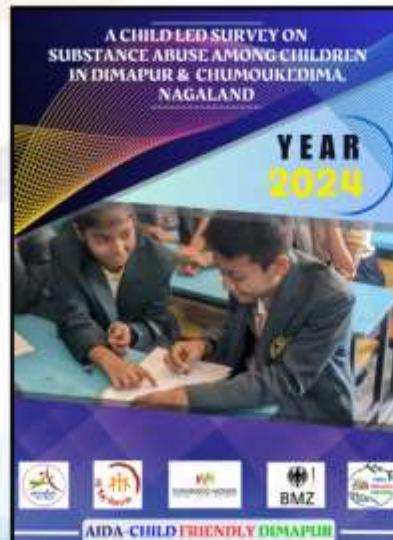
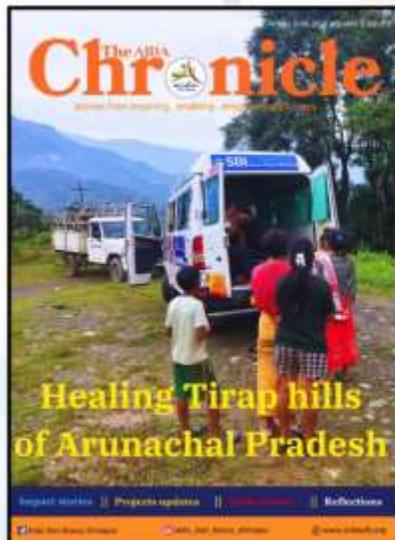
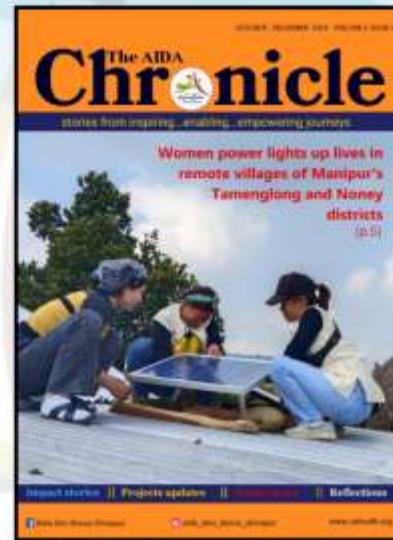
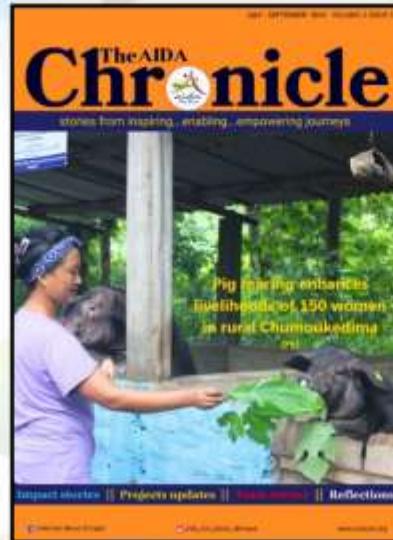
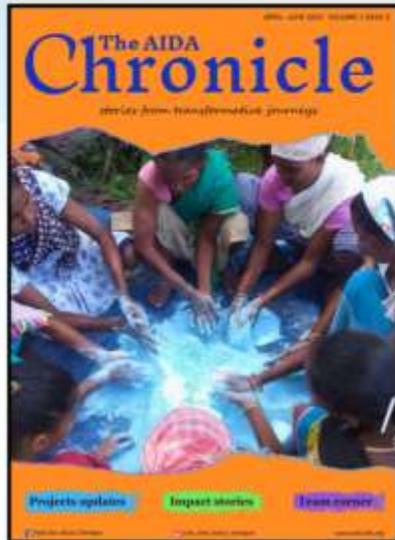
Child Friendly Dimapur has launched a campaign to prevent substance abuse among children. The campaign focuses on educating children about the dangers of drugs and alcohol and providing them with the necessary support and resources.

## 2 | NAGALAND

### AIDA organises training on career guidance

AIDA has organized a training session on career guidance for students. The session focused on helping students identify their interests and strengths, and providing them with the necessary information and resources to make informed career choices.

# PUBLICATIONS



# APPRECIATION

**DEPUTY COMMISSIONER**  
Peren | Nagaland

Ref No. \_\_\_\_\_ Date: 15<sup>th</sup> April, 2024.

**Letter of Appreciation**

This is presented to  
**Rev. Fr. Dr. Roy George SID, the Executive Director, AIDA,**  
to acknowledge **ANMA Integrated Development Association (AIDA),** the Planning and Development Office of the Diocese, Dispur for the Salaries of Diocesan Priests, for the implementation of water electrification project benefiting 206 rural households in Baisangpala, Noring, Laking, and 136 Ngalangpala villages under Peren District, in 2024.

This is a commendable initiative of AIDA which has provided green and sustainable energy to the far-flung villages. It will go a long way to enhance education and economic opportunities in these remote areas.

The meticulous planning and execution reflect AIDA's commitment to community development. AIDA's dedication to the development of the underprivileged areas is highly appreciated.

Yours sincerely,  
**Deputy Commissioner,**  
Peren District,  
Nagaland

**DEPUTY COMMISSIONER**  
Peren | Nagaland

Ref No. \_\_\_\_\_ Date: 22/05/24

**Letter of Appreciation**

This is presented to  
**Rev. Fr. Dr. Roy George SID, the Executive Director, AIDA,**  
to acknowledge **ANMA Integrated Development Association (AIDA),** the Planning and Development Office (PDO) of the Salaries of the Diocese, Dispur for the implementation of the water electrification benefiting 192 rural households in some villages of Baisangpala, Noring, Lakingpala, Nong Ngalangpala, Noring Nangpala, Noring and Ngalangpala under Peren District, in March, 2024.

This is a commendable initiative of AIDA which has provided sustainable and sustainable energy to the far-flung villages. It will go a long way to enhance education and economic opportunities in these remote areas.

The meticulous planning and execution reflect AIDA's commitment to community development. AIDA's dedication to the development of the underprivileged and rural areas is highly appreciated.

Yours sincerely,  
**Deputy Commissioner,**  
Peren District,  
Nagaland

**GOVERNMENT OF INDIA**  
MINISTRY OF LABOUR AND EMPLOYMENT  
DIRECTORATE GENERAL OF EMPLOYMENT TRAINING  
National Career Service Centre for Differently Abled Students  
B-Block, Sector-10, Connaught Place, New Delhi - 110028

Ref No. \_\_\_\_\_ Date: 22/05/2024

**Letter of Appreciation for Imparted Collaborations in Career Guidance and Employment Initiatives**

Asst. Com. Bhasu Ch. Phomsoo, Dispur - Nagaland

**Subject: Appreciation for Imparted Collaborations in Career Guidance and Employment Initiatives**

In the spirit of the National Career Service Centre for Differently Abled Students (NCS-CSDS) Dispur, under the aegis of the Ministry of Labour & Employment, Government of India, I wish to extend my appreciation to the excellent professionals related to ANMA Integrated Development Association (AIDA) - The Bhasu Job Placement Network, Dispur. Your organization's unwavering commitment to supporting individuals through career guidance, skill training, and employment initiatives has significantly contributed to the empowerment of differently-abled and marginalized sections of society.

Through your efforts, the focus on your good organization, numerous individuals have been equipped with the necessary skills and resources to secure meaningful employment. Such initiatives not only uplift the quality of life and contribute to the overall socio-economic growth of the nation, but also ensure sustained financial programs and thereby ensure that they play a crucial role in helping the job seekers get better and brighter.

It is heartening to note that your partnership and the positive impact it has brought. We look forward to continuing this fruitful collaboration, seeking regular updates to assist more individuals and ensure a better future for all.

Thank you for your continued support and dedication to the cause. AIDA - Our Best for the Bestment remains our core commitment.

Yours sincerely,  
**Deputy Commissioner,**  
Peren District,  
Nagaland

**GOVERNMENT OF NAGALAND**  
DISTRICT CHILD PROTECTION UNIT  
MISSION VATSALYA  
DEPARTMENT OF SOCIAL WELFARE  
DIMAPUR, NAGALAND

Ref. No. DCP/CHILDPROT/2024/1111 Date: 27<sup>th</sup> May, 2024

**ACKNOWLEDGMENT LETTER**

The District Child Protection Unit (DCPU) Dispur has been working with the Child Friendly Dispur (CFD) since its inception in the year 2022. We have collaborated with the CFD in organizing awareness/counseling, screening and activities with an aim to promote, protect and enforce the rights of the children.

CFD has been an active stakeholder of the DCPU Dispur. Their dedication, commitment and efforts in making the children safe in all aspects of community life and to build a safe where every child feels safe, empower and their rights protected have a wealth and positive impact on the community and in the district.

We are incredibly grateful to have such stakeholders in our district and look forward to continue to work together for the protection of the child rights and building a child friendly district.

Yours sincerely,  
**Deputy Commissioner,**  
Peren District,  
Nagaland

**GOVERNMENT OF NAGALAND**  
DISTRICT CHILD PROTECTION UNIT  
MISSION VATSALYA  
DEPARTMENT OF SOCIAL WELFARE  
CHIMOUKEDIMA, NAGALAND

DCPU/CHILDPROT/2024 Date: 15<sup>th</sup> MAY 2024

To,  
The Child Friendly Dispur

The District Child Protection Unit, Chimoukedima office remains pleased in acknowledging the efforts and contributions of the Child Friendly Dispur team for their unwavering commitment towards building a safer, inclusive and nurturing environment for our children.

It has been a privilege for the District Child Protection Unit, Chimoukedima to collaborate with Child Friendly Dispur in several impactful activities. Together we have organized trainings/workshops with the AIDA worker at Primary Health Centre (PHC), Chimoukedima on 17<sup>th</sup> March 2024. The workshops were focused on the theme: "Every Child Matters: Identifying, Preventing, and Responding to Abuse".

It was also a privilege for us to attend the 3<sup>rd</sup> Annual Convention of the District of Peren on 12<sup>th</sup> April 2024 at the Auditorium Hall, Dispur, Dispur to address the progress of AIDA-Child Friendly Dispur's initiative since September 2022.

I extend my heartfelt appreciation for your dedication and contribution to creating a Child Friendly Dispur.

Yours sincerely,  
**Deputy Commissioner,**  
Chimoukedima

**GOVERNMENT OF NAGALAND**  
OFFICE OF THE CHILD PROTECTING OFFICER  
MISSION VATSALYA  
CHIMOUKEDIMA, NAGALAND

Ref. No. DCP/CHILDPROT/2024/1111 Date: 15<sup>th</sup> MAY 2024

**ACKNOWLEDGMENT LETTER**

The District Child Protection Unit, Chimoukedima office remains pleased in acknowledging the efforts and contributions of the Child Friendly Dispur team for their unwavering commitment towards building a safer, inclusive and nurturing environment for our children.

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I extend my heartfelt appreciation for your dedication and contribution to creating a Child Friendly Dispur.

Yours sincerely,  
**Deputy Commissioner,**  
Chimoukedima

**OFFICE OF THE**  
DIMAPUR DISTRICT LEGAL SERVICES AUTHORITY  
DISTRICT COURT COMPLEX, DIMAPUR  
DIMAPUR, 797112

Ref No. \_\_\_\_\_ Date: 22/05/24

To,  
Rev. Fr. Dr. Roy George SID,  
Executive Director, AIDA,  
Dispur, Nagaland

**Subject: Acknowledgement of services rendered by DLSA.**

In the outset, the DLSA heartily acknowledges the positive actions initiated by the CFD AIDA particularly in supporting child rights. The DLSA has had the pleasure of collaborating with the CFD by taking part as a resource person in various programmes and activities organised by the CFD.

The DLSA further looks forward to participate in activities being taken up by CFD in the district in a spirit of goodwill and in their efforts to uplift child rights.

Yours sincerely,  
**Deputy Commissioner,**  
Chimoukedima

**ST. MARY OF THE ANGELS**  
H.No. 240, Sector A, Dispur Angam  
Dispur - 797112, Nagaland  
Email: [stmarydispur049@gmail.com](mailto:stmarydispur049@gmail.com) | +91 9048023773

Ref. No. \_\_\_\_\_ Date: 22/05/24

To,  
AIDA Child Friendly Dispur

**Subject: Acknowledgement of support**

We would like to express our sincere appreciation for the successful outcome of activities between our institutions. It was a pleasure to attend the program held by your team and equally rewarding to witness your dedication for your child and their future success.

Your unwavering participation and the well-organized programs initiated the DLSA for women's services, Training, counseling, and education are highly appreciated and we look forward to continue to work together for the protection of the child rights and building a child friendly district.

Yours sincerely,  
**Deputy Commissioner,**  
Chimoukedima

# ACKNOWLEDGEMENT

We place and record our gratefulness and heartfelt appreciation to all our benefactors, funding agencies, individuals' friends and well-wishers. Your generous contributions have made an immense impact on our beneficiaries in many ways.

We acknowledge our donor agencies and benefactors:

<b>Don Bosco Modo, Bonn, Germany</b>	<b>Fondazione Fratelli Dimenticati Onlus, Italy</b>
<b>Don Bosco International, Germany</b>	<b>SBI Foundation</b>
<b>Don Bosco Missions, Germany</b>	<b>Azim Premji Foundation</b>
<b>Manos Unidas, Spain</b>	<b>NABARD</b>
<b>Misereor, Germany</b>	<b>BoscoNet</b>
<b>Missio, Germany</b>	<b>EMP Bindi International Association, Harmara</b>
<b>Salesians Missions, Australia</b>	<b>Usha International</b>
<b>Salesians Missions, USA</b>	<b>Mashio Foundation</b>

# Important visitors



**Shri. Moatoshi Longkumer**  
*MLA & Advisor Skill Development & Entrepreneurship & Excise Department, Govt. of Nagaland*



**Dr. Tinjongshi Chang, NCS**  
*Deputy Commissioner of Dimapur, Nagaland*



**Col. Kartik Thapa, VSM**  
*Commandant, 22<sup>nd</sup> Assam Rifles, Medziphema, Nagaland.*



**Shri. Abdu Saleem TK**  
*Rehabilitation Officer  
Ministry of Labour & Employment, DGE  
National Career Service Centre for Differently Abled  
Govt of India*



**Mr. Daniel Knable**  
*Project Manager,  
Private Cooperation Partner  
Don Bosco Bonn, Germany*



**Shri. Kaleh Saroh**  
*Circle Officer, Piyong, Namsai,  
Govt. Arunachal Pradesh*



**Shri. Savio Visa**  
*Additional Director of Employment,  
Skill Development, and  
Entrepreneurship - Govt. of Nagaland*



**Shri. R S Siipuni Pou**  
*Sub - Regional Employment Officer,  
NSCS for ST SC kohima, Govt. of  
India*



**Shri. Nikito Zhimomi**  
*District Child Protection Officer,  
Chumoukedima, Govt. of Nagaland.*



**Smt. Koing Sumon**  
*Deputy Director of Secondary  
Education (DDSE) Namsai,  
Govt. of Arunachal Pradesh*



**Shri. Gideon L Sumi**  
*District Employment Exchange  
Officer (DEO), Dimapur,  
Govt. of Nagaland*



**Shri. Mhaseto**  
*Project Coordinator, Child Helpline,  
Chumoukedima, Nagaland.*



**Ms. Yapangsangla Lkr**  
*Young Professional, Employment  
Department Dimapur, Nagaland*



**Ms. Cassandra Joanne**  
*Communication Consultant  
Bindi International*

# AIDA'S PROGRAMME AREAS



Project	<b>Improved Goat Farming for Sustainable Livelihood</b>
Project Area	Tinsukia; Assam
No. of Villages	9
<b>No. of Beneficiaries:</b>	
Direct	100
Indirect	500

Project	<b>Integrated Development of Rural Communities of Lakhimpur District (IDRCL)</b>
Project Area	Lakhimpur District, Assam
N. of Villages	25
<b>No. of Beneficiaries:</b>	
Direct	8250
Indirect	41250

Project	<b>Action for Protection of Environment in Northeast India Region (APENIR)</b>
Project Area	Dimapur, Chumoukedima, Kohima, Peren Districts of Nagaland
No. of Eco Clubs	200
<b>No. of Beneficiaries:</b>	
Direct	10000
Indirect	50000

Project	<b>Solar Mamas</b>
Project Area	Tamenglong and Noney Districts, Manipur
No. of villages	15
No. of Households	750
No. of persons trained	15
<b>No. of Beneficiaries:</b>	
Direct	15
Indirect	3750

Project	<b>Solar Sakhi</b>
Project Area	Arunachal Pradesh, Nagaland, Manipur, Assam
No. of villages	36
No. of persons trained	36
<b>No. of Beneficiaries:</b>	
Direct	36
Indirect	180

Project	<b>AIDA Don Bosco Job Placement Network, Dimapur</b>
Project Area	Arunachal Pradesh, Nagaland, Manipur, Upper Assam
<b>No. of Beneficiaries:</b>	
Direct	5000
Indirect	20000

Project	<b>Fratelli Dimenticati</b>
Project Area	Borduria, Mintong, Palin, Imphal, Khoupum, Dimapur
<b>No. of Beneficiaries:</b>	
Direct	1079
Indirect	4316

Project	<b>Digital Community School</b>
Project Area	Tamenglong, Manipur
No. of villages	3
<b>No. of Beneficiaries:</b>	
Direct	32
Indirect	192

Project	<b>Malaria Eradication Programme Peren, Nagaland (MEPPN)</b>
Project Area	Peren District, Nagaland
No. of villages	2
<b>No. of Beneficiaries:</b>	
Direct	4512
Indirect	4512

Project	<b>USHA Silai School</b>
Project Area	Dimapur, Nuland, Chumukedima, Kohima, Wokha and Peren District, Nagaland, Longding and Tirap District, Arunachal Pradesh
No. of villages	115
<b>No. of Beneficiaries:</b>	
Direct	173
Indirect	865

Project	<b>SBI Gram Seva</b>
Project Area	Namsai, Arunachal Pradesh
No. of villages	5
<b>No. of Beneficiaries:</b>	
Direct	3500
Indirect	3500

Project	<b>Solar Mamas</b>
Project Area	Longding District; Arunachal Pradesh, Tinsukia District; Assam, Peren District; Nagaland
No. of villages	9
No. of Households	450
No. of persons trained	9
<b>No. of Beneficiaries:</b>	
Direct	450
Indirect	2250

Project	<b>Sanjeevani - Clinic on wheels</b>
Project Area	Tirap District, Arunachal Pradesh
No. of villages	25
<b>No. of Beneficiaries:</b>	
Direct	21,980
Indirect	25,000

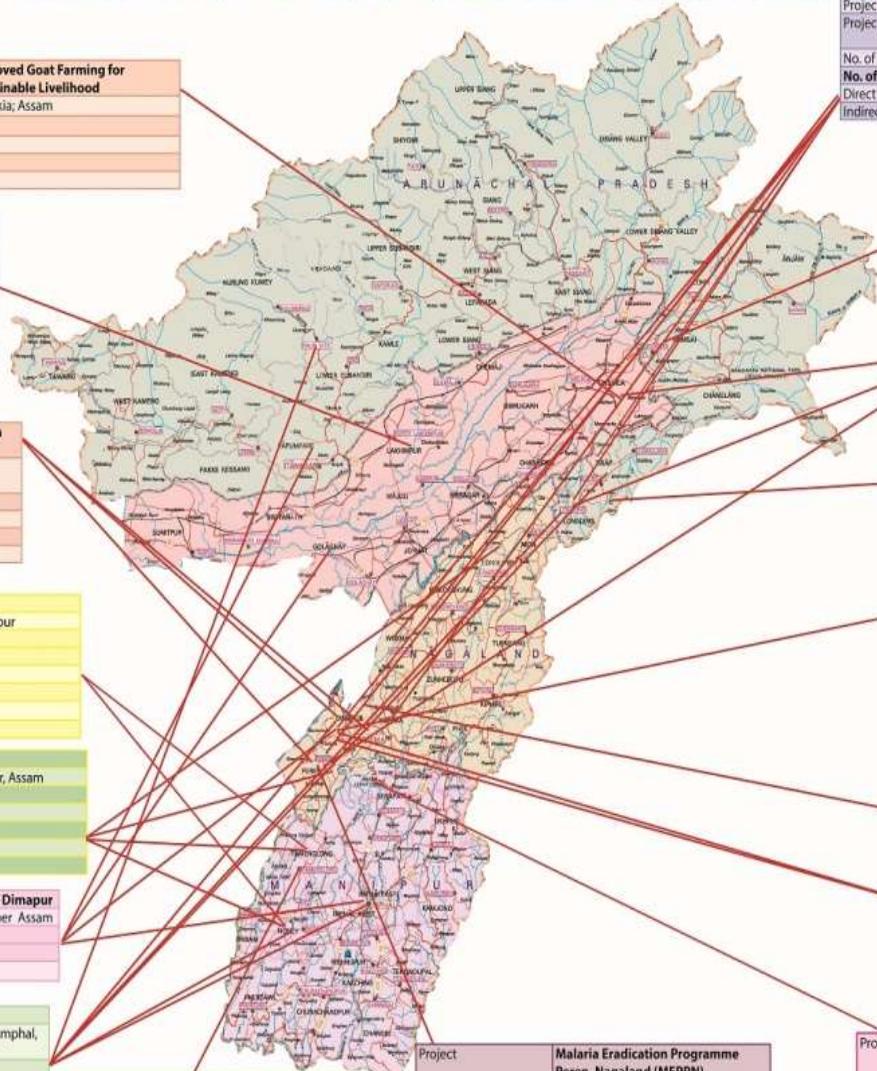
Project	<b>Boscome Slum School</b>
Project Area	Dimapur, Nagaland
No. of Schools	6
<b>No. of Beneficiaries:</b>	
Direct	418
Indirect	2090

Project	<b>SBI Gram Saksham</b>
Project Area	Chumoukedima, Nagaland
No. of villages	10
<b>No. of Beneficiaries:</b>	
Direct	301
Indirect	1505

Project	<b>SBI Gram Seva</b>
Project Area	Chumoukedima, Nagaland
No. of villages	5
<b>No. of Beneficiaries:</b>	
Direct	4500
Indirect	4500

Project	<b>Child Friendly City Initiatives- Dimapur</b>
Project Area	Dimapur; Chumoukedima, Nagaland
<b>No. of Beneficiaries:</b>	
Direct	4265
Indirect	18625

Project	<b>Backyard piggery units as a livelihood enhancement means for 200 vulnerable Maram tribal households of Senapati district of Manipur, Northeast India</b>
Project Area	Senapati District, Manipur
No. of villages	4
<b>No. of Beneficiaries:</b>	
Direct	200
Indirect	1000





## CONTACT

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Published by:

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