

RESONANCE



**FOUNDATION FOR AWARENESS
COUNSELLING & EDUCATION -FACE**

**ANNUAL REPORT
2024-2025**

INDEX

<u>CONTENTS</u>	<u>Page Num.</u>
Genesis - FACE	01
From the President's Desk	02
Secretary's Desk	03
Organizational Goal	04
Organizational Structure	05
Legal status & Organization information	06
Strategy, Monitoring & Evaluation Practices	07 - 08
Activities 2024-2025--	
Girl Child Education Program	09 - 13
Learning Lab through Digital Learning	14
Govt. School Project (SIIFLN)	15 - 18
Data at a glance	19
Light the Path: (stories of Change)	20 - 22
From the eye's of Media	23
Spark & Reflection	24
Get Involved	25
Transparency & Disclosure 2024-2025	26
Financial Disclosure 2024-2025	27-32

Genesis of Foundation for Awareness Counselling and Education-FACE

The Foundation for Awareness Counselling and Education (FACE) is a non-governmental organization established on **14th January 2002** and registered under the **Societies Registration Act, 1860**. Since its inception, FACE has been actively engaged in educational and community welfare initiatives, primarily in **Pakur district**, Jharkhand.

FACE originated when a group of like-minded and committed individuals came together to provide immediate relief to victims of a devastating flood that struck Pakur, a district bordering West Bengal. Inspired by their successful relief efforts, the group formally established FACE, pledging to dedicate their time and energy to broader social welfare work.

In its early years, FACE organized **relief operations and blood donation camps** during natural calamities and major accidents. Gradually, the organization expanded its scope by conducting **awareness campaigns** to combat **social evils, deep-rooted superstitions**, and myths that plagued rural and illiterate populations. Responding to community health needs, FACE also facilitated **access to medical aid**, particularly for victims of **epidemic diseases, dog bites, and snake bites**.

Over the time, FACE prioritized interventions aimed at improving the **conditions of women and children** and reducing **poverty among marginalized rural communities**. The organization has consistently worked in the **remotest and under-served areas** of Jharkhand, with a core mission to promote **literacy and social inclusion**.

In the past **two decades**, FACE has collaborated with several **government and non-government agencies** to implement a range of development programs. At present, its key initiatives include:

- **Girl Children Learning Centres-GCLC**
- **Supportive Intervention for IMPACT & Foundation level Literacy & Numeracy-SIIFLN**

FACE operates from its headquarter in **Pakur town**, located in the northeastern region of Jharkhand. The district continues to be home to **Scheduled Castes, tribal communities, and minority groups**, many of whom live in **socio-economic distress**. The region's development is severely hampered by **illiteracy, superstitions**, and the **marginalization** of vulnerable communities.

FACE remains committed to transforming these challenges into opportunities for sustainable Education, Development, Equity, and Empowerment.

From the President's Desk



It is my pleasure to present the **Annual Report of FACE for the year 2024–25**. This year has been marked by its share of **ups and downs, new experiences, revelations and new challenges**. Yet, we never lost our momentum. With a positive approach and unwavering commitment, we continued our efforts—and I say with pride that we have **successfully achieved our targets** and completed all ongoing projects within the planned time-frame.

As we reflect on our **twenty-two-year journey**, the transformation from our early beginnings to our current, more **mature and structured phase** brings a deep sense of satisfaction. Our **steady evolution** is a testimony to our **team's dedication** to the cause of **social welfare and empowerment of excluded and marginalized communities**.

The path has never been easy—right from the outset, we faced **numerous challenges and hardships**. But thanks to our **collective efforts**, we overcame these barriers and steadily moved forward. Through consistent **engagement with our partners, community groups, stakeholders, government departments, funding agencies, and other like-minded organizations**, we have built a **solid foundation** and sharpened our **focused approach** toward uplifting underprivileged sections of society.

During the reporting year, we concentrated much of our efforts on **girls' education**, in partnership with **IIMPACT, Gurugram**, by operating **63 Elementary Education Centers** for girls across **60 villages**. We also implemented the **Strengthening** in collaboration with **Vibha-Inc**, covering Pakur and Hiranpur blocks of Jharkhand. In addition, we worked in the areas of **skill development for livelihood, rights-based awareness, and health education**. These interventions have been widely shared and advocated, to raise visibility of these crucial issues from the **grassroots to policy-making levels**.

As President, I make a **sincere and renewed commitment** that FACE will continue its mission with **reinforced passion and purpose**. Our past learnings will inspire us to move ahead with **greater confidence**, building on our strengths and expanding our capacities.

Finally, I extend my heartfelt **gratitude and respect** to our **community members, Governing Board, dedicated staff, government and non-government partners, and all our well-wishers**. Your belief in us, your support, and your encouragement have been our greatest strengths—especially during challenging times. You are the **true changemakers, the lifeblood of our efforts**, and we are honoured to walk this path of social transformation alongside you.

Warm regards,
Sharique Hayat Khan
President . FACE

Secretary's Desk



The year **2024–25** marked the **22 years of FACE** journey, and we remain steadfast in our commitment to strengthen under-served communities through a range of impactful initiatives in **education, health, children, women's empowerment, leadership development, and grassroots awareness building.**

This year, our work focused especially on **Girls' education** and promoting Foundational subject competency development through **SIIFLN** in government schools for disadvantaged sections of society. Our consistent efforts have helped foster a strong demand at the community level for girls' education. With expanding reach, FACE has successfully covered a large number of villages through various projects.

We also placed a strong emphasis on **strengthening internal leadership** and developing a **skilled team** that is driving the organization with renewed purpose and professionalism. In this milestone year, FACE has reached out to **children, adolescents, and adult women**, setting a new benchmark in outreach and impact.

Entering our third decade, we do so with **heightened confidence, sharpened clarity, and a knowledge- and talent-driven approach**. At FACE, we believe that **knowledge, when transferred to the community**, becomes a powerful tool for transformation. An **empowered community** contributes meaningfully to society and becomes a catalyst for sustainable change.

Our achievements would not have been possible without the **collective efforts of our dedicated team, the support of our Governing Board, Donors** and the involvement of our **external stakeholders**. Together, we have worked in a participatory and collaborative manner to advance our educational priorities and set the foundation for **scaling our impact in the coming years.**

Finally, I extend my heartfelt thanks to the **entire FACE team** for their tireless work in challenging conditions to uplift the most vulnerable women and children through education. We carry forward a **shared dream**—that **every girl in rural and excluded communities receives quality and meaningful education**, and grows into a **responsible, informed, and empowered woman** at the heart of her community.

Ritu Pandey
Secretary
FACE
Pakur Jharkhand

Organization Goal:

FACE is a non-governmental organization committed to advancing social welfare, with a strong focus on **Education, Health, Women Empowerment, and Leadership Development**. For over **twenty-two years**, the organization has been working tirelessly to uplift **excluded and marginalized communities**, particularly in rural areas.

Through **community-based programs** and a **participatory approach**, FACE fosters sustainable change by building **integrated partnerships** and making strategic interventions that open doors of opportunity for underprivileged populations. Its aim is rooted in empowering individuals—especially **women, girls, and children**—to improve their lives through access to quality education and essential services.

Currently, FACE operates primarily in **Pakur district, Jharkhand (India)**, implementing various government and non-government initiatives. These includes:

- **Primary and secondary education support programs**
- **Supplementary and Robust Learning for Girl Children**
- **Strengthening Foundation level Literacy & Numeracy and development of confidence and personality development**
- **Integrated Development and Empowerment of Adolescents**

With a commitment to **inclusive growth**, FACE continues to strive toward a future where every individual, regardless of background, grows with confidence and dignity.

Vision:

FACE envisions an **“Empowered and Enlightened Society”** where every child has access to quality education and the opportunity to enjoy their basic rights, and where **no excluded community is left behind** or deprived of dignity, opportunity, and development.

Our Mission:

FACE is committed to building a **self-reliant, equitable, and value-driven society** through transformative social initiatives. Our mission focuses on:

Empowering girl children, women, and marginalized communities

Bridging educational disparities and addressing rights-based deprivations

Strengthening communities through partnerships and collaborative action

By addressing systemic gaps and amplifying community voices, FACE strives to create **lasting change, inclusive development, and sustainable empowerment**.

Organizational Structure of FACE



Key Role of FACE:

- **Governing Body:** Provides strategic Direction and Governance.
- **Chief Functionary / Director:** Oversees overall operations and implementation.
- **Program & Field Staff:** Handle day-to-day Execution of Educational, health, and empowerment programs.
- **Finance/Admin Unit:** Ensures accountability, budgeting, and smooth internal operations.
- **Community Interface:** Includes trainers, mobilizers, mentors, and volunteers who work directly with target groups and communities.

Legal Status & Orgazitional Information:

Name of Organization: Foundation for Awareness Counselling & Education (FACE)
Registered Office: Rajapara, Pakur, Jharkhand – 816107, India

Registrations & Compliance

Societies Registration Act, 1860 – Reg. No. 192, dated *14 January 2002*

PAN: AAAAF0410E (issued *14 January 2002*)

TAN: RCHF00102E (issued *10 November 2007*)

12A Registration:

CIT/DHN/Tech/12A-30/2005-06/2219-21 (dated *29 July 2005*)

AAAAF0410EE20168 from 2022-23 to 2026-2027 dated on 20/09/2021

80G Registration:

SSAA/Dhanbad/Tech/80G-7/2013-14/589-92 (dated *21 May 2013*)

AAAAF0410EF20216 (valid *2022–23 to 2026–27*, dated *23 September 2021*)

FCRA Registration: No. 337780015 (valid *01 October 2023 – 30 September 2028*)

NITI Aayog Unique ID: JH/2018/0195764

EPF Code: JHRAN3273492000

ESIC Code: 60001874890001399

Contact Details

Phone - +91 94311 65148 | +91 62993 65527

Email- face197@rediffmail.com | ritupanday16@gmail.com

Website-www.faceindia.net

Banking Partners

State Bank of India, Pakur

Punjab National Bank, Pakur

State Bank of India, Main Branch, New Delhi

Bank of India, Pakur

Auditor

D. Sircar & Associates

Chartered Accountants

House of Dr. A. K. Gupta, Bank Road, Patna – 800001

Phone- +91 612 4532622

Strategy, Monitoring and Evaluation Practices

At FACE, we believe that **effective use of resources and strong accountability systems** are key to achieving meaningful community impact. Our **Monitoring & Evaluation (M&E) framework** ensures that every initiative is systematically planned, implemented, and assessed against clear objectives.

Our Approach

We follow a **dual strategy**:

Top-down: Strategic planning, oversight, and alignment with organizational goals.

Bottom-up: Community-driven feedback, contextual adaptation, and ground-level learning.

This ensures interventions remain **relevant, evidence-based, and impact-oriented** throughout the project cycle.

Planning & Framework

Before any activity begins, we define a **clear vision and expected outcomes**, guided by *Theory of Change* principles:

Why is the activity needed?

What is its purpose?

How will it be executed?

Which methods and tools will be applied?

From these, **project-specific M&E frameworks** are developed to:

Anticipate challenges

Document problems and solutions

Capture key learnings

Enable corrective actions in real-time

Key Features of Our M&E System

Measurable indicators with defined frequency and responsibility.

Benchmarking and time-bound assessments to ensure accountability.

Standardized documentation templates for consistency and transparency.

Monthly project review meetings to track progress, address gaps, and realign strategies.

Financial monitoring led by the Accounts Officer, with a standardized accounting system.

Capacity-building sessions for staff and community facilitators to strengthen M&E culture.

Roles & Responsibilities

Secretary & Project Manager – Lead M&E and overall supervision.

Field Coordinators & Supervisors – Conduct ground-level monitoring and reporting.

Educators & Community Facilitators – Manage learning centres and field engagement.

Consultants & Pedagogy Experts – Provide qualitative assessments and strategic guidance.

Documentation & Reporting

All project data is captured, verified, and analyzed through a **robust reporting system**. Attendance registers, field records, and monthly reports are validated by supervisors and reviewed by the Secretary in collaboration with project leads.

Activities 2024-2025

Girl Child Education Program

Supported by: IIIMPACT, Gurgaon

Location: Pakur Block, Jharkhand

The Girl Child Education Program is a flagship initiative aimed at addressing the educational deprivation of girls from marginalized and underprivileged communities. Under this program, **63 Girl Child Learning Centers** are currently operating in **60 villages** of Pakur block. These centers provide class- and age-appropriate education to girl children who are **dropouts, never-enrolled, or irregular in school attendance**.

Need for the Program

Observations from our fieldwork in rural pockets of Pakur highlight the deep-rooted neglect and discrimination faced by girl children. Many are:

- Withdrawn from schools to perform household chores,
- Forced into early marriages,
- Denied education due to social taboos against interaction with boys after a certain age.

This systemic denial of education not only violates their rights but perpetuates the cycle of poverty and dependence in the community.

Program Objectives

- To **mainstream girl children** into formal education by bridging learning gaps.
- To create **safe, village-based learning spaces** that are accessible and culturally acceptable.
- To support **continuity of education**, enabling girls to progress toward formal schooling.

Beyond Education: Community Empowerment

Our Learning Centers also act as **village-based community platforms** for awareness-building on:

- Government schemes and entitlements,
- Rights-based issues and gender equity,
- Health, hygiene, and nutrition,
- Access to education and social services,
- Linkages with government departments and local governance,
- Collaboration with social organizations and media outreach.

Impact of the Project

Through sustained efforts, the program has reached over **13,000 girl children, women, youth, and community members**, empowering them to access educational opportunities and public welfare provisions.

The target villages for this intervention are grappling with **crippling overpopulation**, which places immense strain on limited community resources. This burden results in deprivation of basic rights and renders daily life a continuous struggle for survival. With every generation, the landholding capacity of agricultural families diminishes, further **reducing livelihood opportunities** and deepening poverty. Although agriculture remains the backbone of rural sustenance, families without sufficient land need **alternative income sources**—requiring both education and skill development. In this context, **education emerges as the most viable and sustainable pathway** to improve the socio-economic conditions of marginalized families. Therefore, a **project-based educational intervention** focusing on **primary-level girl children (Class I to V)** is a critical entry point to address the pressing issue of girl child education in these rural pockets.

Creating Demand for Girl Child Education

To combat entrenched social norms and systemic neglect, it is essential to **create a strong demand for girl-child education** at both family and community levels. Our intervention aims to:

- Build awareness around the **value and rights of girls' education**,
- Encourage **parental and community ownership** of girls' educational futures,
- Address the cultural and economic barriers that prevent regular school attendance.

Exposure, Participation, and Celebration

To reinforce learning and instill self-confidence, the Learning Centres organize diverse **exposure activities and participatory platforms**. These initiatives help the girls:

- Develop a sense of identity and pride in their abilities,
- Engage with their peers and the larger world,
- Experience appreciation, which motivates them to strive further.

District-level exposures provide opportunities for girls to showcase their skills in **reading, writing, dictation, rhymes, debate, dance, and drama**. These events boost their morale and social confidence.

In addition, to **instill moral values, civic sense, and cultural awareness**, the Learning Centers actively celebrate:

- **National days** (Republic Day, Independence Day),
- **Social and environmental observances** (Mother's Day, Environment Day),
- **Educational events** (Teacher's Day).

These celebrations are held in collaboration with the **local community**, ensuring wide participation and sowing seeds for **sustainability and social transformation**.

Joyful Learning & Extracurricular Activities

In primary education, the **initial experience of learning plays a crucial role** in shaping a child's attitude toward education. A joyful and engaging environment not only fosters curiosity but also lays the **foundation for lifelong learning**. Recognizing this, our program places a strong emphasis on creating a **joyful learning atmosphere** at all centers.

To make learning enjoyable and effective, we focus on the following key strategies:

- **Use of age-appropriate and interest-based Teaching-Learning Materials (TLMs)** that promote conceptual understanding through fun and interactive methods.
- **Peer Group Learning**, where children support and learn from one another in a cooperative environment.
- **Play-way and activity-based teaching methodologies**, including dance, songs, storytelling, and creative expression.
- **Active teacher engagement** to facilitate learning through encouragement and emotional support.

To nurture healthy competition and in still a **spirit of achievement, inter-center competitions** are regularly organized. Girls from one center are taken to another to participate in a variety of activities such as:

- Academic quizzes and recitations,
- Cultural performances including dance and drama,
- Drawing and craft competitions,
- Team-building games and exercises.

These events **motivate children**, enhance their **confidence and communication skills**, and provide exposure beyond their immediate learning space. They also promote **social interaction, friendship, and a sense of community** among the centers, reinforcing the broader goals of inclusion and empowerment.



ARAMBH Manch: Empowering Adolescent Girls

As an extension of the **Girl Child Education Program**, FACE launched **ARAMBH Manch**—a dedicated platform to equip adolescent girls with **knowledge, skills, and confidence** for a healthier and more empowered future.

Through regular, interactive sessions, girls receive **age-appropriate guidance** on:

Menstrual hygiene & reproductive health

Physical, emotional, and mental changes during adolescence

Preventive health practices and nutrition

Core life skills: decision-making, communication, problem-solving, confidence, and stress management

This initiative bridges a **critical knowledge gap** often absent in schools and community discussions, enabling girls to:

Understand their bodies and health needs,

Make informed, responsible choices,

Speak openly and confidently about sensitive issues.

To ensure sustainability, FACE has developed a **tracking and mentorship system** that:

Monitors girls' progress and evolving needs,

Strengthens outreach strategies,

Builds peer-support networks for long-term impact.

Impact:

ARAMBH Manch has fostered **self-awareness, health consciousness, and resilience** among adolescent girls, preparing them for a **confident transition into adulthood** and empowering them to become role models within their communities.



Capacity Building on Teaching Methodology

To ensure the quality and effectiveness of our education programs, **regular capacity-building sessions** are conducted for **teachers and supervisors** on a **quarterly basis**. These sessions focus on enhancing their **subject-specific teaching methodologies**, classroom management, and student engagement techniques.

The objective of these trainings is to:

- **Keep educators updated** with evolving pedagogical approaches,
- Strengthen their **conceptual understanding and instructional skills**,
- Promote **child-centered and activity-based teaching practices**,
- Encourage continuous **professional development and reflective teaching**.

These workshops are interactive and practical, enabling teachers to translate learning into action within their respective Learning Centers. The sessions are also used as a platform for **peer learning**, sharing of best practices, and addressing challenges faced in the field.

By investing in the continuous development of our educators, we ensure that they are **well-equipped and motivated** to deliver meaningful, engaging, and effective education to the students.



Teacher's Capacity Building-1



Teacher's Capacity Building-2

Learning Lab through Digital Learning

Supported by: NIRANTAR, New Delhi

Project Name: Third Eye

The Digital Learning initiative, supported by NIRANTAR, New Delhi, has been instrumental in equipping the FACE team with essential digital skills to navigate and thrive in the digital age. The project, titled “Third Eye,” is designed to sensitize and empower learners through digital education tools and storytelling techniques.

Capacity Building of the Digital Learning Team

Under this project, the Digital Learning Team has received comprehensive training in:

- **Basic computer literacy,**
- **Podcasting and audio content creation,**
- **Photography and videography techniques,**
- **Storytelling through digital media**, including visual narratives and emotion-based reflection,
- Skills to **capture, convey, and curate stories** using digital platforms.

Special emphasis was placed on:

- Capturing the **essence and emotional context** of photos and videos,
- Using digital tools to **amplify voices and experiences** of marginalized communities.

Knowledge Sharing and Community Outreach

The trained Third Eye Team now plays a proactive role in training field-level youth and educators to promote digital education and content creation. Their peer-led sessions focus on:

- **Proper photo and video shooting techniques,**
- **Creating and managing digital documents** (e.g., **Google Docs**),
- **Setting up and managing E-mail IDs and Zoom links** for virtual engagement,
- **Case study writing** using a **storytelling format**,
- **Visual storytelling**: building narratives around photographs and digital content.

This initiative has sparked **digital curiosity, creativity, and confidence** among community youth and educators, laying the foundation for **inclusive digital literacy** and encouraging wider adoption of **technology-driven learning practices** in rural education systems.



Supportive Intervention in IMPACT and Foundational Literacy & Numeracy-SIIFLN

Supported by: VIBHA -INC

Location: Pakur & Hiranpur Block, Jharkhand

Supportive Intervention in IMPACT & FLN -SIIFLN is a reformative initiative aimed to ensure competency build-up of Foundational Literacy Numeracy grade students in foundational subjects and improve the behavioural aspects of Govt. School elementary grade students by strengthening Project IMPACT components of **45000** students across **110** Govt. Elementary Schools of Pakur & Hiranpur blocks through the capacity enhancement support of **125** Govt. School teachers by using activity-based, participative, interactive & joyful classroom engagement.

Need of the Program

Our past interventional experience in Govt. School Project illustrated some significant challenges in the target locations obstructing effective learning outcomes from FLN grades as mapped in **NEP-2020** and also the SOP's of Project IMPACT has nominal impact on children due to-

- Unstructured class-room engagement
- Improper & impractical mapping of early age foundation level
- Scarcity of teacher's causing unbalanced Teacher-Student ratio
- Additional non-teaching assignments of teachers
- Less participation of stakeholders in educational engagements

All these challenges were affecting learning outcomes and behavioural problem of children FACE decided to support Govt. Schools externally to overcome those obstacles

Project Objectives

- To create joyful, participative & meaningful FLN classroom engagement
- To promote activity-based learning methodologies for on-hand learning experience
- To enhance teacher's capabilities towards effective class-room engagement
- To foster peer learning culture across schools with student's ownership
- To make vibrant morning assembly, responsive Bal-Sansad at school
- To improve student's personality, expressive attitude, vocabulary & public speaking

Activities Beyond School

- School Community outreach campaign
- Summer Camp conduction with weak performing schools
- Block level student's event
- Knowledge & Execution support to DIET -Pakur in conducting Pre-primary workers training, Dist. SOE's "Word Power Championship" Teacher's Workshops on Inclusive Education, POCSO act , School Library maintenance

FACE initiatives

Monday मंत्र: "*A fresh informative start to a brighter week*"

A weekly Monday-based initiative for government Schools focusing on Foundational Literacy & Numeracy support summarized as -

- Purpose: To enhance **teacher-student bonding** and classroom engagement.
- Content: **Weekly digital assignments** on foundational subjects, including short stories, poems, multi-faceted assignments and important day awareness.
- Objective: To spark **creativity, participation, and interaction** at the start of each school week.
- Outcome: Improved **learning engagement, Interest level, Inter-activeness, Problem solving & Context understanding ability, Peer leadership** among Govt. School students along with **joyful learning** environment.

उभरता बचपन (Ubharta Bachpan) : "*Celebration of a day to Dream & Discover*"

This is a multi-dimensional School(in-house) & Dist.(Inter-School) student's Event & Celebration initiative under the Project with key points -

- Objective: To foster student **engagement** and **healthy competition** in government schools
- Activities: Students participation in contests such as **poem recitation, story/speech narration, drawing, and quizzes**.
- Recognition: **2000+** high performed winners **rewarded** and **celebrated**, providing a platform to showcase their talents & remove their expressive hesitations.
- Impact: The initiative has received significant appreciation from parents and Dist. Administration & educational authorities, including **DDC, DSE** along with **SMCs, CRPs, BRPs, BDO's** and **BEEOs**, across Pakur and Hiranpur blocks.

Thursday थिएटर : “Turning बोलता बचपन-Bolta Bachpan to reality”

Thursday Theatre – A weekly, performance-based classroom initiative in govt. schools to nurture confident and expressive students.

- Format: Classrooms turn into **mini-theatres**, students perform, peers watch & cheer.
- Objective: Build **confidence** and **creativity** through peer-level performances
- Process: Every **Thursday**, students present on academic, social, or personal topics.
- Outcome: Boosted **self-Speaking, expression, confidence, knowledge** and **peer appreciation**.

Summer Camp: “*Sparkling potential beyond School days*”

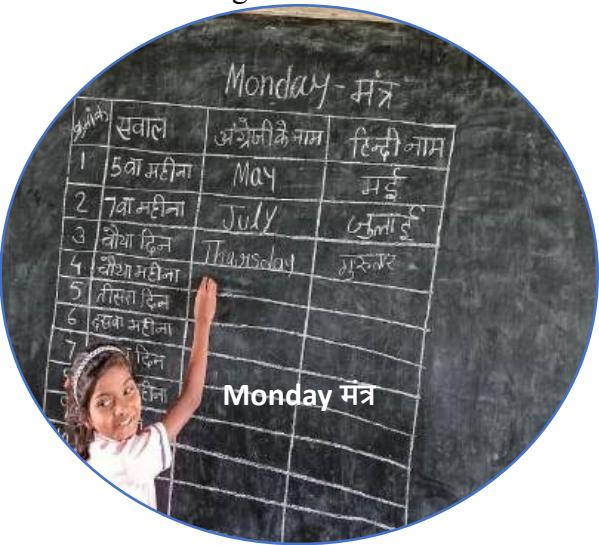
FACE organized special camps in 10 under-performing govt. schools (based on “उभरता बचपन” assessment results) to boost academics and personality skills during summer holidays 2024-25

- Objective: Strengthen learning and personality of selected students.
- Focus: FLN & Personality grooming classes + quizzes, games, music, dance & yoga.
- Impact: 205 students from schools like MS Manglapara, PS Gokulpur, and others showed marked improvement in learning and confidence achieving recognitions

Govt. Teacher's capacity enhancement: “*Strengthening Teachers, Enriching classrooms*”

To boost student outcomes through better classroom engagement, FACE, in collaboration with BRCs in Pakur and Hiranpur, organized **capacity enhancement workshops** to strengthen teaching capabilities of 125 nodal govt. teachers.

- Objective: Equip teachers with innovative, engaging teaching methods.
- Focus Areas:
 - Activity-based teaching ideas based on “**Monday मंत्र**” & “**Thursday थिएटर**”
 - Concept-focused teaching over rote learning
 - Techniques for forming peer-led groups to reduce learning loss in schools





Effect of the Project

Through a collaborative initiative across **110 schools** on **45000 students**, the project has made a significant impact on students, teachers, school culture & Institutional level as-

- **Student Engagement:**

- Over **14,000 FLN** students now show more engaged, outcome-oriented participation in foundational literacy and numeracy (FLN)
- Over **25000 Elementary** (I to VIII) students have visible behavioural advancement through events, classroom activities, Bal-sansad's leadership guidance, School level informative sessions

- **Teacher Empowerment:** 125 government teachers were trained to use activity-based learning pedagogues for holistic development of their students

- **School Culture:** The project fostered a positive environment in schools, with:

- Over 60 schools promoting peer learning in classroom at regular basis
- Over 70 schools implementing structured morning assemblies regularly.
- 80 schools utilizing active student-led informed & empowered "Bal-sansad" group to all-round development of School
- Over **100** schools developing the ability to organize their own in-house events, boosting student confidence to showcase art and academic talents

- **Institutional Recognition:**

The project's success led to the Department of Education seeking its expertise for workshops on critical topics like the POCSO Act, Pre-primary (ECCE) workers and inclusive education.

Data at a glance: FACE Program (2024–2025)

1. Govt. School Foundational Literacy & Behavioural Advancement Project- Supportive Intervention in IMPACT & FLN – SIIFLN (Pakur)

Indicators	Data Highlights
Schools Covered	110
Blocks Covered	2 (Pakur & Hiranpur)
Students Intervened	45,000 (Grades I to VIII)
Visible Impact on student	12,000 (FLN Competency) 25,000 (Behavioral Advancement)
Teachers Capacitated	125
Community Mobilized	2,000 Community Members across 40 School Communities
Bal Sansad Empowered	880 Members across 80 Schools
Morning Assembly Strengthened	70 Schools
Activity-Based Joyful Classroom Engagement	75 Schools
Peer Learning Culture Developed	60 Schools

2. Girl Child Education Program (GCEP)

Focused Intervention through Girl Child Learning Centers

Indicators	Data Highlights
Community Members Impacted	4,095
Villages Covered	42
Girl Children Impacted (Direct Beneficiaries)	1,890
Girl Children Impacted (Indirect Beneficiaries)	5,670
Educators Capacitated	63
Adolescent Girls Life-Skill Sensitized (Direct)	1,071
Adolescent Girls Sensitized (Indirectly)	3,780

Key Take a way-

Wide coverage across 110 government schools and 42 villages.

Intensive focus on both foundational literacy and behavioural development.

Robust community engagement and student leadership through Bal Sansad.

Special attention on girl child education, impacting 7,560+ girls both directly and indirectly.

Over 180 educators and teachers

Light the Path: Our Journey of Hope and Learning : Some stories of Change

Ms. Sabina Yasmeen: From Adversity to Empowerment

Context:

The story tells about Sabina who joins FACE as a teacher in 2019 with Girl Child Education Program supported by IIMPACT and transformed herself with her efforts & dedication

Situation before FACE Association:

She completed her matriculation in 2017 & the primary challenges Sabina faced were the personal grief and financial instability following her father's death. This situation derailed her educational and professional aspirations

Association with FACE:

The intervention came from her association with FACE- IIMPACT initiative, which provided her with both a teaching position and a supportive environment. This crucial support not only offered her **financial stability** but also gave her the **encouragement and platform** to continue her **education**. While teaching, she successfully completed her intermediate in 2019, her graduation in 2022, and her post-graduation in 2024

Effect of Journey:

Sabina's life was profoundly transformed. She achieved **economic self-reliance** and attained higher education, becoming a postgraduate. Her passion for teaching, combined with her student-friendly approach, has made her a beloved figure among her students. Most importantly, her journey serves as a powerful testament to the transformative power of education and support, inspiring not only her students but also her community. She now provides quality education to children from disadvantaged backgrounds, becoming a beacon of hope and a shining example of personal and professional growth.

Visual highlights:



Rejina Bibi's journey : Breaking Barriers

Context:

Rejina Bibi, from a socio-economically disadvantaged background in the tribal village of Changadanga, faced immense personal hardship. After years of emotional struggle due to her inability to conceive, she was finally blessed with a daughter after 22 years of marriage.

Situation before FACE Association:

Before the intervention, Rejina was surrounded with emotional isolation and the financial and psychological strain of prolonged medical treatments. These challenges, compounded by her socio-economic status, made her journey a troublesome & uncertain

Association with FACE:

A turning point came in 2018 when Rejina engaged with her community by joining FACE-IIMPACT as a CMC member at the Girl Child Learning Centre. This role allowed her to channelize her personal strength into community development and become a role model for community.

Effect of Journey:

Rejina has since become a vital and proactive force in her community. As a CMC member, she started ensuring the center's smooth operation, promotes high attendance, and encourages girls' participation in various activities. Her deep commitment to education and community development has made her a respected figure in her village, and she actively contributes to providing quality education to girls from under-served backgrounds.

Visual highlights:



Rasmin Khatun's Path to Empowerment

Context:

Samiyara Khatun's life began at Siteshnagar, Pakur in a community where poverty was a daily reality. Her father earning a meager living as a daily-wage laborer and her mother rolling bidis, providing for their family of seven was an immense struggle. For Samiyara, attaining a quality education felt like a dream.

Situation before FACE association:

Despite her father's strong faith in girls' education, Samiyara's academic progress in a nearby government school was minimal. After five years, she was lagging significantly behind her peers and the promise of a brighter future through education seemed to be fading away.

Association with FACE :

On March 1st, 2019, Samiyara's life took a new direction when she was enrolled in the **Girl Child Learning Center G.C.L.C.** provided the crucial support she needed to succeed.

Effect of Journey:

The intervention completely transformed Samiyara. She evolved from a struggling student into a confident and capable learner. Her commitment to her studies now shines through her fluent reading skills in both Hindi and English, her ability to confidently solve complex math problems, and her creative writing and storytelling abilities. Samiyara's active participation in competitions and programs has made her a role model in her village, demonstrating the life-changing power of education and timely support.

Photo's:



Jagan's Journey of holistic excellence

Context:

This story highlights the journey of **Jagan Hembram**, an 8-year-old student of Grade III from **UPS Salboni**, located in outskirts of **Pakur district**, Jharkhand. The village is dominated by marginalized tribal (S.C & S.T)

Situation before FACE association:

Before the Supportive Intervention in IMPACT & FLN (SIIFLN) project, Jagan was a shy and reserved student who struggled with foundational academic skills. He rarely participated in class-activities and was dependent on his peers for help. The lack of a structured support system hindered his ability to learn independently and engage with the curriculum.

Association with FACE :

The introduction of the SIIFLN project provided Jagan a comprehensive support network. Under the guidance of his dedicated nodal teacher, Mr. Devilal Hembram, and the committed FACE mentor, Ms. Hina Parveen, he received targeted academic support. The program used engaging and inclusive methods to strengthen his Foundational Literacy and Numeracy (FLN) skills. This mentorship and focused instruction were crucial in building his confidence and competency.

Effect of Journey:

The intervention led a remarkable transformation in Jagan. Academically, he improved his **Hindi Varnmala**, confidently solve **two-digit addition and subtraction** and improved his English skills by recognizing the alphabet and forming **3-4 letter words**. Beyond academics, Jagan's proved his confidence as an active participant in class, emerged as a young leader by taking significant roles such as Bal-sansad "Swasthya Mantri" and the **House Captain of "Ganga House."** Jagan is now a **role model**, guiding his peers and proving that the right support can turn a struggling student into a confident leader.

Photo's:



Revitalized Governance: A Case Study of Upgraded Primary School Nawadapurbitola

Context:

UPS Nawada purbitola is a government primary school in Pakur, Jharkhand. The school serves a community predominantly comprised of Bengali-speaking minorities, majorly bidi workers, stone mine laborers, and farmers.

Situation before FACE association:

Prior to the **SIIFLN** intervention, the school was struggling with governance and student engagement. Its student leadership bodies—the Bal-Sansad, Houses, and House Captains—were inactive and disorganized. Teachers faced significant challenges in the classroom due to large class sizes and a lack of effective engagement strategies. The school's reputation was negatively impacted by students' undisciplined behavior and the absence of clear learning outcomes.

Association with FACE :

The **SIIFLN** project, supported by the **FACE** platform, introduced a series of transformative initiatives. This included revitalizing the student leadership bodies by providing structured guidance and support. To further motivate students, the school introduced **badges and sashes** for all Bal-Sansad members and House Captains, a symbolic gesture that fostered a sense of responsibility and pride. Additionally, teachers began participating in the "**Monday Mantra**" activity and celebrating school events, which strengthened community spirit. For instance, **50 students** took part in the "**Ubharta Bachpan**" event, with **20** receiving trophies for their notable performance.

Effect of Journey:

The association led to a significant turnaround for the school. The student leadership bodies are now active and engaged, taking responsibilities and nurturing a more organized school environment. Teachers have established a reliable support system through **SIIFLN**, enabling to build a team of effective peer-leaders facilitating classroom activities during teacher's absence. This improved discipline and engagement with a visible transformation in vibrant assemblies and learning growth.

Visual highlights:



Mrs. Sujata Tudu: Didimuni of young tribals

Context:

Mrs. Sujata Tudu is the dedicated acting Headmistress at **UMS Ghagarjani, Hiranpur**, in Pakur, Jharkhand. With a single colleague, she manages over **260 students**, balancing administrative duties and academics with remarkable commitment.

Situation before FACE association:

Before the **SIIFLN** project, Mrs. Tudu faced significant challenges. She lacked a structured curriculum for foundational learning and personality development for her primary students. Student disinterest and irregularity were common, and the heavy burden of administrative tasks, including extensive documentation, pulled her away from her true passion for teaching. This hindered her ability to implement innovative teaching methods and led to declining student attendance and poor learning outcomes.

Association with FACE :

The **SIIFLN** project, facilitated by the **FACE** platform, provided Mrs. Tudu with simple, joyful, and participatory learning materials. These included **Monday Mantra assignments, stories, and poems** specifically designed in the local language, which immediately boosted student engagement. The program also empowered her to develop a strong team of peer leaders, creating a sustainable support system within the classroom.

Effect of Journey:

The **SIIFLN** intervention has revitalized Mrs. Tudu's teaching and her school's environment. She can now maintain consistent class engagement, even during administrative work, by leveraging her peer leader team to provide peer learning support. This has resulted in a marked improvement in students' **Foundational Literacy and Numeracy (FLN)** skills. Her consistent efforts were recognized when **19 students** were rewarded at the school-level "**Ubharta Bachpan**" event in March '25 for their exceptional talent. Furthermore, she has successfully empowered the student-led **Bal-sansad** to actively manage school developmental activities, transforming her role from a struggling administrator to a truly effective leader and educator. She has been broadly recognized as "Didimuni" in the school community.

Visual highlights:



From the Eyes of Media

फेस के अरता बचपन कार्यक्रम में बच्चों ने दिखाई प्रतिभा

हिन्दुस्तान

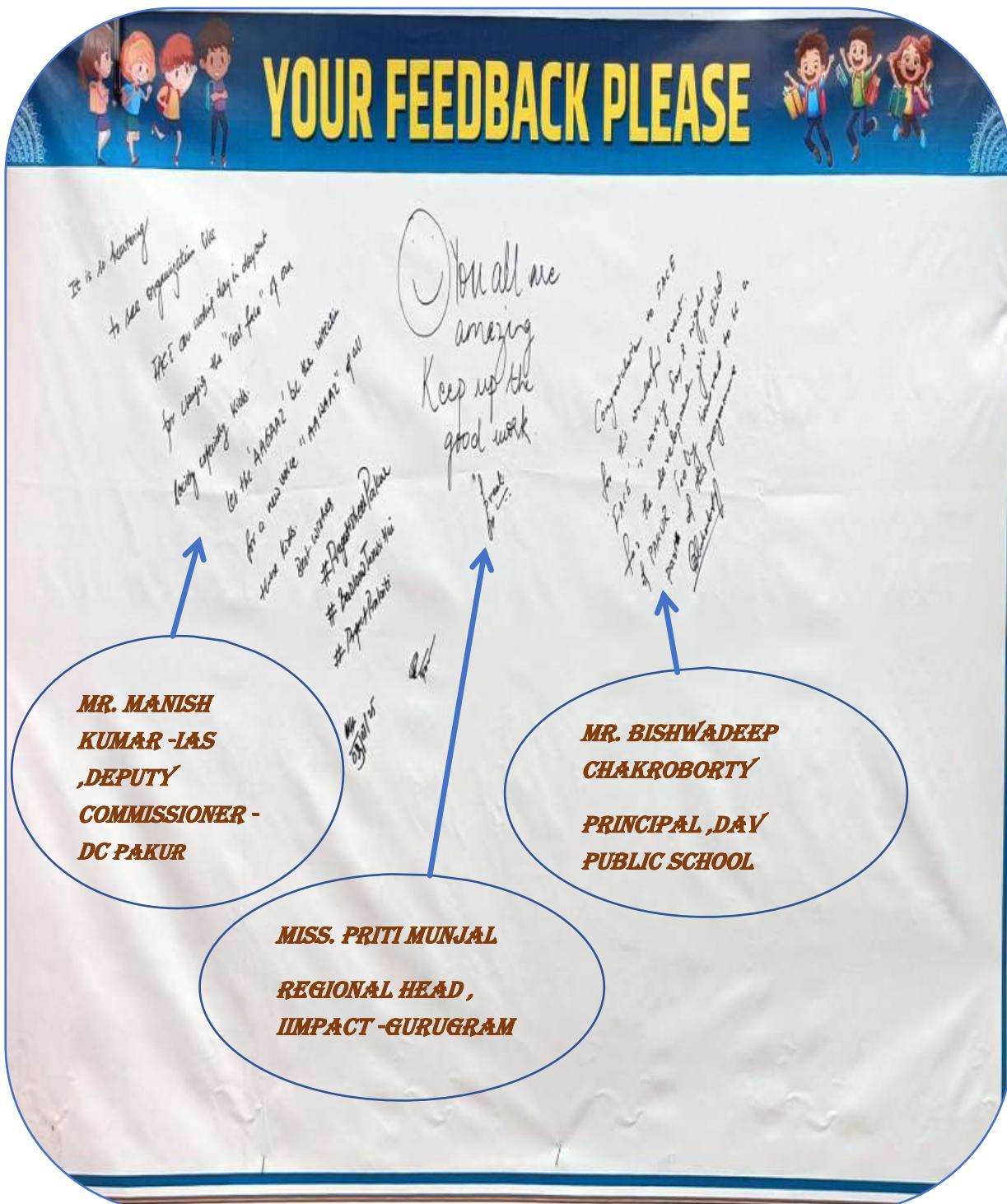
राविंद्र भट्टन में उमरता बचपन कार्यक्रम का आयोजन, बच्चों को अच्छी शिक्षा पर दिया जोर बच्चे पढ़-लिख गए तो आपना जीवन सफल समझें: डीडीसी



लार्जिंग के दौरान नाटक इम्प्रूवमेंट करनी चाहिए एवं लार्जिंग के दौरान वैश्वान अभिनीत व अन्वे.

Spark & Reflection

Encouraging Thoughts & Feedbacks for the Organization



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 2024-2025:

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	327300
4	Mr. Debora 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. = 25000/- Per month

Lowest paid Rs. = 5000/- Per month

Staff Details: (as at march 31, 2025)

Gender	Paid Project based full time	Paid Project based Part time	Paid casual time	Unpaid Volunteers
Male	13	00	01	500
Female	66	00	00	500
Total	79	00	01	1000

Distribution of staff according to salary levels (as March 31, 2025)

Slab of Gross salary (in Rs.) Plus benefit paid staff	Male	Female	Total
<2000	00	00	00
2001-5000	01	63	64
5001-10000	01	00	01
10001-20000	10	02	12
20001-30000	02	01	02
30000>	00	00	79

Total Cost of Travel by all staff during the year: Rs. 40000/-

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

INDEPENDENT AUDITOR'S REPORT

TO THE MEMBERS OF

FOUNDATION FOR AWARENESS COUNSELLING AND EDUCATION (FACE)

Opinion

We have audited the financial statements of FOUNDATION FOR AWARENESS COUNSELLING AND EDUCATION (the entity), which comprise the Balance Sheet as at 31st March 2025, and the Income and Expenditure Account and the Receipts and Payments Account for the year then ended, and notes and schedules to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements give a true and fair view of the financial position of the entity as at 31st March 2025 and of its financial performance and its receipts and payments for the year then ended in accordance with the Accounting Standards issued by the Institute of Chartered Accountants of India (ICAI).

Basis for Opinion

We conducted our audit in accordance with the Standards on Auditing (SAs) issued by ICAI. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the entity in accordance with the ethical requirements that are relevant to our audit of the financial statements, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter

We are informed that the management is still in the process of making systemic changes necessary for presenting the Financial Statements in the new format suggested by the Institute of Chartered Accountants of India. Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with the aforesaid Accounting Standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with SAs will always detect a material misstatement when it exists.



Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with SAs, we exercise professional judgment and maintain professional scepticism throughout the audit. We also:

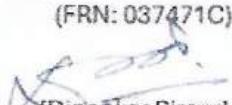
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control.

Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

For D SIRCAR & ASSOCIATES
Chartered Accountants
(FRN: 037471C)



[Dipankar Sircar]
Proprietor
(MRN: 073514)

PATNA,
DATED: September 17, 2025
UDIN: 25073514BMJDPS9314

FOUNDATION FOR AWARENESS COUNSELLING AND EDUCATION (FACE)
PAKUR, JHARKHAND 816107

BALANCE SHEET AS AT MARCH 31, 2025

LIABILITIES	AMOUNT		ASSETS	AMOUNT	
	Rs.	Rs.		Rs.	Rs.
Capital Fund			Fixed Assets		
IIMPAK	22,500.00		FACE Main	457,085.00	
FACE, Kolkata	<u>41,522.64</u>	64,022.64	IIMPAK PAKUR	258,000.00	
			VIBHA ELP	<u>99,000.00</u>	814,085.00
General Fund					
As per last account	588,154.49		Current Assets		
fd: Surplus for the year	<u>76,101.83</u>	664,256.32	Cash & Bank Balances		
			Cash-in-hand	1,446.00	
Current Liabilities				<u>1,446.00</u>	
<i>Payable to/on account of:</i>			With Banks:		
Alumni Engagement Exp.	257,549.42		Punjab National Bank (PNB)	9,300.88	
JTT	500.60		State Bank of India (SBI)	171,731.93	
TET	12,279.18		SBI, New Delhi (FCRA)	118.74	
Audit Fee	<u>27,000.00</u>	297,329.20	PNB, A/c - IIMPAK	1.76	
			SBI, A/c - Vibha	<u>16,819.14</u>	
Significant Accounting Policies		Schedule A		197,972.45	
			Tax Deducted at Source	<u>12,104.71</u>	211,523.16
TOTAL	1,025,608.16		TOTAL	1,025,608.16	

In terms of our report of even date

For D SIRCAR & ASSOCIATES
 Chartered Accountants
 [FRN: 037471C]



PATNA,
 Dated: September 17, 2025

Shrawan Khan

PRESIDENT
President
FACE

Amulya
 SECRETARY
 TREASURER

Amulya
Secretary
FACE

Amulya
TREASURER
FACE

FOUNDATION FOR AWARENESS COUNSELLING AND EDUCATION (FACE)
PAKUR, JHARKHAND 816107

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED MARCH 31, 2025

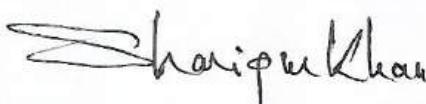
EXPENDITURE	AMOUNT	INCOME	AMOUNT
	Rs.	Rs.	Rs.
Honorarium		Specified Grants	
Programme In-charge	776,664.00	From U & N Foundation	500,000.00
Project Mentors	1,056,000.00	From Vibha	2,009,443.00
Teachers	4,298,278.00	From IIIMPACT	7,417,829.00
Supervisor	867,515.00		9,927,272.00
Support Staff	130,308.00		
PA	129,300.00		
	7,258,065.00		
Teaching and TLM Related Exp		Donations	9,000.00
Teachers' Training Expenses	440,975.00		
Teachers' Meeting Expenses	88,555.00		
Teaching-Learning Material	577,278.70		
Pupils' Academic Evaluation	110,508.00		
Events and Celebration	100,600.00		
Alumni Engagement	56,695.00		
	1,374,611.70		
Program & Project Expenses		Other Receipts	
Programme Cost	310,768.00	Membership Fee	10,800.00
Center Maintenance Exp.	394,025.00	Bank Interest	15,828.36
Project Office Rent	192,060.00	Sale of Old Newspapers, etc.	1,502.00
Payments to Supervisors	162,000.00		28,130.36
	1,058,853.00		
Office & Administrative Exp.			
VANI Membership	3,000.00		
Annual Report	7,000.00		
Office Maintenance	43,554.00		
Finance Management	66,000.00		
Audit Fee	36,000.00		
Bank Charge	8,181.83		
	163,735.83		
Travelling & Conveyance			
Travel Expenses	58,919.00		
Less: Reimbursed	(25,884.00)		
	33,035.00		
Excess of Income over Expenditure transferred to General Fund	76,101.83		
	9,964,402.36		9,964,402.36

In terms of our report of even date

For D SIRCAR & ASSOCIATES
Chartered Accountants

[ERN: 037471C]



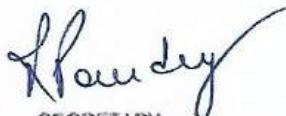

Sharique Khan

PRESIDENT

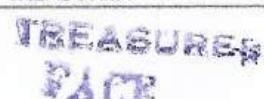
President
FACE



TREASURER


Sharique Khan
SECRETARY

Secretary
FACE


Sharique Khan
TREASURER
FACE

PATNA,
Dated: September 17, 2025

FOUNDATION FOR AWARENESS COUNSELLING AND EDUCATION (FACE)
PAKUR, JHARKHAND 816107

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED MARCH 31, 2025

RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
	Rs.	Rs.	Rs.
Opening Balances			
Cash-in-hand	100.00	Honorarium	
With Banks		Project Advisor & Others	5,951,565.00
at FACE, Kolkata	41,422.64	Programme In-charge	346,500.00
Punjab National Bank	52,620.57	Support Staff	16,500.00
State Bank of India	18,859.41		6,314,565.00
	113,002.62		
Specified Grants		Teaching and TLM Related Exp	
From U & N Foundation	500,000.00	Pupils' Academic Evaluation	13,686.00
From Vibha	2,009,443.00	Events and Celebration	25,000.00
From IIMPACT	7,417,829.00	Alumni Engagement	56,695.00
	9,927,272.00		95,381.00
Donations		Program & Training Expenses	
	9,000.00	Centre Maintenance Exp.	356,465.00
		Programme & Training Exp.	2,844,776.70
			3,201,241.70
Other Receipts		Office & Administrative Exp.	
Membership Fee	10,800.00	VANI Membership	3,000.00
Bank Interest	15,828.36	Annual Report	7,000.00
Sale of Old Newspapers, etc.	1,502.00	Audit Fee	12,000.00
	28,130.36	Bank Charge	8,080.04
		Other Office & Adm. Exp.	159,683.79
			189,763.83
		Travelling & Conveyance	
		Travel Expenses	77,035.00
			77,035.00
		Closing Balances	
		Cash-in-hand	1,446.00
		With Banks	
		Punjab National Bank	9,302.64
		State Bank of India	188,669.81
			199,418.45
TOTAL	10,077,404.98	TOTAL	10,077,404.98

In terms of our report of even date

For D SIRCAR & ASSOCIATES
Chartered Accountants
[FRN: 037471C]



PATNA,
Dated: September 17, 2025

PRESIDENT

President
FACE

TREASURER

SECRETARY

Secretary
FACE

TREASURER
FACE

FOUNDATION FOR AWARENESS COUNSELLING AND EDUCATION (FACE)
PAKUR, JHARKHAND 816107

SCHEDULE 'A' OF SIGNIFICANT ACCOUNTING POLICIES

1. The Financial Statements are prepared under the historical cost convention, on accrual basis, applying accounting policies consistent with those applied in the previous year.
2. Fixed Assets are stated at cost including taxes, freight and other expenses incidental to bringing them to a state fit for their intended use.
3. Income and expenditure, in general, are accounted for on accrual basis, except membership fee which is accounted for as and when received. Income other than grants is recognised when it can be reliably measured and it is reasonably certain that the related economic benefits will flow to the Society.
4. Income from Grants is recognised on the basis of sanctions by the funding agencies as reduced by unspent amounts thereout, if any, when it is reasonably assessed that the Society will comply with the conditions attached to the Grant.
5. No tax, either current or deferred, is provided for on the income of the Society as the same is exempt from tax by virtue of its registration as a charitable institution under the Income-tax Act, 1961.

In terms of our report of even date

For D SIRCAR & ASSOCIATES
Chartered Accountants

[FRN: 037471C]



PATNA,

Dated: September 17, 2025

PRESIDENT

President

FACE

TREASURER

SECRETARY

Secretary
FACE

TREASURER
FACE

**"Every small
step you
take today
is building
the
Foundation
for
something
bigger
tomorrow"**



FOUNDATION FOR AWARENESS COUNSELLING & EDUCATION - FACE

- ADDRESS:** RAJAPARA, PO+DT- PAKUR, JHARKHAND
- CONTACT:** 9431165148
- EMAIL:** FACE197@REDDIFFMAIL.COM
- WEBSITE:** WWW.FACEINDIA.NET
- FCRA REG:** 337780015
- DARPAR ID:** JH/2018/0195764

