



Annual Report Of

Foundation for Awareness Counseling &
Education- FACE

Year- 2016-2017

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FACE: MOVING FORWARD

The organization has been involved in social welfare activities especially in the field of Education, Health, Women Empowerment & Leadership for the last seventeen years and has been making all possible efforts to accelerate their activities in this direction to find sustainable answers to uplift the conditions of excluded communities through community-based programs, participatory approach by building support based integrated partnerships by making interventions through a range of efforts, and facilitating a condition to open various opportunities for deprived people to address their needs and improve their conditions. FACE, at present, is working with rural women & girl children with primary education programs, supplementary learning and comprehensive reading skill programs in government schools through various government and non-government initiatives mostly in the district of Pakur.

Our vision

FACE aims to envisage an "Empowered and Enlightened Society" where every child can get education and enjoy its basic rights, where no excluded communities remain deprived.

Our Mission

To work and create a self reliant, equitable, value based and educated society by means of social transformation initiatives for empowerment of rural children, women, and deprived communities by addressing all deprivation faced by excluded children, women and communities through association, partnership and collaboration.

FACE – A Preamble

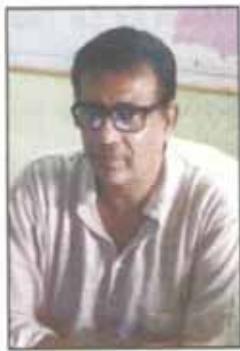
The organization Foundation for Awareness Counseling and Education (FACE) was established as a non Government Organization on 14th January 2002 and registered under the society Registration Act, 1860. It has been engaged in various educational and community welfare activities ever since mostly in the district of Pakur, Jharkhand.

FACE came into existence when some likeminded enthusiastic people came closer to form a group to work together to provide relief to the victims of devastating flood in the district of Pakur bordering West Bengal. Encouraged by their efforts they vowed to volunteer their time and efforts to work in the field of social welfare and engaged in organizing relief and blood donation camps during natural calamity and accidents of magnitude, with the time they started organizing awareness camps against different social evils and superstitions engulfing the ignorant and illiterate mass of the countryside. They took their efforts a step further to arrange forth provision for medicinal help especially to victims of disease of epidemic nature and to the victims of dog bites and snakebites.

FACE focused its activities for alleviation of deplorable condition of women and children and poverty among excluded rural communities in general. Face has set about its task in the remotest corner of the state of Jharkhand. This was the beginning of the journey of FACE. The basic tasks of FACE are eradication of illiteracy and upliftment for socially excluded community. In the last fifteen years we have been associated with various government and non government agencies through various programmes. Our current Projects are (a) Elementary Education (b) Functional Literacy for Adult women (c) Girl Children learning centre.

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

From the president Desk



Nothing can be more pleasing than to share with you anecdotes of journey of our organization right from its very inception to reaching the present milestone. It is just a little pause before setting for the journey ahead. Walking down the memory lane is always fraught with sweet and sour memories, some good and bad times, and some harsh experiences and some really comforting moments. This is how a journey unravels itself and ours is no exception. The memories of various stages of our seventeen years of journey as an organization from the period of babyhood to present stage of comparatively matured phase have been encouraging.

Our steady evolution is a matter of satisfaction for all of us as an organized team dedication to the cause of social welfare and empowerment of excluded people, for strengthening of weaker sections of marginalized society. The path, right from the very beginning, was embedded with challenges and hardships but through our collective efforts we could cross all barriers and obstacles and have reached this far. With our continued interactions with various partners, social groups, stakeholders, government departments, funding partners, supporting agencies and various likeminded organizations with common theme, we could put up a solid base and singular viewpoint to work for the marginalized section of society.

In our activities during the last one year we mostly focused on education of girl children by building partnership with IIMPACT, Gurugram and presently running 60 Elementary Education Centers for Girls in 60 Villages of Pakur Block of Jharkhand; Comprehensive reading skill development program for children of Government Primary schools and supplementary learning support program for Class X children in Littipara block of Pakur supported by ITDA a government agency, Bridge intervention for accelerated learning and mainstreaming of drop outs, and functional literacy of rural women under support from TATA education trust. We also worked in the field of skill development for livelihood; right based awareness and health awareness. The theme and purpose of all these activities were widely shared to bring to light all these issues from grassroots to higher level of policy makers.

It is my earnest urge and I really wish and resolve my commitment that as an organization we will continue with all these activities reinstated zeal and drive for the cause of the weaker sections. Our learning till date would guide us walk ahead with renewed confidence and to strengthen our capabilities further.

May I solemnly express my goodwill and deep sense of respect to all community people, Governing Board and staff members, government and non-government agencies and organizations, and all other well-wishers for believing in us, supporting us and keeping our spirit high during our difficult times so we could face those challenges! All of them have been the real players and live wire of all our interventions.

From the Secretary's Desk



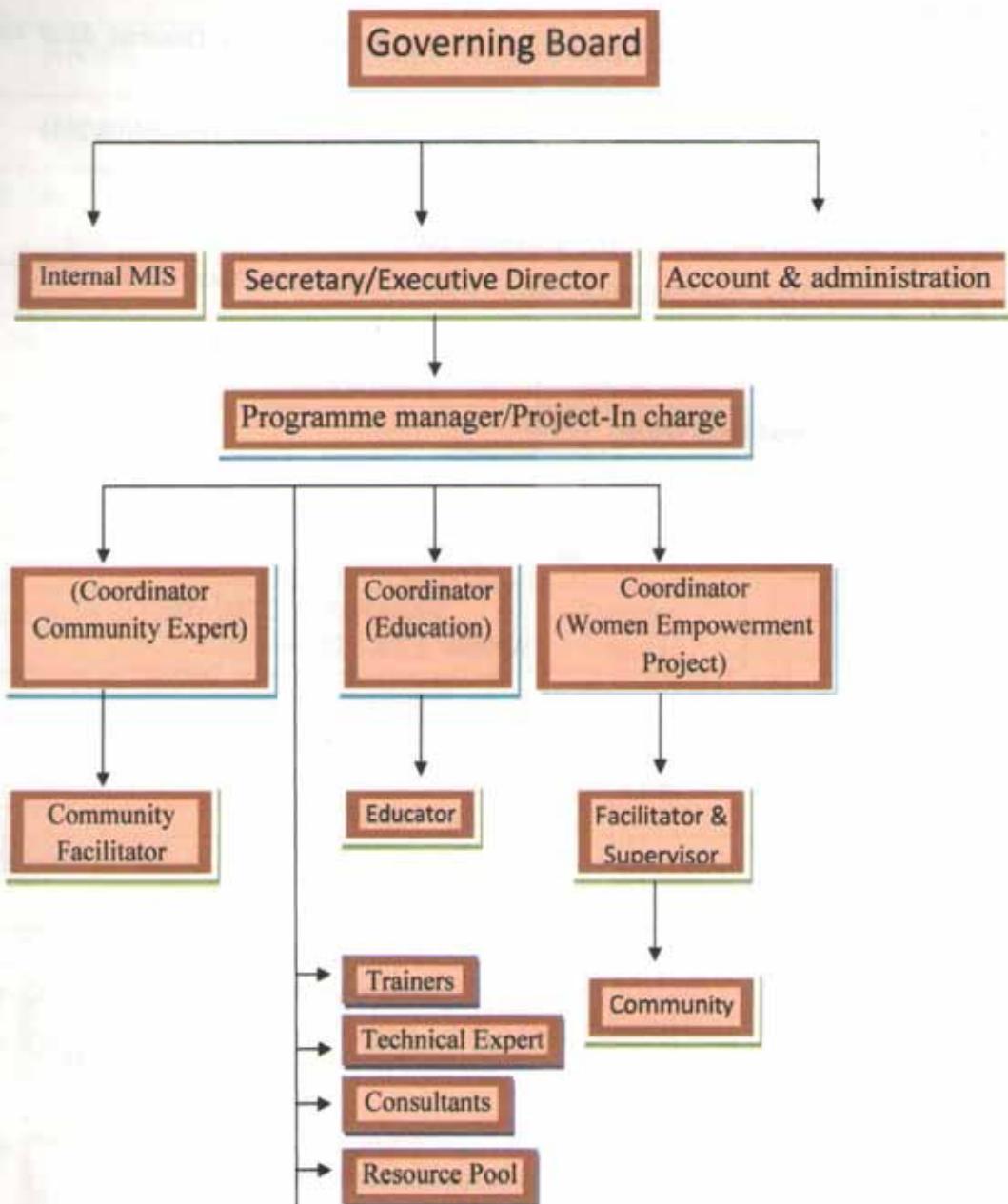
I am very delighted to share our work in the Annual Report for the year 2016-17. Our successes and our challenges are the several stories of change. From the previous year of learning and reflection this year we moved into lots of achievements and successes.

We emphasized in strengthening the internal leadership and skilled individuals leading FACE and we set a new benchmark for ourselves by reaching out to cover 5000 children including girl children, adolescents and adult women. Our organization enters into seventeen years in 2017 with a remarkable confidence with sharpened clarity through improved knowledge and talent based approach. The organization has covered marginalized rural girl children women & community and has been working with multiple stakeholders for the upliftment of the socially excluded community and also creating a supportive educational platform for understanding towards the needs of education for voiceless section in the community. Taking impetus from its previous work FACE this year articulated and highlighted the issues of education in different forms. FACE has always believed that the power of knowledge is being transformed to community and that an empowered community gives valuable involvement and contribution to the society.

The entire organization along with our Governing Board and external stakeholders worked jointly in a participatory manner to work with our priority of educational areas and plans to upscale our impact over the next years.

Finally I would like to thank whole team of our organization-who work hard in demanding environment to improve the education of the most vulnerable women & children to take us closer to our vision. We have a dream that each and every child in the rural and excluded community get proper and meaningful education and become a responsible and knowledgeable individual at community level.

Organizational Structure



Legal Status

Registration Details:

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

- **12A/AAOF I.TACT,1961:** CIT/DHN/Tech/12A-30/2005-06/2219-21 Dhanbad dated on 29th July 2005
- **FCRA Registration no:** 337780015 dated on-22/10/2009 Renewal dated on-03/08/2016
- **PAN no:** AAAAF0410E dated on-14th January 2002
- **TAN no:** RCHF00102E dated on 10th November 2007
- **80 G :** SSAA/ Dhanbad/Tech/80G-7/2013-14/589-92 dated on-21st May 2013

Registered/Head Office: FACE

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Jharkhand
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E-mail: face_197@rediffmail.com
ritupanday16@gmail.com
Website: www.faceindia.net

Unit office 1:

FACE- Kolkata
BG 114, Ravindra Pally
Kestopur,
Kolkata – 700101
West Bengal, India

Our Bankers:

- i. State Bank of India, Pakur
- ii. Syndicate Bank, Pakur
- iii. Punjab National Bank, Pakur
- iv. Union Bank, Pakur
- v. State Bank of Bikaner & Jaipur, Salt Lake

Auditor:

B.Gupta & Co,
Chartered Accountant
Patna, Bihar

Governing Board

NAME	DESIGNATION	ADDRESS	OCCUPATION
Mr. Sharique Hayat Khan	PRESIDENT	Thanapara, Pakur	Social worker & Pedagogy Consultant
Mr. Vidyasagar Choudhary	VICE-PRESIDENT	Tantipara, Pakur	Social Worker
Ms. Ritu Pandey	SECRETARY	Rajapara, pakur	Post Graduate Program Development Management& Clinical Psychologist
Mr. Debobrata Sinha	TREASURER	Thanapara, pakur	Social Worker & Financial inclusion Consultancy
Mr. Ratan Singh	MEMBER	Bank Colony, Pakur	Social Worker & Secretary, Dist. Sports Association
Mr. Birendra Pathak	MEMBER	Tinbangla, Pakur	Social Worker & District Sports facilitator
Mr. Chanchal Jha	MEMBER	High School Road, Pakur	Social Worker & Education Trainer
Ms. Rosa Soren	MEMBER	Gokulpur, Pakur	Social Worker & Community Facilitator
Ms. Atreyee Chandra	MEMBER	Garia, Kolkata	M phil in Clinical Psychology & Special Education Trainer

Monitoring and Evaluation practices

We believe that monitoring and evaluation process ultimately determines whether an organization is making use of available resources efficiently and effectively. Through this process information is collected, performances are evaluated to compare it to strategy and activities for the project and the organization. Hence better Monitoring and Evaluation process will be the more effective. Monitoring and evaluation process is always meant for smooth functioning, better performance and better result. Before we undertake an activity we must have a clear vision that can see to the end. We need to work by developing some specific questions and the strategies and activities to be followed.

- Why is the activity needed?
- What is the content of activity?
- How that activity to be taken up under sub-activities?
- When & where about activity details?
- What is the methodology for activity implementation?

In the light of all these a monitoring & evaluation pattern is developed project wise for systematic functioning and ascertaining the grey areas. We follow the following specifically -- we give emphasis to anticipation of problems, listing of problems, approach to solutions, and learning areas. We are also specific about various activity related measurable indicators ad determining the whole process through scale and frequency, fixing roles and responsibilities and monitoring in the same line, determination of the process to use the information gathered and the analysis and comparing it to the set benchmark, formatting the document into formal process, and undertaking rigorous and stringent monitoring at field work.

This is a very important and valuable working system of the organization. This does not only bring 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 supervisors who do the monitoring as well their work according to 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, consultant and pedagogy experts form the core of internal monitoring system. Monthly meetings which are conducted in each project are taken to assess the progress.

The account officer is in charge of the account section. There is a systematized system of accounting manual and followed 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.

Project based capacity building session/training has been conducted by the pedagogy expert. Registered 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.

An overview of Activities

This year the focus of our activities has been on widening the educational activities for children, special attention to girl education, learning cum life skill programs for rural women, exposure visits for children and women, residential training and capacity building of project team, youth, educators, community awareness on health, education, legal rights, community linkages with government departments and government services.

- **Ban Bandhu Kalyan Yojna**

is a flagship program of the Central Government which is being implemented in some marked blocks of India that have been identified as the most backward blocks of the country. Littipara block of Pakur district of Jharkhand is one such bottom placed block languishing in all human development indicators. Pathetic circumstances of school education are a great concern here. To help the schools as well as the students, supplementary learning support was suggested by experts for which i. supplementary learning based academic classes (SLC) were introduced for weak students up to class 12 and ii. Comprehensive reading skill (CRSP) development program was introduced for primary level children. FACE has been chosen to make these learning initiatives in 21 SLC centers with 550 children and CRSP centers with 500 children in Government formal schools in Littipara.

- **Girl Child Learning Centers**

These centers are functioning in target villages of Pakur block. They cover girls from difficult conditions who are either drop out unenrolled and irregular. Our primary target is to ensure quality primary education for these girls so that they could continue their further education.

An observation of 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 is very effective programme for girls as well as the community.

Presently we have been actively working in running 60 Girls Learning Centers, and strengthening village based platform for community based interactions for awareness building on a number of issues such as available facilities and services, rights based issues, health and education issues, linkage with government departments, social groups, partnership

with various organizations, communication with media. We are able to reach out to 5000 girl children, women, youth & community people and cover them through our programs and activities for them to reap the benefit.

- **Skill development income generation activities**

FACE is successfully running skill development activities by taking training initiative on zarri and embroidery work under the umbrella support of NABARD. At present these programs are being implemented in North 24 pergana district of West Bengal and Pakur district of Jharkhand. The efforts are being made with a view to economically empower rural women to professionally find ways to income generation to attain self reliance.

As a matter of fact the keenness, enthusiasm and interest in learning the skill shown by the community women and the quality in performance shown by them are very heartening. The trainers are trying their best in professionally making them confident with skill and future marketing activities so that their learning was not remain unused rather they could professionally interact the market requirements, financial linkages and production activities to have a successful start.

- **Legal Awareness A doorway to community empowerment**

There are various legal rights, cover and protection for excluded rural communities because of ignorance and absence of legal awareness, excluded and marginalized 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 undertaken extensive legal awareness camps in rural pockets of Pakur district and FACE feel proud to play active partnership role in legal awareness camps.

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

The highlighted legal & awareness issues raised and emphasized includes

- Rights to equal opportunities for people living with disabilities
- MNREGA
- Divorce Mental health
- Child marriage
- Dowry
- Right to inheritance and property
- Juvenile justice Act and child care
- Rights of SC & ST
- Migration of labor,
- Kidnapping, Trafficking, and Immoral Trades,
- Health services and delivery,
- Domestic violence against woman,
- Accidental compensation for death at work place,
- Bonded and contractual labor,
- Working condition for labor Sex trafficking Child labor
- RTI,
- Untouchability
- Minimum & Equal wages and Adoption
- Maternal Reproductive & Sexual Health
- Child abuse, Rape, Child in Need care & protection & POSCO Act etc.

- Health Awareness program for rural community women

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 and 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 program to make women know to go safely through pregnancy and childbirth and to have the best chance of having a healthy infant.

This programme mainly touches the lives of women, children and their families. It aims to teach them to handle the pregnancy and other related health issues. Due to lack of information on these issues the women and girls suffer for 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 and the excluded women who are generally illiterate and under develop. Through this programme Reproductive and Sexual health information is passed to the women in a very effective manner for the good health. These programme are meant to make the women aware of the contraceptives, management of pregnancy and understanding the stage of menopause.

Our program

Comprehensive Reading skill development



“Listen to comprehend to spell to speak to read to LEARN”

It has been an established fact based on various studies that reading competency forms the base of meaningful learning competency. A teacher at best can show the way to knowledge, can help develop knowledge to achieve knowledge but the core path to knowledge is only through a child's reading ability that opens a floodgate to knowledge. During our educational intervention in local schools, children, educated youth and teachers it has been observed that weakness in reading ability is a widespread common issue affecting and negating a number of sincere educational supports and efforts. Hence, In order to address the issue we plan to take it up holistically and strategized it as –

- a. Preparing quality educators with competency in reading skill
- b. Enhancing reading skill among children through capacitated teachers

Strategy-

- i. Working on basics of language, Audio system support, literature support, hand out support
- ii. An audio-visual baseline with specific format based details to be done to assess start up ability of children and to be compared with end line assessment.
- iii. On infrastructure support from formal schools centers to be established basic teaching-learning materials
- iv. Outside the school hour three hours five days per week classes to be conducted

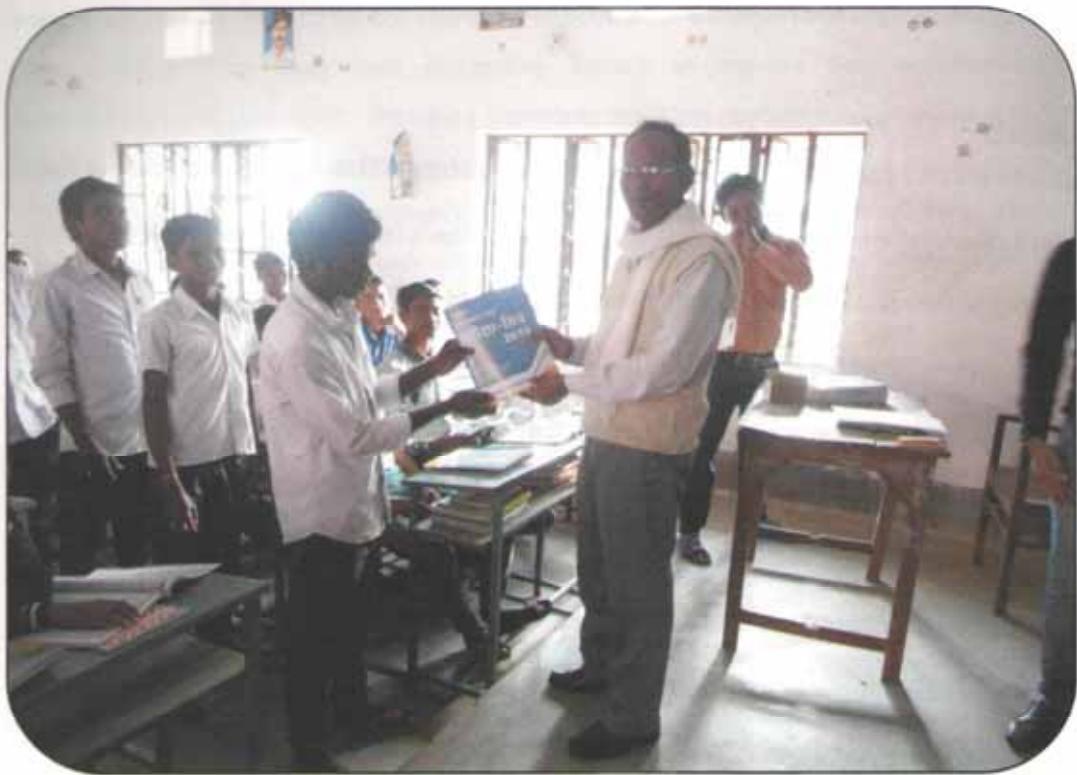
Curriculum-

Target is to enhance age and class based ability among children in both Hindi and English so that children's class performance improves. And at the same time it is important to ensure educators' competency in their teaching approach to comprehensive reading ability development.

Hence we plan to introduce a curriculum to support – Listening, spelling, speaking, reading and comprehension as well as to keep children at par with their class syllabus. And for this we plan to integrate –

- i. Class syllabus books
- ii. ADHARSHILA a language transaction manual
- iii. Abhyas- Prayas a book run under SSA program
- iv. An audio package on letters, syllable, words, sentence pronunciation & pronouncing stress pattern
- v. Quarterly comprehensive ability test for understanding and tracking of children

Remedial mode of supplementary learning centre



"Motivating & support the learning needs of extremely weak children of formal schools"

It has been an established fact based on various studies that reading competency forms the base of meaningful learning competency. A teacher at best can show the way to knowledge, can help develop knowledge to achieve knowledge but the core path to knowledge is only through a child's reading ability that opens a floodgate to knowledge. During our educational intervention in local schools, children, educated youth and teachers it has been observed that weakness in academic ability is a widespread common issue affecting and negating a number of sincere educational supports and efforts.

Strategy-

- a. Preparing quality educators with competency in subject basis
- b. Enhancing academic skill among students through capacitated teachers

Curriculum-

Target is to enhance age and class based ability among children in both Hindi and English so that children's class performance improves. And at the same time it is important to ensure educators' competency in their teaching approach to Remedial coaching ability development.

Hence we plan to introduce a curriculum to support – English, Hindi and Math Science reading as well as writing to keep student at par with their class syllabus. And for this we plan to integrate –

- a. Class based syllabus and books
- b. Resource material and hand outs of class based topic
- c. Compile guide book of respective subject
- d. Close and open ended question-answer module for assessment of Remedial centers

Women's Literacy for Education and Empowerment

The proposed project would work towards the education of women who are organised in SHGs or are members of school management committees. The project area is in backwards pockets of Jharkhand with a high concentration of Muslims, tribals and backward castes. Many of the women have never been to school and have been striving to improve their lives by educating their children. They have been demanding literacy to improve their opportunities for empowerment and leadership. Sustained grassroots work has enabled the women to participate in activities in their villages and communities, but they are restricted due to the lack of education. The women require literacy for a variety of reasons - functional as well as to enhance self-worth. The organization is working towards overall improvement in the lives of the families involved in the project.

Pakur district is predominantly populated by Muslims and tribals (Pahariya and Santhal). The eastern and south-eastern regions of Pakur block is dominated by Bengali speaking Muslims, a majority of whom live in extreme poverty, and reflect a grim reality of marginalization and exclusion. With poor education, no modern amenities and poor living conditions, the people still follow traditional ways of life. The people are mainly engaged with agriculture and manual laborers working on farms. In recent years, the community has been making efforts to improve their living conditions. The community sees literacy and education as the key to development. FACE has organised women from the community in SHGs, and have been able to promote savings, awareness on health and education and been able to generate a confidence among them to learn.

Goal and Objectives

FACE has been providing literacy for women through appropriate curriculum and language, and enabling women to function in a literate environment with confidence.

The objectives of the proposed project are –

- Provide functional literacy and education opportunities to SHG women belonging to the marginalized sections of society
- Evolve learning strategies that make connections between Literacy, Education, Leadership Development and Empowerment.

- All the women involved to get functional literacy, selected women to graduate to advanced literacy.
- Prepare women to take part in and lead the development processes



The project plans to implement a structured series of educational activities with women in the 18 years and above age groups, including basic education, continuing education, exposure visits, development of relevant curriculum in local language, peer group learning and improving life skills and awareness. The logical flow of the program is expected to be as follows –

- Project preparation and community mobilization
- Training and capacity building of personnel, volunteers and community
- Establishment of study centers and implementation of structured learning program
- Continuing education and capacity building of learners

Guiding Principles-

- Acknowledge the intrinsic value of functional literacy
- Baseline Need Analysis
- Accountability and Ownership by women's institutions
- Locally contextualized issue
- Sustaining literacy
- Investment in capacity building
- Emphasis on monitoring and reflection
- Focus on Innovations
- Criticality of knowledge generation and sharing

Approaches to Literacy--

The meaning of what constitutes literacy and numeracy has evolved over the years to encompass more than just mechanical decoding of alphabets and numbers. There is, therefore, no universal definition of literacy. In fact, one finds a wide variety of definitions being used in policy and program documents across countries and programs. The meanings one ascribes to literacy and numeracy often depend on contextual specificities and the approach to literacy one is adopting.

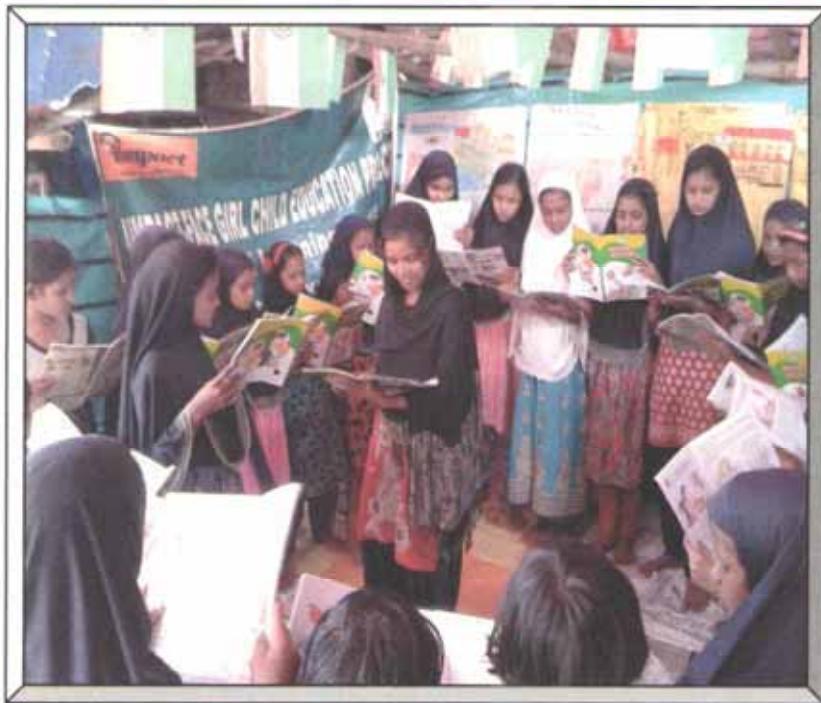
Literacy as skills

Literacy as Tasks

Literacy as social practices

Literacy as critical reflection and empowerment

Girl Child Learning Center



The community inhabited pocket is under crippling overpopulation that strain their resources and deprive them of their basic human rights, and make the day to day living a continuous struggle. Because of the overpopulation landholding of each agricultural family reduces from generation to generation and livelihood opportunities continue to decrease. Agriculture still is the backbone for sustenance, but in places where families do not possess sufficient land for livelihood, they need alternatives and the ways to learn and earn from other sectors. Education is perhaps the only and the ultimate means for the improvement in their conditions.

Therefore it is envisaged that a project based educational intervention at the grass root level for girl child of primary education (I to V) may serve the beginning to address Status of girl child education as observed. While during intervention and interaction with the community and minute observation of problems facing the girl children the most noticeable reality experienced is glaring negligence of educational needs of girl children in early childhood that results in children making very poor beginning in formal schools and they remain mere visitors to school without any proper learning.

Girl children is a foundation of the family as well as community need for basic and primary education and lifelong learning and development, addressing the educational needs of girl children must find the priority. If the girl children are not properly taken education it is adversely affects a development. Due to house hold chores, taking care of their siblings earning for their family are the major hindrance of girl child education. Need to generate demand of girl's education in family as well as community.

Outline plan for setting up learning centers in each village

- Community meeting for learning center
- Enlistment of girl children
- Selection of educator& supervisor
- Place selection for the running learning center
- Field verification/ observation of enlisted children
- Meeting with their parents

Education project for Minority children in Pakur district, Jharkhand

The proposed second phase of the project by FACE covers about 5300 children in the 3-14 years age group from mostly Muslim communities in 27 villages of 12 Gram Panchayats of Pakur block. The proposed project is based on the requirements of the area and takes up the integrated elementary education model developed by the Trust to address the emerging educational needs of children. The project is focused on bridge and remedial education; preparedness of children entering the school system; and increasing the effective functioning of schools and Madarsas to improve access to quality education.



Goal- The goal of the proposed project is to bring school dropout rural children into education and ensure their improved learning levels and retention in schools.

Objectives- The objectives of the project by FACE are as follows

- Meet the educational needs of about 5300 school drop-out and never enrolled rural children in the 6-14 years age group
- Ensure improved learning levels and retention of at risk children in schools through remedial and supplementary academic support

- Improve school preparedness among rural children in the 4-6 years age group to have confident start to schooling
- Develop a conducive educational environment through community mobilisation, libraries, information dissemination and capacity building

The technical rationale of the project by FACE is sound and addresses the actual situation faced by the target groups. The issues related to lack of access to quality education for rural poor Muslim children was observed during the first phase of the project. Focused educational activities and community mobilisation showed that rural children are facing a lot of learning related problems because of cultural factors and absence of relevant education in schools. Rural children in Pakur block, who are mostly first generation learners, when enrolled in formal schools at the age of six showed complete alienation in the school milieu and nor were the teachers equipped with any appropriate methodologies or curriculum suitable for their needs. Thus relevant technical strategies were tried and evolved during the first phase and these have been further formalised in the proposed phase.

- Work with the Community
- Cluster Learning Centers (CLC)
- School preparedness programme
- Work with schools
- Work with Maqtabs-Madarsas

Entrepreneurship development among women groups for economic sustainability through skill development training on Zarri work

The project aims to reflect a departure from the beaten line of merely extending training support to women groups for income generation. Through the field experience it has been closely observed that merely providing training does not serve the ultimate purpose at all.

If economic empowerment of women is viewed in a consolidated and holistic form, it must realistically be accepted that such groups of women must toil through various stages of phase wise development and support and at the same time they are needed to be developed into well-orchestrated unit with dedicated approach towards realization of objectives. They must be gradually prepared to share responsibility, accountability, ownership and financial responsibility.

Hence, instead of seeking only grant for skill training the project has been designed to seek loan for production so that the gaps between the training phase and production & marketing can be closed and the women should be developed as a more sincere and active groups functionally involved in production & livelihood activities.

Strategy- The project step wise, phase wise plans to work under the following strategies to achieve desired project objective of practical, fruitful and sustainable economic growth of target women –

- i. Formation and development of involved, resilient, viable, energetic and cooperating women groups
- ii. Skill, production and marketing training
- iii. Hand-holding on production, marketing, finance management, loan return and earning sharing
- iv. Seller – buyer meet
- v. Extended phase of technical & non-technical support

Feasibility:

- i. As the target regions of activities are very close to the city of Kolkata the quality produce materials through tailoring and Zarri shall always remain in great demand
- ii. Technical experts, consultants and trainers will be easily accessible in the city
- iii. Raw materials and machines required are easily available
- iv. There is no dearth of skill among women in the target areas as they have been benefited through initial trainings in the past
- v. They can be provided learning exposure to various production and trade houses in the vicinity
- vi. Periodical seller – buyer meet can be easily arranged



Stories of changes

Changes are the inherent thread of human progress. Humanity is moving on an ever going journey. From primitive man roaming in the forest we are now where we are. It's never ending process. If we view humanity as a whole it's very pleasing to see through the journey.

But there is a sad side also. On various yardstick humanity presents different class of people and they are not the same on various measures. There is worrying gap on various socio-economic indicators which is great concern and this gap has to be covered if humanity has to achieve its collective dream of progress and prosperity.

One of the glaring gaps is the gap of education. Despite intellectual progress of man there are great numbers of people who are either very poorly educated or not even literate to make any contribution. Hence it is our responsibility as grass root organization to look into these problems and try to do our bit towards achieving the collective goal. Throughout our educational interventions we are proud to initiate positive changes. We have many stories to tell where children coming from very paltry socio-economic conditions have climbed the ladder. Some stories.....

Maskura Khatoon, a class III dropout, now doing graduation



She is a girl from Deotalla village of Pakur block. She came from abject family conditions that led to her dropping out from mainstream education as she was not enjoying her studies under pressing demands of household jobs.

After rigorous counseling and sensitizations she was admitted in class II, level B in our then running project CARE, an intervention made to strengthen rural education.

Because of learning friendly environment in the centre she showed interest for learning and within a few months started showing potential and promises.

Joyful learning atmosphere, activity based learning, participatory approach, peer teaching methods were so absorbing to her that she started learning fast and developed a genuine love for learning. She did remarkably well by the time of completion of the project. She came well at par with her age and class specific level. She was finally mainstreamed into village based government formal school. Her progress was continuously tracked and she always had good remarks by the teachers. She became so absorbed in studies that she never looked back. She completed her Class X, then did her XII, and now she is doing her graduation from K K M College, Pakur.

She helps her siblings in all possible ways to do well in education. She supports her family by earning through bidi rolling. She loves watching news and desires for computer education. She loves teaching and her ambition is to be a good teacher. She has a commitment to be self reliant before getting married.

As it is observed that she is a role model for all the children of her family. Drawing inspiration from educational success of this girl, children from family and neighborhood are now into education and are doing well. She is a bright example of one educated girl can make a big impact in society. She is the actual change agent for the entire village.

Rosa Soren, from a village participant in an awareness workshop to member of the organization board



Rosa Soren, a young tribal youth from village Saharghati of Littipara block of Pakur district, came in our contact as an educated youth participating in our rights based awareness workshop in 2005.

She was so impressed with the kind of things imparted in the workshop that she urged to engage herself in project based activities for learning and self improvement. Keeping in view her interest and ability she was given the opportunity to be the educator in one of our bridge course centers, a project run to prepare and mainstream the village dropouts. She grabbed the opportunity with both the hands and never looked back.

From educator to warden, from health leader to livelihood initiatives, from SHG motivator to rights based initiatives she continued to reflect impressive growth. A fast learner as she was, she translated her learnings into actions with significant outcome.

She had various learning exposures, she participated in various outstation workshops, and she participated in a number of training programs on approach of teaching at primary education, early childhood education, girls boarding management, livelihood programs, self help group management, reproductive and sexual health issues and others. Her growth in ability became so important for the organization that she was inducted in core advisory group of the organization on various projects. With the passage of time she became such an asset for the organization and the community people that for the organization it was one of its proudest moments when she became the member of the board of the organization. Her story of change is remarkable. She is perfect example of positivity, efforts for self improvement, leadership traits and selfless zeal for social work.

Manirul Islam, from a project based supplementary educator to establishing his own learning institution



Manirul Islam of Nawda of Pakur block of Pakur district became the staff member of our project team of project CEEE, an elementary education project run to strengthen the rural scenario in primary education.

Under the project component to provide learning support to weak children in formal school, he was included as an instructor to run the learning center. He was a promising youth doing his graduation. After the training on approach and methodology to address the learning needs of such children that he became very learning inclined and developed quite innovative approach to class based teaching and use to discuss all these issues and presented his ideas.

He very soon became very popular among children, parents and community through his compassionate interactions. He always tried to teach by setting his personal examples as was obvious during his library sessions where he tried to develop interest and love for book reading by himself sitting and reading with children, discussing and sharing newspaper information with community people and interactive with knowledge based sharing with children.

Sustainability of the program was the part of the project for which emphasis was given on continuation of the program through community and educated youth ownership. This was successfully tapped by Manirul as he continued the center through paltry contribution made by parents. Presently he has become so popular and his center gathered such fame that it has grown enormously where not only he is earning his livelihood but also academically helping the village children. The positive impact of his effort is so obvious that can be seen in his village surroundings.

His approach and effort is worth emulating

Rural community women - journey from closed domestic walls to community leadership & professional success

Of course positive and meaningful social changes do not come overnight but it gives immense pleasure of fulfillment observing the glimpses of the kind of change as are expected to be reflecting in the impact of any focused interventions. The stories of growth of these excluded rural women in the right direction are such as we feel to flaunt and also feel their endeavors worth taking inspiration from.

We feel proud to give an account of journey of growth of these women -

Maya Bhagat a young women from village Sangrampur was a victim of in laws' atrocities. Class X educated, got closer to us as a participant in a village meeting. She continued growing and volunteering her services in social work, also worked as a women literacy educator, and received training on R&SH issues. Presently she has been appointed as a Sahyia, a health linkage worker connecting village community to district hospital for health services and facilities.

Mayeda Biwi a mother of four children with two blind daughters fought her way through adversities and joined our adult literacy centre for women learner. Now she is working as Sahyia and extending her services in maternal health of community women.

Wahida Khatun was a typical community woman with all inhibitions confined in household came to our Adult literacy center as an adult learner. A keen learner, dedicated to achieve something, never shied away from exposures, received a number of training and associated herself to various responsibilities. Today she is managing the book keeping of her SHG's activities and has been working as Sahyia.

Sabita Devi was also a confined house wife, languishing in poverty; she joined FACE in the year of 2009 as a zarri work trainee. During her training she showed her promises and completed her training so well accomplished that she became a master trainer in Zarri embroidery work on sarrees. She is presently into production of Zarri embroidered dresses and doing impressively well. The likes of Usha Devi, Sambela Biwi and Firdousi are also doing remarkably well in embroidery related professional work.

Umahan Biwi was a learner in Adult literacy center. She was an impressive learner, a very smart lady in making friends and leaving a good impression. During her learning period she was given learning based exposure to various govt departments. She developed a professional use of these relations by working as an agency to help village individuals to reap the benefit of govt welfare services and facilities for the benefit of community people.

These women once were like any other weak community women around, closed within the four domestic walls, busy in household chores, dependent and with no outside identity of their own. During various stages of our interventions in rural community they were encouraged to participate in awareness and sensitization meetings, livelihood skill development programs, women literacy, grassroots leadership development on health, legal rights, socio-economical empowerment and others. These brave women took great pains in breaking the family and the social shackles. Their male counterparts and community gatekeepers were properly sensitized to help them try to realize their dreams.

During our initial interactions with these rural women it became apparent that they have desire for coming out in the mainstream and do something to develop their own identity but were circumstantially helpless. These women showed great keenness to fight all odds to prove their worth. They regularly associated themselves with the various project activities.

Their active involvement in awareness programs, SHGs, leadership development, skill based training did wonder to make them confident and active. Some of them who were illiterate were benefitted by our functional literacy programs.

Having gained through a number of exposure visits, pointed learning on reproductive & sexual health issues, hand hold support in income generation they became so empowered that some of them even found their way into our project teams in various capacities such as early childhood & primary educators, health motivator, SHG organizers. Some of them started working as linkage agency for community women to benefit from welfare services and facilities of government. A number of these women started their Zarri knitting work. And quite a good number became health leaders and got absorbed as Sahiyas in government health programs.

They really have come a long way and are now recognized faces in their community contributing to their family income and helping their community as well. They are real role models who are positive change agents for community women to follow.



Our Partners key Supporters

- ◆ Tata Education Trust, Mumbai
- ◆ IIMPACT, Gurgaon
- ◆ Integrated Tribal Development Agency, Pakur
- ◆ Tata Social Welfare Trust, Mumbai
- ◆ Sir Dorabji Tata Trust, Mumbai
- ◆ NABARD Kolkata
- ◆ District Administration Pakur

Financials-Audit Reports

B. Gupta & Co.
Chartered Accountants

Patna 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 31st March,2017 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.

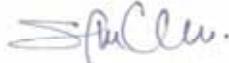
An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or 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.

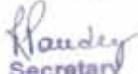

HO: 8th Floor Sankit, S P Verma Road, Patna 800001 • Phone: (0612) 2207942, 2214421 • Fax: (0612) 2216287 • E-mail: bguptaco@gmail.com

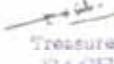
FOUNDATION FOR AWARENESS, COUNSELLING AND EDUCATION (FACE)
AT - PO. PAKUR, RAJPARA, DISTT. PAKUR (JHARKHAND)

CONSOLIDATED BALANCE SHEET AS AT 31ST MARCH 2017

	Amount	Amount
	Rs.	Rs.
Capital and Liabilities:		
Capital Fund:		
IIMPACT - Pakur	22,500.00	
TATA EDUCATION TRUST (TET)	50,430.00	
FACE - MAIN	1,92,281.00	2,65,211.00
General Fund:		
FACE: As per last Account	5,29,206.66	
Less: Excess of Expenditure Over Income Transferred from Income Expenditure Account	42,899.43	4,86,307.23
Unspent Fund:		
IIMPACT - Pakur	1,01,893.65	
FACE - Kolkata	33,555.64	
TATA EDUCATION TRUST (TET)	12,279.18	1,47,728.47
Loan:		
From JTT (TET)		500.80
		8,99,747.30
	TOTAL	
ASSETS:		
Fixed Assets:		
IIMPACT - Pakur	22,500.00	
TATA EDUCATION TRUST (TET)	50,430.00	
FACE - (MAIN)	6,33,866.00	7,06,796.00
Cash and Bank Balances:		
Cash-in-hand:		
IIMPACT - Pakur	19.00	
FACE - MAIN	773.00	792.00
Loans & Advances:		
Tax Deducted at source (TET)		12,104.71
Balance in Saving Bank Account with:		
Punjab National Bank:		
FACE - (MAIN)	51,134.99	
IIMPACT - Pakur	79,640.99	
FACE - TSWT	2,954.95	1,33,730.93
State Bank of India:		
FACE - MAIN	8,039.29	
FACE - FCRA	2,006.66	10,045.95
C/F		8,83,469.59


President
FACE


Secretary
FACE


Treasurer
FACE



B/F Union Bank of India FACE (MAIN)		8,63,469.59
		2,047.00
Syndicate Bank TATA EDUCATION TRUST (TET)		675.07
State Bank of Bikaner and Jaipur FACE, Kolkata		33,555.64
	TOTAL	8,99,747.30

In Terms of our report of even date

For B. Gupta & Co.
Chartered Accountants
(FRN 000903C)

Patna,
Dated: 12 SEP 2017



(S. PRASAD)
Partner

S. Prasad *President*
President
FACE

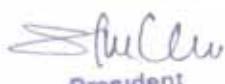
H. N. Hauday *Secretary*
Secretary
FACE *Treasurer*
Treasurer
FACE

FOUNDATION FOR AWARENESS, COUNSELLING AND EDUCATION (FACE)

AT - PO : PAKUR, RAJPARA, DIST. PAKUR (JHARKHAND)

CONSOLIDATED INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2017

	Amount	Amount
	Rs	Rs
<u>INCOME</u>		
Unspent Balance on 01.04.2016		
SOTT (excluding refunded to Donor)	2,55,925.43	
TATA EDUCATION TRUST (TET)	1,10,912.21	
FACE - Kolkata	3,364.54	
Banbandhu Remedial Education	6,901.00	
Banbandhu Comprehensive Education	29,644.00	
IMPACT - (Pakur)	6,17,109.58	10,26,889.86
<u>Grant Received during the year</u>		
IMPACT - (Pakur)		
Grant	32,69,000.00	
Grant for Library	1,28,000.00	
FACE - Kolkata	29,780.00	
Banbandhu Remedial Education	8,74,292.00	
Banbandhu Comprehensive Education	5,15,276.00	48,14,348.00
<u>Interest on Saving Bank Accounts</u>		
TATA EDUCATION TRUST (TET)	2,064.28	
SIR DORABJI TATA TRUST (SOTT)	3,316.00	
Banbandhu Remedial Education	4,018.00	
IMPACT - Pakur		
Punjab National Bank	12,184.00	
State Bank of India	153.00	
Union Bank of India	269.00	
FACE - Kolkata	480.00	
FACE - (Main)		
Punjab National Bank A/c No 6119000100017071	2,396.00	
Punjab National Bank A/c No.6119000100008950	1,454.00	
Union Bank of India A/c No.621302010002477	54.00	
State Bank of India A/c No.11444935535	83.00	
State Bank of India A/c No 11440440355	4,780.00	31,229.28
<u>Income under FACE</u>		
Donation	41,000.00	
Membership Fees	8,400.00	
Scrap Sale	153.00	
Miscellaneous Receipts	3,190.00	52,743.00
Excess of Expenditure Over Income		
FACE - Main. Transferred to Balance sheet		42,899.43
	TOTAL	59,08,109.57

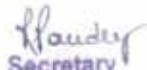

President
FACE


Secretary
FACE


Treasurer
FACE

	Amount Rs.	Amount Rs.
EXPENDITURE:		
Exp. Under IMPACT - Pakur		
Project office Management & Monitoring Cost	8,35,254.00	
Salary	29,56,300.00	
Library Expenses	1,26,000.00	
Bank Charges	267.93	
Audit Fee	5,000.00	36,22,821.93
Exp. Under SIR DORABJI TATA TRUST (SDTT)		
Personnel	85,000.00	
Programme Cost	82,253.00	
Overhead Cost	9,957.00	
Audit Fee	5,000.00	
Gender Training	24,000.00	
Leadership Development Training for Women Leaders	24,000.00	
NIOS Special Class for Advance Level Leaders	20,000.00	
Organizing for the Health Camp on Site First Aid	12,000.00	
Bank Charges	34.43	2,82,244.43
Exp. under TATA EDUCATION TRUST (TET)		
Personal	9,470.00	
School Education Programme	15,000.00	
Monitoring Review & Documentation	50,403.00	
Overhead Cost	8,210.00	
Bank Charges	100.00	82,183.00
Exp. Under Banbandhu Comprehensive Education		
Personal	4,58,000.00	
Programme Cost	51,621.00	
Overhead Cost	7,799.00	
Camera	7,500.00	
Audit Fee	10,000.00	5,44,920.00
Exp. Under Banbandhu Remedial Education		
Personal	7,13,100.00	
Programme Cost	14,724.00	
Overhead Cost	13,777.00	
Audit Fee	11,000.00	
Bank Charges	115.00	8,85,239.00
Exp. Under FACE - Kolkata		
Bank Charges		69.00
Exp. Under FACE - MAIN		
Annual Report	6,400.00	
Audit Fee	22,500.00	
Office Expenses	8,388.00	
Postage and Courier	512.00	
Recovery & Maintenance	55,450.00	
Rewards/ Award	2,000.00	
Travel	8,839.00	
Bank Charges	282.43	1,04,369.43
C/F		58,01,546.79


President
FACE


Secretary
FACE


Treasurer
FACE



B/F <u>Unspent Balance as on 31.03.2017:</u>		58,01,846.79
TET	30,813.49	
IMPACT - Pakur	1,01,893.65	
FACE - Kolkata	33,555.64	1,56,262.78
TOTAL Rs.		58,58,109.57

In Terms of our report of even date

For B. Gupta & Co.
Chartered Accountants
(FRN 000833C)

Padma
Dabhol

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Datum: 12 SEP 2017 (M-Nr.080918) Partner:

President
FACE

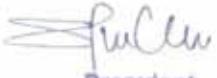
Secretary
FACE Treasurer
FACE



FOUNDATION FOR AWARENESS, COUNSELLING AND EDUCATION (FACE)
AT - PO. PAKUR, BALIPARA, DIST. PAKUR (JHARKHAND)

CONSOLIDATED RECEIPTS & PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2017

	Amount Rs	Amount Rs
<u>RECEIPTS</u> Contributions at Bank:		
TATA EDUCATION TRUST (TET) Syndicate Bank Sweep-in-Account	6,702.84 88,202.26	
SIR DORABJI TATA TRUST (SDTT) Punjab National Bank	3,26,948.87	
FACE (Mero) Punjab National Bank State Bank of India Punjab National Bank (TSWT) Union Bank of India	90,867.92 89.29 1,708.45 1,993.00	
FACE (Kolkata) State Bank of Bikaner and Jaipur	3,364.54	
IMPACT - Puri: State Bank of India (FCRA) Punjab National Bank Union Bank of India	3,910.88 6,08,915.92 6,098.00	
BANBANDHU REMEDIAL EDUCATION State Bank of India	3,543.00	
BANBANDHU COMPREHENSIVE EDUCATION State Bank of India	28,987.00	11,36,829.85
Contrib. Cash. in hand: TET SDTT FACE - (Mero) IMPACT - Puri BANBANDHU REMEDIAL EDUCATION BANBANDHU COMPREHENSIVE EDUCATION	8,403.00 8,012.00 53.00 187.00 3,588.00 857.00	18,900.00 (11,55,729.85)

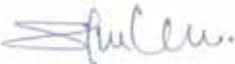

President
FACE


Secretary
FACE


Treasurer
FACE



B/F Grant Receipts During the year:		11,55,729.85
IMPACT - Pakur:		
Grant	32,69,000.00	
Grant for Library	1,25,000.00	
FACE - Kolkata	29,780.00	
Banbandhu Comprehensive Education	5,23,000.00	
Banbandhu Remedial Education	11,65,700.00	51,13,480.00
Interest on Saving Bank Accounts:		
TATA EDUCATION TRUST - (TETI):		
Syndicate Bank	234.47	
Sweep-in-Account	1,849.81	2,084.28
SIR DORABJI TATA TRUST - (SDTT):		
Punjab National Bank		3,318.00
BANBANDHU REMEDIAL EDUCATION:		
State Bank of India		4,018.00
IMPACT - (Pakur):		
Punjab National Bank	12,184.00	
State Bank of India	153.00	
Union Bank of India	268.00	12,808.00
FACE - Kolkata:		
State Bank of Bikaner and Jaipur		482.00
FACE - (Mam):		
Punjab National Bank A/c No 6119000100017071	2,398.00	
Punjab National Bank A/c No 6119000100009950	1,454.00	
Union Bank of India A/c No 821303010002477	54.00	
State Bank of India A/c No 11444935835	53.00	
State Bank of India A/c No 11440442358	4,760.00	8,727.00
OTHERS: FACE Main:		
Donation	41,000.00	
Membership	8,400.00	
Miscellaneous Receipt	3,190.00	
IMPACT, Pakur:		
Scrap Sale	20,290.00	
	153.00	73,033.00
Refund of Loan & advances (FACE, Main):		
Book Transfer from IMPACT - Pakur (FACE-Main)		23,110.00
		1,943.00
		63,98,825.79
PAYMENT:		
Payment Under SIR DORABJI TATA TRUST (SDTT):		
Personnel:		
Programme Cost	85,000.00	
Programme Cost	82,253.00	
Overhead Cost	9,957.00	
Audit Fee	5,000.00	
Gender Training	24,000.00	
Leadership Development Training for Women Leaders	24,000.00	
NOS Special Class for Advance Level Learners	20,000.00	
Organizing for the Health Camp on Site First Aid	12,000.00	
SDTT	75,932.44	
Bank Charges	34.43	3,38,178.87
C/F		3,38,178.87


President

FACE


Secretary

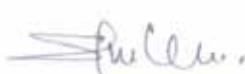
FACE


Treasurer

FACE



B.F PAYMENT UNDER TATA EDUCATION TRUST (TET)		3,58,118.87
Personnel	8,470.00	
School Education Programme	15,000.00	
Monitoring Review & Documentation	50,403.00	
Overhead Cost	8,210.00	
Tata Education Trust	18,534.31	
Bank Charges	100.00	1,00,717.31
Payment Under Balbendhu Comprehensive Education		
Personnel	4,58,000.00	
Programme Cost	61,621.00	
Overhead Cost	7,789.00	
Camera	7,500.00	
Audit Fee	10,000.00	
Grant Refund	7,124.00	5,52,544.00
Payments Under Balbendhu Remedial Education		
Personnel	7,13,100.00	
Programme Cost	1,47,247.00	
Overhead Cost	13,777.00	
Audit Fee	11,000.00	
Bank Charges	116.00	
Grant Refund	2,81,408.00	11,76,647.00
Payment under IMPACT - (Pakur)		
Project Office Management and Monitoring etc.	8,35,254.00	
Salary	29,56,300.00	
Library Expenses	1,26,000.00	
Bank Charges	287.83	
Audit Fee	6,000.00	
FACE		
FACE - Man	25,290.00	
FACE - FCRA	1,943.66	22,233.66
Payment Under FACE - Kolkata		39,45,055.59
Bank Charges		69.00
Payment Under FACE - Man		
Annual Report	6,400.00	
Audit Fee	22,500.00	
Office Expenses	6,386.00	
Postage & Courier	512.00	
Recovery & Maintenance	55,450.00	
Reward / Award	2,000.00	
Travel	8,839.00	
Bank Charges	282.43	1,04,369.43
Closing Balance at Banks		
Syndicate Bank		675.27
IMPACT - Pakur		
Punjab National Bank		73,540.39
FACE - Kolkata		
State Bank of Bikaner & Jaipur		32,555.64
OF		83,31,850.90


President
FACE


Secretary
FACE


Treasurer
FACE



BF		63,31,550.80
FACE - MAIN		
Punjab National Bank A/c No. 8119000100017071	81,134.99	
Punjab National Bank A/c No. 811900010008950	2,354.96	
State Bank of India A/c No. 11444635635	2,006.66	
State Bank of India A/c No. 11440440358	8,039.29	
Union Bank of India A/c No. 621302010002477	2,047.00	
		66,182.86
Cash in hand,	19.00	
IMPACT - (Pakur)	773.00	
FACE - MAIN		792.00
	TOTAL	63,98,525.79

For B. Gupta & Co
Chartered Accountants
(FRN 002933C)

S. Gupta *P. Ch. Raudy* *W.*
President Secretary Treasurer

PATNA,
DATED:
12 SEP 2017



President
FACE Secretary
FACE

Secretary
FACE

40 साल की उम्र में मायेदा
साथर बनकर बनी सहिया



www | 1000

新编教材1-8年级

जैन उनके साथ उम्मीद बोली की कार्यसामाजिक में शामिल होना। 2016 में विद्यालय विभाग द्वारा द्वारा शिक्षण का अध्ययन की दोहरी प्रायोगिक तरह अधिकारियों द्वारा चलाया गया। उन्होंने शिक्षण को शिक्षण के 24 वर्षों में बदला।

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दीर्घाव वर्ष भारत योग्यता का दर्शन है। अपने विवरण में वह भी दर्शयता करता है कि वह विवरण भी वही अब वास्तविकता कियने की तरफ नहीं है। यथा वह दिव्यनी नाम योग और विवरण भी यह लिखे हैं। यथा वह दिव्य

भाषण नें छात्रों ने दिखाई प्रतिभा

www | 100

लेह संसदी की ओर से संसदीय विधायक द्वारा दिया गया विवरण के तहत यहां आया वाली के लिए, एक विधायक ने अपनी विधायिका विवरण की तरफ लिया। विधायिका विवरण की तरफ लिया।

GET INVOLVED

As a Citizen

If you ever care for condition of children and community in extreme difficult conditions who are one of the most deprived sections of our society as they suffer from extreme forms of exclusion and destitution. As citizens, we can do a number of things together to alleviate their sufferings such as developing awareness about their life and sharing the same with others. We can even connect these people in need with the NGOs and govt.-managed institutions working for their welfare. If interested citizens want to do something worthy and become part of a systematized effort, they are most welcome to join hands with FACE.

As an NGO or Individual

FACE is always open for collaboration with people and organizations working for excluded children and community in difficult circumstances. We heartily extend our resources, materials, publications, and whatever we have for the benefit of others in their effort for community welfare.

As a Professional Social Worker

If you are looking for an opportunity to work with children, excluded women and deprived community in need of care, empowerment and protection, then FACE can be a place of your choice.

Transparency & Disclosure 2016-2017:

Sl. No.	Name	Designation	Gross Remuneration under project based work
1	Mr. Sharique Hayat Khan	President	Zero
2	Mr. Vidyasagar Choudhary	Vise- President	Zero
3	Mrs. Ritu Pandey	Secretary	1,56,000.00
4	Mr. Deborata sinha	Treasurer	Zero
5	Mr. Ratan singh	Member	Zero
6	Mr. Birendra Pathak	Member	Zero
7	Mr. Chanchal Jha	Member	Zero
8	Mr. Rosa Soren	Member	Zero
9	Mrs. Atryee Chandra	Member	Zero

Accountability & 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. = 16,000/- Per month

Lowest paid Rs. = 3000/- Per month

Staff Details: (as at march 31, 2017)

Gender	Paid Project based full time	Paid Project based Part time	Paid casual time	Unpaid Volunteers
Male	35	10	04	1000
Female	54	05	02	1000
Total	89	10	04	2000

Distribution of staff according to salary levels (as March 31, 2016)

Slab of Gross salary (in Rs.) Plus benefit paid staff	Male	Female	Total
<2000	00	00	00
2001-5000	29	53	82
5001-10000	05	01	06
10001-20000	01	00	01
20001-30000	01	00	00
30000>	00	00	00

Total Cost of Travel by all staff during the year: 112090.00/-

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



**We strongly believe that Education is the
most powerful weapon to end all problems
we want to provide education to the poorest
of the poor.**

Foundation for Awareness, Counseling and Education
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