



ANNUAL REPORT 2025-26



THE TRANSFORMATION...

**FOUNDATION FOR AWARENESS
COUNSELLING & EDUCATION
(FACE)**

“SEE”-INDEX

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From the President's Desk



It gives me immense pleasure to present the Annual Report of Foundation for Awareness, Counselling & Education (FACE) for the year 2025–26.

This year has been a period of learning, growth, and resilience. While we encountered several challenges along the way, our determination and commitment to serving marginalized communities remained steadfast. Through collective effort, strategic partnerships, and the unwavering dedication of our team, we successfully achieved our objectives and implemented our programs effectively within the planned timeframe.

As we continue our journey of social transformation, I take pride in reflecting on the remarkable progress FACE has made over the years. What began as a small initiative driven by a vision of social justice and community empowerment has evolved into a trusted organization working across multiple sectors to improve the lives of vulnerable populations. Our growth is a testament to the perseverance, dedication, and passion of our staff, volunteers, community leaders, and supporters.

In collaboration with various partners and other stakeholders, we expanded our interventions in child protection, adolescent empowerment, skill development, livelihood promotion, health awareness, and rights-based education. Our efforts focused on creating sustainable opportunities for children, adolescents, women, and marginalized communities to realize their full potential and actively participate in social and economic development.

A significant milestone during the year was our continued investment in adolescent leadership and digital empowerment. Through innovative learning platforms, life-skills education, and digital storytelling initiatives, young people were equipped with critical thinking, communication, and leadership skills, enabling them to become active contributors and change-makers within their communities.

As we look ahead, FACE remains committed to building an inclusive, equitable, and empowered society. Guided by our experiences and strengthened by our partnerships, we will continue to expand our reach, deepen our impact, and work tirelessly to ensure that every child, adolescent, and community member has the opportunity to learn, grow, and thrive.

On behalf of FACE, I extend my sincere gratitude to everyone who has been part of this journey. Together, we will continue creating pathways for hope, dignity, and sustainable development.

Warm Regards,



Sharique Hayat Khan
President
Foundation for Awareness, Counselling & Education (FACE)

Secretary's Desk



The year 2025–26 has been another significant milestone in FACE's journey of empowering marginalized and excluded communities through education, child protection, adolescent development, women's empowerment, and community engagement.

During the year, our primary focus remained on improving access to quality education for girls and out-of-school children, strengthening foundational learning, and promoting adolescent leadership and life skills. Through our partnerships and community-based interventions, we reached children, adolescents, women, and families across rural and underserved areas, creating opportunities for learning, growth, and social inclusion.

We also invested in strengthening our organizational systems and nurturing a committed team capable of responding effectively to emerging community needs. Our efforts in education, rights awareness, health promotion, skill development, and community mobilization have contributed to building informed, confident, and resilient communities.

As we move forward, FACE remains committed to fostering sustainable change through knowledge, participation, and empowerment. We believe that when communities are equipped with the right opportunities and information, they become active agents of their own development.

I extend my sincere gratitude to our Governing Board, donors, partners, community members, and dedicated staff whose support and commitment have made these achievements possible. Together, we will continue working towards a future where every child, adolescent, and woman can realize their full potential with dignity and equal opportunity.

Warm Regards,



Secretary
Foundation for Awareness, Counselling & Education (FACE)
Pakur, Jharkhand

About FACE

Foundation for Awareness Counselling & Education (FACE) started its journey in 2001 with the aim of supporting out-of-school children and marginalized communities. In the beginning, a few dedicated and socially minded people came together to help flood-affected families and people suffering from dog bites and snake bites in remote villages. Their commitment to social service became the foundation of FACE.

After one year of community intervention, FACE was officially registered on **14.01.2002** under the Societies Registration Act, 1860. Since then, the organization has continued its work with the vision of creating an **“Enlightened and Empowered Society through Education.”**

During the early days, members of FACE visited villages near their college and found that many parents were not aware of even the age of their own children. This reflected the poor educational awareness and social backwardness prevailing in the community. Seeing this situation, the members realized the urgent need for education and awareness among rural families.

To address this challenge, FACE started a non-formal education initiative called **“SHAISHAV”** for first-generation learners and out-of-school children. Along with educational support, FACE organized community meetings, parent meetings, and awareness programmes to sensitize families about the importance of education.

Gradually, the organization built strong relationships and trust within the community. What began with a few centres later expanded to 20 non-formal education centres across different villages. Over the years, FACE continuously expanded its reach and strengthened its grassroots presence.

Today, FACE works in more than 100 villages and has reached nearly 50,000 community stakeholders, including children, adolescents, parents, girls, boys, PRI members, and community leaders. The organization has played an important role in promoting education, awareness, and community participation among marginalized populations.

The journey was challenging in the beginning, as people were hesitant to connect with the organization. However, through continuous dedication, sincerity, and community engagement over the years, FACE earned the trust and confidence of the people. Today, FACE is recognized as a grassroots organization that works closely with communities and remains deeply connected to the hearts and minds of the people.

FACE continues its efforts towards building an inclusive, aware, and educated society where every child gets the opportunity to learn and grow with dignity. Foundation for Awareness Counselling & Education -FACE has earned love, trust, and respect from the communities through its continuous service and close connection with the people at the grassroots level. Over the years, FACE has become more than just an organization for the community—it has become a part of their lives and emotions. The strong bond and collective support of the people proudly reflect in the saying, **“FACE is the crowd of FACE,”** showing that the organization truly belongs to the community it serves.

The journey of Foundation for Awareness Counselling & Education (FACE) began with more than fifty non-formal learning centres aimed at strengthening primary-level education among community children. Through these centres, the organization carried out various educational and awareness activities to encourage children towards learning and regular education.

FACE also worked closely with parents and community members to create awareness about the importance of education and the need to support children at home. Regular discussions and meetings were organized to motivate parents to give proper care, time, guidance, and a positive environment for

the overall improvement of their children's habits, behaviour, and learning abilities. The main objective of the organization was to sow the seeds of education among children so that they could grow into educated, responsible, and empowered citizens within their communities.

Gradually emerged as a strong community-based learning platform dedicated to the educational development of children and marginalized communities. Over the years, FACE has supported and nurtured nearly 50,000 children, adolescents, women, and community members through various educational and awareness initiatives.

Through continuous learning support, counselling, and community engagement, around 85% of children and women were able to strengthen their education, continue higher studies, and become financially independent through different livelihood opportunities. FACE continues to empower communities by promoting education, self-reliance, and social development at the grassroots level.

A Workplace Rooted in Respect and Teamwork



Capacity Building Training for Team Building



FACE Governing Board



Mr. Sharique Hayat Khan
President



Mr. Bidya Sagar Choudhary
Vice President



Mrs. Ritu Pandey
Secretary



Mr. Debabrata Sinha
Treasurer



Mr. Ratan Singh
Member



Mr. Birendra Pathak
Member



Mr. Chanchal Jha
Member



Ms. Rosa Soren
Member



Mrs. Atreyee Chandra
Member

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.

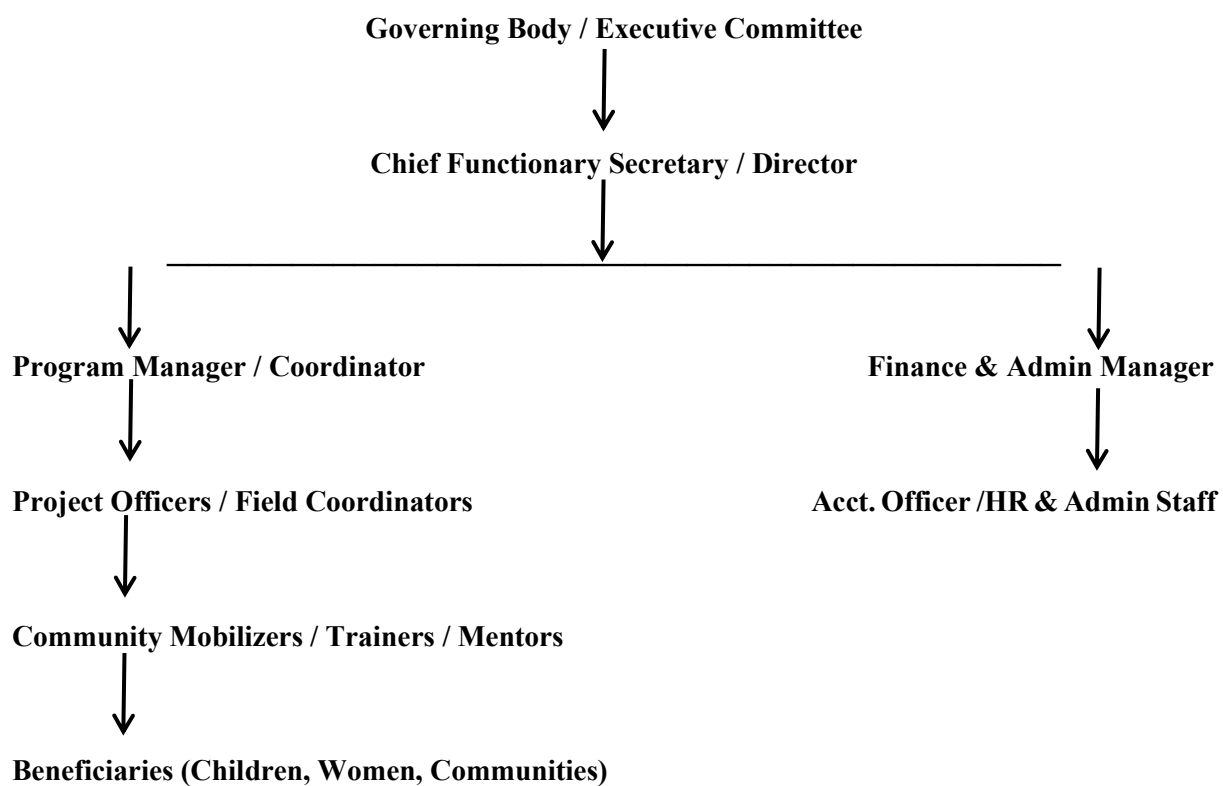
Vision:

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, value-based, and educated society** through transformative social initiatives. We focus on empowering **girl children, women, and marginalized communities** by addressing educational disparities and rights-based deprivations. By **bridging systemic gaps** through **association, partnerships, and collaborative efforts**, FACE strives to create lasting change and inclusive development.

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:

- **Registration Act, 1860** Regd. No: 192 dated on 14 January 2002.
- **12A/AAOF I.TACT,1961:**
CIT/DHN/Tech/12A-30/2005-06/2219-21 Dhanbad dated on 29th July 2005
AAAAF0410EE20168 from 2022-23 to 2026-2027 dated on 20/09/2021
ITBA/EXM/F/EXM44/2025-26/1086088786(1) CIT,Exemption, PATNA/2025-26/12AA/12412
Reg no-AAAAF0410E25PT01 2027-28 to 2036-37
- **FCRA Registration no:** 337780015 dated on-01/10/2023 to 30/9/2028
- **PAN no:** AAAAF0410E dated on-14th January 2002
- **TAN no:** RCHF00102E dated on 10th November 2007
- **80 G :**
SSAA/ Dhanbad/Tech/80G-7/2013-14/589-92 dated on-21st May 2013
AAAAF0410EF20216 from 2022-2023 to 2026-2027 dated on 23/09/2021
ITBA/EXM/F/EXM44/2025-26/1086088811(1) CIT EXEMPTION, PATNA/2024-
26/12AA/12983 Reg no-AAAAF0410E25PT02 2027-28 to 2031-32
- **Niti Aayog Unique ID:** JH/2018/0195764
- **Employer Provident Fund Code number:** JHRAN3273492000
- **Employee State Insurance Corporation:** 60001874890001399
- **Registered/Head Office:** Foundation for Awareness, Counselling & Education-FACE
Street Name --Rajapara,
Post & District—Pakur , Pin Code -- 816107
State --Jharkhand
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☎ (ii)062993-65527
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ritupanday16@gmail.com
Website: www.faceindia.net
- **Our Bankers:**
i. State Bank of India, Pakur (Main & Bazar Br.)
ii. Punjab National Bank, Pakur
iii. State Bank of India, Main branch New Delhi
iv. 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 organization Level:

Effective and efficient utilization of available resources is essential for generating meaningful and impactful outcomes in community-based initiatives. Monitoring and evaluation (M&E) serve as a guiding framework that helps ensure all activities are undertaken systematically and align with intended objectives.

Our organization adopts both **top-down and bottom-up approaches** for activity planning, implementation, and feedback collection. This dual approach strengthens the relevance and contextual grounding of our interventions while enabling continuous observation and evaluation throughout the project life-cycle. A well-designed M&E system is, therefore, the **lifeline of our organizational functioning**, ensuring accountability, transparency, and continuous improvement.

Before initiating any activity, we define a **clear vision** and articulate the expected achievements. Our planning is guided by a set of critical questions inspired by the **Theory of Change**, including:

- Why is the activity needed?
- What is the content and purpose of the activity?
- How will the activity be broken down into sub-activities?
- What methodologies will be used for implementation?

Based on these foundational questions, we develop project-specific M&E frameworks aimed at ensuring structured implementation, identifying grey areas, and enabling corrective action. Our monitoring and evaluation approach emphasizes:

- **Anticipation of challenges**
- **Identification and documentation of problems**
- **Solution-oriented strategies**
- **Capturing key learnings**

We define **measurable indicators** for each activity, establish scales and frequencies for assessment, assign roles and responsibilities clearly, and ensure that all monitoring is benchmarked and time-bound. All data collected is analyzed against predefined indicators and used to inform project adjustments and decisions. Documentation is formatted into standardized templates for consistency and ease of review.

Our **monitoring system** is led by the **Secretary and Project Manager**. Each project is supported by **field-level coordinators** and **cluster-wise supervisors** who conduct field monitoring based on work plan. These team members receive regular training to strengthen their understanding of project goals and methods.

Project documentation is meticulously maintained at both the **field centers** and **head office**. Internal monitoring is further reinforced by **consultants** and **pedagogy experts**, who provide qualitative assessments and strategic guidance.

Monthly project review meetings are conducted to assess progress, resolve bottlenecks, and plan for upcoming phases. Financial monitoring is managed by the **Accounts Officer**, who oversees the implementation of a standardized accounting manual for tracking cash inflow and outflow.

Educators handle academic management of learning centers; **community facilitators** drive field engagement. Activities are recorded through a structured reporting system. Pedagogy experts run **capacity-building**, **field coordinators** keep attendance, verified by external resource persons. **Monthly reports** and **outcomes** are reviewed by the **Secretary** with the project-in-charge and coordinators.

FACE Key initiatives

Girl Child Education Program (GCEP)

The journey of FACE is not only about projects and activities — it is about transforming lives, restoring hopes, and creating opportunities for children and communities who were once left behind.

One of the strongest areas of intervention has been the education of Out-of-School Girls. In many villages, girls were forced to discontinue their studies due to early marriage, household responsibilities, migration, or financial hardship. Many had completely lost confidence in themselves and their future.

FACE believes every girl deserves a second chance.

Through **Girl Child Learning Centres**, FACE created safe and supportive spaces where girls could restart their educational journey. These centres became more than classrooms — they became places of confidence, friendship, dignity, and dreams.

Teachers and Academic Facilitators regularly visited families, motivated parents, and encouraged communities to value girls' education. Parent meetings, home visits, and community awareness programs helped break social barriers and increase school enrolment and retention.

The journey of change began with a simple but powerful realization: many girls in marginalized communities were being left behind in education due to poverty, early marriage, household responsibilities, migration, and lack of learning support. To address this challenge, Foundation for Awareness, Counselling & Education (FACE) established Girls' Children Learning Centres (GCLCs) as safe and supportive spaces where out-of-school and at-risk girls could continue their learning journey and regain confidence.

At the beginning, many girls enrolled in the centres had limited literacy and numeracy skills. Some had dropped out of school, while others were irregular in attendance. Through dedicated teachers, community mobilization, regular home visits, and continuous engagement with parents, the centres gradually became places of hope and opportunity.

The learning centres provided supportive education, foundational literacy and numeracy support, life-skills education, and awareness on child rights, health, hygiene, and gender equality. Teachers used child-friendly and activity-based learning methods, making education enjoyable and accessible for every girl.

As trust grew within the community, parents became more supportive of their daughters' education. Community meetings, mothers' groups, and stakeholder consultations helped create a positive environment for girls' learning. Cases of school dropout were identified and addressed through counselling and follow-up support.

Over time, remarkable changes became visible. Girls who once struggled to read and write began performing confidently in classrooms. Many out-of-school girls were successfully mainstreamed into formal schools. Their self-confidence improved, participation in community activities increased, and they became advocates for education within their families and peer groups.

The impact extended beyond individual children. Communities became more aware of the importance of girls' education and the harmful consequences of child marriage and child labour. Local stakeholders, including schools, community leaders, and parents, started working together to ensure that every girl had access to education.

Today, the Girls' Children Learning Centres stand as symbols of transformation. They have not only improved learning outcomes but have also empowered girls to dream bigger, continue their education, and build a brighter future. The journey continues, driven by the belief that every girl deserves the opportunity to learn, grow, and achieve her full potential.

“When a girl learns, a family progresses; when many girls learn, an entire community transforms.”

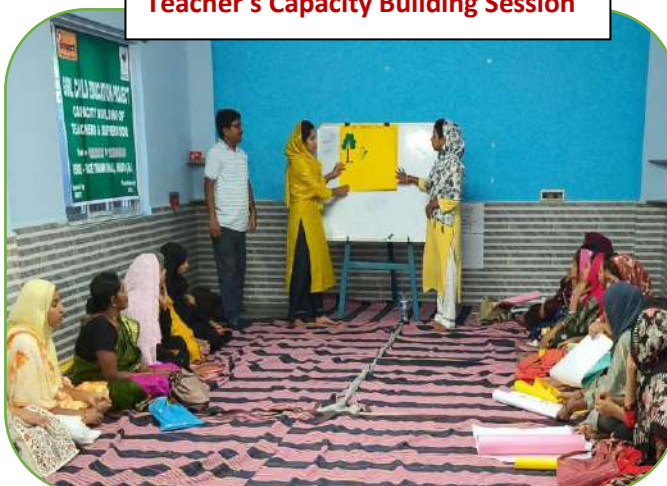
Joyful & Peer led Learning Centres



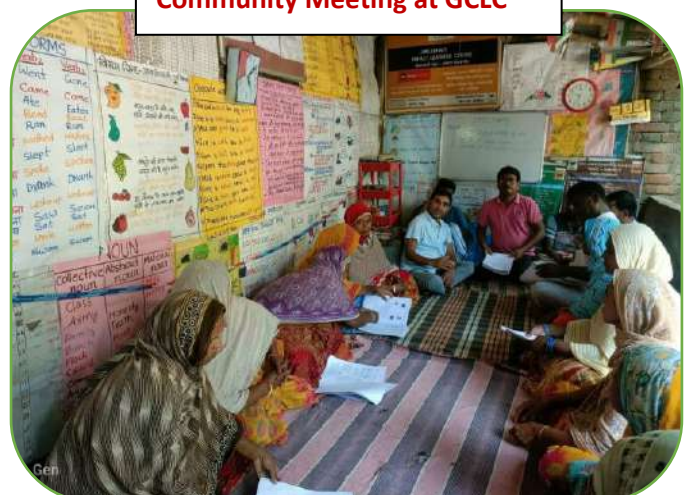
Interactive & Activity-based Learning Environment



Teacher's Capacity Building Session



Community Meeting at GCLC



“Mother Literacy”- A GCEP initiative to bring the light of Education to Mothers

Mother Literacy was a **90-day integral component of the Girl Child Literacy Program**, focusing on mothers from economically and socially disadvantaged families who have had limited opportunities for formal education.

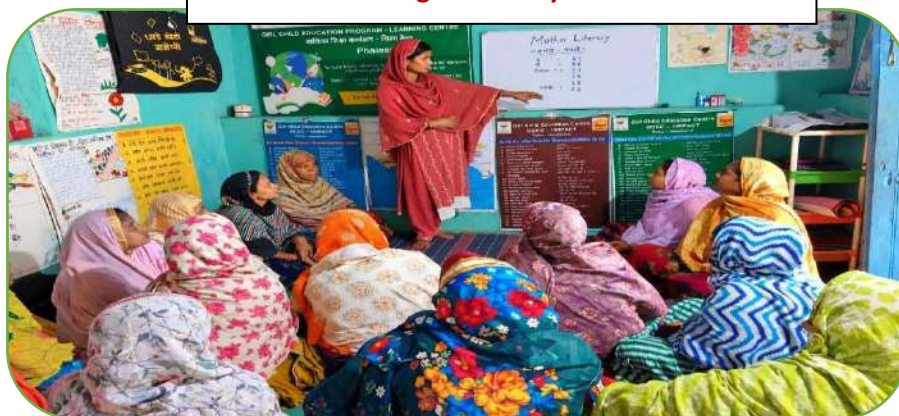
The initiative helped **810 mothers** from **27 Girl Child Learning Centre’s** to receive functional literacy and numeracy support, enabling them to read simple texts, write basic information, use numbers, and manage simple household calculations.

Through group discussions, storytelling, peer learning, and practical activities, the initiative also provided opportunities for mothers to develop greater awareness on **girls’ education, health and hygiene, child rights, child safety, prevention of early marriage, and the importance of continuing education** through small-group sessions, peer learning, storytelling, discussions, and practical solo as well as group activities, they were encouraged to become active partners in their children’s education.

Outcome: -

- Underprivileged Mothers became more self-conscious
- Confident in supporting their daughters’ learning, communicating with teachers, encouraging regular school attendance
- Enabled in making informed decisions about their children’s education & family management

Mother’s Learning session by GCEP Teachers



Post Learning GCEP Certified Mothers



“Arambha Manch” – Role Models and Torch Bearers of the Community

The GCEP Initiative focused on engaging adolescent girls who had completed the Girl Child Learning Program(GCEP Alumni) and continued their education, they were supported in getting vocational training, life-skill development and employment awareness. The alumni remained connected with the program and served as role models, mentors, and change-makers for younger girls in their communities.

Key Activities: -

- **Peer Mentoring:** Alumni girls mentor younger girls, encourage regular attendance, and motivate them to continue their education.
- **Career and Education Guidance:** Resource persons & Experts facilitate discussions on higher education, scholarships, vocational training and skill development.
- **Role Model Activities:** Alumni who have progressed in education, skills development, and other areas inspire younger girls through their personal stories, journeys and achievements.
- **Community Awareness:** Alumni participate in community campaigns and discussions on girls' education, child rights, health and hygiene, safety, and prevention of early marriage.
- **Leadership Development:** Alumni are encouraged to take leadership roles in community activities, learning groups, awareness campaigns, and initiatives supporting girls' education.
- **Alumni Meetings:** Quarterly Alumni meetings to provide opportunities for networking, reflection, experience sharing, learning, and continued engagement with FACE.
- **Tracking and Follow-up:** Structured Tracking & Follow-up system maintained by Project team with basic information on alumni regarding their education, vocational training, employment, skills developed, and other achievements to understand the longer-term impact of the program.

Outcome: -The initiative strengthened **peer-support** and **leadership network** of trained, skilled and confident girls. Their journeys inspired younger girls to overcome barriers, build aspirations, remain connected with education, and actively participate in community initiatives.

“Arambh Manch” Leadership & Life-skill sessions with Adolescents



Integrated Development and Empowerment of Adolescents (IDEA)

FACE continued its commitment towards the holistic development and empowerment of adolescents through a comprehensive approach addressing education, health, life skills, protection, and leadership development. The initiative aimed to equip adolescents, especially girls and vulnerable youth from marginalized communities, with the knowledge, skills, and confidence needed to make informed decisions and lead productive lives.

During the reporting period, FACE organized adolescent group meetings, life skills education sessions, awareness programmes on health, nutrition, menstrual hygiene management, child rights, gender equality, prevention of child marriage, and protection from abuse. Adolescents were encouraged to participate in community discussions, leadership activities, and peer learning platforms to strengthen their confidence and decision-making abilities.

The programme also facilitated linkages with educational institutions, government schemes, and vocational skill development opportunities to enhance future livelihood prospects. Special emphasis was given to empowering adolescent girls through mentoring, educational support, and community engagement.

As a result of these interventions, adolescents demonstrated improved awareness of their rights, health and hygiene practices, increased school retention, enhanced leadership skills, and greater participation in community development processes. The initiative contributed significantly to building a generation of informed, confident, and empowered adolescents capable of becoming agents of positive change within their families and communities.

Key Components

- 1. Education and Learning**
 - Ensure access to quality education.
 - Promote school retention and reduce dropout rates.
- 2. Health and Nutrition**
 - Improve nutrition and promote healthy lifestyles.
 - Raise awareness on adolescent health, menstrual hygiene, and reproductive health.
 - Facilitate access to health services and counselling.
 - Improve Menstrual Health and Hygiene for Adolescents
- 3. Life Skills and Leadership**
 - Develop communication, decision-making, and problem-solving skills.
 - Build self-confidence and leadership qualities.
 - Encourage participation in community activities and youth groups.
- 4. Protection and Rights**
 - Create awareness about child rights and legal protections.
 - Prevent child marriage, child labor, trafficking, and abuse.
 - Strengthen child protection mechanisms and referral systems.
- 5. Vocational Skills and Livelihoods**
 - Provide Digital, Stitching training and Spoken classes for adolescents.
 - Enhance employability and entrepreneurship skills.
 - Link adolescents with skill development opportunities.
- 6. Gender Equality and Social Inclusion**
 - Promote gender-sensitive attitudes and practices.
 - Empower girls and marginalized adolescents.
 - Encourage equal participation in education and community development.

Outcomes

- Improved educational attainment and learning outcomes.
- Better health, nutrition, and hygiene practices.
- Increased awareness of rights and protection mechanisms.
- Enhanced life skills, leadership, and confidence.
- Reduced incidence of child marriage and school dropout.
- Greater participation of adolescents in community and development processes.

Cluster Level Vocational Skill Development Sessions



Capacity Building training for Peer Leaders



Gao-Chaupal (Parental Counselling)

Social Action through Power Walk



ARSH/MHM Awareness event



Digital Educator Programme: Building Storytellers and Community Change-Makers

FACE collaborative with **Nirantar Trust -New Delhi** attained remarkable heights during the year, participants successfully completed the final phase of the Digital Educator Programme, marking an important milestone in their learning journey. Throughout the semester, participants engaged in a rich and interactive learning process that enabled them to explore their ideas, create original content, and develop practical frameworks for their future work.

The programme covered diverse themes including understanding masculinity, examining the structures behind digital media, exploring the significance and techniques of digital storytelling, and viewing editing as a powerful storytelling tool. Regular individual mentoring sessions and bi-weekly “Adda” learning circles provided continuous guidance, reflection, and peer learning opportunities. A key highlight of the program was an intensive week-long residential workshop in Delhi, where participants received hands-on training in video production, audio recording, mobile journalism, and digital editing. These skills have strengthened their ability to document, shape, and share stories from their communities as well as support institutional communication and advocacy efforts.

Participants were introduced to various digital tools, software, and applications, enabling them to enhance their technical competencies and develop their own creative styles through continuous practice. Their commitment, regular attendance, and enthusiasm throughout the programme reflected a strong dedication to learning and growth.

Although the formal course concluded in April, participants continued working on individual digital storytelling projects during May. These projects were reviewed through a jury process, where participants presented their work, reflected on their learning journey, and demonstrated how they had applied the concepts and skills gained during the programme. The assessment focused not only on the quality of the final products but also on participants’ understanding of the learning process and its relevance to their future work.

The program has laid a strong foundation for nurturing a new generation of digital educators and storytellers who can effectively use media and technology to amplify community voices, document lived experiences, and contribute to social change.

Youth capacity building in digital tools under Learning Lab



Foundational Learning & Behavioural improvement Project for Govt. School students

During year 25-26 FACE remarkably concluded Govt. School students learning & Behavioural strengthening Project in 2 phases including –

Phase-I: April-Sept-25 collaboration with Vibha-Inc (USA)

FLN & IMPACT supportive intervention (SIIFLN) at 110 Govt. Schools of Pakur & Hiranpur blocks with 45000 beneficiaries concluded in an integrated outcome of student's academic and behavioural skill development along with Govt. Teachers teaching capacity enhancement.

Key Activities –

- **“Monday मंत्र”** – A refreshing & joyful multi-subject oriented blackboard activity-based weekly initiative for students to start the week (**Monday**) with knowledge & confidence. The significant part of the initiative was it's multi-subject (Hindi+English+Math) task at single activity-frame
- **“Thursday थियेटर”** – Another mid-weekly (**Thursday**) performance-based initiative for students to nourish & show-case their expressive talents through role-play, poem recitation, story-telling activities where the classroom is treated as a Theatre platform on the day
- **Dist. level event “उभरता बचपन”** – Student's talent showcasing event with various activities including Poem recitation, role-play, Story-telling, Word-game, Speech concluded at District level event at **“Rabindra Bhawan-Pakur”** under the presence of Dist. officials, SMC's, Teachers & Parents with attractive recognitions for performers.
- **Teacher's offline induction session:** 125 nodal Govt. teachers tagged with Project were capacitated with impactful **activity-based teaching pedagogies** to strengthen their classroom environment towards developing joyful, peer led and participative culture. Performer teachers were also acknowledged for motivation.



Phase-II: Nov_25- Feb-26 with JIASOWA-Ranchi collaboration under the guidance of District Administration -Pakur

FACE was invited by JIASOWA–Ranchi through Dist. Adm. to deliver targeted foundational learning sessions for Grades I–V, prioritizing early-grade students across urban and rural government schools.

Pockets identified:-

- PM Sri Harindanaga +2 School ,Pakur (urban)
- Girl Child Learning Centre, Gokulpur (Tribal dominated rural)
- Girl Child Learning Centre, Sitieshnagar (Minority based rural)

Key Activities: -

- **Baseline & Endline evaluation** through test-paper to identify the learning gaps and effectiveness of intervention on the beneficiaries across all learning pockets.
- **Parental counselling** to share baseline outputs & identified gaps with guardians for maximum engagement.
- **6 hours weekly classroom intervention** (3days * 2 hrs) on FLN subjects as well as moral character-building pedagogues.
- **Activity-based & Peer-learning** oriented teaching practices for learning convenience & on-hand learning experience.
- **One-to-one** personalised and interactive engagement module to reach each beneficiary.
- **“Champion of Words”** a district-level event showcasing confidence and recognizing young talents through speeches, poem recitations, word games, music etc.

Impacts: -

- Improved **self-confidence, public speaking ability** among foundational aged learners
- **Activity-based classroom** environment for participative learning culture.
- Improved **Peer learning** culture for effective group studies in learning locations
- **District level competitive platform & recognition** for underserved early age learners
- Improved foundational subject’s **comprehension level** among I to V grade students



Stories of our Real Change Makers

Fahmida's Ascent: From Reluctant Learner to Role Model

Fahmida Khatun from Ilami village of Pakur Block aged 22 years is an alumna of the Girl Child Learning Centre in Ilami, run by **FACE** and supported by **IIMPACT** under the Azim Premji Philanthropic Initiative. Born on 15 December 2003 into an uneducated, economically weak family in Pakur Block, Jharkhand, she was the first girl in her family to enroll when the center opened in 2014.

Initially shy, Fahmida's eagerness to learn helped her complete all 20 learning levels and mainstream into UPG +2 Ilami Government School in 2019. She completed her matriculation in 2023 and Class 12 in 2025.

Despite financial hardships, lack of resources, and household responsibilities, Fahmida excelled through hard work, self-motivation, and passion for learning. Her achievements inspired her family and positioned her as a role model for underprivileged girls. She has been a regular student of FACE-IIMPACT "Arambh Manch" group. She aspires to pursue higher education and is grateful to IIMPACT and Azim Premji Philanthropic Initiative for transforming her life.

Visuals



Poonam's Promise: How Education Turned Tragedy into Triumph in Sitieshnagar

Poonam Singh aged 12 years from remote village Sitieshnagar of Pakur Block is a punctual and determined student at **G.C.L.C. Sitieshnagar (LC-01796)**, sponsored by Kotak Mahindra Bank's CSR initiative, supported by **IIMPACT**, and run by **FACE**. From a family struck by tragedy—her mother was murdered shortly after remarriage—Poonam and her siblings faced immense hardship. Raised by elderly, financially weak grandparents after their stepmother refused to care for them, Poonam refused to abandon her education. She continues to attend the GCLC center from **1st Aug 2022** and also attending her school regularly, achieving Level 14. She can read Hindi and English, perform basic arithmetic, and teach her younger siblings. Her resilience and confidence make her a role model. Poonam is deeply grateful to IIMPACT and Kotak Mahindra Bank for providing the support that has given her and many girls like her a new life through education.

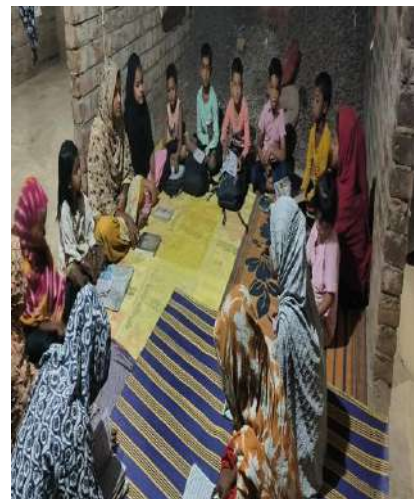
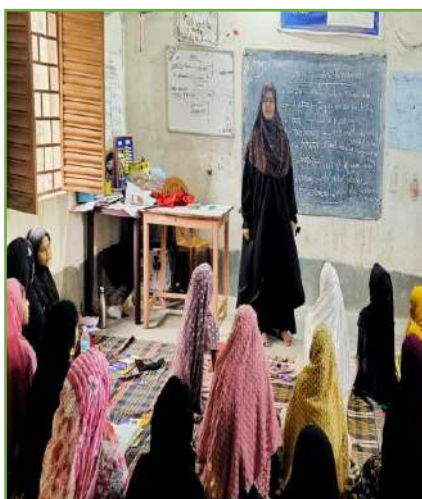
Visuals-



Asbaira Khatoon of Sangrampur: From Shy Learner to Community Changemaker

Asbaira Khatoon, a Class 10 student from Sangrampur village in Pakur, transformed from a shy, low-confidence adolescent into a confident peer leader through FACE's adolescent empowerment project.

Once hesitant to speak up in class or at home, she now leads a 25-member adolescent group named “**Sangini**”, runs a small home-based learning center for children from low-income families, and motivates peers to form self-help study groups. From five students at her center to 22 today, Asbaira is balancing her own studies with tutoring others, helping them score better and stay in school while spreading the belief that education is everyone's right. She credits FACE for sowing the seeds of change in her life—and is now committed to growing them across her entire community.



Mujlema Khatoon: A Model of Changing Mindsets

Mujlema Khatoon, a Class-9 student from Chanchki village (daughter of Amiruddin Sheikh), was once a shy & introvert girl afraid to speak up and at risk of early marriage. After joining FACE's “**Integrated Development and Empowerment of Adolescents**” project in **Chanchki** cluster, her **confidence and leadership** grew quickly.

She became a peer leader of 25 adolescent girl's collective named “**Veer**”, regularly conducts meetings, motivates over 50 peers to attend school regularly, and has firmly decided to avoid **child marriage** and **pursue higher education**.

Now at **UHS Anjna**, Mujlema is an inspiring role model for other girls in her village, whose own families are now prioritizing education and delaying marriage beyond 18.



From Awareness to Action: MHM-Led Change in Lakhanpur village of Pakur

Lakhanpur village under Jhikarhati Panchayat was once marked by low school attendance, child labour, and limited awareness on menstrual hygiene. Adolescent girls were often engaged in bidi making and followed unsafe menstrual practices, leading to discomfort, infections, absenteeism, and reduced confidence. Discussions on menstruation remained largely absent within families.

Through IDEA interventions—including Mothers Meetings, Tola Meetings, Village Chaupal, and the **SPARSH MHM** campaign—awareness on menstrual hygiene, safe practices, and dignity improved.

As a result, girls adopted healthier practices, received better family support and privacy, and attended school more regularly. Community attitudes shifted positively, making **Lakhanpur** an example of how **MHM** awareness can strengthen adolescent wellbeing and education outcomes.



From Back-bencher to Champion performer – The Journey of Karim Ansari

Under FACE's **JIASOWA-Ranchi**-supported & **Pakur Dist. administration** monitored Foundational Learning support Project “**Pathways to Easy Learning**”, Class-3 student **Karim Ansari** at PM SHRI Harindanga +2 School transformed from a shy, irregular attendee into a confident peer leader Through FACE's activity-based learning support, Karim's foundational skills improved by **20 percentage points**, attendance became regular, and with gained confidence he actively joined class discussions. His poem recitation skills earned him **back-to-back awards** at FACE's school and district-level “**Champion of Words**” events under in Pakur. His parents felt immense proud on witnessing his reward winning performance at event.

Recognizing his progress, the school appointed Karim as **junior peer leader** to support peers in studies, recitation, and personality development. His teacher, **Mr. Roshan Hashmi**, praised his journey from hesitant learner to confident performer and motivator.



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.

Partners Shaping Our Progress



Transparency & Disclosure 2025-2026:

Sl. No.	Name	Designation	Gross Project-based Remuneration
1	Mr. Sharique Hayat Khan	President	Zero
2	Mr. Vidyasagar Choudhary	Vise- President	Zero
3	Mrs. Ritu Pandey	Secretary	4,64,100/-
4	Mr. Deborata sinha	Treasurer	Zero
5	Mr. Ratan singh	Member	Zero
6	Mr. Birendra Pathak	Member	Zero
7	Mr. Chanchal Jha	Member	Zero
8	Mr. Rosa Soren	Member	Zero
9	Mrs. Atryee Chandra	Member	Zero

Accountability & Transparency:

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

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

Highest paid Rs. = 25000 /- Per month

Lowest paid Rs. = 5000 /- Per month

Staff Details: (as on March 31, 2026)

Gender	Paid Project based full time	Paid Project based Part time	Paid casual time	Unpaid Volunteers
Male	14	01	00	500
Female	68	00	00	500
Total	82	01	00	1000

Distribution of staff according to salary levels (as on March 31, 2026)

Slab of Gross salary (in Rs.) Plus benefit paid staff	Male	Female	Total
<2000	00	00	00
2001-5000	00	63	63
5001-10000	00	00	01
10001-20000	12	03	13
20001-30000	03	02	04
30000>	00	00	00
Total	15	68	83

Total Cost of Travel by all staff during the year: Rs. 50000/-

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 2026, 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 2026 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.

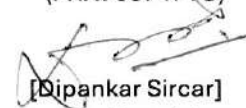
Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- 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.

PATNA,
DATED: August 17, 2026
UDIN: 26073514LXNB/K8326

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


[Dipankar Sircar]
Proprietor
(MRN: 073514)

**FOUNDATION FOR AWARENESS
COUNSELLING AND EDUCATION (FACE)**

**RAJAPARA, PAKUR
JHARKHAND - 816107**

BALANCE SHEET AS AT MARCH 31, 2026	NOTE	MARCH 31 2026	MARCH 31 2025
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Sources of Funds		Rs.	Rs.
Capital Fund	01	41,522.64	41,522.64
General Fund	02	259,509.42	664,256.32
Non-Current Liabilities	03	76,000.00	-
Current Liabilities	04	914,073.44	319,829.20
Total		1,291,105.50	1,025,608.16

Application of Funds		Rs.	Rs.
Properties, Plant and Equipment Tangible Assets	05	743,371.00	814,085.00
Non-Current Assets		-	-
Current Liabilities	06	547,734.50	211,523.16
Total		1,291,105.50	1,025,608.16

In terms of our report of even date

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

PATNA,
Dated: August 17, 2026



(Dipankar Sircar)
Proprietor
[M. No. 073514]

[Signature]
PRESIDENT

**President
FACE**

[Signature]
SECRETARY

**Secretary
FACE**

[Signature]
TREASURER

**Treasurer
FACE**

**FOUNDATION FOR AWARENESS
COUNSELLING AND EDUCATION (FACE)**

**RAJAPARA, PAKUR
JHARKHAND - 816107**

INCOME & EXPENDITURE ACCOUNT		NOTE	MARCH 31 2026	MARCH 31 2025
FOR THE YEAR ENDED MARCH 31, 2026				
[RESTRICTED FUNDS ONLY]				
Income			Rs.	Rs.
Donations and Grants	07		11,710,048.00	9,936,272.00
Other Income	08		113,853.14	28,130.36
Total			11,823,901.14	9,964,402.36
Expenses			Rs.	Rs.
Honorarium	09		8,467,512.00	7,258,065.00
Teacher Development & TLM Expenses	10		1,506,582.88	1,374,611.70
Project & Programme Expenses	11		1,527,514.00	1,058,853.00
Office & Administrative Expenses	12		209,105.16	163,735.83
Travelling Expenses			261,720.00	33,035.00
Depreciation on Properties, Plant & Equipment			256,214.00	
			12,228,648.04	9,888,300.53
Surplus/(Deficit)			Rs.	Rs.
Revenue Surplur/Deficit for the year transferred the General Fund			(404,746.90)	76,101.83

In terms of our report of even date

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

PATNA,
Dated: August 17, 2026



(Bipankar Sircar)
Proprietor
[M. No. 073514]

[Signature]

PRESIDENT
**President
FACE**

[Signature]
SECRETARY

[Signature]
TREASURER

Secretary
FACE

Treasurer
FACE

**FOUNDATION FOR AWARENESS
COUNSELLING AND EDUCATION (FACE)**

**RAJAPARA, PAKUR
JHARKHAND - 816107**

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED MARCH 31, 2026	NOTE	AMOUNT	AMOUNT
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Receipts		Rs.	Rs.
Opening Balances			
Cash in hand		1,446.00	
With Banks			
Punjab National Bank		9,302.64	
State Bank of India		171,850.67	
Bank of India		16,819.14	199,418.45
Specified Donations			12,317,894.00
Other Donations			10,500.00
Other Income			113,853.14
Temporary Advances			76,000.00
Total		-	12,717,665.59

Payments		Rs.	Rs.
Revenue Expenses			
Honorarium		8,467,512.00	
Teacher Development & TLM Expenses		1,506,582.88	
Project & Programme Expenses		1,527,514.00	
Office & Administrative Expenses		233,206.92	
Travelling Expenses		261,720.00	11,996,535.80
Capital Expenses			
Additions to Fixed Assets			185,500.00
Income Tax Deducted at Source			7,787.00
Closing Balances			
Cash in hand			
With Banks			
Punjab National Bank		32,346.77	
State Bank of India		748.88	
Bank of India		494,747.14	527,842.79
Total		12,524,378.59	12,717,665.59

In terms of our report of even date

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

PATNA,
Dated: August 17, 2026



(Patankar Sircar)
Proprietor
[M. No. 073514]

[Signature]
PRESIDENT
President
FACE

[Signature]
SECRETARY

[Signature]
TREASURER

Secretary
FACE

Treasurer
FACE

**“AWAKE, ARISE AND EDUCATE; DESTROY THE
TRADITIONS THAT BIND YOU.”**

-Savitri Bai Phule



FOUNDATION FOR AWARENESS, COUNSELLING & EDUCATION (FACE)

AT – Rajapara

PO + PS + DT – Pakur, 816107

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Instagram: @facengo197