



# ANNUAL REPORT



**Year 2015-16**

**Foundation for Awareness Counseling and Education (FACE)**



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## **FACE:**

# **SURGING UPWARD WITH POISE & COMPOSURE**

Foundation for Awareness, Counseling and Education (FACE), founded under Society Registration Act, 1860 Regd. No. 192 on 14 January 2002, envisions building an empowered and enlightened society. The organization works and makes all possible effort to find sustainable answers to educational, health, livelihood problems of rural excluded communities through an inclusive, community-based, participatory approach by building support based integrated partnerships by making interventions through a range of project based measures. It makes efforts to open opportunities for excluded communities to address their needs and improve their conditions. FACE, at present, is working with rural women in functional literacy and empowerment, rural girl children with primary education programs, and supplementary learning and comprehensive reading skill programs in government schools through various government and non-government initiatives.

## **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 to 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... AN INTRODUCTION**

The organization Foundation for Awareness Counseling and Education (FACE) was established as a non Government Organization on 14<sup>th</sup> 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

The FACE is headquartered 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**



It is very pleasing to walk down the memory lane and take delight in the memories of various stages of our fifteen years of journey as an organization from a period of feed-dependent infancy to reach self-dependent adulthood.

Our gradual progression is a matter of pride for all of us as a well coordinated team with dedication to and zeal for welfare and empowerment activities for upliftment of weaker sections of society. The road without doubt was fraught with challenges and hardships but through our consorted efforts we could cross all barriers and obstacles and reach this far. We were able to interact with various stakeholders, government departments, private sector, social groups, agencies and organizations, and could build a solid base and common perception to work for the marginalized section of society.

In our activities during the last one year we mostly focused on education- formal education of girls, supplementary learning support for school attending children of formal schools, accelerated bridging of drop outs, functional literacy of rural women. We also worked in the field of skill development for livelihood; right based awareness and health awareness. All these activities helped us to bring to light a few issues at the grassroots, media, policy level governance, and various national level organizations.

I sincerely hope and express my commitment that as an organization, as a focused team we will further our activities with vigor and dedication for the cause of the weaker sections and what we have learnt till date would help and guide us to strengthen our capabilities further to undertake future activities with greater efficiency.

I solemnly express my deep regards and obligations to all community people, children, our society, our partners, government departments, non-government organizations, funding agencies, resource organizations and all other well-wishers for believing in us, supporting us and keeping our spirit high during our difficult times to face challenges. Last but not the least my heartfelt reverence for the GB members and FACE team as a whole who are real behind-the-scene players who mostly remain unsung. They are the principal circuit and the live wire of the organization.

## **FROM THE SECRETARY'S DESK**



It is a great pleasure for me to present Foundation for Awareness, Counseling and Education-FACE Annual Report 2015-2016 which provides to glimpse of what we did and achieved this year through our synergized effort. Organization enters into sixteen years in 2016 with a remarkable confidence with sharpened clarity through improved knowledge and talent based approach.

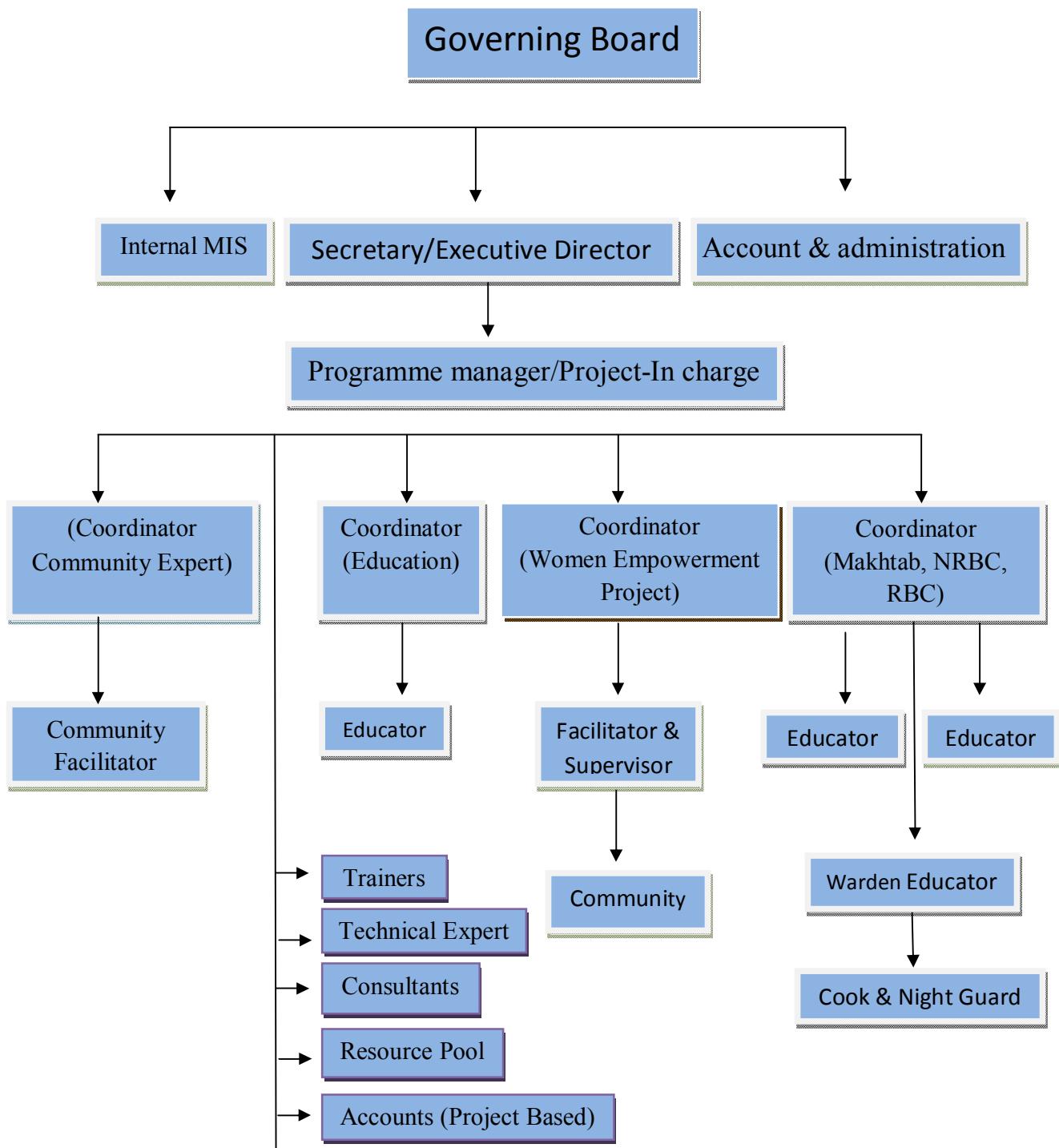
The organization is poised to leap ahead to cover marginalized rural children women & community with the turn of this year. The organizations have been worked with multiple stakeholders for the upliftment of the socially excluded community and also create a supportive educational platform for understanding 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 like; preschool, Elementary Education, girl children education, Remedial Education (elementary & secondary), Comprehensive education and Adult education. FACE has always believed that the power of knowledge is being transformed of community and that empowered community gives valuable involvement and contribution to the society.

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

Finally I would like to thank of 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.

At FACE we have a dream that each and every child in the rural and excluded community get proper education and become a responsible and discipline person in the community.

# ORGANIZATIONAL STRUCTURE



## **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  
☎ 094311-65148  
E-mail: [face197@rediffmail.com](mailto:face197@rediffmail.com)  
[ritupanday16@gmail.com](mailto:ritupanday16@gmail.com)  
Website: [www.faceindia.net](http://www.faceindia.net)

### **Unit office 1:**

FACE- Kolkata  
BG 114, Ravindra Pally  
Kestopur,  
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, 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 Choudhury	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
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	Clinical Psychologist & Special Education Trainer

## **MONITORING AND EVALUATION PRACTICES**

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 problem 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. A rough draft preparation of M&E system and comparing with the progress from time to time
- viii. Formating the document into formal process in the light of the mentioned the organization develops rigorous and stringent monitoring and 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, 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 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 session/training has been conducted by the master trainers. 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.

## **A JOURNEY THROUGH YEAR 2015-2016**

The year 2015-2016 was an eventful year during which through our five projects, 100 activity centers, community based interactions, linkage with government departments, social groups, partnership with various organizations, communication with media, we were able to reach out to 4000 boys, 3000 girls, 1000 youth, 3000 women, 10000 Community people and cover them through our programs and activities to reap the benefit.

This year the focus of our activities was 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, SHGs, VECs, SMCs, health check up program for rural community, community awareness on health, education, legal rights, community linkages with government departments and government services.

## **AN OVERVIEW OF ACTIVITIES**

- **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 of Littipara. The program is underway with satisfactory results.

Highlights of our activities incorporate identification and grouping of children, baseline assessment, and systematic tracking, and audio-visual support, proper capacity building of educators, systematic monitoring & MIS.

- **GIRL CHILD LEARNING CENTERS** are functioning in target villages of Pakur block. It covers girls from difficult conditions who are either drop out or were unenrolled. Our primary target is to ensure quality primary education for

these girls so that they could further their 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 issues needed to be addressed.

- **ANGANBADI (ICDS) INTERVENTION**

Absence of proper care of early childhood learning needs of rural children has been identified as one of the basic reasons for poor state of rural education. Without any school preparedness initiatives at home or programs in villages badly affects children's beginning at school.

There are Anganbadi centers under ICDS addressing the health, nutrition needs of mother and children. It also has a component of preprimary education of children but this component is in a very poor state. Lack of system based school preparedness program, with no learning based childcare, insufficient ability and training of sevikas & sahaikas, alarming gaps between class I requirements and level of children to be mainstreamed are very much evident in Anganbadi centers.

Our intervention in Anganwad is of Pakur block is a support based effort to

bring improvement in pre-school component of Anganbadis.

- **FUNCTIONAL LITERACY FOR RURAL WOMEN..... THE PATHFINDER**

Widespread illiteracy and ignorance especially among women reveal a conspicuous and worrying state of affairs that poses the greatest barrier in achieving the desired changes in communities' move toward efforts towards their wellbeing initiatives. All local bodies mostly remain unrepresented by women and a few women members who have made their entry in the local bodies such as village education committee and school management committee, Gram Sabha, are PRIs are illiterate and uneducated, and thus have no understanding of their power and function, provisions and facilities, available funds and their use. As a result they are passive and virtually play 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, on knowledge of facilities and services that the government provides to school. Their ignorance is mostly because of their illiteracy that pushes them back and prevents them from taking care of education of their children, monitoring 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 ensure 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 benefit, agriculture and financial sector opportunity 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.

#### ▪ **FINANCIAL INCLUSION**

Financial Literacy for Excluded Community was undertaken to save the poor villagers from the financial hardship 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. It is an important step towards improving the financial behavior of the excluded rural community to help them understand their finance management to overcome some self imposed financial hardships faced in their day to day life. With no tendency for saving, lack of priority in expenditure, and a tendency to borrow from money lenders on extraordinary high interest cause them extreme problems.

On the other hand we have the financial institution 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 socially excluded people living in villagers. 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 for saving their money in nonbanking sectors and depositing their earnings in banks. This is preventing them from forfeiting their own savings. Husbands of most of these women working as migrant workers are now sending money to their family through remittance system.

#### ▪ **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 but 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 we 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 in disabilities,

scheduled castes, scheduled tribes and minorities.

#### **THE HIGHLIGHTED LEGAL & AWARENESS ISSUES RAISED AND EMPHASIZED INCLUDES –**

- Rights to equal opportunities for people living in disabilities
- MNREGA
- Divorce Mental health
- Child marriage
- FIR
- Dowry
- Right to inheritance and property Juvenile justice and child care
- SC & ST rights
- PIL
- 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
- Termination of pregnancy/abortion ascertaining sex of fetus
- Rape

- **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 R&S health information is passed on to the women in a very effective manner so that they could manage their health as and when needed. These programme are meant to make the women aware of the contraceptives,

management of pregnancy and understanding the stage of menopause.

It 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 together with the problems of family planning, services to prevent STD and early diagnosis and treatment of reproductive health illness. It incorporates to strengthen services such as health and education and availability of essential health supplies. This program was mainly meant for imparting the knowledge about sexual & reproductive health and also to stop deaths during pregnancy.

Hence, health awareness meetings are periodically organized and details are imparted to community by a team headed by medical expert. Special inputs are given in health camps on consulting doctors on infection in sexual organs, use of contraceptives, pre & post pregnancy health care, iron rich food to prevent blood deficiency (anemia), emergency management planning for delivery related complexities, annual health check up – blood test, De-worming, breast checkup healthy practices during menstruation & menopause etc

## **WORKSHOPS, SEMINARS AND SURVEY**

## **PARTNERSHIP WITH PRATHAM FOR EDUCATIONAL SURVEY**

## **ANNUAL STATUS OF EDUCATION REPORT ..... ASER**

## **EFFORT FOR KNOWING EDUCATIONAL SCENARIO OF RURAL JHARKHAND - EXTENSIVE FIELD SURVEY IN PAKUR BLOCK**

**PRATHAM's ANNUAL STATUS Of Education Report (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 acknowledge 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 is rural areas. And the second issue is the crisis of Learning.

The ASER report has underlined three factors contributing to these issues are growing urbanization which included 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 is learning.

The report also indicates the growing learning gap among children from government and private schools. The reports also clearly points out two major obstacles created by RTE- (i) teacher's duty to

complete a grade level syllabus with in 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 emphasis 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.

## **• 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.

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. Gram-Saba 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) addressing 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.



## HIGHLIGHTS OF THE YEAR 2015-2016

- Working with 500 formal school children (300 boys 200 girls) in Littipara block of Pakur district through comprehensive reading skill development program under Ban Bandhu Kalyan Yojna, Govt. of Jharkhand.
- Giving supplementary remedial support to 550 formal school children from class viii to xii (400 boys 150 girls) in Littipara block of Pakur district under Ban Bandhu Kalyan Yojna, Govt. of Jharkhand.
- Running 42 Girl Children Learning Centers with a total number of 1260 girls in 30 villages of Pakur block under support from IIMPACT.
- Helping to strengthen pre-school component of 30 Anganwadi centers with 1200 children in Pakur block under support from Tata Trust.
- Capacity building of 80 Sevikas & Sahaikas of 40 Anganbadi centers of Pakur block under support from Tata Trust.
- Strengthening 600 rural women through functional literacy program through 10 Mahila Sikshan Kendra under support from Tata Trust.
- 1200 women of 24 villages of Pakur block are being made financially literate through 40 SHG formations and capacity building sessions.
- 10000 rural community people from 50 villages of Pakur district are given legal awareness sessions on relevant issues through legal awareness camps.
- Supported New born campaign program of UNICEF & CINI through 12 panchayatas with 24 villages of Pakur district.
- Capacity building of 40 staff members of the Organization on health issues.
- 30 staff members capacitated and engaged in PRATHAM initiated educational survey for Annual status Education Report (ASER) in Pakur district of Jharkhand.

■ 200 women being provided skill training on Zarri and Embroidery

work under support from NABARD in Jharkhand and West Bengal.

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## OUR FRONTLINE PROJECTS

### 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**



### **“Strengthening 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 organisation 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

The goal of the project by FACE is to provide literacy for women through appropriate curriculum and language, and enable women to function in a literate environment with confidence.

The objectives of the proposed project are –

- Provide quality literacy and education opportunities to SHG women belonging to the marginalized sections of society
- Evolve education and learning strategies that make connections between literacy, education and empowerment.
- All the women involved to get basic 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 literacy
- Needs based
- Accountability and ownership by women's institutions
- Locally contextualized
- 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 one 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 Muslim 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.

Muslims form one of the largest populations in the block but as in general their state is far lower than others in all yardsticks. Sachhar Committee Report on the Status of the Muslim Community in India depicts the same with almost negligible number of undergraduates, graduates, and post-graduates and very low percentage of govt. jobs. Condition of Muslim girls & women is further grimmer with very low participation in economic activities. The figures of the report are shocking and tell a tale of discrimination and unequal opportunities more because of lesser girl children education. Their state of deprivation, subjugation and hopelessness makes them further weak to access education, health and other facilities and services, thereby, making them to live in pathetic conditions as a result the basic quality of life is nowhere to be seen. No immediate sea-change in

their overall living conditions could be hoped but the key to improvement of their fortune lies in holistic approach to their literacy and education.

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

## **ELEMENTARY EDUCATION PROJECT FOR MUSLIM 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. Focussed 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



## CASE STUDIES

### **Siwli kunai, vill- Jhikarhati, Pakur**



Mrs. Siwli kunai is a women learner of Jhikarhati women literacy centre. Her husband name is Krishna kunai. She is about 30 years old. She was interested to study in the childhood but she did not get opportunity. When she heard about the women literacy centre in her village then enrolled her name and starts to come to the centre regularly. After some days she left the centre and starts to live in her native village due to family problems. After 5-6 month she again joined the center. Now she starts to come to the center regularly. She was the group leader in their SHGs at that time so she started to come in the centre regularly and completed all the books within one year. Now she is the best learners like others who were regular in the centre from beginning. Now she provides the training to the SHGs members to keeping a record of groups. She also helps to other women in the centre.

### **Khursina Khatun, Ban Vikrampur, Pakur**



Khursina khatun is a student of Girl Child Learning Center, Ban Vikrampur-I run by FACE-IIIMPACT. Her father is a daily basic labor and mother is a bidi worker. She has seven siblings and all of them are illiterate, even her parents and other family clan members are also uneducated. There is no inclination for education among people of her surroundings. Apart from this curse she was also a victim of extreme poverty too. As a result she became a child labor and had lost all hope for a good future.

It was not so easy for her parents to make the both end meet. To support the family her parents sent her to work as a domestic help in the house of an affluent person. She used to do all house hold work and also graze cattle. She was very shabbily treated there. She had no joy of childhood, no childhood flamboyance, no happiness. She could not even think of education. But there is always a light at the end of the tunnel and it was perhaps waiting for Khursina. The turning point came in her life when the FACE team saw her grazing cattle and she told her pathetic tale.

She was taken to her parents and the issues discussed and necessary counseling bore fruit as her parents could see rational in giving her education. Of course their condition was dismal but they were ready to bear everything to give their girl a good future. She could now help her mother in binding bidi to play her role in family income. And thus Khursina was admitted to Girl Child Learning Center at Ban Vikrampur-I .

Now She is a regular to G.C.LC and is very keen in her studies. She helps in domestic work, also helps in binding Bidi but never shirks her studies. She studies till late night at home and became one of the better students in her center. Though she doesn't get proper meal she is happy. Her childhood has returned. She is very elated with this good change. The painful memory of her past is all gone, she is now looking towards a meaningful future and has been making all efforts to realize her dream to get good education and become a teacher.

### **Munshi Hembrom, student Government Middle school, Roadgo, Littipara**



He is a class seven student of Roadgo middle School, Littipara. He is a tribal boy (santhal) from village- Mohalbona, Panchayat- Bandu, P.S & Block- littipara, Distt. Pakur, Jharkhand. His parents, father Mandal Hembrom mother- Manjhan Tudu are extremely poor. His father is educated up to class four but is illiterate. His father cultivates a small piece of land that they have does not suffice their family needs. He also works as a laborer and often seasonally migrates to West Bengal for agriculture and brick kiln works to run his family. He is very keen to educate his son and takes care of his needs to the best of his capacity.

When learning based supplementary support under the Comprehensive Reading Skill Development component was planned under Ban Bandhu Kalyan Yojna and project based intervention was made in Roadgo Middle School and a base line assessment of children was initiated the boy Munshi Hembrom was asked to read Hindi and English from class VI course books the chapter namely BACHPAN in Hindi and A HOUSE, A HOME. It was found that the boy was very weak in reading and pronunciation of words both in Hindi and English. He was not even to comprehend the meaning of words and paragraph.

When class, grade and group based comprehensive reading classes were initiated in October the active participation, interest, and learning capacity of this boy was quite apparent. After strenuous activities with children for improvement in their reading and comprehensive ability improvement was visible. But the improvement made by Munshi Hembrom was really remarkable. The first tri-monthly evaluation reflected Munshi's encouraging leap. By the second and the third evaluations Munshi was way ahead of other children. The comprehension of the text propelled him towards learning. Now he could read and comprehend his class text satisfactorily and had developed quite large stock of words. He developed a better use of grammar and could write quite effectively.

Within this short duration of time he appeared to have overcome the primary hindrance of learning which is not able to read and comprehend properly. His progress, his inclination towards learning and his involvement in his studies are to be seen to be believed. He reflects a ray of hope in extreme darkness in educational scenario of Littipara.

## 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
- PRATHAM-ASER
- Reach India
- Sarva Siksha Abhiyan, Pakur
- Sakschar Bharat, Pakur
- District Administration

## OUR TEAM

FACE has a team of about 250 competent members inclusive of office bearers, resource pool, project team, educators, motivators, surveyors actively involved in different project based and social activities. A visual glimpse of some of them.....



# 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 31<sup>st</sup> March,2016 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.

*[Signature]*  
4<sup>th</sup> Floor, Sukriti, S.P.Verma Road, Patna 800 001 ♦ Phone: (0612) 2207642, 2220423, ♦ Fax (0612) 2222297, E-mail: bguptaco@gmail.com

**Opinion**

*In our opinion and to the best of our information and according to the explanation given to us, the financial statements read with notes thereon give a true & fair view in conformity with the accounting Principles generally accepted in India-*

- a) *In the case of the Balance Sheet, of the state of affairs of Foundation for Awareness, Counselling and Education as at 31<sup>st</sup> March, 2016;*
- b) *In case of Income & Expenditure Account of excess of Expenditure Over Income for the year ended on that date.*

**Report on other Matters:**

- (i) We have obtained all the information and explanation which to best of our knowledge and believes were necessary for the purpose of our audit.
- (ii) In our opinion proper books of account have been kept by the Society so far as appears from our examination of books of accounts.
- (iii) The Balance Sheet and Income & Expenditure Account dealt with by this report are in agreement with the books of accounts.

For **B. GUPTA & CO.**  
Chartered Accountants  
[FRN 000933C]

  
(S. PRASAD)  
Partner

PATNA,  
DATED: 03 JUL 2016

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

CONSOLIDATED BALANCE SHEET AS AT 31ST MARCH, 2016

	Amount	Amount
	Rs.	Rs.
<b>Capital and Liabilities:</b>		
<b>Capital Fund:</b>		
IIMPACT- Pakur	22,500.00	
TET	50,430.00	
FACE	192,281.00	265,211.00
<b>Loan:</b>		
From JTT (TET)		500.60
<b>General Fund:</b>		
FACE: As per last Account	561,056.19	
Add: Surplus Transferred from TSWT	725.30	
	561,781.49	
Less: Excess of Expenditure Over Income	32,574.83	529,206.66
<b>Unspent Fund:</b>		
IIMPACT - Pakur	617,109.58	
FACE - Kolkata	3,364.64	
TET	110,912.21	
SDTT	334,860.87	
Banbandhu Remedial Education	6,931.00	
Banbandhu Comprehensive Education	29,644.00	1,102,822.30
<b>TOTAL: Rs.</b>		<b>1,897,740.56</b>
<b>ASSETS:</b>		
<b>Fixed Assets:</b>		
IIMPACT - Pakur	22,500.00	
TET	50,430.00	
FACE	633,866.00	706,796.00
<b>Cash and Bank Balances:</b>		
Cash in hand:		
IIMPACT - Pakur	187.00	
SDTT	8,012.00	
TET	6,403.00	
Banbandhu Remedial Education	3,588.00	
Banbandhu Comprehensive Education	657.00	
FACE (Main)	53.00	18,900.00
C/F		725,696.00



B/F		725,696.00
<u>Loans &amp; Advances:</u>		
Tax Deducted at source	12,104.71	
Other as per last Account (FACE)	23,110.00	35,214.71
<u>Balance in Saving Bank Account with:</u>		
State Bank of India:		
FACE	89.29	
Babandhu Remedial Education	3,343.00	
Babandhu Comprehensive Education	28,987.00	
	32,419.29	
<u>Punjab National Bank:</u>		
FACE	60,667.92	
FACE (TSWT)	1,708.45	
SDTT	326,848.87	
IIMPACT - Pakur	606,915.92	
	996,141.16	
<u>Union Bank of India:</u>		
FACE	1,993.00	
IIMPACT - Pakur	6,096.00	
	8,089.00	
<u>Syndicate Bank:</u>		
TET	92,905.10	
<u>State Bank of Bikaner and Jaipur</u>		
FACE, Kolkata	3,364.64	
<u>State Bank of India (FCRA):</u>		
IIMPACT - Pakur	3,910.66	1,136,829.85
<b>TOTAL:</b>		<b>1,897,740.56</b>

In Terms of our report of even date

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

Patna,  
Dated: 03 JUL 2016



(S. PRASAD)  
Partner

President  
**President**  
**FACE**

Secretary  
**Secretary**  
**FACE**

Treasurer  
**Treasurer**  
**FACE**

AT + PO : PAKUR, RAJPARA, DIST: PAKUR (JHARKHAND)

CONSOLIDATED INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2016

	Amount	Amount
	Rs.	Rs.
<u>INCOME:</u>		
<u>Unspent Balance on 01.04.2015:</u>		
IIMPACT - Pakur	99,490.90	
IIMPACT - Paliganj	396,511.00	
TET	1,477,262.36	
FACE - Kolkata	12,140.00	1,985,404.26
<u>Grant Received during the year:</u>		
IIMPACT (Pakur)	3,775,550.00	
IIMPACT (Paliganj)	1,243,800.00	
TET	1,324,000.00	
SDTT	1,677,000.00	
Banbandhu Remedial Education	296,000.00	
Banbandhu Comprehensive Education	310,000.00	8,626,350.00
<u>Interest on SB Accounts:</u>		
IIMPACT - Pakur	21,510.00	
IIMPACT - Paliganj	2,056.00	
FACE- (Main)	3,083.00	
FACE - Kolkata	274.00	
TET	37,871.85	
SDTT	47,341.00	
Banbandhu Remedial Education	2,896.00	115,031.85
<u>Surplus of Girls Education Programme Transferred</u>		
(IIMPACT - Pakur)		1,943.66
<u>Income under FACE:</u>		
Donation	61,717.00	
Membership Fees	13,200.00	
Scrap Sale	1,778.00	76,695.00
<u>Excess of Expenditure Over Income Transferred to</u>		
<u>General Fund (FACE)</u>		32,574.83
<b>TOTAL:</b>		<b>10,837,999.60</b>



	Amount	Amount
	Rs.	Rs.
<b>EXPENDITURE:</b>		
<b>Exp. Under IIMPACT - Pakur:</b>		
Training / Workshop	287,399.00	
Project office Management & Monitoring Cost	343,710.00	
Salary	2,502,600.00	
TLM	370,628.00	
Bank Charges	295.98	3,504,632.98
<b>Exp. Under IIMPACT - Paliganj:</b>		
TLM	243,587.00	
Training / Wokrshop	91,559.00	
Project office Management & Monitoring Cost	125,201.00	
Honorarium to the Staff	958,572.00	
Bank Charges	200.00	1,419,119.00
<b>Exp. under FACE - (Main):</b>		
Annual Report	25,000.00	
Audit Fee	13,000.00	
Bikash Mela	4,009.00	
Books for Children	24,922.00	
Consortium Membership	13,000.00	
FCRA - Renewal	506.00	
Office Expenses	2,895.00	
Phone & Internet	50.00	
Postage & Courier	487.00	
Recovery & Maintenance	(1,734.00)	
Reward / Award	5,000.00	
Stationery & Photocopy	360.00	
Taxation Services	11,450.00	
Travel Expenses	13,268.00	
Bank Charges	139.83	112,352.83
<b>Exp. Under FACE - Kolkata:</b>		
Hasta Shilpo Mela	9,000.00	
Bank Charges	49.36	9,049.36
<b>Exp.Under TET:</b>		
Cluster learning center for bridge & remedial	77,292.00	
Monitoring Review & Documentation	165,355.00	
Overhead Cost	91,345.00	
Personnel	1,909,190.00	
Preparatory Activities	47,493.00	
School Education Programme	150,414.00	
School Preparedness Activities with Childrenen	100,934.00	
Training and Capacity Building	166,817.00	
Bank Charges	382.00	
Audit Fee	19,000.00	2,728,222.00
C/F		7,773,376.17



B/F		7,773,376.17
<u>Exp. Under SDTT:</u>		
Personnel	894,000.00	
Programme Cost	439,001.00	
Overhead Cost	55,876.00	
Bank Charges	603.13	
		1,389,480.13
<u>Exp. Under Banbandhu Remedial Education:</u>		
Personnel	189,050.00	
Programme Cost	92,859.00	
Overhead Cost	10,056.00	
		291,965.00
<u>Exp. Under Banbandhu Comprehensive Education:</u>		
Personnel	193,168.00	
Programme Cost	83,081.00	
Overhead Cost	4,107.00	
		280,356.00
<u>Unspent Balance on 31.03.2016:</u>		
IIMPACT - Pakur	393,861.58	
Unspent Balance of Paliganj Unit	223,248.00	
FACE- Kolkata	3,364.64	
TET	110,912.21	
SDTT	334,860.87	
Banbandhu Remedial Education	6,931.00	
Banbandhu Comprehensive Education	29,644.00	
		1,102,822.30
TOTAL: Rs.		10,837,999.60

In Terms of our report of even date

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

Patna,  
Dated:

03 JUL 2016

(S.PRASAD)  
Partner  
President  
FACE

Ramdy  
Secretary  
FACE

Treasurer  
FACE



# MEDIA REPORTS

## **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 2015-2016:**

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	4,27,900 /-
4	Mr. Deboraata 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. = 18,150 /- Per month

Lowest paid Rs. = 1210 /- Per month

### Staff Details: (as at march 31, 2016)

Gender	Paid Project based full time	Paid Project based Part time	Paid casual time	Unpaid Volunteers
Male	81	10	04	500
Female	109	00	01	1000
Total	175	10	05	1500

### 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	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 Travel by all staff during the year: 3, 24,507.00/-**

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



**Foundation for Awareness, Counseling and Education  
(FACE)**  
**Rajapara**  
**Pakur- 816107**  
**Jharkhand, India**  
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