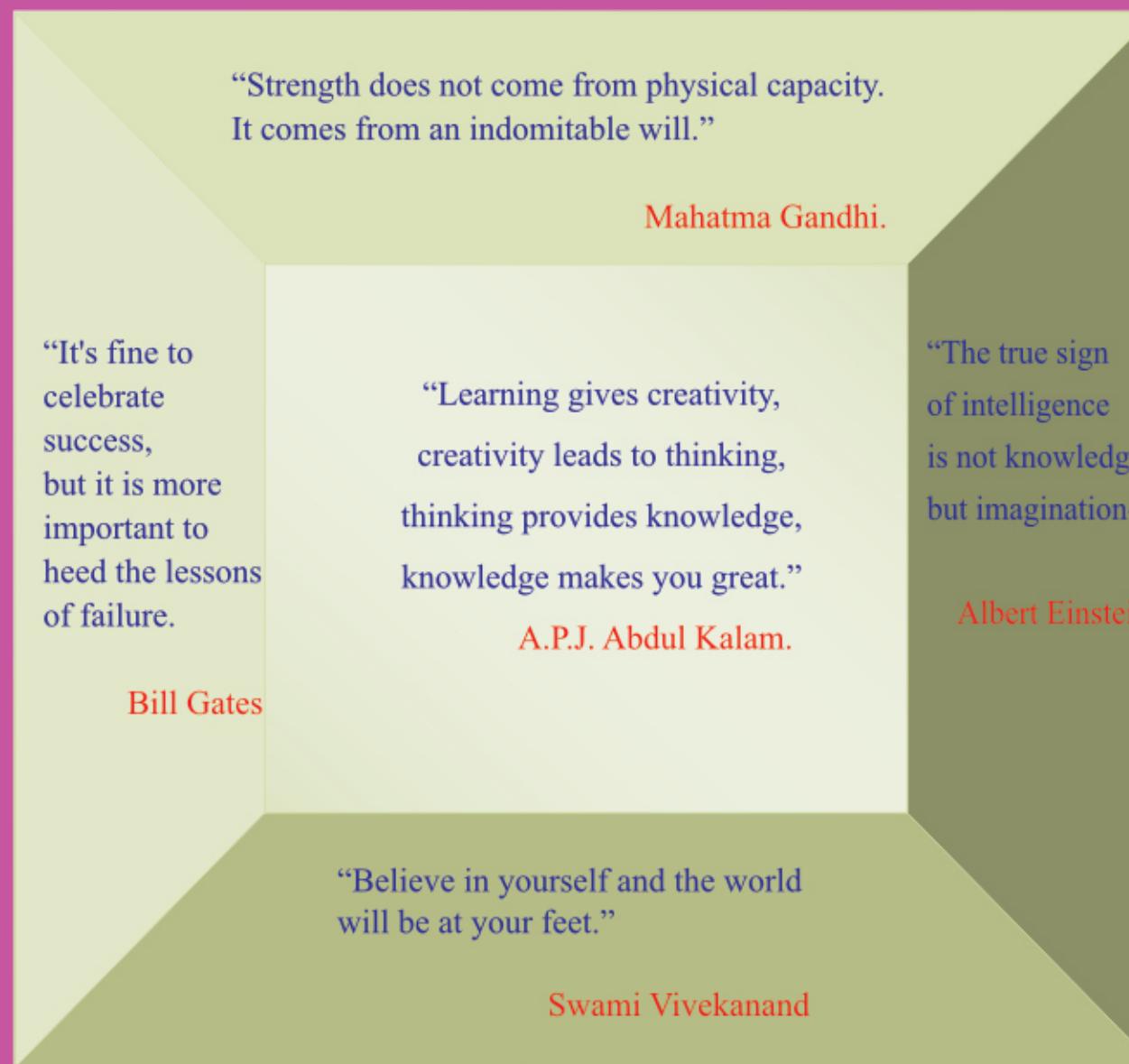


# Annual Report 2014-2015



## Foundation for Awareness, Counseling and Education – FACE

Rajapara  
Pakur – 816107  
Jharkhand, India  
Website: [www.faceindia.net](http://www.faceindia.net)  
Email – [face197@rediffmail.com](mailto:face197@rediffmail.com)



An onward march towards the rising sun



The plight of impoverished childhood



# FACE

(Foundation for Awareness Counseling and Education)



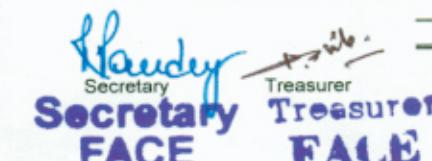
An Enlightened And Empowered Society

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<u>Payment under FACE:</u>	
Honorarium	14,000.00
Annual Report	24,500.00
Bank Charges	787.40
Exposure visit & Picnic	20,290.00
Foundation day	45,780.00
Office expenses	3,405.00
Phone & Internet	5,699.00
Photo Print	92.00
Postage & Courier	1,532.00
Recovery & maintenance	(43,791.00)
Stationary & Photocopy	389.00
TDS	7,988.00
Travel	10,879.00
Stabilizer Purchase	8,400.00
Table Purchase	8,500.00
Loan to IIMPACT and TSWT	31,000.00
Repayment of loan	10,000.00
	1,49,450.40
<u>Payment under IIMPACT (Paliganj):</u>	
Honorarium to Staff	25,398.00
Project Office Mgt. & Monitoring Cost	8,923.00
Survey and 1 time establishment Cost	168.00
Bank Charges	34,489.00
<u>Payment Under FCRA:</u>	
Computer Stationary	4,545.00
Bank Charges	230.00
<u>Assets Purchases:</u>	
Computer & Peripheral	6,600.00
H.P - Desktop	80,700.00
Computer Table	6,600.00
Inverter	17,700.00
Tubular Batries	43,500.00
	1,59,875.00
<u>Closing Balance at Bank:</u>	
IIMPACT:	
Punjab National Bank, Pakur	1,07,787.90
TSWT, Punjab National Bank, Pakur	
A/c No. 6119000100008950	1,725.30
TET, Syndicate Bank, Pakur	
A/c No. 75052200015254	14,67,190.24
FACE (Kolkata) State Bank of Bikaner & Jaipur	
A/c No. 61105375207	12,140.00
FCRA - State Bank of India, Bazar Branch, Pakur	
A/c No. 11444935835	1,943.66
IIMPACT (Paliganj) Union Bank, Pakur	
A/c No. 621302010002477	4,30,832.00
<u>FACE (Main):</u>	
Punjab National Bank, Pakur	54,140.90
State Bank of India, Pakur	5,504.29
Union Bank of India, Pakur	1,993.00
	61,638.19
	20,83,257.29
<u>Cash Balance:</u>	
FACE	4,888.00
IIMPACT (Pakur)	1,703.00
IMPACT (Paliganj)	679.00
TET	611.00
	7,881.00
	1,01,94,956.81

  
President  
FACE

  
Secretary  
FACE

  
Treasurer  
FACE

  
B. GUPTA & CO.  
Chartered Accountants  
FRN-0074330

<u>Loan:</u>			
IIMPACT (Pakur)	10,000.00		
TSWT	1,000.00		
IIMPACT (Paliganj)	<u>35,000.00</u>	46,000.00	
<u>Scrap Sale:</u>			
TSWT	160.00		
FACE	<u>350.00</u>	510.00	
<u>Other:</u>			
Donation (FACE)	1,50,566.00		
Membership	1,800.00		
Murshidabad Branch	<u>1,164.00</u>	1,53,530.00	
TOTAL: Rs.		<u>1,01,94,956.81</u>	
<u>PAYMENT:</u>			
Payment under IIMPACT (Pakur):			
Project office mgt. & monitoring cost	2,60,615.00		
Salary	24,29,100.00		
TLM	3,88,702.00		
Bank Charges	1,004.40		
Center running cost	17,452.00		
Monthly Academic Meetings	37,927.00		
Teacher Training	1,35,230.00		
Purchase of Digital Camera	<u>15,300.00</u>	32,85,330.40	
Payment Under TSWT:			
Overhead Cost	8,244.00		
Programme Cost	1,66,243.00		
Salary - (Administrative)	18,150.00		
Salary - (Programme)	2,61,250.00		
Bank Charges	67.40		
TSWT (Return)	<u>66,219.60</u>	5,20,174.00	
Payment Under TET:			
Cluster learning center for bridge and remedial	1,21,906.00		
Monitoring review & documentation	1,91,181.00		
Overhead Cost	1,46,108.00		
Personnel	20,54,450.00		
Preparatory Activities	19,352.00		
Residential Camps	9,58,296.00		
School Education Programme	1,93,316.00		
School Preparedness Activities with Children	90,562.00		
Training & Capacity Building	1,17,930.00		
Bank Charges	637.00		
TDS	<u>9,961.72</u>	39,03,699.72	
Payment Under FACE (Kolkata):			
Hasta Shilpo Mela		10,800.00	
Payment Under ASER:			
Organization Cost	1,500.00		
Other Expenses	546.00		
Remuneration	27,000.00		
Fooding	7,678.00		
Travelling	<u>3,276.00</u>	40,000.00	



## FACE.... An introduction

FACE is acronym for Foundation for Awareness Counselling and Education. FACE was established as a non-profit and Non Government Organization on 14th January 2002 and registered under the Society Registration Act, 1860 and currently rendering service in Pakur district of Jharkhand and Sandeshkhali area of South 24-Parganas district of west Bengal.

FACE came in the existence during acute mass illiteracy, deplorable condition of women and children and poverty. FACE has set about its task in the remotest corner of the state of Jharkhand, India. This was the beginning of the long journey of FACE. The basic tasks of FACE are eradication of illiteracy and upliftment of socially excluded community.

The FACE is headquartered in the District town of Pakur at the North Eastern strip of Jharkhand. Pakur is still inhabited by schedule castes and tribes and minorities living life in complete woe. The socio- economic development is clouded by a haze of illiteracy, superstitions, myths and poor condition of socially backward community.

During the last Twelve years we have been associated with various government and Non government agencies through various programmes. Our current Projects are a) Continuation of elementary education for drop out and never enrolled children. b) Functional Literacy for adult women c) Girl children education centre. d) Sexual and Reproductive health awareness of adolescents and women. e) Livelihood Promotion.

**OUR VISION:** An Empowered and Enlightened Society

**OUR MISSION:**

To create self reliant, equitable value based and educated society by means of social transformation through empowerment of rural children and women, minorities, schedule caste and schedule tribes and economically and socially backward part of the population.

**OUR MARKED INTERVENTIONS:**

- Non formal education
- Girl children education centers
- Residential education for tribal girls
- Capacity building in various sector (Teachers, volunteers, village level youth, stake holders, ICDS workers)
- Sensitization meeting in rural community
- Vocational training of under privileged women (Zarri and jute handicrafts)
- Special education for drop out never enrolled children.
- Functional education for adult women

## From the Desk of the President

I feel contented and satisfied when I look back to the activities we undertook and discharged during the year passed by. The journey we began in the beginning of the last year saw various landmarks achieved by our committed FACE team. Needless to say it gives us, the Governing Body of FACE, a great sense of satisfaction.



A strong bond has always been there with our funding organizations, officials in administration, health, welfare and education and our own team members without which all these success stories would not have been possible.

Various project based activities like Elementary Education (EE), Girl Child Learning Centres (GCLC) and Functional Literacy for Women which were taken up last year continued through this year too. The learning from the earlier projects has helped us to strengthen our capabilities to undertake the existing projects more efficiently.

We sincerely thank all concerned government departments and non-government organizations for keeping our spirits high during times of trial and tribulations. I take this opportunity to thank all the agencies who have provided the support during the 2014-2015 like Tata Social Welfare Trust, Tata Education Trust, IIMPACT, Ministry of women and child development, NABARD- Kolkata and Ranchi, Jharkhand State Livelihood Promotion Society and District Administration and Pakur Judiciary. Last but not the least I would like to mention the FACE team and outreach staff members of the projects who mostly remain unsung and unrecognized but actually it is they who are the live wire of the organization and real performers.

Thank you

Sharique Hayat Khan  
(President)  
FACE

FOUNDATION FOR AWARENESS, COUNSELLING AND EDUCATION (FACE)  
AT + PO : PAKUR, RAJPARA, DIST: PAKUR (JHARKHAND)

CONSOLIDATED RECEIPTS & PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2015

	Amount Rs.	Amount Rs.
<b>RECEIPTS:</b>		
<u>Opening Balance at Bank:</u>		
FACE:		
Punjab National Bank, Pakur Branch A/c No.6119000100017071	19,479.30	
State Bank of India, Pakur A/c No.11440440358	2,078.29	
Union Bank of India, A/c No.621302010002477	1,959.00	
FACE (Kolkata), State Bank of Bikaner & Jaipur A/c No.61105375207	8,741.00	
TSWT, Punjab National Bank, Pakur A/c No.6119000100008950	5,01,025.30	
TET, Syndicate Bank, Pakur A/c No.75052200015254	39,35,803.56	
IIMPACT, Punjab National Bank, Pakur A/c No.6119000100017062	7,59,984.30	
FCRA- State Bank India, Bazar Branch, Pakur A/c No. 11444935835	1,291.66	52,30,362.41
<u>Opening Cash Balance:</u>		
FACE	2,929.00	
TSWT	31.00	
TET	3.00	
IIMPACT	1,775.00	4,738.00
<u>Grant Receipts During the year:</u>		
IIMPACT (Pakur)	26,12,134.00	
TET	13,24,000.00	
FACE	30,000.00	
IIMPACT (Paliganj)	4,31,000.00	
FCRA (Girls Education Programme)	1,59,870.00	
ASER	40,000.00	
FACE- (Kolkata)	14,010.00	46,11,014.00
<u>Interest Receipts:</u>		
IIMPACT (Pakur)	10,928.00	
TSWT	19,683.00	
TET	1,11,694.40	
FACE (Kolkata)	189.00	
FACE - (Main)	5,651.00	
FCRA (Girls Education Programme)	657.00	1,48,802.40



Exp. Under FACE (Main):

Honorarium	14,000.00
Annual Report	24,500.00
Bank Charges	787.40
Exposure Visit & Picnic	20,290.00
Foundation day	45,780.00
Office expenses	3,405.00
Phone & Internet	5,699.00
Photo Print	92.00
Postage & Courier	1,532.00
Recovery & Maintenance	(43,791.00)
Stationary & Photocopy	389.00
TDS	7,988.00
Travel	10,879.00
	<u>91,550.40</u>

Exp. Under IIMPACT (Paliganj):

Project office mgt. & Monitoring cost	25,398.00
Survey and 1 time establishment cost	8,923.00
Bank Charges	<u>168.00</u>

Exp. Under FCRA:

Computer Stationary	4,545.00
Bank Charges	<u>230.00</u>

Unspent Balance on 31.03.2015:

FACE (Kolkata)	12,140.00
TSWT	1,04,125.90
TET	15,27,692.36
IIMPACT- (Pakur)	1,21,990.90
IIMPACT- (Paliganj)	3,96,511.00
IIMPACT - Girls Education Programme (FCRA)	<u>1,57,043.66</u>
	23,19,503.82

Excess of Income Over Expenditure Transferred to General Fund FACE

96,816.60

TOTAL: Rs.

1,02,15,657.62

In Terms of our report of even date

For B. Gupta & Co.  
Chartered Accountants  
(FRN:000933C)

Patna,  
Dated: 21-03-2015

*S. Prasad*  
(S. PRASAD)  
Partner  
Gupta & Co.  
FRN-000933C  
Chartered Accountants  
President  
FACE

*R. Pandey*  
Secretary  
Secretary  
FACE  
FACE  
Treasurer  
Treasurer  
FACE

## From the Secretary's Desk

*Greetings from FACE!*

It is a great pleasure for me to present our Annual Report 2014-15. I feel it's a great achievement of FACE that now grassroots people recognize and wish for upliftment of the organization as it has crossed 14 years of a meaningful and evocative existence in society. The focus of the FACE is to develop itself as a 'role model' in the non-government sector. This we hope to do by concentrating on key areas that can help us to be a role model organization in the remotest part of Santhal Pargana region, Jharkhand.



The first step that we will be focusing on is education in various sectors like women, children, girl children etc. Education is a word that gives perfection to human beings without education we cannot share the thought of our feelings and also not express our ideas. So we feel finally education is required & it is an important weapon to every section of society & to exist only to make a difference in the lives of the people & communities that we work with. We observed the impact of people's life & found that those who are not able to hold the pen, book & pencil now they are aspiring for graduation & matriculation degree. This impact gives us new energy, passion, innovation & continuous improvement in quality of work to the organization. Our organization always tried to empower itself and put innovation that will be our way of bringing in this fresh thinking and learning into our way of being and acting. We will strive to constantly innovate in how we look at ourselves, our community that we work with the community that we educate through various projects that we are engaged in and we assess and evaluate our own performances. We hope to make sure that we do use our resources efficiently and ensure that we are effective in what we do in education and other sectors. We feel there is indeed a lot to do but then we never shirked and will never shirk from doing the difficult or the impossible. We have responded with the vigour, enthusiasm, passion, and integrity to all that we believed in.

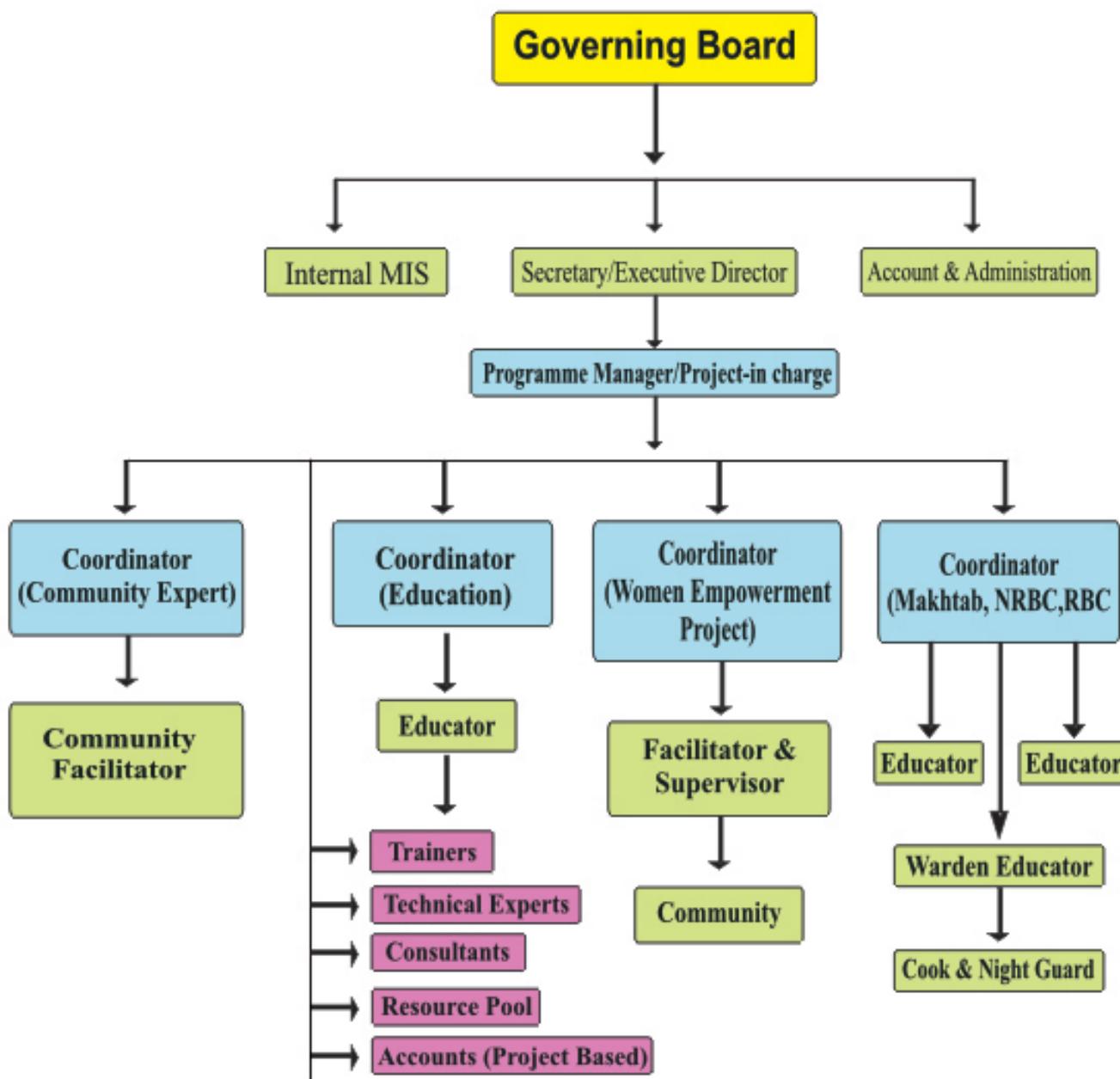
The coming couple of years will be remembered on how well we respond to these challenges without compromising our principles and values.

I heartily thank and express my heartfelt gratitude to our Governing Board, project team, consultant organizations and eminent donor agencies and the stakeholders of the community, society for their rigorous, scrupulous support and encouragement to move in the innovative path of social transformation.

In the passion of work  
*R. Pandey*  
Ritu Pandey  
Secretary  
FACE

## Organizational Structure

### (a) Organization Details:



	Amount Rs.	Amount Rs.
<b>EXPENDITURE:</b>		
<b>Exp. Under IIMPACT (Pakur):</b>		
Project office mgt. & Monitoring Cost	2,60,615.00	
Salary	24,29,100.00	
TLM	3,88,702.00	
Bank Charges	1,004.40	
Center Running Cost	17,452.00	
Monthly Academic Meetings	37,927.00	
Teachers Training	1,35,230.00	
		32,70,030.40
<b>Exp. Under TSWT:</b>		
Overhead Cost	8,244.00	
Programme Cost	1,66,243.00	
Salary Administrative	18,150.00	
Salary Programme	2,61,250.00	
Bank Charges	67.40	
		4,53,954.40
<b>Exp. Under TET:</b>		
Cluster learning center for bridge & remedial	1,21,906.00	
Monitoring review & Documentation	1,91,181.00	
Overhead Cost	1,46,108.00	
Personnel	20,54,450.00	
Preparatory Activities	19,352.00	
Residential Camp	9,58,296.00	
School Education Programme	1,93,316.00	
School Preparedness Activity with children	90,562.00	
Training & Capacity Building	1,17,930.00	
Bank Charges	637.00	
		38,93,738.00
<b>Exp. Under FACE (Kolkata):</b>		
Hasta Shilpo Mela		10,800.00
<b>Exp. Under ASER:</b>		
Organisation cost	1,500.00	
Other Expenses	546.00	
Remuneration	27,000.00	
Fooding	7,678.00	
Travelling	3,276.00	
		40,000.00



**FOUNDATION FOR AWARENESS, COUNSELLING AND EDUCATION (FACE)**  
**AT + PO : PAKUR, RAJPARA, DIST- PAKUR (JHARKHAND)**

**CONSOLIDATED INCOME EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST  
MARCH,2015**

	Amount Rs.	Amount Rs.
<b>INCOME:</b>		
Unspent Balance on 01/04/2014:		
IIMPACT	7,08,959.30	
FACE (Kolkata)	8,741.00	
Girls Education Programme, IIMPACT (FCRA)	1,291.66	
TSWT	5,38,237.30	
TET	<u>39,85,735.96</u>	<u>53,02,965.22</u>
<b>Grant Receipt during the year:</b>		
IIMPACT (Pakur)	26,12,134.00	
TET	13,24,000.00	
FACE	30,000.00	
IIMPACT (Paliganj)	4,31,000.00	
FACE (Girls Education Programme)	1,59,870.00	
ASER	40,000.00	
FACE (Kolkata)	<u>14,010.00</u>	<u>46,11,014.00</u>
Donation (FACE)		1,50,566.00
<b>Scrap Sale:</b>		
TSWT	160.00	
FACE	<u>350.00</u>	<u>510.00</u>
Membership (FACE)		1,800.00
<b>Interest Receipts:</b>		
IIMPACT	10,928.00	
TSWT	19,683.00	
TET	1,11,694.40	
FACE (Kolkata)	169.00	
FACE (Main)	5,651.00	
FCRA (Girls Education Programme)	<u>657.00</u>	<u>1,48,802.40</u>
<b>TOTAL:</b>		<u>1,02,15,657.62</u>



**(b) Legal Status**

**Registration-**

Registration Act, 1860 Regd. No. 192 dated on 14 January 2002.

- ☞ S/S 12A of Income Tax Act, 1961
- ☞ FACE is registered under section 4 (1) (b) of foreign contribution & regulation act, 1976 (FCRA registration no: 337780015)
- ☞ PAN No : AAAAF0410E
- ☞ TAN No : RCHF00102E
- ☞ 80 G : SSAA/ Dhanbad/Tech/80G-7/2013-4/589-92

**Registered/Head Office :** FACE  
Rajapara,  
Pakur-816107  
Jharkhand  
India  
■ 094311-65148,  
E-mail: face197@rediffmail.com  
ritupanday16@gmail.com  
Website: www.faceindia.net,

**Unit Office 1:** FACE- Kolkata  
BG 114, Rabindra Pally  
Keslopur,  
Kolkata – 700101  
West Bengal, India  
**Our Bankers :** State Bank of India, Pakur  
Syndicate Bank, Pakur  
Punjab National Bank, Pakur  
Union Bank, Pakur  
State Bank of Bikaner & Jaipur, Saltlake

**Auditor:** B.Gupta & Co,  
Chartered Accountants  
Patna, Bihar

### Governing Board of FACE

NAME	DESIGNATION	ADDRESS	OCCUPATION
Mr. Sharique Hayat Khan	PRESIDENT	Thanapara, Pakur	Social Worker/Educationist
Mr. Vidyasagar Choudhury	VICE-PRESEIDENT	Tantipara, Pakur	Social Worker
Ms. Ritu Pandey	SECRETARY	Rajapara, Pakur	Social Worker & Clinical Psychologist
Mr. Debalvata Sinha	TREASURER	Thanapara, Pakur	Social Worker
Mr. Ratan Singh	MEMBER	Bank Colony, Pakur	Social Worker
Mr. Birendra Pathak	MEMBER	Tubangla, Pakur	Social Worker
Mr. Chanchal Jha	MEMBER	High School Road, Pakur	Social worker
Ms. Rosa Soren	MEMBER	Gokulpur, Pakur	Social Worker
Ms. Atreyee Chandra	MEMBER	Garia, Kolkata	Clinical Psychologist

<b>ASSETS:</b>		
Fixed Assets:		
FACE	4,41,585.00	
IMPACT (Pakur)	22,500.00	
IMPACT - Girls Education Programme	1,55,100.00	
TSWT	37,181.00	
TET	50,430.00	
		7,06,796.00
<b>Cash and Bank Balances:</b>		
Cash in hand:		
FACE	4,888.00	
IMPACT (Pakur)	1,700.00	
IMPACT (Paligan)	679.00	
TET	611.00	
		7,881.00
<b>Balance in Saving Bank Account with:</b>		
State Bank of India:		
FACE	5,504.29	
FCRA (Girls Education Programme)	1,943.66	
IMPACT (Pakur)	19,367.00	
<b>Punjab National Bank:</b>		
FACE	54,140.00	
TSWT	1,725.30	
IMPACT (Pakur)	68,420.00	
<b>Union Bank of India:</b>		
FACE	1,993.00	
IMPACT (Paligan)	4,30,832.00	
<b>Syndicate Bank:</b>		
Tata Education Trust	14,87,190.24	
<b>State Bank of Bikaner and Jaipur</b>		
FACE (Kolkata)	12,140.00	
<b>Loans and Advances:</b>		
Others, FACE:		
As per last Account		
<b>Tax Deducted at source:</b>		
TET		
		23,110.00
		9,901.72
	<b>TOTAL:</b>	<b>28,31,006.01</b>

In Terms of our report of even date

For B. Gupta & Co.  
Chartered Accountants  
(FRN:00000330)

Patna,  
Dated: 21-09-2015



*S. Prasad*  
(S. PRASAD)  
President  
**President  
FACE**

*S. Choudhury*  
Secretary  
**Secretary  
FACE**

*S. Choudhury*  
Treasurer  
**Treasurer  
FACE**

**FOUNDATION FOR AWARENESS, COUNSELLING AND EDUCATION (FACE)  
AT + PO: PAKUR, RAJPARA, DISTT. PAKUR, (JHARKHAND)**

**CONSOLIDATED BALANCE SHEET AS AT 31ST MARCH,2015**

	Amount Rs.	Amount Rs.
<b>Capital and Liabilities:</b>		
<b>Capital Fund:</b>		
IMPACT - Girls Education Programme	1,55,100.00	
TSWT	37,181.00	
TET	50,430.00	
IMPACT (Pakur)	22,500.00	2,65,211.00
<b>General Fund:</b>		
FACE: As per last Account	4,64,239.59	
Add: Excess of Income Over Expenditure for the year	96,816.00	5,61,055.19
<b>Unspent Fund:</b>		
FACE (Kolkata)	12,140.00	
TSWT	725.30	
TET	14,77,262.36	
IMPACT- (Pakur)	99,490.90	
IMPACT- (Paliganj)	3,96,511.00	
IMPACT- Girls Education (FCRA)	1,943.66	19,88,073.22
<b>Loan Fund:</b>		
FACE: (a) A- Chatterjee	1.00	
(b) Murshidabad Branch	1,164.00	
Loan from Shweta:		
(a) IMPACT (Pakur)	10,000.00	
(b) IMPACT (Paliganj)	5,000.00	
Loan from JTT	500.60	15,665.60
<b>TOTAL: Rs.</b>		<b>28,31,006.01</b>



**Monitoring and Evaluation Process of the Organization**

We believe that monitoring and evaluation process ultimately determines whether an organization is making use of its resources efficiently and effectively. Through this process information is collected, performances are evaluated to compare it to goals and plans for the project and the organization. Hence the better the M&E process will be the more effective the activities will be. In our M&E process we follow the steps

- i. Listing the problems to be solved, anticipate the problems and learning areas
- ii. Developing indicators for problems to be solved and ensure their measurability
- iii. Determining the process to observe and measure the indicators through scale and frequency
- iv. Developing job description for observation task for each area to be addressed
- v. Job assignment for each job description for proper observation and accountability
- vi. Determining the process to use the information gathered and the analysis is based by comparing it to the set benchmark
- vii. Arough draft preparation of M&E system and comparing with the progress from time to time
- viii. For mating the document into formal process In the light of the mentioned the organization develops rigorous and stringent monitoring of field work.

This is a very important and valuable working system of the organization. This not only brings into light any discrepancies but also creates a sense of responsibility and accountability among the team.

The monitoring system is led by the Secretary/ project manager. Each project has field level coordinators and cluster wise instructors who do the monitoring as well their work plan. The project team has been trained well to make them well versed in their activities. Project related documentation has been systematically maintained both at centers and head office. The organization's resource pool, consultants and pedagogy experts form the core of internal monitoring system. Monthly meeting which has been conducted in each project is taken to assess the progress.

The Account officer is in charge of the Account section. There is a systematized system of accounting in the office to record proper cash inflow and outflow. Educators are involved in educational management of the centers. Facilitators can directly intervene in the community activities. Documentary management of the organization has well defined system of reporting and recording each area of activity. Different Capacity building sessions/training has been conducted by the master trainers. Registers are kept by field coordinators and monitored by the external resource pool. Quarterly documents are finally scrutinized by the Secretary/ project managers with project in charge, supervisors and coordinators.



Monitoring and evaluation discussion with donor team

## Interventions made in the field of Education

**Girls ..... The twinge of negligence**

**Necessitating the efforts for streamlining their educational needs:**

A visit down the rural pockets especially the target regions is enough to reflect the disturbing picture of negligence the girls undergo – withdrawn from schools for household chores, early marriage, made to drop out from mainstream education because of community tendency of not letting them mix with the boys after a certain age.

Girl child education issues needed to be addressed. Opportunity came with IMPACT, Gurgaon, supported program. Presently 40 centers in Pakur, Jharkhand and 30 centers in Paliganj, Bihar are run for 2100 girls to help them complete primary education. Planning is underway on how to continue with them further.

### Culmination of our endeavour ..... Mission GCLC

- Girl Child Learning Centers, Pakur, Jharkhand  
Altogether 40 centers,  
40 teachers trained in primary education  
200 girls – 30 in each center  
Classes presently run – II & III  
Curriculum – based on State education syllabus  
directives, Jharkhand



Learning activities in Girl Child Learning Centre



Girl Child Learning Centre Girls Playing Kabaddi outdoor



Girl Child Learning Centre Educators training



Girl Child Learning Centre Educators training

**B. Gupta & Co.**

Chartered Accountants

Patna New Delhi Kolkata Ranchi

### INDEPENDENT AUDITOR'S REPORT

**TO THE MEMBERS OF  
FOUNDATION FOR AWARENESS COUNSELLING  
& EDUCATION (FACE)**

#### Report on the Financial Statements

We have audited the attached Balance Sheet of FOUNDATION FOR AWARENESS, COUNSELLING & EDUCATION (FACE), At- Pakur, Distt- Pakur (Jharkhand) as at 31<sup>st</sup> March,2015 and the Income & Expenditure Account for the year ended on that date, and a summary of Significant Accounting Policies and other explanatory information.

#### Management's Responsibility for the Financial Statements

Management is responsible for the preparation of these financial statements that give a true and fair view of the financial position and financial performance in accordance with the Accounting Standards issued by the Institute of Chartered Accountants of India. This responsibility includes the design, implementation and maintenance of internal control relevant to the preparation and presentation of the financial statements that give a true and fair view and are free from material misstatement, whether due to fraud or error.

#### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the Standards on Auditing issued by the Institute of Chartered Accountants of India. Those Standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

## वित्तीय उत्थान के गुण बताए

पाकुड़। सदर प्रखंड के लिकरहाटी परिचम पंचायत में शुक्रवार को फेस संस्था की ओर से वित्तीय साक्षरता पर कार्यशाला का आयोजन हुआ। उद्घाटन अग्रणी बैंक के शास्त्र प्रबंधक विनोद कुमार, टीच इंडिया के कार्यक्रम पदाधिकारी अभिनव मजूमदार एवं फेस के सचिव रीतु पांडेय ने किया।

कार्यशाला में साक्षरता अभियान के तहत विभिन्न विषयों पर चर्चा हुई। स्वयं सहायता समूहों के सशक्तिकरण की रणनीति, वित्तीय साक्षरता पर आगे की सोच आदि पर चर्चा की गई। मीके पर विनोद कुमार ने कहा कि वित्तीय शिक्षा पर महिलाएं जागरूक हों। बचत करना भविष्य में उन्हें आर्थिक परेशानी से बचाएगा। मीके पर रातुल, शैलेस रंजन, मेहबूब आलम, राहादत हुसैन, फेकारूल शेख आदि थे।

## कार्यक्रम . फेस द्वारा एक दिवसीय कार्यशाला का आयोजन

## शिक्षा में सुधार की कवायद शुरू

## विद्यालय प्रबंधन समिति को बताया दरिया

四



યોજાન વાટ્સ - ૨૨/૮

କେନ୍ଦ୍ର ଆଇଟ୍ 26/3/

## वोट का महत्व बताएं

**पाकुड़ :** सदर प्रखंड की इशाकपुर पंचायत स्थित फतेहपुर गांव के सामुदायिक भवन में स्वयं सेवी संस्था फेस ने मतदाता जागरूकता कार्यक्रम आयोजित किया। इस कार्यक्रम में उपस्थित लोगों ने चुनाव में वोट देने के महत्व की जानकारी संस्था के जुलियस सोरेन, शहादत हुसैन, सलीम रसीद, उत्पल मंडल, मृणाल प्रमाणिक, बाले बास्की और खातिमा खातून ने दी।

## ‘शिक्षा के साथ बच्चों का शारीरिक विकास जरूरी

पाक्षिकी | परिवर्तन

- Girl Child Learning Centers, Paliganj, Bihar  
Altogether 30 centers,  
Altogether 30 teachers trained in primary education  
900 girls – 30 in each center  
Classes presently run – I  
Curriculum – based on State education syllabus directives, Bihar



Girl Child Learning Centre a  
Paliganj, Bihar



Girl Child Learning Centre Educators  
Training in Paliganj, Bihar



Girl Child Learning Centre at Paliganj, Bihar



Girl Child Learning Centre Educators Training in  
Paliganj, Bihar

## Feeling the pain of illiteracy..... efforts for closing the gaps

Journeying through the rural pathway a conspicuous picture of nonexistence, negligence, scarce, incompetence and ineffectiveness was pitifully visible in elementary education approach of community and in provisions enabled through formal and non-formal educational components of the government.

The support extended by Tata Education Trust, Mumbai to address the issues – A green patch in hopeless desert

Interventions made in the field of Elementary Education -- Mission EE

Anganbadi (ICDS) .....	School preparedness approach – non-existent, System based approach to childcare missing, Insufficient ability and training in sevikas & sahakars, Alarming gaps between Class I requirements and level of children to be mainstreamed
------------------------	---

Formal schools .....	High number of children nowhere near their class level, Improper conduction of classes, insufficient infrastructure, Supplementary learning support to children missing, Irregularity, unpunctuality, dropouts, non-functioning libraries
----------------------	--

Community ..... Education in general and girl child education in particular not in priority, a sizable number of un-enrolled children still there

### Non formal interventions ... few and far between

VEC & SMC .... insensitive, incapacitated, non functional

In the light of our above mentioned observations we had our continuous discussions with Tata Education Trust which finally resulted in the project EE

The project was designed to cover all identified issues to find answers and develop ways of future interventions to benefit rural children, to incorporate their learning needs, generate community participation and ownership in and of educational issues, develop a healthy partnership between community and formal schools, capacity building of all involved in educational outreach.

## Media Coverage

## लोगों को सक्षर बनाने के लिए करें काम : डीईओ

## एक दिवसीय फिल्मबैक कार्यशाला का आयोजन

ग्रन्थसंकलनम् शिला  
को लोकान् दो  
शिवस्त्रीय परिषिद्धम्

कामग्रं - वासिनीकी वासना देख  
मार्गितारा ने टोका वासिनीका दृश्य अपनी  
यों देखा कि वासिनी वासिनीका नीची  
तापाली वासिनीका नाम वासिनीका वासना  
देखा - वासिनी ने वासिनी देखा कि १२  
वासिनीकी वासिनीकी नीची वासिनी की  
वासिनी वासिनीकी वासना देखा - वासिनीका  
वासिनीका वासना नीची वासिनी की वासनी की  
वासिनीकी वासना देखा - वासिनी की वासना  
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देखा कि वासिनी वासिनी की वासना देखा -  
वासिनी की वासना देखा - वासिनी की वासना  
देखा कि वासिनी वासिनी की वासना देखा -

## Results of various trials with *Agave* (continued)

202522-2025 - 0.050411.5  
Benz, Bismarck, a manuf., manu-  
fact., production, manu- 05

## शिक्षित महिलाओं से समाज ठोगा विकसित : डीसी



subtitles, *mapy*

and such other words as will make it more than the author has written about and will give space for more words, which express what may be done, when an author begins it, and so on. Then it is that we may not publish pages from, because it would be given, that is, upon which these, which are open to the author to make them as many characters as he can, and which, though not yet written, may be done, when an author begins it, and so on. Then it is that we may not publish pages from, because it would be given, that is,

## ‘प्रतिवेदिता का उद्देश विवेकों को नामस्क बता’

## शिक्षा को लेकर लोगों को कहे जागरूक

Transparency & Disclosure 2014 - 2015:

Sl. No.	Name	Designation	Gross Remuneration under project base work
1	Mr. Sharique Khan	President	Zero
2	Mr. Vidyasagar Choudhary	Vice-President	Zero
3	Smt. Rita Pandey	Secretary	3,97,940/-
4	Mr. Debarata Sinha	Treasurer	Zero
5	Mr. Ratan Singh	Member	Zero
6	Mr. Birendra Pathak	Member	Zero
7	Mr. Chanchal Jha	Member	Zero
8	Smt. Rosa Soren	Member	60,100/-
9	Smt. Atryee Chandra	Member	Zero

Accountability and Transparency:

No travel and other reimbursements have been made to any board member during the board meeting.

Highest paid salary and lowest paid salary under project base budget by the directive of the funding organization.

Highest paid Rs. = 18,150/- Per month

Lowest paid Rs. = 1210/- Per month

Staff Details: (as at march 31, 2012)

Gender	Paid full time	Paid part time	Paid casual time	Unpaid Volunteers
Male	39	10	04	500
Female	92	00	02	1000
Total	132	10	06	1500

Distribution of staff according to salary levels (as March 31, 2012)

Slab of Gross salary (in Rs.) Plus benefits paid staff	Male	Female	Total
<2000	12	15	27
2001-5000	15	76	91
5001-10000	10	1	11
10001-20000	01	00	01
20001-30000	01	00	01
30000>	00	01	01

Total Cost of National Travel by all staff during the year: 2,95,531.00/-

Total Cost of International Travel by all staff during the year: NIL

The project earmarked for interventions in-

**Early childhood (school preparedness)**

Our efforts ....

Extending support to 30 Anganwadi centres with 1200 children per year through our trained Early childhood Educators in

- **Conduction of classes**



Government Anganwadi centre at Jhikarhali, Pakur Block



Our Early Childhood Education volunteer's learning based intervention with anganwari children



Hand held support to anganwari sevika on child tracking record entry by our Early Childhood Education volunteer



Training workshop with anganwari sevicas on child profile and tracking under our CEEE project



Anganwari children engrossed in drawing activities



TLM based interactive class conduction at anganwari initiated by our volunteers

- Capacity building of Sevikas, Sahayikas and Volunteers on early childhood issues



Training Session of Anganwari sevikas and volunteers



Group based project activity at the training session of Anganwari sevikas and volunteers

#### Formal school

##### Our initiatives .....

Remedial Learning Centers for weak regular children



Remedial class for III to V formal school regular children – a part of our activities



Remedial class for VI to VIII formal school regular children – a part of our activities

- Learning based participatory activities with children



Drawing competition organized for formal school children - a project activity



Drawing competition organized for formal school girls - a project activity

## Acknowledgment

FACE deeply acknowledged the support of the following Donor Agencies & organization:

1. Tata Education Trust, Mumbai
2. IIIMPACT, Gurgaon
3. Tata Social Welfare Trust, Mumbai
4. Sir Dorabji Tata Trust, Mumbai
5. Jharkhand State Livelihood Promotion Society (JSLPS), Ranchi
6. Aakalipur Ram Krishna Mission, West Bengal
7. Nirantar Trust, New Delhi
8. NABARD West Bengal
9. PRATHAM-ASER
10. Reach India, Kolkata
11. Sarve Siksha Abhiyan, Pakur
12. Sakshar Bharat, Pakur

### Regional Areas of FACE Interventions .....

Sl. No.	State	District	Block	Panchayat	Village
1	Jharkhand	Pakur	Pakur	Nawada, Chanchki, Joy-kistopur, Manirampur, Kismat Kadamsair, Jhikarhati, Farsa, Taranagar, Ishakpur, Gandhaipur, Ilami, Prithivinagar, Sangrampur Kumarpur, Ban bikrampur, Tilbhatta, Rahaspur, Bhawanipur	Ranipur, Sangrampur, Anupanagar, Taranagar, Sisra, Ilami, Nawada, Manirampur, Fatehpur, Prithivinagar, Chanchki, Anjana, Farsa, Deotala, Utsainsayapur, Kadamsair, Jhikarhati, Jugiguriya, Sleshnagar, Gandhaipur, Joykistopur, Narottampur, van Bilkampur, Kumarpur, Starampur, Akharipara, Hariganj, Tilbhatta, Rahaspur, Bhawanipur, Sahabpur, Lakhapur, Harihar
2	Bihar	Patna	Paliganj & Ilhan Bazar	Paliganj, Kodhari, Chiksi, Chandosh, Jarkha, Sarsi Pipardah, Rampur nagwa, Mera Khanpura, Khanpura todipar, Singhada kosa, Narhi-Pirhi, Sigodi, Ajda Sikriya, Chiksi, mera palona, Madhwa, Dahiya, Mudika, Mouni piyarpur, Akbarpur-Ranipur	Kharanti kurba, Karoti, Nurchek, Belban, Nadhar, Kodhari, Dokhea, Chidalyatad, Kharanti kurd, Chiksi, Balpur, Bela, Chiksitola, Chandosh, Bahadurganj, Jarkha, Pipardaha Bangala, Pipardaha, Tomi, Khiripar, Chori, Kopa, Sabajpura, Ghuma Bingha, Sigodi, Thakuri, Chiksi tola, Madipur, Sikandarpur, Basant Bigha, Khapura Belder chak, paryo, Atolah, Debriya, Akbarpur
3	West Bengal	North 24 pargana, Kolkata	Sandeshkhali-II	Joygopalpur, Singhapara, Khulna, Bacharpura	Joygopalpur, Singhapara, Khulna, Bacharpura



Drawing competition organized for remedial children – a project activity



Prize distribution by VEC president at Prithivinagar



Learning activity at Nawada formal school library initiated under elementary education project



Learning activity at Jaykistopur formal school library initiated under Elementary Education project



Training workshop for formal school teachers – Capacity building initiatives under EE project



Training workshop for formal school teachers – Capacity building initiatives under EE project

- Capacity building workshop for School Management Committee



School Management Committee capacity building workshop



School Management Committee capacity building session conducted by our consultant Mr. GVSR Prasad

#### Maktab/Madarsa

- Our attempts .....
- Dunyawi Taaleem training to madarsa maulvis



A view of Maktab/Madarsa educators training

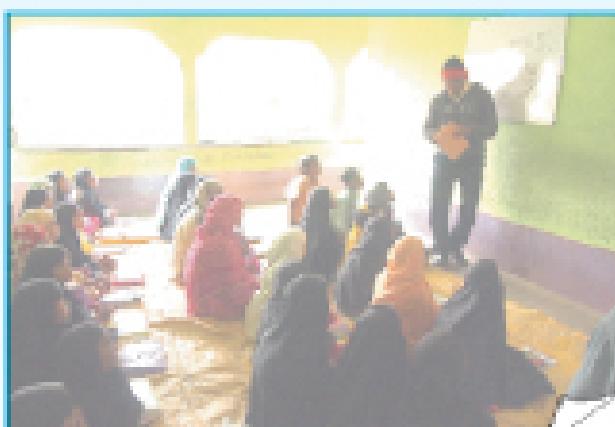


A view of Maktab/Madarsa educators training

- Support and monitoring of Dunyawi taaleem in madarsas



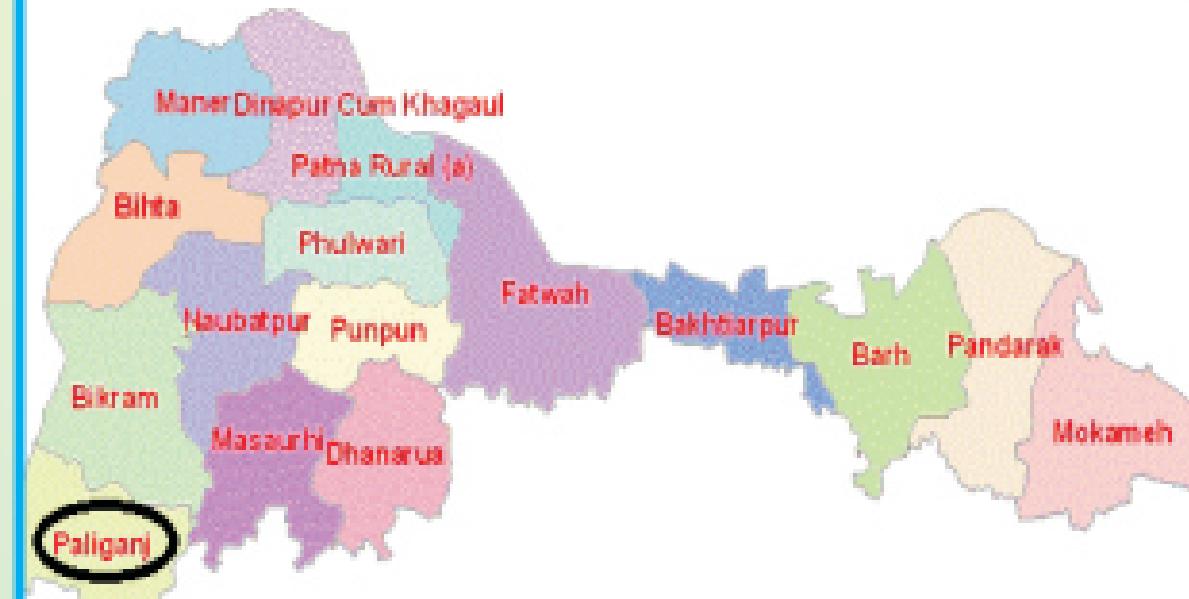
Monitoring of Madarsa activities by the project team member



Class conducted by our reviewer at Madarsa

## Paliganj-Bihar

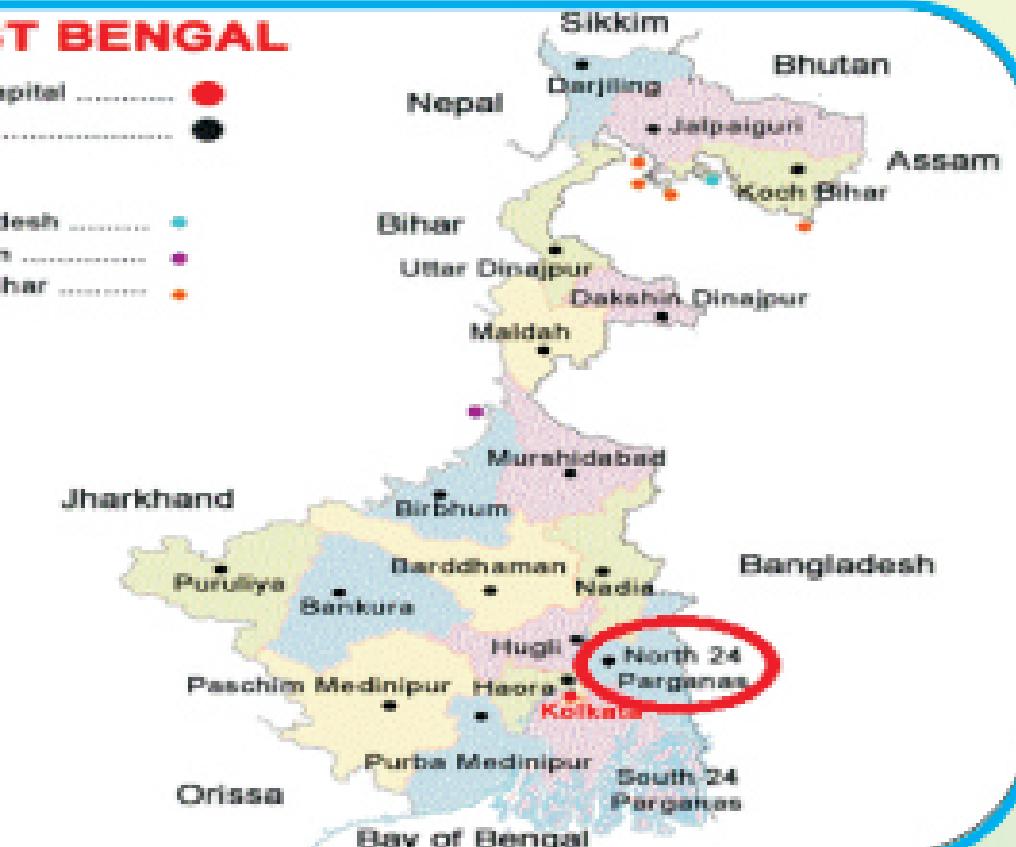
### BLOCK MAP - PATNA



## WEST BENGAL

State Capital ..... ●  
District ..... ●

Bangladesh ..... ●  
Birbhum ..... ●  
Koch Bihar ..... ●



State wise Coverage area-



- Learning based participatory activities with Madarsa children



Competency test of Madarsa children of conducted under elementary education project

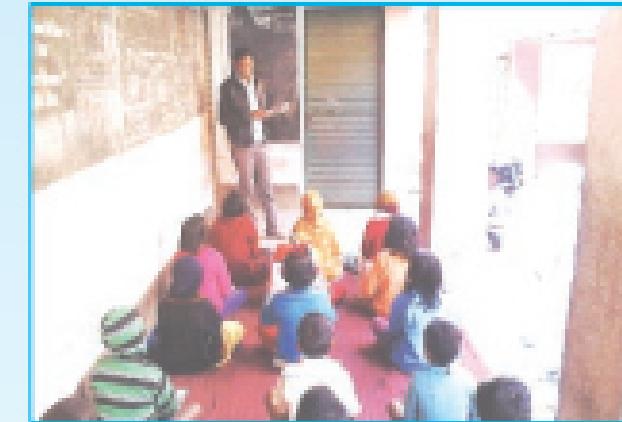


Competency test of Madarsa children of conducted under elementary education project

Out of School children

Our ventures .....

- Special Learning Classes for school drop outs



Special Learning class for drop out children in progress in Ishakpur village



Special Learning class for drop out children in progress in Iani village

- Mainstreaming of prepared drop outs and their tracking and follow up



Mainstreaming of Early Childhood Education children in Jhikarhati school.



Mainstreaming of Special children in Jhikarhati school.

● **Community**

Our endeavors .....  
Cluster Learning Centers



Cluster Learning centre Ishakpur



Learning activity in Ishakpur Cluster Learning Centre

● **Community Library**



Community Member's reading books and news paper at Cluster Learning Center library, Kismat Kadamsar

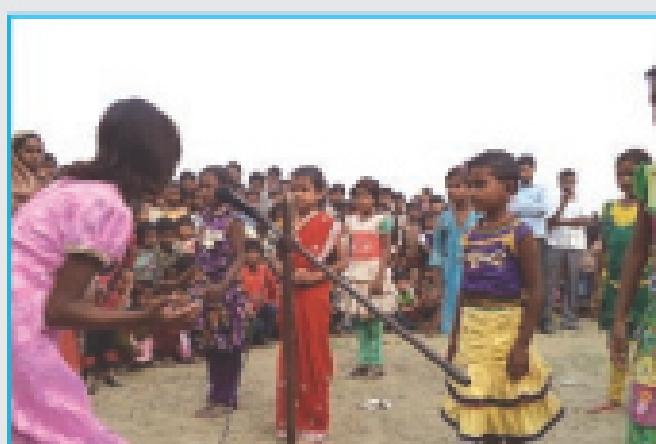


Community Member's reading books and news paper at Cluster Learning Center library, Ishakpur

● **Bal Mela**

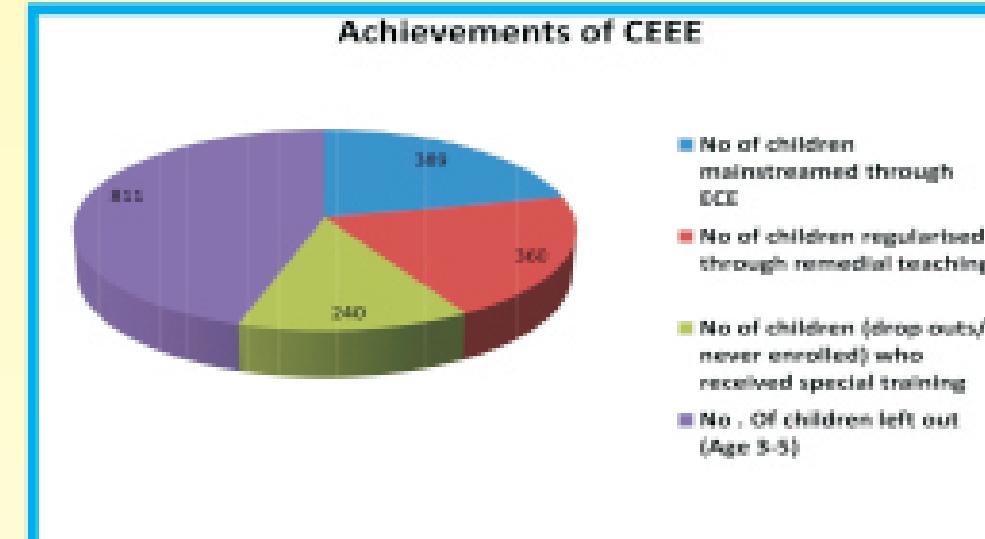


Sports competition activities at Bal Mela

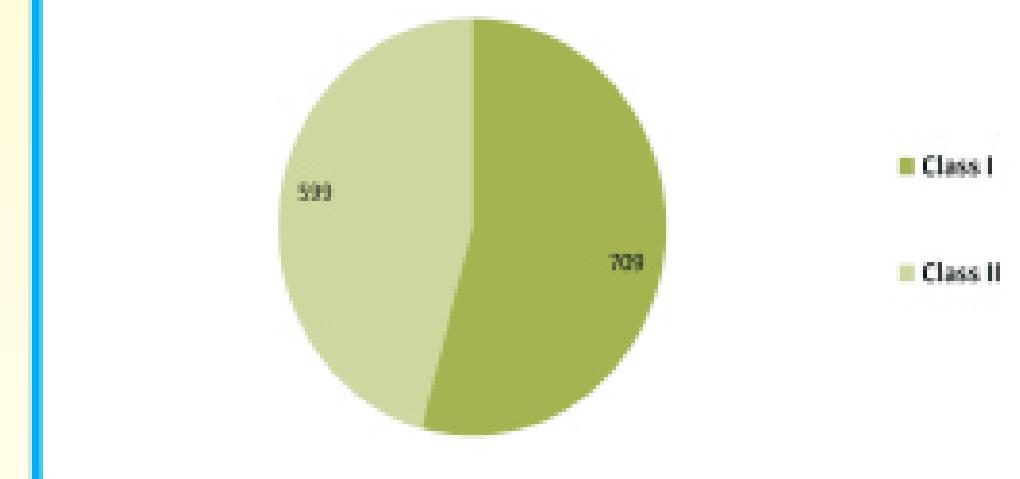


Girls expressing themselves through action song at Bal Mela

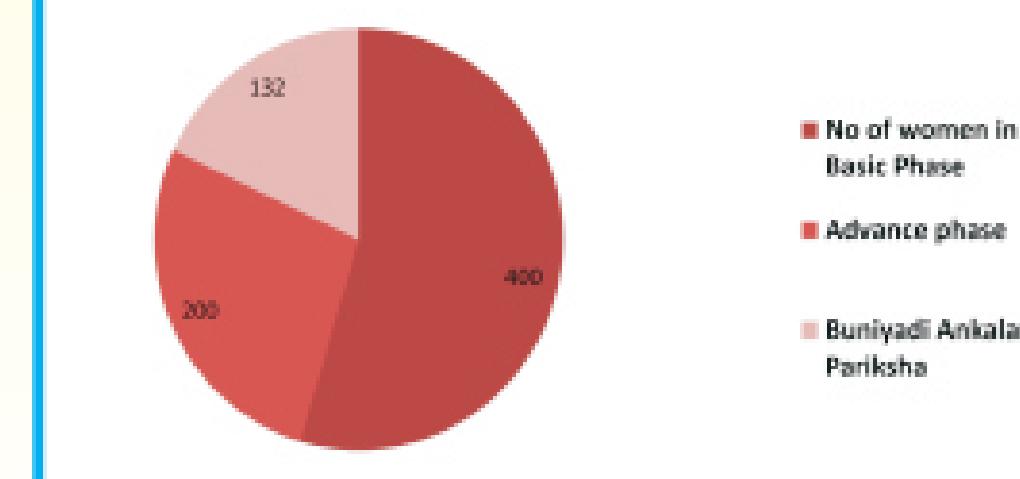
Graphical Presentation in the year of 2014-2015



**Acheivements of Girl Child Learning Centres**



**Achievements of Functional literacy for women**



16	Two days training on mainstream education (Dunyawi Taaleem)	Madarsa teachers	42
17	One day training on S.M.C members' roles and responsibilities	S.M.C members	110
18	One day training on Approach to science teaching	CLIs, MTs and FCs	48
19	Two days curriculum development review workshop	CLIs, MTs and FCs	68
20	Two days training on special learning approach	SPVs & volunteers	31
21	Two days training on demands of preschool education	ECE volunteers	39
22	Two days training approach to formal education	Maktab/ Madarsa educators	36
23	Two days training on addressing the learning needs of weaker children	CLIs and camp teachers.	46
24	Two days training on learning needs of preschool learners	ECE volunteers	43
25	Two days training on accelerated teaching & learning	special training volunteers	26
26	One day organization development training	core project team	16
27	One day science training	CLIs and S.S.P.T	21
28	Four days training on demands of preschool education	Anganbadi workers and volunteers	117
29	Two days training Dunyawi Taleem	Madarsa teachers	31

#### Skill development and income generating activities undertaken by FACE-

Sl. No.	Name of the trade	Exhibitions / Melas where the stalls set for display and sale	No. of beneficiary receiving support through Mela
1	Zari, Embroidery on sarees and ready made apparels	(i) 26th International India trade fare 2014 Milan mela kolkata (ii) Kangar hat mela 2014 central park saltlake (iii) Kangar hat mela 2014 central park saltlake (iv) Readymade apparels and Zari Embroidery exhibition in hotel park Kolkata, Ice skating Kolkata, Rath mela Bishan nagar, Kolkata, Grand hall Behnampur, Murshidabad, Capitol Hill Ranchi, Chitrakata Panched, Bangalore and Trade fare Kanchenganga Stadium, Siliguri	300 women

#### ● Community monitoring groups

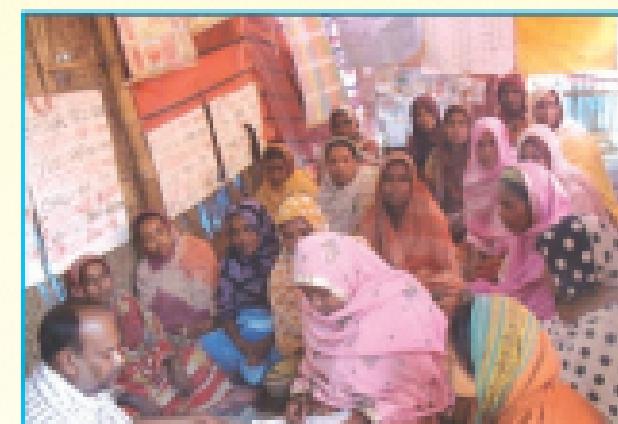


Monitoring of Gandhipur Cluster Learning Center by members of community monitoring team



Personnel of Consultant organization monitoring Anganwadi center at Gandhipur

#### ● Parents & Community group discussions



A view of parents meeting at Girl Child Learning Center Chanchki



Community meeting at Klimet Kadamsar

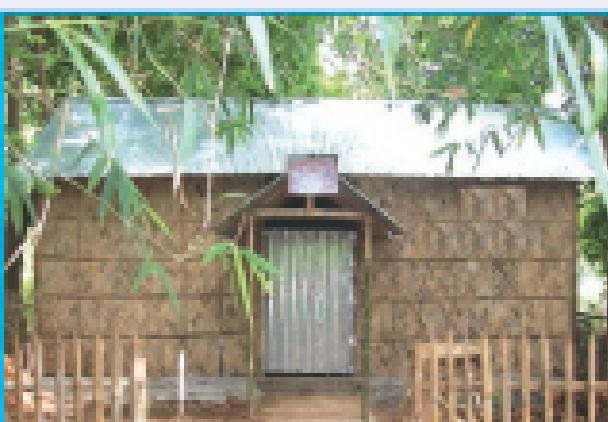
#### Towards making strong women .....The ultimate pathfinder

Rural community reflects a glaring reality of large scale illiteracy especially in women that poses the greatest barrier in achieving the desired changes in community approach towards their welfare related initiatives. Most of the women members of existing Village Education Committee and School Management Committee are illiterate and have no understanding of their power and function, provisions and facilities, available funds and their use. As a result they are passive and virtually playing no positive roles. Illiterate mothers have no understanding of their children's educational needs and progress, no ability for sharing anything with school teachers about the educational needs of their children, no knowledge of facilities and services that the government provides to school. Their ignorance is mostly because their illiteracy that prevents them from monitoring education of their children, school activities and from voice-raising for improvement. Prevalent illiteracy is the fundamental hindrance in their path preventing them to choose right direction so they remain excluded from all sorts of benefits, facilities and services- be it education, financial, health or other welfare sectors for their inclusion. Hence they are not able to participate properly and develop uptake in any welfare programs and opportunities. In the effort for community linkage with government departments for them to reap the benefit of various educational facilities and services, health benefits, agriculture and financial sector opportunities and welfare schemes through blocks and welfare department, it is observed that because of illiteracy they cannot develop understanding of the whole system and properly follow the ways to avail it. It was thought that if these community people especially women are made functionally literate; it will help develop a strong rural environment conducive to their holistic development.

#### Interventions made in the field of women literacy – Mission FLI

##### ● Women Literacy Centers

10 centers, 600 women, Basic literacy level-400, Advance literacy level- 200



Women Learning Centre Gokalpur under FLI project



Women Learning class in progress in Sangrampur village center

#### Women learning center activities

Sl.No.	Activities undertaken	Quantitative
1	Total No. of women	600
2	Total No. of women in Advance literacy	200
3	Total No. of women in Basic literacy	400
4	Total No. of women passed Buniyadi Ankhan Parksha	200
5	Total No. of women in women committee	100

#### Training and capacity building in Various Education Projects

Sl.No.	Type of training	Given to	No. of trainees
1	Two days training on Dunyawi Taleem	Maktab/Madarsa Teachers	18
2	Two days Advance Training on teaching methodology	Coordinators and Master trainers	45
3	Two days Advance Training on learning / tutorial support	Cluster learning instructors	42
4	Two days training on Teaching Methodology	Residential camp teachers & coordinators	21
5	Two days training on Documentation	CLIs & SPVs	48
6	Two days training on Pedagogy	Core project team	18
7	One day learning cum sharing workshop on Early Childhood Education	Anganwadi workers and ECE volunteers	78
8	Two days curriculum development review workshop	CLIs, MTs and FCs,	33
9	Two days training ECE	Project volunteers	40
10	Two days training on specialized bridge intervention	Bridge educators (SPVs)	31
11	One day training on project management (roles and responsibility)	Office staff	8
12	One day sharing on staff tracking and assessment	Project team	9
13	One day training on approach to teaching	CLIs , SPVs & Volunteers	41
14	One day training on teaching methodology	Formal school teachers,	62
15	Two days training early childhood intervention	Anganwadi Sevikas and ECE volunteers	85

#### Cluster Learning Centre(CLC) Project

Sl.No.	No. of functional CLC
1	12

#### Cluster Learning Centre (CLC) activities

Sl.No.	Activities undertaken	Quantitative
1	Library Activity in formal school	12
2	Story books provided to formal schools	3384
3	News paper for community	12
4	Learning based activities (Quiz, drawing, speech, debate, Word stock and Math competition.	441

#### Maktab/Madarsa intervention

Sl.No.	No. of Maktab/ Madras
1	7

#### Maktab/Madarsa activities

SlNo.	Activities undertaken	Quantitative
1	Learning based activities (Quiz, drawing, speech, debate, Word stock and Math competition	11
2	Teacher Training sessions of Madarsa Teachers	26

#### Women learning centers under FLI project

Sl.No.	No. of Adult women Literacy centers
1	10

#### ● Leadership Development

900 youth group, 300 community women , child health, Reproductive & Sexual Health, PDS



Women leadership development session under FLI activities at Fabehpur



Women leadership development session under FLI activities at Datala

#### ● Open Basic Education (Primary level certificate course for women in advance literacy group) NIOS, 200 Primary level classes



Women learners appearing for exams through NIOS at Upgrade High School Rahaspur, Pakur



Women learners receiving NIOS certificates at Upgrade High School Iami, Pakur

### Financial literacy & Reproductive and sexual health Awareness camps –

#### [A partnership venture with Reach India](#)

Financial Literacy for Excluded Community (FL) project was undertaken to save the poor villagers from the financial hardships faced in their day to day life due to their need to borrow money from private moneylenders. On one hand financial literacy is supposed to be educating the people regarding the sort of help they can expect from the financial institutions. On the other hand we have the financial institutions catering the needs of the borrowers. Thus the pillars of financial literacy provide linkage with the common rural population to the banks and FIs.

Financial inclusion provides financial products to the socially excluded people living in villages. These include remittance, entrepreneurial credit, insurance and pension etc.

Today the Self Help Groups (SHGs) and Micro finance Institutions (MFIs) are able to take the desired banking knowledge to the rural masses.

The target group are able to manage their money and develop a saving habit for their future and difficult times. The women folk are trying to change their habit of saving their money in nonbanking sectors and depositing their earnings in banks. This is preventing in forfeiting their own savings. The husbands of most of these women working as migrant workers are now sending money to their family through remittance system.



Reproductive and sexual health program –  
A joint session with Reach India

### Reproductive & Sexual health awareness

Special inputs were given in health camps for women on the following practices –

- Iron rich food to prevent blood deficiency (anemia)
- Consult doctors on infection in sexual organs
- Use of contraceptives
- Pre & post pregnancy health care
- Emergency management planning for delivery related complexities
- Annual health check up – blood test, De-worming, Breast checkup
- Healthy practices during menstruation & menopause



Reproductive and sexual health program – A joint session with Reach India

### *High lights of various project based Interventions made by FACE.....*

#### *A glimpse through quantitative data*

*During 2014-2015*

#### Girl Child Education Project

Sl.No.	Total No of children	No. of girls in Class-I	No. of girls in Class-II
1	1244(Pakur)	709	535
2	685 (Paliganj)	685	None

#### Early Childhood Education(ECE) project

Sl.No.	Total No of children	No. of girls	No. of Boys
1	1200	634	566

#### Remedial Education project (Class III to VIII)

Sl.No.	Total No of children	Girls III to VIII	Boys III to VIII
1	360	123	237

#### Special Training/ Bridge Education project for drop out children (Class III to VI)

Sl.No.	No. of girls in Class III to VI	No. of boys in class III to VI	Achievement till date
1	96	144	240

**Maida Bibi** of village Sangrampur, Pakur is an adult learner at Women Literacy Center Sangrampur. Her Husband's name is Falu Shaikh. Maida Bibi told about herself in W.L.C that she had a strong desire to read in her childhood. But due to poverty of her family she could not read and started to make bidi since her childhood. She got married in early age and she became mother of 4 children. Now her age is about 40 years. Her dream to read was incomplete and she felt sad and envious to see educated women. Suddenly she got chance to read in women Literacy center Sangrampur running by FACE. She enrolled and began to come every day into the centre. She learned in very short time how to read and write the name and address. She was very happy, because she got golden chance to fulfill her incomplete dream. She did not want to waste this chance, so she was reading attentively. After read in centre she has learnt how to see calendar and watch as well as she can solve arithmetical operation of bidi in calculator. Now she can read any book of story, and news paper. Most impressive thing is that she can fill up deposit form and withdraw form of bank. She has strong believe that she can learn a lot of thing. She says when she will learn completely, then her family will get a lot of benefit. She is now very happy because, she has been selected as sahiya and she is working very well she passed with good marks in **Buniyadi Aankhan Parksha** organized by **Sakshar Bharat Mission**. Now she wants to continue her study in future. This woman is **Sambila Khatun** of village sangrampur. Her father's name is Muktar Shaikh. Sambila had a desire to read in her childhood but due to poor economic condition of her family, she could not read. In other hand there is Bidli work in her society, hence she rolls bidi since her childhood. She got married in early age at Randanga village. She got to know after marriage, her husband is a drunker and gambler. She prohibited him to leave these bad habits but he did not obey her. Due to these bad habits, relationship was not good between them. After some time she divorced him and now she lives with her parents. She survives by making bidi. Women Literacy Centres was opened in her village by FACE and she took admission. She started to come regularly into the centre. She reads with full attentive and learned a lot of thing only in 2-3 months. Sambila cannot believe that she can read and write so much in this age but her labour converted it into the reality. Now she can read any book and Hindi news paper. She comes into the centre regularly and she wants to continue her study. She helps all her friends to in studies. She wants to pass Secondary Exam and her aim is to become a teacher.

### *Livelihood*

#### **Safikul Shaikh:**

son of Nur Hussain Shaikh & Jarima Bibi is a 21 year old youth. His father worked in stone Crusher and mother rolled Bibi. His father was educated up to class Five and mother was illiterate. He has five siblings. Safikul Shaikh is the eldest son of a middle class family. He lived a simple life. His father was interested in education and he enrolled all his children in school. When handicraft centre was opened at Sangrampur village in 2009 by FACE, Safikul came to learn handicraft. In this centre, Safikul learned knitting work on saree. He learned this craft for 2 years under support from FACE and got wage of Rs. 2.50/- per hour during the learning process. He also read after working 8 hours every day. After that FACE opened a branch of handicraft centre in Kolkata and Safikul Shaikh was appointed as a trainer. He got Rs. 2500/- salary per month. Safikul Shaikh trained 35 women knitting and embroidery work on saree in the branch of Kolkata. Those women get some wages for their work. Once Safikul organized a stall in Development fair (Vikas Mela) in science city, Kolkata and he earned 20,000/- rupees by selling his knit sarees as well as got publicity. After that the demand for his sarees increased. They started supplying their products from their office which is located at Kestopur, Kolkata.

Now Safikul is working as a supervisor. He sells and delivers the finished saree. They sell their products in retail and wholesale in Delhi, Ranchi, Bangalore, Jamshedpur, Kolkata, Haldia, Bokarpur, Siliguri and in many cities. They deliver the order through the transport and all these deals happen under the supervision of Safikul sheikh. Till now they have invested a capital of 4 lakhs in this business. After doing this work safikul's life style has changed and he lives like an urban citizen. He has improved his language and talking manner. Now Safikul is getting 5000 rupees salary per month. He is a regular student of B.A, part I of KKM College, Pakur. This is a big achievement for FACE organization. In future, he wants to establish his own handicraft factory and living a luxury life by being the owner.

#### **Financial Inclusion**

Financial Literacy for Excluded Community (FL) project was undertaken to save the poor villagers from the financial hardships faced in their day to day life due to their need to borrow money from private moneylenders. On one hand financial literacy is supposed to be educating the people regarding the sort of help they can expect from the financial institutions. On the other hand we have the financial institutions catering the needs of the borrowers. Thus the pillars of financial literacy provide linkage with the common rural population to the banks and FIs. Financial inclusion provides financial products to the socially excluded people living in villages. These include remittance, entrepreneurial credit, insurance and pension etc. Today the Self Help Groups (SHGs) and Micro finance Institutions (This is preventing in forfeiting their own savings as the husbands of most of these women working as migrant workers are now sending money to their family through remittance system MFIs) are able to take the desired banking knowledge to the rural masses. The target groups are able to manage their money and develop a saving habit for their future and difficult times. The women folk are trying to change their habit of saving their money in nonbanking sectors and depositing their earnings in banks.



Financial Inclusion programme for rural women Iravti under with

## Workshops, Seminars and Survey

### Building a strong community approach ..... from awareness to sensitization Health

Health at best can be defined as a state of complete physical, mental and social well-being, and not merely the absence of disease. Reproductive & sexual health and hygiene means to address the reproductive processes, functions and system at all stages of life. It must imply that people are able to have responsible and safer sex life. It means that men and women must have information on access to safe, effective, affordable and acceptable methods of birth control and also have access to appropriate health care services. It must imply to cover people under health education programme to make women know to go safely through pregnancy and childbirth and to have the best chance of having a healthy infant.



Health camp of Girl Child Learning Centre children at panchayat bhawan , Chanchki



Health camp of Girl Child Learning Centre children at panchayat bhawan , Chanchki

The parents of Mohsin Shaikh are very happy to see the behavioral changing and improvement of his learning. They wants to make him a police officers and they are planning for it. Guardian of Mohsin Shaikh is very obligate of FACE for this wonderful development of their child. Now Mohsin Shaikh is taking his education properly and he wants to full fill the dream of his parents.

**Sefali Khatun** a twelve year girl child with eight siblings, parents Eyakub shaikh & samiran Bibi,of vil. Chanchki, block Pakur, dist. Pakur ,Jharkhand. Sefali Khatun is a student class V of remedial centre chanchki. She is 5th daughter of a lower class illiterate rural family. Sefali belongs to such an environment where there is very lack of educational environment. When list of regular weak children was collected from school for the session 2014-2015. Remedial centre running FACE organization, Sefali khatun was one of them. Remedial centre was started but Sefali didn't come to the centre. Because she had no interest in study, then the teacher went to her home and talked with her and her family to send her center and from next day her centre and from next day she started to come. She was very weak in study. She had competency, of only alphabets and numbers somehow, where as she was a student of class V. But she like to play games and sports. She got the environment of playing games along with study at the centre. Because students are taught by playing way method in the centre of FACE. She was always ahead in the game and sports. Like this Sefali felt better in centre and started to come daily at right time. Besides coming centre. She used to help her mother in domestic work and carrying her younger brothers and sisters. Gradually came improvement in her learning level. Sefali Khatun performs very well action songs and rhymes.

After some months, Sefali became a very good student and after passing 6-7 month she became one of sharper student of her remedial centre and class (school). Sefali Khatun always won prizes in the completion of exam and academic activities organized by FACE. Now Sefali khatun goes to formal regularly. After getting one year remedial education, Sefali came first in her class in the annual exam of formal school. Now Sefali can read with fluency Hindi & English books of her class. She is able to read and write words and, He can solve Addition, Subtraction, Multiplication, Division, Fraction, LCM, and simplification according to her class level in mathematics as well as she can do some scientific experiment taught in C.L.C. In the evaluation of remedial centre by Tata Education trust, evaluator was very happy to see her academic progress and performance and praised her.

Teachers of her school say to see her improvement and progress that her academic improvement and progress are just like a miracle and wonder. Now her parents feel proud on her and they want to make her a teacher at any cost. They are saving money more and more for her future. Sefali Khatun and her guardian are very obligate of remedial teacher and FACE organization. Sefali Khatun is trying to fullfill her guardian's dream by taking education sincerely.

**Fahima Khatun** father Naused Shaikh, Village Randanga, Post office Ishakpur, P.S Pakur(M), District- Pakur, State- Jharkhand and her age is 2 years. She was a student of Uttar Tola Randanga Anganwari centre. There are total 12 member in her family. She has 3 brothers and 6 sisters, her father is a labour and mother is bidi workers. At the beginning time she used go to Anganwadi centre but not regularly. She was interested in study and her parents, brothers and sister were also not aware toward her study. They did not send her into the centre. Fahima Khatun always used to play nearby Anganwari centre and home but she didn't go to centre.

After some days, when FACE provided an S.P.V into the anganwari center under the 'EE' project. Then that anganwari centas was also included which nearby Fahima used to play. After that Sevika and S.P.V went door to door to make them aware towards education and called the children into the center.

Then children have been learned slowly - slowly. That time Fahima Khatun did not know alphabet of Hindi & English and counting in Math. But after teaching in center, Fahima knows alphabet of Hindi & English, counting, rhymes and action songs. Now Fahima Khatun is able to read in class I and she was mainstreamed in Class-I in formal school U.M.S, Ishakpur. Fahima Khatun goes to school daily. Before read in Anganwari center Fahima did not care about cleanliness but now she takes care about it. After reading in Anganwari center, She can wear dress by herself and lives neat clean.

**Jarjis Sujan** son of Saifuddin Sk & Boby Bibi, Village- Prithivinagar, P.S+Dist- Pakur. Jarjis Sujan is a student of Special Training centre/ Bridge course, who was drop out. His father is a labour and mother is a bidi worker. Jarjis was enrolled in Special Training centre run by FACE organization. To initiate the centre FACE staff organized parents meeting and went door to door to make them understand to send their drop out and never enrolled children to the centre. Then children started to come into the centre but S.P.V (School Preparedness Volunteer) noticed that Jarjis Sujan is very sad, He does not talk to anyone, neither makes friend nor participates in any activities.

Then S.P.V, Master Trainer and Coordinator started to do different types of activities and academic practices with Jarjis Sujan to finish the shy and fear from his heart and mind. He was encouraged regularly to take part in activities and competitions by S.P.V.

Slowly Jarjis Sujan came out from feeling of shy and fear, Then Jarjis began to take interest in learning rhymes, action songs and games. Like this he started to make friends, talk with them and participate in activities. Till the end of session Jarjis Sujan became the best student of his centre. Now he knows, alphabet, words and English. In Math he can solve the addition, Subtraction, Multiplication and Division. Now Jarjis Sujan wants to continuous his further study.

## Carving their niche .....story of two village girls rose to become teachers

**Raksona Khatun:** a farmer's daughter from Sitarampur village of Pakur block was very naughty but a good student in her childhood. By the time this humble girl matriculated she had developed a taste for learning and teaching and had started giving tuitions to village children both to support her educational expenses and to develop learning through teaching. Presently she is working as a teacher in IIMPACT supported Girl Child Learning Center and reflects her metal as a teacher. Though her mother tongue is Bangla and she was not able to speak Hindi and even did not have satisfactory ability in Hindi but she was so dedicated to learning that very soon she started speaking Hindi and developed her ability in Hindi as a teacher.

Her motivational approach to make Bangla speaking children to speak Hindi is very inspiring. Raksona shows sincerity towards her duty. Apart from teaching children she passes quality time with children in extra curriculum. Her inclination towards keeping the centre surrounding clean and tidy, her document keeping, her command over children and inculcation of discipline are praiseworthy. She has quite a good rapport with community and parents and all of them have words of praise for her. Her approach to teaching by involving children in playful manners makes her very popular among children. She has set a goal to become a government teacher.

**Khatija Khatun:** one of the eight siblings comes from a poor family. She had to roll Bidi to support her family but she never compromised with her studies and despite all odds she could do her Intermediate. She was a simple village girl with all inhibitions mostly chose to stay at home. Her only hobby was her studies. When IIMPACT supported Girl Child Learning Center was inaugurated in her village Fatehpur, she was selected as a teacher. In the beginning she had such inhibitions as she refused to work as a teacher but gradually she grew in confidence. In the beginning she had difficulties but after her training sessions she showed marked growth. She became vocal and active with increased interest in studies, developed habit of newspaper reading, better personality traits became visible, got herself readmitted to college and continued further studies, started learning computer. Today she has outclassed all her colleague in GCLC in ability as a teacher. Her countryside look is gone and she appears quite urbane. FACE recognizes her as its asset. She cherishes to become a government teacher.

## Wiping out the blots of illiteracy ..... and zeal to lead a life of substance

**Mohsin sheikh:** a six year old boy with two siblings, parents Mosa shaikh and Mirina bibi of vil. Prithvinagar block pakur Jharkhand began as a student of anganwari centre, Anjana, belongs to an illiterate family, father a labour and mother a bidi worker. When FACE provided a volunteer in Anganwari center for betterment of pre-school education of rural area, Mohsin Shaikh was a student of Anganwari center of madarsa iola, Anjana. After the entry of FACE worker AWCs began to open daily at night time. Then to ensure the present of children, FACE volunteer organized a parents meeting went door to door and made them understand to send their children in AWC regularly. After the regulation of children, volunteer noticed that Mohsin Shaikh always be silent and sad. He does not talk to anyone and does not participate in any activities or games. When educator asked any question he started to cry. Like this he was not learning anything.

Then teachers discussed with master trainer of FACE about Mohsin Shaikh. After that master trainer talked with Mohsin Shaikh and felt that there is a huge feeling of shy and fear in Mohsin. Then master trainer suggested to educator that don't give any pressure on him for any work. You always talk with smile let him do, whatever he wants. You should try to inspire him to participate in games and activities, so that shy and fear go away from his heart. Then educator and master trainer met with parents of Mohsin Shaikh. They knew the behavior of Mohsin at home and got to know that his behavior is same at home. Then they suggested them to behave with love and affection with Mohsin. He needs encourage to get confidence for all round development. Then educator followed the suggestion and worked with him. According to suggestion after these effort he began to take participate in game and activities. Gradually feeling of shy and fear gone away from his heart. Then Mohsin started to talk with other children and make friends, performing action songs and rhymes. At the end of session he gained confidence. He taught, answer the question and also question to educator. He can speak read and write the alphabet of Hindi & English small and simple words and he is competent to read and write the numbers and two digit small addition and subtraction. Mohsin can speak rhymes, action songs and he can play different types academic games. Mohsin Shaikh was mainstreamed in Class – I in U.H.S Anjana, Prithvinagar. Class teacher of Mohsin Shaikh says that he is the best and sharpest student of his class.

## Women Health Awareness

This programme aims to look at reproductive health through a life cycle approach as it affects people from infancy to the old age. It includes the challenges people face at different times. The problems of family planning, services to prevent STD and early diagnosis and treatment of reproductive health illness. It incorporate to strengthen services such as health and education and availability of essential health supplies. This programme was mainly meant for imparting the knowledge about sexual & reproductive health and also to stop deaths during pregnancy.



Health Awareness session for FLI women in Sangrampur



On Hand First Aid Health Awareness session for FLI women in Ishakpur

This programme mainly touches the lives of women, girls and their family. Because it teaches them to handle the pregnancy. Due to lack of information on these issues the women and girls suffer from ill health which proves a burden for their family and the society. There has always been a problem with the health of women right from their childhood, puberty and pregnancy till their menopause. These health issues are discussed and explained to the excluded women who are generally illiterate and under developed. Through this programme R&S health information is passed on to the women in very effective manner so that they could manage their health as and when needed. These programmes are meant to make the women aware of the contraceptives, management of pregnancy and understanding the stage of menopause.

## Workshop on New Born Campaign

According to reports Newborns account for 44% of 18000 children under age five dying every day. Nearly 2.9 million newborns die every year and an additional 2.6 million babies are stillborn. Hence reducing these deaths is a challenge and addressing this issue required clear consensus of world community of partners. A preparation was initiated on the advice of experts and partners led by WHO and UNICEF under the title Every Newborn and the program put into practice recommended actions in India also. And we feel proud to partner the Newborn campaign activities in Pakur district of Jharkhand.

National Rural health Mission in collaboration with UNICEF and CINI, Jharkhand declared 15<sup>th</sup> to 21<sup>st</sup> November as newborn care week. Selected NGOs, FACE being one of them attended a State level orientation programme. On 15<sup>th</sup> to 21<sup>st</sup> November a special Gram-Sabha was arranged for the community where the mukhiyas of each village played an important role to address the meeting. ANMs, Sahiyas, block level authorities were involved in the programme. The issues that were discussed (i) Risk period of neonatal death (ii) the reasons of death (iii) current scenario of their village (iv) care of neonatal (v) exclusive breast feeding (vi) dressing of newborn (vii) kangaroo mother care (viii) Cleanliness (ix) danger signals (x) referrals (xi) birth registration for different modes of delivery and (xii) open discussion on prevention of neonatal death.



New born campaign initiated by FACE at Suchna Bhawan, Pakur



New born campaign session with community women conducted by FACE team.



## Core Staff Views

**Mehebub Alam** - I have been working as a coordinator in elementary education project. In my view we in the organization work with dedication, sincerity and discipline. FACE prepares yearly preparatory plan for each project activity and then it is sub-divided into monthly preparatory plan and we work on the basis of same guiding plan. FACE evaluates every activity and further plan is prepared in accordance with result of evaluation. Organization works in the field of education in rural areas. FACE is running its own centres under support from various funding partners for children and adult for the betterment of education scenario in rural areas.

**Shahadat Hussain** - I am working in elementary education project as a field coordinator. I have been working for the last 7 years and genuinely share the vision to create an enlightened society through the education and awareness interventions among the children and community of rural areas. FACE organization is trying to attach the community with income source along with education and providing Health serve through the health camp. My view is that as FACE is working in the field of education and awareness, it could also provide the facility of health and employment to make it a full package of welfare interventions for the community people. It would be very helpful for community.

**Md. Fekarul Shaikh** - I am a coordinator in the elementary education project. The organization is initiating a great work in the field of education as has been its theme line. A lot of educated youths got income and learning based opportunity through the effort made by the organization. The community of Nawada and Chanchki are excited about making sustainable plan for continuation of C.L.C and they have arranged a community meeting to discuss sustainability issue. Villagers are now well aware and sensitized towards education during the last three years and they send their children to centres regularly and punctually in neat and clean dresses. Parents are also showing keenness in caring for their children's learning needs at home.

**Julius Soren** and I have worked as a coordinator Adult Literacy project. After giving training and field visit, I got to know that team must have willpower, work method and dedication to work properly. On the other hand organization does any task as a mission and works with team by unity in the ground level to achieve excellent result. Therefore team should be very strong, who can deliver the work to the community. So this is a team work. There is a proverb "Unity is strength".

**Rased Shaikh** - have been working as English master trainer in elementary education project. Working in the organization has been very satisfactory. It has been a great learning experience, work environment here is very conducive to educational activities. Everyone involved finds oneself growing with regular training and issue based discussions.

In my view FACE should think about initiating some sustainable work which will be beneficial for the community. Organization should have their own permanent school in which they can mainstream their prepared students for their better education and bright future.

**Ashok Kumar** working as a supervisor in Girl Child learning program of IIMPACT. My organization FACE participates in every education related program. FACE has its own thinking to create an enlightened society which is possible only through education to develop the community, village and society. The experience of working in this organization is different from other organization. There is a good environment of discipline and punctuality, which is very necessary to do any work in human life. 1250 girl children are getting quality education through Girl Child Learning Centers and it is like a boon for them. At the same time women are getting education through women literacy program. This organization is giving employment to 120 girls and boys of villages. In future after getting more works, FACE would be successful to cover more and more villages to provide them quality education and knowledge.

## BIKAS MELA

Under broad based futuristic vision the government of Jharkhand has initiated programs to strengthen rural economic set up by introducing various components of livelihood promotion through skill training, opening new avenues for agri-product and handicraft markets through public-private partnership initiatives. To build awareness, to start community internalization, to develop wide participation a Bikas Mela concept was introduced at District Headquarters in Jharkhand. As a part of the same program a Bikas Mela was organized in Pakur Bazar Samiti on - 28/06/2015 inaugurated by the Chief Minister himself. With a view to display prowess and possibilities some identified organizations were invited to install their capabilities and their working success with rural communities. We felt proud to have received the invitation for the same. With involved interest of our outreach workers and community volunteers we could successfully display various areas of our community activities ranging from education to health to skill & livelihood promotional activities in line with the vision and mission of our organization to have been working for an enlightened and empowered society. Hence, a glimpse of our stall display depicting the same which caught the imagination of the visitors



A Fore ground view of our stall with organisation team at the Bikash mela.



Inside view of our stall displaying our educational health, skill development livelihood promotion activity material & Resources

## Legal Awareness ..... A burning need for ignorant Rural Community

There are various legal rights, cover and protection for excluded rural communities but because of ignorance and absence of legal awareness excluded and marginalised weaker sections are not able to make use of these facilities. Under a broad based flagship program Access to Justice launched in 2009, DLSA have launched extensive legal awareness camps in rural pockets of Pakur district and we feel proud to play active partnership role in legal awareness camps.



Community legal awareness program in progress - A joint effort DLSA- FACE

The program facilitates activities related to legal awareness, legal aid and capacity strengthening of community towards access to their rights. The program covers variety of rights and entitlements for marginalised people including women, children, people living in disabilities scheduled castes, scheduled tribes and minorities.

The highlighted legal issues raised and emphasised includes -

- i. Rights to equal opportunities for people living in disabilities
- ii. MNREGA
- iii. DIVORCE
- iv. Mental health
- v. Child marriage
- vi. FIR
- vii. Dowry
- viii. Right to inheritance and property
- ix. Juvenile justice and child care
- x. SC & ST rights
- xii. Interstate migration of labor
- xiii. PIL
- xiv. Health and delivery
- xv. Kidnapping, trafficking, and immoral trades
- xvi. Accidental compensation
- xvii. Domestic violence against women
- xviii. Compensation for death at work place
- xix. Bonded and contractual labor
- xx. Working conditions for labor
- xxi. Sex trafficking
- xxii. RTI
- xxiv. Minimum & equal wages
- xxvi. Termination of pregnancy / abortion
- xxviii. Rape,..... etcetera
- xxvii. Ascertaining sex of foetus

### Building partnership with PRATHAM facilitated –

Annual status of Education Report ..... ASER

**Effort for knowing educational scenario of rural Jharkhand - extensive field survey in Pakur block**  
ASER has been doing a great job by preparing data related to education through field survey and analysis, thereby giving real picture of education status especially in rural India. It helps a great deal to understand the challenges and develop intervention plans.

It has been acknowledged that a good foundation of elementary education holds the key to building a strong education sector. It has highlighted two major issues needed to address immediately. One is dramatic shift to private school enrolment in rural areas. And the second issue is the crisis of learning.



Training Session for field surveyors under ASER program



Field survey conducted by trained team members

The ASER report has underlined three factors contributing to these issues are growing urbanization which includes growing urban impact on entire rural population. Increase in wealth and access to external world and clear failure of government schools to deliver on even basic achievements in learning.

The report also indicates the growing learning gap among children from government and private schools. The report also clearly points out two major obstacles created by RTE- (i) teachers' duty to complete a grade level syllabus within the year (ii) Children are to be placed in grades or standards according to their age.

In a country where more than 60% schools have multi grade multilevel classes, where more than 50% children are at least two years behind their required learning competencies, it is impossible for a teacher to complete the syllabus. It further emphasizes the need to rework and simplify the CCE into a system of systematic monitoring of attainment of basic learning outcomes instead of insisting on completion of syllabus. There is a lot required to be done and it can only be done through informed decisions and judgments.

### Skill Development and Income Generating Activities

FACE has successfully completed skill development initiatives by conducting successful training program under the umbrella of NABARD West Bengal and Jharkhand in Sandeshkhali North 24 pargana and Pakur block of Jharkhand. The women were trained on embroidery work (Zari sare) to find an alternative means of earning livelihood other than agriculture and fishing in the post AILA affected north 24 pargana areas. As a matter of fact the women have keenness, enthusiasm and learning tendency and the performance shown by the women and the trainers overall professional capability in work skill development, production and marketing mechanism were remarkable. FACE and the women have taken up initiatives of linking the trained women to market and Melas.



Exhibition cum sale of wear and zari items made by women trained under FACE -NABARD skill development program in Kolkata center



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