

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

**Annual Report
2008-09**

Rajapara, PAKUR (Jharkhand)

VISION

An Enlightened and Empowered Society

MISSION

- ❖ Ensuring basic education to children by protection of child rights.
- ❖ Generating awareness on health, hygiene, reproductive and sexual health.
- ❖ Shattering all myths and miss-conceptions on health and education.
- ❖ Working against gender discrimination, gender violence by empowering women and making them self-reliant.

KEY INTERVENTIONS AREAS

- ❖ Women empowerment
- ❖ Village information centre
- ❖ Self help groups
- ❖ Action against trafficking and sexual exploitation of children
- ❖ Reproductive and sexual health
- ❖ Convergence with the government
- ❖ Campaign for registration of birth and death registration
- ❖ Non-formal education through residential camp school for girls
- ❖ Non-residential bridge course
- ❖ Awareness about right to information
- ❖ Alternative Innovative Education for minority Makhtab/Madarsa Children
- ❖ Promote girl child Education

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PRESIDENTIAL ADDRESS

The record of activities proposed and executed by FACE in the year 2008-09 is in front of you. Once again the year was very hectic and several new initiatives took place. The big news is that FACE has succeeded in receiving the prestigious Sir Darobji Tata Trust Fund to run “CARE” Centers in 10 Villages (in Pakur block) of Pakur district as an extension of the last year. Our hard work, struggle, and continuous effort had made us learnt about how to be patient and work quietly until the objective is achieved. It is obvious that without your encouragement and untiring support it was not possible to receive projects of such magnitude.

We are overwhelmed by the relentless support bestowed on us by all sections of the society. It has boosted our spirit and inspired us to work diligently to fulfill our vision of an achievable future to bring a significant positive change in the society.

My special thanks to all funding agencies, government of Jharkhand, Jharkhand Education Project, SSA District Office, Pakur, SIDBI, NABARD and Sir Darobji Tata Trust (SDTT), Mumbai for their continuous support to FACE for various projects and programmes.

Our Net Residential Centre supported by SSA has gained prominent presence in Pakur. Around 250 migrating girls are brought into mainstream education through net residential program and it has opened the doors for many deprived parents to send their daughters to the centre. It is matter for proud for all of us to know that the parents are keen to enroll their ward without any hesitation. On the other hand the CARE centres have been welcomed by the community and children are being prepared to catch the mainstream classes of regular government schools.

In order to achieve women empowerment, Zarri Work has proved very encouraging and moral boosting. Women have learnt the methodology of Zarri making, its technical know-how and prospects for marketing. The self help groups formed are working untiringly and are able to generate sufficient funds to meet the day to day challenges. Today all these women are self reliant and are working as catalyst to abolish gender discrimination from the society.

All this successful efforts are igniting us for looking ahead in view of our vision and mission of organization and also hoping dream comes true by our commitment and dedication.

With best wishes,

Sharique Khan
President

FROM THE SECRETARY'S DESK

Greetings from FACE!

It is indeed a great pleasure for me to present to you the annual report of FACE for the year ended 2008-09. In the past year, FACE has moved from strength, extending its reach to more issues of concern to community especially girls and women at large. FACE has proved its ability to represent in many forums both government and non-government levels to take up the issues related to education, health, employment and general awareness of general masses.

Today we stand at a position where we should take encouragement from our achievements and continue relentlessly in our march towards the goal of a society where there is no single boy or a girl still deprived from primary education.. We are arguably in a very advanced stage of the struggle for the social and economic empowerment of women of this locality.

As an organization, FACE has benefited from the highly committed and dynamic individuals as well as government and non-government organizations. Without their support and dedication to the cause, FACE would not have been able to carve a niche for itself. I take the opportunity to thank the esteemed members of the FACE Governing body for their commitment and for their valuable suggestions and guidance at every stage.

Our educational initiatives such as Net Centre and "CARE" centres running in different blocks of the district have started changing the scenario of formal school structures and its teaching learning processes. We believe in rights for all in terms of livelihood and education. Empowering women is the need of the hour. Long subjugation and exploitation of women has weakened the structure of the community. We offer platform to develop their personality so that they can move hand to hand with male dominant society. Self help group formation and continuous support to these groups have shown tremendous energy for becoming self reliant. It empowers them to change their life style and that of their children.

All that FACE has achieved in the year gone by would not have been possible but for the commitment and dedication shown by all our board members and staff members. It is your support that has kept our spirits high. The road ahead is long and steep, but together we shall march forward in our quest to achieve what we set out for.

With best wishes,

Ritu Pandey
Secretary
About FACE

In the background of mass illiteracy, acute poverty, inequality, deprivation and exploitation of the SC/ST, the deplorable condition of women and children, the organization FACE came into being as an answer to the operating miserable situation and also as an alternate route to development. Foundation of Awareness, Counseling and Education (FACE) registered on 14th January, 2002 under Societies Registration Act 1860, XXI. Under the societies byelaws it is committed to discrete set of activities and inputs such as to eradicate illiteracy, poverty and social abuse of the most backward area of operation. The vision is to create a self reliant equitable, value based educated society by means of social transformation through empowerment of the rural poor and deprived population. The salvaging works towards the flood victims in Pakur brought together like minded enthusiastic people to form a platform for serving the people who are distress.

The organization headquarters located in the Pakur, one of the small districts in newly formed Jharkhand situated north eastern tip of Jharkhand. Pakur is endowed with rich tribal heritage of Santhal, muslim and Paharia (It is scheduled in primitive tribal group) and also with people (tribal and non-tribal) living in remote villages with pathetic ordeals in terms of education, poverty, nutrition and health, innumerable diseases, superstitious myths and beliefs hindering their way to progress. The operational area of the FACE, Pakur and its neighbouring districts are considered most backward. The area is known for its complete lack of social integration. The region is also significantly under developed. In the absence of any employment opportunities both in industries and allied activities most of the people are dependent on agriculture, cattle rearing and forest for their livelihood.

The journey of FACE started with the set up of “Shaishav” drop in centre for primary education for those children who deprived from the opportunity to get education by any reason and its success pave us impetus to developed organization as a serving platform to the community who really deserve the attention not because of they are marginalized but for their rights to live in world with surmounting head.

Since it is in incipient stage, it has gained a recognized name in the Pakur through the presence in various programs on health and hygiene, survey on bridge course and its implementation in thirty (30) centres in different location in Pakur and Litipara block.

Though the area of operation is limited to Pakur and its neighbouring districts but the area of operation in terms of reach and coverage has increased a lot with

interventions in large number of villages and work being done as per the requirement of the programmes. The organization has registered its presence by organizing district level workshops and inviting concerned government officials and ensuring adequate media coverage.

SCs, STs the traditionally and historically backward and deprived section have been given all sort of needed support and special attention and focus is being given to them.

Women have also been given special focus throughout the journey of the organization. They as a separate class has been the most exploited and of those belonging to the lower strata are in an even worse condition. Their plight is abysmal. This is the reason the organization has tried to empower them by organizing them into self-help group. The maximum numbers of SHGs in the operational area are women SHGs.

The organization has attained a fair degree of recognition for its effort in strengthening SHGs by making them into a forum for collective learning and inters agency dialogue, promotion mutual affinity, developing it into a cost effective credit delivery mechanism, and enabling them gain access to government sponsored schemes.

The organization has also achieved success in terms of linking the SHGs with banks and strengthening them further and also making them more effective and beneficial for the members in general and women in particular. Financial security has provided the women a voice to be heard and a special place in the community. The organization is also working with other NGOs and helping them to form and strengthen SHGs in their areas of operation.

It was obvious reason to choose this district as a work area adopting the notions, "if you want to change the world, first change your home".

Legal Status:

Society Registered under Societies Registration Act, 1860 Regd. No. 192 dated on 14January 2002.

**Registered u/s 12A of Income Tax Act, 1961
FCRA Registration : Applied for**

Registered Office

**Rajapar, Pakur
Jharkhand
India
Phone**

65148,09332561924

094311-

E-mail: ritupanday17@rediffmail.com

face197@rediffmail.com

Website: Nil

Our Bankers

State Bank of India & Syndicate Bank ,Pakur

FACE: MILSETONES

Year	Programs and Activities
2001	➤ Begins interventions program on child health among rural and working children.
2002	➤ Initiated non-formal school namely "Shaishav" at Chappadanga and Beladanga or depriving children. ➤ Organized health camp at "Shaishav".
2003	➤ Joined Pulse polio campaign through monitoring process in Pakur Block. ➤ Organized workshop on "Writing Skill Development Programme" on grassroots level.
2004	➤ Conducted situational analysis on Primary Education in Pakur district. ➤ Participated in visionary leadership program "VLP". ➤ Prepared pamphlets demonstrations at government schemes. ➤ Worked on awareness campaign on various government schemes through pamphlet distribution in the community. ➤ Established Panchayat Resource Centre at Litipada block.
2005	➤ Organized awareness program on reproductive and sexual health among youth people. ➤ Started functioning three residential mode school for Santhal and Paharia girls. ➤ Started initiative to ensure women participation in community based development program. ➤ Started thirty bridge course schools in Pakur district.
2006	➤ Started nine residential camps for tribal girls focusing on education and vocational training in Pakur District.
2007	➤ Established residential net school for migrating children.
2008	➤ Ensured community initiative towards the addressing rural education with the help of "CARE" .

2009	➤ Girls Education and Women Empowerment were taken as key activities to be focused. ➤ Alternative Innovative Education of Minority children ➤ Bridge Course for drop-outs never enrolled children ➤ Residential Camp Mode school for Santhal & Tribe girl children
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STRATEGIES

CHILDREN

- ❖ Literacy, numeric, skill development and value based education for non-school going children and tutorial support to school going village children of difficult circumstances.
- ❖ Preventive and curative health care services for deprived children.
- ❖ Organized recreation for healthy and wholesome growth of rural children.
- ❖ Comprehensive cares for children at risk i.e. abandon, child labours, child beggars.
- ❖ Campaign and advocacy on the rights of the children.

ADOLESCENTS

- ❖ Awareness on reproductive and sexual health.
- ❖ Social awareness generation and family planning.
- ❖ Small savings and income generation for self reliance.
- ❖ Awareness on gender perspective.
- ❖ Preparing them stand again violence and exploitation and discrimination.
- ❖ Preparing them to ensure their participation in society.

COMMUNITY

- ❖ Awareness programmes on social issues.

- ❖ Efforts to develop social infrastructure and involving local communities.
- ❖ Networking and program with government or non-government bodies for various community based schemes.
- ❖ Ensuring their participation and ownership building.

EDUCATION INITIATIVES

Residential Bridge Camps

For tribal girls in Pakur District

The Net Camp was formally inaugurated by the village Pradhan of Chapadanga Sri Parmeshwar Turi on 22nd Feb 2008 in presence of the FACE officials, village community, parents, media persons, camp staff etc. On the basis of the list of the children as finalized through the survey, fifty girls were admitted after going through paper formalities considering their seasonal migrating status, academic level, age and ability and other economic and geographical conditions. Interviews were held for camp staff recruitment for positions like camp warden, educator, cook and night guard. Deserving candidates were selected and placed by the committee constituted for the placement.

Net Camp is a residential mode of educational intervention especially targeting the migrating children and families who seasonally migrate from their native place in quest of livelihood. Not being economically well-off and not having fixed dwelling, they move on to find next shelter and income possibilities. Being wandering and migrating by nature the children from these families are very hard to reach. Because of low literacy and awareness level and poor economic conditions, to uplift them educationally remains a challenge as traditional system of formal education does not have scope to address their problems. Therefore, they require special care, approach and intervention. They need residential facilities of food, boarding, TLM and TLE and other components i.e. vocational training, exposure visits, recreational treats for personality change and for sincere retention to education.

Net Camp Activities

At the beginning an ability test both written and oral were conducted to ascertain their initial ability to help design academic target for them. On the basis of their performance in the tests, girls were brought under different grades such as – A, B and C. Later to acclimatize children in new conditions a package of introductory session, sports and games, song & dance, story telling etc was introduced. Since the girls belong to santhal tribe and came from remote areas and knew no language except santhali, the language posed the major barrier in imparting education. So, to overcome this problem “spoken Hindi” session was

planned. A monthly evaluation method has been introduced to assess the academic performance of the girls. Extra curricular interventions were also introduced for personality development and to hone up their inborn skill and talent. Routine based weekly sessions for songs and dance, discussions and debate, sports and games, arts and crafts etc were formulated with very good result in building extrovert, creative and positive personality. As a part of their daily routine, every afternoon girls' were taken to the play ground under the watchful eye of the warden and other camp staff for their outdoor sports activities. To inculcate a sense of healthy competition, a monthly intra-camp sports competitions were organized in various sports events such as races, long jump, high jump,. Kabaddi, kho-kho etc and the winners were given prizes on the spot.

The academic sessions organized for each of the groups of different level have shown good results and continuous improvement. The teaching learning package PRAYAS and ABHYAS especially designed by JEPC was of immense use as course content and for practice sessions. The graded girls of A, B, C have reached the level of class III, IV and V for mainstreaming into the formal schools to continue their educational pursuits.

In order to develop a sense of responsibility and to learn to address their problem with improved leadership quality BALSANSAD has been formed in the camp school with distribution of portfolio such as Rashtrapati, Pradhanmantri and other mantries to look to various jobs such as health, cleanliness, food, discipline etc. They have been given the responsibility as per their role and their performance has been monitored regularly.

To bring behavioral changes to learn the value of collective effort for success and to become better social persons, girls are given SUPW sessions and to implement the same different duties like to keep clean the camp premises, cleaning the lane leading to the camp, gardening etc are taken up jointly by the girls and camp staff. The introduction of these methods proved to be important tools of education for the formation of healthy and creative personalities. During the course, various tips on life-skill development such as cooking, sewing and stitching, nutrition, health and hygiene etc. were also imparted. Girls are also taken for exposure trips in local areas such as post office, banks, schools, colleges, judicial court, railway station, bus stations, and cinema hall etc. Parents-teachers monthly meetings have been organized on different occasions at the camp for sharing and discussions to learn parents' expectations.

Highlights of the NET camp

- Twenty girls have appeared for admission in Jawahar Navodaya Vidyalaya
- Girls have participated in the District level cultural programme organised by District Administration, Pakur.

- Some of the girls have been recognized for their outstanding performance in extra-curricular activities at the district level
- The Balsansads run at NET Camp school was very much appreciated by visitors.
- Stories of four girls of NET camp have been documented as case studies.

Community initiatives in Addressing Rural Education (CARE), Supported by Sir Dorabji Tata Trust (SDTT), Mumbai

The second phase of SDTT, Mumbai supported Project CARE is at its middle, extended to five more villages of Pakur namely Islampur, Ishaqpur, Rahaspur, Chanchki and Deotala other than the previous five villages. The objective of the project is to provide formal education to rural children in the age group 8-13 in the above said villages through non-formal means.

The entire approach of opening of CARE centres was based on community mobilization. In spite of initial teething problems the field staff of FACE had tackled the situation successfully. The enthusiastic response received indicates not only the involvement of the community in the project CARE but also as a whole the privileged sharing with the underprivileged to sustain and carry the movement much further. *They emphatically says that learning to read, write and doing arithmetic is not enough but they want all round development of the personality of the children to take up the challenges of coming life.* While FACE began with its main focus on the education of the underprivileged children, it has developed a philosophy that without the empowerment of the community the needs of the individual cannot be effectively addressed. Consequently it has evolved a holistic and integrated approach. Education is the main issue, but along with it health, nutrition, women's emancipation and income enhancement have become allied components which are also been looked carefully by FACE in order to gain the maximum benefit out of education.

The Learning Status at CARE Centres

Children at the CARE centre are very happy. They looked cheerful, smart & bold, neat & clean with enough confidence on their faces to talk to someone or to answer the questions. The teacher's are from the same locality and most of them are very dynamic and well read. The children sit on floor in groups; divide according to their learning levels. The curriculum is child friendly, however; the instructors give more thrust to develop language (Hindi & English), functional Maths and bit of science including life skills and health issues.

The entire approach of opening of CARE centre was based on community mobilization. Teachers are local youths, well educated young boys who have been identified by FACE and community jointly and given foundation training at

FACE. The idea of teachers from the community itself shows greater involvement and had motivated parents to trust them. The parents/village committees have helped to monitor the CARE centers and ensured the participation of the community which was considered important in maintaining the long term benefits of education.

Special emphasis has been given on following points in CARE project;

1. involvement of the community at all levels and in all strengthening educational processes
2. Collaboration with the local youths, women and general community members
3. Building a good rapport, understanding and qualitative improvement of government school teachers located nearby to CARE centre
4. Active involvement of teachers of CARE centre with the community
5. Creating non threatening atmosphere at CARE centre
6. Adaptation of child friendly teaching approaches at the centre.

It took several weeks to win the heart of the community members but today the members themselves becoming the part of the endeavor of creating a system of education for their children. Eventually it did happened and finally CARE centres took shape, built by the same parents, children and the community members including FACE.

Design and Strategy of the Phase II Care Project

It is an extended version of the pilot programme with more emphasis on certain key areas which needs to be addressed strongly and intelligently. The aim of the present CARE project is to provide a sense of possession to community and service providers to ensure harmonious environment of education in formal schools and also to bring interest in education among children by cultural activities, sports activities and providing academic package and made accountable to community and academic persons about the children's education and their up-bringing issues. The pilot study has no doubt proved worthwhile to focus more intensively in the area such as specific strategies to aware, act and pursue for VEC members, SWCs, Women's & youth groups to bring change in the society. During pilot study of this project, FACE has gained fruitful results by introducing new approach of teaching-learning (bridge course) involving community and ensured their initiatives for sensitization of education system in the rural areas.

Rapport with Government Schools

Apart from socio-economic reason, poor classroom teaching-learning strategies in schools are also one of the most important reasons for children getting dropped and irregular in classes. It looked evident after running CARE centres to intensify the community linkages and bonding with schools. A clear strategic plan has been drawn to build rapport with government schools nearby to CARE centres. The participation of government school teachers, HMs, VEC & SWC members, their capacity building processes, exposure to good practices available in nearby districts or state, leadership tips and sound understanding of the importance of school education are some of the key areas which are included in the phase II project.

ACHIEVEMENTS

- Community actively involved in educating the children and formal schooling in the village.
- Reduction in number of never enrolled or drops out children in the villages.
- Increased enrolment of never enrolled children.
- Improved progress of main streamed children.

Use of teaching and learning material (TLM) and holistic personality development of children, supported by Jharkhand Education Project, SSA, Ranchi.

FACE had conducted a study in 15 blocks from Ranchi district (including Khunti block). From each of the blocks two schools were chosen on the basis of distance. Altogether 30 schools of Ranchi District covering 150 community people who were considered for interview. All schools are located in the main villages. About 34.5 percent of the surveyed schools are primary schools and 65.5 percent schools are upper primary schools. All schools run as co-education for both boys and girls.

The objective of the study was to evaluate the input of teaching learning material (TLM) and its qualitative output, secondly to monitor the ongoing trainings and its implementation. At the same time the facilities in schools, availability of infrastructure, text books and other support for teachers and students were also examined. 62 percent teachers were found using TLM in their classroom regularly, however 69 percent of the teachers of the opinion that TLMs are very useful for the children to enhance learning.

To fulfill the study, the perception of the community on education was solicited. Around 84 percent of the VECs conducts meeting on monthly wise whereas 13 percent of the VEC meeting held once in every three months while 3 percent of the VECs said that they conduct meeting once in every six months.

The major problem found are concerned with finance, school management and infrastructure, attendance, teaching learning material and regarding timely availabilities of text books. Most of the problems are related to textbooks for children. Around 40 percent of the VECs reported that books are not available on time and no alternative action has been taken at the government level so far.

All most all school runs regularly. About 83 percent of the village education committees said that teachers are punctual and they come to schools regularly, however, 43 percent of the VECs explored that, the teachers are sincere about their work.

According to VECs the schools teacher needs TLM, volunteer teacher, and text books for making effective teaching in school. Village education committee utilize the funds to improve school functioning. In the quality assessment-the parents monitor children's performance in their village. 58.0 percent (Good level) while, 26 percent (satisfactory level) and 76 percent opens regularly in time (very good level).

Majority of classes are held in pucca building (93.1 percent) and rest of the schools (6.9 percent) are being held in partly pucca building. Out of total school building one school is rent free and rest are own building of govt. About 80 percent of the school teachers of primary school teach through mother tongue, however, in upper primary schools, 26 percent of teachers teach in mother tongue.

WOMEN EMPOWERMENT

Women often termed with vague identity and faced negligence since ages. The self help groups formed to promote self reliance of women with more empowerment. For this, enable them in the areas of record keeping and deep sense of entrepreneurship. They were trained on the concept of micro finance which entails provision of thrift and other financial services and products of very small amounts to the poor for enabling them to raise their income levels and improve living standards.

To ensure women participation in rural development under support from National Foundation for India (N.F.I), New Delhi, FACE had encouraged various groups of rural women to join mainstream social activities and become the powerful stakeholder in rural social development. Various Self Help Groups (S.H.G.s) of rural women are formed and capacitated to raise their voice and ensure their say in rural development. They were also encouraged and initially capacitated for income generating schemes to pave the way towards self-reliance. They were trained on inter-loaning and linked to Banks. Further, the need was felt that they must be provided wider income generating platform. So that they could be

trained and capacitated in some promising trade to strengthen the future scope for income generation.

As part of our project activity under N. F. I. supported project, an exposure visit of these groups of women was organized and were taken to the activities area of 'Taj Mahal Foundation' Bauriya, Howrah, West Bengal based Organization working in the field of women empowerment. The scenario of women involved there in large scale.

Eagerness shown by Women to Learn Zarri Work

Zarri Work is very encouraging and moral boosting for our women. During the training period, the methodology of work, technical know-how and marketing prospects were made learnt. It was found that if our women could be trained in the Zarri Work on Saris, they have brilliant prospect as raw material training expert and exploration of market for prepared Sarees were promised by the Taj Mahal Foundation. Hence, it was in our pipeline to find support for training after the completion of the women empowerment project.

Rational of Zarri Work Training

In comparison to their male counterpart women are languishing somewhere on the margin of society. Driven down under the age-old patriarchal onslaught women have been mitigated to a state of social non-entity. Be it any religion, caste, race or region, the plight of women is almost the same everywhere. There is no denying the fact that in urban areas the condition is improving and women are getting the opportunity to join in the social mainstream but between the urban and the rural sectors is widening.

Lying at the bottom in literacy and education, livelihood earning capacity and opportunity, social identity and self reliance, these downtrodden rural women are devoid of any personality to push their way forward or upward. As a result they are exposed victims of economical and gender inequity, domestic, social or sexual violence-subjugated, exploited and marginalized everywhere. In the destiny of minor women is to be improved, their problem must be focused and addressed through the tools of education and economical empowerment so that they could be socially empowered in true sense.

Under REDP, Zarri Training Programme was organized by FACE with the support from NABARD, Ranchi at Pakur block and at Asandipa block with the support of SIDBI, Ranchi. Training centers with required facilities was developed at both the places. Once all arrangement were ensured, the training center was inaugurated. The Pakur centre was inaugurated by Sri V K Choudhary, Lead

Bank Branch Manager, Pakur in presence of AGM, NABARD, Secretary & Chief officials of FACE and different district level officers, bank officials, media, community women etc. whereas in Asandipa Centre, Sri Rajesh Kumar Sharma, the Deputy Commissioner, Pakur has inaugurated in presence of different district level officers, bank officials and others.

Methodology for Training

Zarri Work is a very fine art that requires lot of skill, hard work and practice. There are various pattern of knitting, stitching and sewing to be mastered.

Hence a competent trainers was recruited and the trainees were divided into groups so that each on of them could get the chance of doing practical Zarri Work sitting at “Dhadda” the main training equipment where saris are stretched, tanned and hang and then the Zarri Work of Stretching, Sitar making, Pattern Development, Basement and Border grafting etc. are done.

Duration of Training & Daily Schedule

Daily activity schedule has been fixed between 11am to 5pm with trainees divided into groups who come to training center as per their suitability of domestic chores and time given to them by the trainer for practical knitting and sewing work on Dhadda. It is a Six Weeks training programme.

Impact & Out Come of Training

The training stint at the Community center is showing multifaceted impact on socio-economic pattern of community women. Apart from those learning the trade, it is also throwing a positive impact on other community women who visit the center from time to time. Some of the trainees appear casual but some of them are really serious about their learning and future possibility. Hence the impact can be observed in two ways- (i) direct impact on women trainees. (ii) Overall impact on community women.

It is observed that –

- The training has provided the community women a platform to come out of confinement of domestic chores and for generation of interest towards income generation and self-reliance.
- It has provided them an opportunity to ponder over self development for their socio-economic upliftment.
- It has given them a chance for group activity and to develop coordination and cooperation for combined success.
- They are also learning the technical know-how of Zarri Work and marketing possibility of the same.

Production and Marketing Possibilities

Today these trainees have acquired the skill of doing “Zarri Work” on Saris. They are now encouraged for the production of the same and are linked to marketing agencies in West Bengal where their Saris are in great demand. As the linkages have been developed with various agencies and also with Taj Mahal Foundation, Howrah who is promoting women in Zarri work, it is envisaged that saris and raw materials would be provided by these agencies and the finished saris would be collected by the agencies for marketing and sale. Hence it is in all likelihood seen that if these women will pursue the trade they would be able to earn a minimum of Rs.2000/- to 4000/- per month.

Exhibition Workshop for Promotional Advocacy

We look forward to organize an exhibition workshop and wish to invite all administrative & Bank officials, various promotional agencies, Media and Community Women and the officials who have funded the project to witness the production done by the trainees to encourage and extend support for future projects. It will also be an opportunity for the trainees to share their feeling and experience during that workshop.

Constraints

During the course of our training we have come out with many positives but at the same time there are few constraint which needs to be looked so that a better planning could be done. It was observed that;

- Within a limited grant, development of quality infrastructure is difficult hence causes problem during training.
- Inculcation of a sense of coordination and cooperation among community women requires a longer period of time.
- At community level encouragement to women for income generation is lacking.
- Compulsion of domestic chores poses hindrance for women joining training.

Recommendation

- A long term training center should be promoted so that greater number of women of this region could be trained and prompted for income generation.
- A programme for community based rapport building & sensitization toward socio-economic upliftment of women should be taken up along with training.
- Long term training required for articulation in their skill.

ORGANISATIONAL STRUCTURE AND PROTOCOL

Face has an executive committee consisting seven members who are responsible to run the organization. It is selected in every year of annual meeting. This committee also selects the secretary who overall looks after the coordination of work, activities and program. The following are hierarchical structure of the organization.

General Assembly

Governing Board

Executive Committee

Executive Director (Secretary)

Name of Members	Education	Designation
Md. Sharique Khan	Master in English	President
Mr. Rajkumar Agrawal	Technical Engineer	Vice President
Mrs. Ritu Pandey	Clinical Psychologist	Secretary
Mr. Debobrata Sinha	Master in English	Treasurer
Mr. Ratan Singh	Master in History	Member
Mr. Birendra Pathak	Graduate	Member
Mrs. Rosa Soren	Matric	Member
Mr. Vidyasagar Choudhary	Graduate	Member
Mr. Chanchal Jha	Masters in Math	Member
Mrs. Anju Anita Kisku	Matric	Member

Mrs. Samita Kisku	Matric	Member
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FACE IMPACT IN 2008-09

- ❖ **250** migrating girls brought in to mainstream through residential net school program.
- ❖ 250 Children of 10 villages are getting mainstreamed through bridging system of schooling (CARE Centres) under SDTT Project.
- ❖ Primary school of Pakur & Ranchi district were monitored and evaluated for use of teaching learning material and personality development of children.
- ❖ 60 Minority women were made self reliant through ZARRI program.
- ❖ 16 Self help groups are formed.
- ❖ Community involvement in various projects has boosted the initiatives taken up through various projects at the field level.

Case Studies: Sunita Kumari

(Journey & Prospects of Identified net Camp girls)

Sunita Kumari, father Sri Lukhi Ram Kumar, mother Smt. Jhanu Devi, village Karmatar block, Littipara district Pakur. She was admitted on February 22, 2008. in the Net camp run by our organization under support from JEPC, SSA Pakur. She was one in batch of fifty girls admitted in the net camp.

Coming from the village Karmatar a little hamlet surrounded by hills & forest, she showed a simple and humble personality with a very inhibitive and withdrawn approach. She was eldest among the five siblings with four younger brothers. Because of acute family poverty she was unable to take up to formal education. When her father came to know about the net camp, he took it as the only hope for the educative future of his daughter and got her admitted.

When she joined the camp she was not even able to follow and speak in Hindi. But qualitative changes in her personality became visible as she showed all out promises. Now she is well versed in Hindi and very keen to join mainstream formal education. Right from the very beginning she showed keen interest in her studies and always performed well in monthly test.

Net camp project is for one year duration and by the middle of the project she became the front runner with her extra ordinary performance. In the beginning she had some behavioal problem and was very different from the rest of the girls and was not able to mix with them and become friendly. As a result she always became the target of ragging by other camp girls but she never complained nor did she react badly.

Suddenly better changes became visible in her personality ; she started interacting with camp girls and camp staff and took active part in every walk of camp life.

On the merit of her good performance she was selected in the camp to appear for admission test of Jawahar Navodaya Vidyalaya. She poses a dream to become a nurse after finishing her studies.

Churki Marandi

Father Tala Marandi, Mother Late Talamayee Soren, Village Danush Puja, Block Pakur, district Pakur. She is polio stricken girl admitted in the net camp on 2nd Feb 2008. In the beginning she was not good at all in studies but she had a zeal for education and never escaped her studies. Suddenly she was struck by a great tragedy when her mother died of snake bite. There was no one to look after her family house hold. Being the eldest she began to be persuaded by her relatives to leave the camp and bear the responsibility of her house hold. It was a great distraction that almost stopped her from continuing education.

She was consoled and counseled by the organization and encouraged to continue her studies which would be the ultimate hope for her family. She realized, stayed in the camp and continued her studies. She belongs to a very poor family with extraordinary family burden but still as a desire to complete her education and become a teacher.

Sarmila Marandi

Father Late robert Marandi, mother Helena Soren, village Gaibathan, Block Mahespur, district Pakur. Sharmila Marandi is an orphan in the sense that her father died very early and even her mother deserted her. She was brought up by a grand mother. Being a neglected deprived girl from a very poor family no one was their in the family to put her in mainstream her education. She was admitted at the net camp by her grand mother right from the very beginning it was observed as a good leaning toward education and has a targeted aim to achieve something in life unable to understand and speak Hindi she had problem at beginning like any other girl.

But she began to show sign of multidimensional talent with remarkable quality of self confidence. She excelled in her studies and also in extracurricular activities like song and dance. She has two younger brothers and sisters who are looked after by her grand mother but the girl has a genuine desire to be able to achieve to success in her education so that she could take care of her siblings. She is also a victim of a large scale family exploitation as her uncles have dispossessed them from their farm lands after her father death. She also has a burning desire to reclaim her lands from her uncles. Once she is educationally empowered. She is preparing for the admission test of JNV Pakur and posses and aim to join police service after education.

Saloni Soren

Father Chunda, mother Talamayee Hansda village Birgaon Block Hiranpur district Pakur. This sick looking child labour girl was admitted in the Net camp in the month of February 2008. Lacking behavioral manners and sense of cleanliness this girl in the beginning uses to tend cowherd and took care of family course but because of extreme poverty she became a child labour and worked in farm land. She even used to migrate with her parents to Bengal for harvesting and brick works. But deep somewhere she had an urge for education and insisted her parents to admit her in camp.

Within a very sort period of time she could impress the camp staff with her effort in her studies and game. She began to excel in all subjects but could easily be identified in her ability in mathematics in all her monthly test she was performing well. She has developed a genuine taste and likening for education and has an ardent desire to get high education. Realizing her ability and inclination she has been short listed preparation for “JNV” admission test where she could be mainstreamed with residential support to realize her dream of higher education.

.....Paper clippings (to be added)

.....Photographs (to be included)

.....Graphic presentation (very less data to show)

.....Disclosure (to be included)

.....Audit Report (to be included)