

ANNUAL REPORT 2009-2010

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

**Pakur
Jharkhand**

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INTRODUCTION

1.1 Organisational background

Foundation for Awareness, Counseling and Education (FACE) is a NGO based at Pukur (*a district located in the north east corner of Jharkhand bordering Murshidabad district of West bengal*) which is working among the local disadvantaged community with a vision to form “an enlightened & empowered society” through education, health awareness, community based income generation programmes since January 2001. FACE got registered on 14th January, 2002 under Societies Registration Act 1860, XXI. Under the societies byelaws it is committed to discrete a set of activities and inputs such as eradication of illiteracy, poverty, social abuse etc. *The vision is to create a self reliant equitable, value based educated society through social transformation, empowerment of deprived rural population.* FACE has been working in six blocks of Pakur district with special focus on children, women, youths of local tribals (Santhals & Paharia) and Muslim minority community. The region is also significantly under developed due to absence of industries and allied sectors. Majority of the population are dependent on agriculture, cattle rearing, mining (stone quarries & coal mines) and forest for their livelihood.

The journey of FACE started with the set up of “*Shaishav*”, a drop in centre for children of local disadvantaged community. Gradually, FACE has gained recognition in Pakur by making its presence felt in various programmes on health and hygiene, education at different locations in Pakur district.

Though geographical area of operation of FACE is primarily limited to Pakur and its neighbouring blocks but, its operation in terms of reach and coverage has increased over time. Organising various activities like district level training, sensitization workshops for various stakeholders FACE has now come to the limelight in the district. Successful implementation of programmes with support of GoJ and adequate media coverage have also helped FACE to earn reputation at state level.

Along with Schedule Tribes & Muslim minorities, women have been given special focus throughout the journey of the organization. The poor economic & social plight of population in the district is the obvious reason for FACE to choose this district- Pakur as a work area, based the notion, “if you want to change the world, first change your home”.

1.2 Vision & Mission

The vision for FACE is “*forming an enlightened and empowered society*”. The mission of the organization is as follows:

- ❖ Providing basic education to children to ensure their right to education
- ❖ Generating awareness on health & hygiene issues and reproductive and sexual health
- ❖ Breaking myths and misconceptions of the community on health and education
- ❖ Working against gender discrimination, gender violence through women empowerment & making them self-reliant.

FROM THE DESK OF THE PRESIDENT

Greetings from FACE!

It is my privilege to place the activities that were proposed and executed by FACE during 2009-10. As has always been in the past, this year too was hectic with several new initiatives coming up. At this opportune moment I wish to share with you all that FACE has got an extension of two years for the “CARE” project by “Jamsetji Tata Trust” – Mumbai to run learning centers in 10 villages (in Pakur block) of Pakur district.

The learning from our earlier projects has helped us to strengthen our capabilities towards execution of the existing projects. In addition, the encouragement and support of the Government, other NGO friends and civil society have kept our spirit always high. The advice and critical appreciation from the funding agencies have enabled us to adopt corrective measures at crucial junctures. Viewing community as partners, we have understood the social dynamics of the villages better.

Last but not the least, I would also like to state that the credit of successfully running our projects must also be given to FACE staff and its extension workers. The diligence, dedication and passion with which our staff worked to meet the goals of the various projects need special mention.

I also feel that factors like involvement of staff, partnering with community and adopting suggestions of consultants have also helped us to internalize the micro parameters attached with some crucial concepts like “mainstreaming”, “women empowerment”, “child tracking vis-a-vis retention”, “right to elementary education in the backdrop of RTE”. Better understanding has made work more challenging to our staff, who now feel, it is not a job for money making but a challenge to ensure social transformation.

I would like to render my special thanks to all the agencies who provided us both funding & non-funding support to implement various activities during the financial year 2009-2010 like Government of Jharkhand, Jharkhand Education Project Council (JEPC) - Ranchi, Jharkhand Education Project - Pakur, SIDBI - Ranchi, NABARD - Ranchi and Jamsetji Tata Trust (JTT)- Mumbai.

All these successful efforts encourage us to look ahead to give a better shape to our vision and mission. I sincerely, thank all my colleagues for their hard work and request them to keep up their spirit high to move forward.

With best wishes,

Sharique Khan
President

FROM THE DESK OF SECRETARY

I welcome you all on behalf of FACE!

I am honoured to present before you the Annual Report of FACE for the year 2009 -10. As you are aware, FACE has moved forward over the years extending its reach to include within its ambit more issues of concern like mainstreaming, retention, gender equality, health awareness for girls and women belonging to the marginalized community in specific. As things stand today, FACE has succeeded in establishing its credibility and presence by dint of hard work at both government and non government fora both at district and state level.

I can boastfully say today that our eagerness to learn from best practices of other NGOs, application of innovative approaches to work and paradigm shift in our attitude towards the community have enabled us to successfully implement the projects. We have never hesitated to take up challenges or learn through trial and error methods. I have always encouraged our staff to learn from others like colleagues, external consultants, children etc. I taught them to view community and children as “partners” or “collaborators” and not as “beneficiaries”. Most importantly, the worker friendly office environment of FACE has given freedom to our staff to adopt alternative approaches to work as and when required and has given enough scope for transfer of knowledge both vertically and laterally.

Laudable applause from people of different walks of life has kept our motivation high. The suggestions of FACE Governing Body members have been also noteworthy. Handholding approach shown by some funders also have given courage to think radically.

Our educational initiatives like *“admitting children studying makhtabs in formal school”*, *“mapping school dropouts as a part of child tracking”* have been very successful. Running “CARE” centres has also set forth a positive change in the attitude of formal school teachers. Moreover, believing strongly in the fact that social change can not set in without a change in status of women, we have offered some local Muslim women the opportunity to come out of the shackles of prejudice and learn skills for livelihood and future sustenance. This project has taught us that how life and personality of women can change with economic independence. Similarly, we have seen how a motivated mother can change future of a girl in the family and thus create an enabling environment in her neighborhood to send girls to formal school.

The road ahead is still bouncy but we hope, together we shall march forward to achieve our mission.

With best wishes,

Ritu Pandey
Secretary

MILESTONE

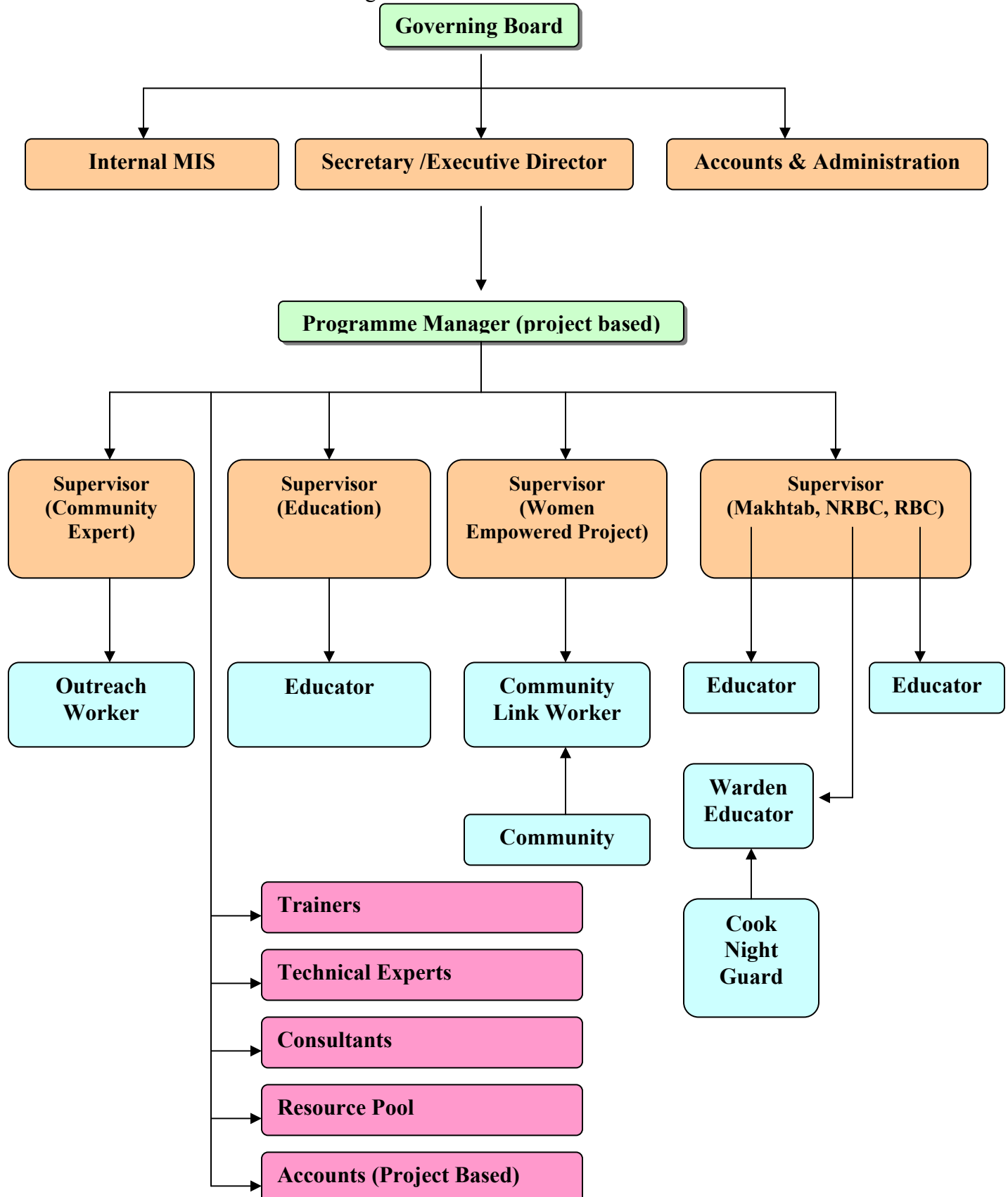
Year	Programs and Activities
2001	➤ Began interventions on child health among rural and working children.
2002	➤ Initiated alternative school namely “Shaishav” at Chappadanga and Beladanga for deprived children ➤ Organized health camp at “Shaishav”
2003	➤ Joined Pulse polio campaign - monitored the processes in Pakur Block ➤ Organized workshop on “Writing Skill Development Programme”
2004	➤ Conducted situational analysis study on primary education in Pakur district ➤ Participated in visionary leadership program “VLP” ➤ Prepared pamphlets on government schemes for demonstration ➤ Organised awareness campaigns on various government schemes ➤ Established Panchayat Resource Centre at Littipada block
2005	➤ Organized awareness program on reproductive and sexual health for youths ➤ Ran three residential camps for out of school Santhal and Paharia girls ➤ Started initiatives to ensure women participation in community based development programmes ➤ Started thirty bridge course centres in Pakur district
2006	➤ Started nine residential camps for tribal girls focusing on education and vocational training
2007	➤ Established residential net school for migrating children
2008	➤ Ensured community involvement to address rural education problems with the help of “JTT”
2009	➤ Focused on activities related to girls education and women empowerment ➤ Run alternative learning centres in Makhtabs of minority Muslim children ➤ Ran bridge course centre for drop-outs and never enrolled children ➤ Again residential camps for out of school Santhal & Paharia girls

EXECUTIVE MEMBERS

Name of Members	Education	Designation
Mr Sharique Hayat Khan	Master in English	President
Mrs. Ritu Pandey		Secretary
Mr. Debobrata Sinha	Master in English	Treasurer
R. N. Agrawal	Mechanical Engineer	Member
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

ORGANISATIONAL STRUCTURE AND PROTOCOL

FACE has an executive committee consisting of nine members who are responsible for running of the organization. This committee has selected the secretary, who overall looks after the coordination of work, activities and programmes. The following table shows the hierarchical structure of the organization.



INTERVENTIONS DURING THE YEAR 2009- 2010

6.1. Non residential bridge course centres (NRBC)

a. Project background

State SSA office of Jharkhand – Jharkhand Education Project Council (JEPC) funded FACE to run (non residential bridge course centre - NRBC) to bring the out of school children belonging to Muslim minority community in Rahashpur I & II under the fold of formal education. These alternative learning centers were set up for a temporary period of 9 (nine) months with an objective to mainstream out of school children to age appropriate classes in the local formal schools. The children here were taught through an accelerated teaching learning method based on the principles of multilevel teaching within a short duration to bridge the learning gaps. FACE adopted the specially designed condensed curriculum (*titled “Prayas”*) developed by JEPC for primary level in the alternative learning centres (NRBCs). Completion of bridge course in these 2 NRBCs enabled the children to acquire age specific minimum learning competencies in main subjects like – Hindi, Maths, English, a pre-requisite to get mainstreamed and retained in formal schools. The educators of the NRBCs were trained and guided to use this special academic package following guidelines stated in “Prayas”. FACE also took extra initiative to acquaint the children with the textbooks published by the state government & other private publishers

b. Strength of the programme

- *Competency based group learning*

The educators adopted competency/ability based grouping of children in the NRBCs instead of age based grouping. Secondly, application of principles of group learning by promoting peer teaching, self study also helped in better classroom management.

- *Continuous assessment of children*

Regular assessment of children by the educators through mock & written tests helped them to understand position of the children in the learning ladder. This helped the educators to determine the groups of the children. Accordingly, educators took steps to change the group of the children – i.e. whether they would move to a higher ability group or not.

- *Supportive monitoring*

Regular interaction with educators and project staff strengthened two way communications. The staff meeting acted as a platform for reflection, sharing & learning. FACE took initiative to reward educators & supervisors for their effort – a gesture worth mentioning.

- *Involvement of mothers*

Involving mothers through monthly mothers meetings generated a sense of community ownership towards the learning centres. Actions taken by FACE based on feedbacks of the mothers strengthened their bondage with the staff. Convinced mothers of the children of the NRBCs played a proactive role to encourage their peers (who still cherished negative attitude towards formal schooling) to send their children to formal schools.

- *Linkage with schools*

Building rapport with school headmasters & teachers where children would be mainstreamed helped FACE to mainstream the children. Sharing academic progress of children with the teachers, prior submission of names of the children to the schools bridged the gap that existed between NRBCs & schools. The teachers welcomed the children heartily to appropriate classes. They felt educators of FACE have reduced their load by organizing the short term bridge course for the children.

c. Achievements till date At Entrance Level

SI. No	NRBC	Level '0'	Level-I	Level-II	Level-III	Boy	Girl
1	Rahaspur-I	Nil	15	12	Nil	19	08
2	Rahaspur- II	01	14	12	09	12	15

NRBC Class/Grading wise Quantitative Data: At Mainstreamed level

SI. No	NRBC	Level I	Level II	Level III	Level IV
1	Rahaspur-I	06	09	08	04
2	Rahaspur-II	01	09	05	09

Total Children NRBC=54.00

Number of Dropouts = 03.00 (Cause- Marriage-2, Child Labor-1,)

c. Impact created

- *A demand for education created in the community*

Many of the Muslim families of the area hardly felt the need to send their children to schools. However, with running of the NRBCs in the area a demand for education was created. Parents wanted their over-aged out of school children to attend the centre so that the children could be mainstreamed to age appropriate classes in the schools. Seeing that those children who had never been to schools earlier were able to read text books of various classes the community felt encouraged and motivated.

- *Increased confidence of the children*

Application of multilevel mode of teaching learning process enabled the educators to address various learning needs of children. Children learnt at their own pace and moved upward in the learning ladder. Acquiring competencies, appreciation of teacher, involvement in co-curricular activities helped the children to gain their confidence. Increased confidence resulted in better learning outputs.

7.2. Residential bridge course camp

a. Project background

FACE organized residential bridge course camps for a period of 9 (nine) months under Education Guarantee Scheme & Alternative Innovative Education (EGS & AIE) component of SSA with support from district SSA office – JEP, Pakur to reach out to 100 *Paharia* children (a primitive tribe residing in the district) of the village Chappadanga located in the Pakur block of Pakur district.

Paharias are one of the most backward primitive tribes of India, who primarily thrive on forest product collection & farming. Education – as far as going to school is concerned has never been a priority area of these tribes. Reaching out to all children between age group of 6 to 14 years is one of primary aim of SSA. Hence, FACE felt the best option is to expose these children gradually to a school like atmosphere. Residential bridge camp was the appropriate option as it acts as a transit centre bridging the gap between the freedom based home atmosphere to a discipline based school atmosphere. It enabled the children to acquire some popular socially accepted behaviour that a child is expected to follow in a formal school. RBCs instilled discipline, attention, co-operative behaviour, skills to manage time etc among these tribal girls. Hence, FACE understood that RBCs were more than residential learning centres. It encompasses parameters like ushering in behavioural change among children, discovering strengths of each child, establishing linkage with community, schools & government etc.

Like, RBCs, here in NRBCs also children are taught through an accelerated teaching learning process based on a condensed curriculum (Prayas) designed by JEPC, Ranchi within a specific time duration. The principles of multilevel teaching learning processes were adopted to address varied learning needs of girls of different age groups. A combined approach of group learning, peer learning and self study helped educators to manage classes better. Once the children acquired age appropriate minimum competencies they were mainstreamed in the local schools in their native villages.

b. Strength of the programme

- *Process of acclimatization*

The tribal girls of Paharia community who once used to spend time moving in the forests collecting firewood were admitted to RBC that acted as a transit home or a satellite school. The success of the project lies in the fact that instead of focusing on

academic aspects from initial days the tribal children were given enough space to get acclimatized to a routine based life. Unlike girls of other communities, these girls were more freedom loving, timid and came with lots of inhibitions. The camp tried to instill some much required behavioral traits among the girl children so that they can get better adjusted to the formal schools.

- *Incorporation of non scholastic activities*

FACE took initiative to introduce many co-curricular activities like dance, drama, drawing, craft work, elocution. These activities were practiced daily in the centre as a therapy. It helped many of the girls to release their pent up feelings, express their hidden potentialities, unused energy through these activities. Often, children were made to perform these activities in front of audience (*school teachers, community members, office staff*) to build their confidence, give exposure to outer world. Appreciation & recognition enhanced self esteem of these deprived girls.

- *Sound implementation of academic inputs*

The educators of RBCs were able to successfully implement the principles of multi-level teaching learning method. It enabled us to address the multiple learning needs of girls within a short duration. Learning competency based group formation and movement of children between the groups as and when required helped the children to learn faster. Introduction of peer learning & self study enabled teachers to give time to learners with learning difficulties.

- *Understanding the ethos of mainstreaming*

Internalization of the fact that “mainstreaming” is not just admitting children to school but it includes various other parameters has made the project successful. Mainstreaming includes bringing forth behavioral change among the children, weaning away children from work, establishing linkage with the community, monetary and time adjustment of family members subsequent to the withdrawal of child labourers. Considering the RBC as a feeder school to selected formal schools where children would be mainstreamed, changing mind set of the teachers, post-mainstreaming adjustment by the children in routine based school life, retention of mainstreamed children in schools etc.

C. Impact on the community

- *Change in the mindset of the community*

Paharia tribal community who earlier had little faith in formal education started gaining it gradually. A willingness to send other siblings to school could also be noticed. Mothers gave importance to monthly parents meeting and attended it. They were impressed by the fact that their children were also able to read books, perform mainstream dances and recite poems in front of government officials. Some even started dreaming about how to give a secured life to their girls.

- Withdrawal of children involved in labour

Many children who were involved in labour like mining (in stone quarries, coal mines) and bidi making were withdrawn by the parents from work to put them in RBCs. This radical change in the attitude of the parents deserves mention. As parents they started making sacrifices by taking up extra work, cutting expenditure during festivals. These facts prove that the community started having faith in the formal school system.

- Belief in bridge course

The formal school teachers who earlier were apprehensive about the condensed curriculum – bridge course started believing in the fact that children can be made to acquire competencies with a short duration if taught scientifically applying correct teaching learning principles. Overage, having been not gone to school ever does not act as the impediment.

d. Achievements

Table: Academic status of children at the time of entrance in RBC

Sl no	RBC location	Level '0'	Level- I	Level-II	Level-III
1	Chappadanga	Nil	49	47	44

Table: Academic status of children at the time of mainstreaming

Sl no	RBC	Level-I	Level-II	Level-III	Level-IV	Level-V	Level-VI
1	Chappadanga	Nil	39	52	16	20	13

6.3. Community initiatives in addressing rural education

a. Project backdrop

Observing the positive experiences of CARE pilot project-2008, Jamshetji Tata Trust (JTT), Mumbai gave an extension of the same project for the next three years (2009-2011). Like other education intervention projects, CARE project also had been focusing on ensuring right to elementary education to all children irrespective of their caste, creed, gender, social status. However, keeping in view, the future sustainability, community participation was given due importance. FACE also firmly believed in the fact that bridge course (*a strategy adapted to mainstream children to formal schools*) is not a standalone project. The aim is not only to address education needs of out of school children of some selected villages but to make these project villages fully literate with no children staying out of school. A vision like this can only be realized when the local community, parents understand the need for formal education, want their village schools to perform well; and at the same time teachers of the formal schools also want no children to be out of school in their school catchment area & dedicate their time in quality teaching. Similarly, it was also crucial to see that such positive change in the mind set of the villagers could not be only with regard to

education but also with regard to other basic facilities like health, infrastructure, employment etc. Hence, it calls for community empowerment and the latter can usher in, if the community is sensitized, made to understand about their rights and are trained to voice their opinion, demand for their rights. Hence, keeping in mind all these above stated facts, FACE under guidance and support of JTT, Mumbai designed the second phase of the CARE project. The CARE project includes (1) *community empowerment through participation & training* (2) *intervention in formal schools to ensure quality learning* (3) *addressing needs of out of school children especially girls* (4) *establishing linkage between community & government* (5) *advocacy* (6) *creating convergence among all stakeholders*. The target group of the project is *disadvantaged children between age group 8-13 years in the targeted 10 villages in Pakur block of Pakur district*.

b. Strength of the project

- Child tracking system

Putting child tracking system in place seems to be an innovative approach that not only helps to reduce child drop out but also gives one a better understanding with regard to children academics, behaviors, health & extra- curricular activity or children dropping out from schools. It helps to see us through a microscope the reasons for being outside school, family impediments vis a vis school environment, working environment vis a vis school environment and more over mapping adds to it a spatial aspect. Thus the child tracking system followed by FACE in the project gave us a holistic view on the status of out of school children, reasons for them to stay out of schools, available amenities in the existing formal schools, mapping of status of girl children in the project villages. It helped FACE staff to gain better clarity. Instead of delivering outputs mechanically, the educators, out reach workers & project staff of FACE understood the underlying causes and worked towards addressing those instead of just giving efforts to put out of school children in bridge course centres and mainstreaming them in formal schools.

- Community participation

FACE organized regular interaction & sanitization meetings at community levels for parents, youth groups, Saraswati Bahinis (a formal school based mothers group), community groups to empower them. It resulted in bringing a change in the attitude of the community. Community now understands the importance of formal education, role of teachers in their children's life, their duty as citizens to make various Government Departments like Education, Health, Police, Social Welfare, Rural Development more proactive and need to establish a linkage between various government departments like education, health, labour etc. Many of the villagers non-hesitantly went to a Government Departments to seek information regarding existing welfare schemes & shared the same with their peers.

- Positive attitude of formal schools

A change in the mind set of the teachers of the formal school teachers could be noticed. A child friendly academic atmosphere in the schools gradually ushered in. The teachers seemed to have mellowed down and portrayed a friendlier image to the community & their children. Understanding the fact that, the children of bridge course centres are no way less competent than the regular school going children was itself a great radical change in the mind set of the teachers. Similarly, showing respect to FACE bridge course educators for helping over aged out of school children acquire required competencies within a short duration should also be viewed positively.

c. Academic achievement

Academic Status at the time of Entrance

Sl.No	Location of Centres	Level “0”	Level “I”	Level “II”	Level “III”
1	Rahaspur	16	9	-	-
2	Fatehpur	15	10	-	-
3	Ishakpur	14	8	3	-
4	Sangrampur	15	10	-	-
5	Chanchki	9	8	8	-
6	Ilami	18	7	-	-
7	Deotala	9	6	10	-
8	Jhikarhati	20	5	-	-
9	Islampur	15	6	4	-
10	Sitarampur	8	12	5	-
	Total	139	81	30	-

Academic Status of Children at the time of Mainstreaming

Sl.No	Location of Centres	Level “I”	Level “II”	Level “III”	Level “IV”	Level “V”	Level “VI”
1	Rahaspur	-	-	5	9	2	8
2	Fatehpur	-	-	7	14	3	-
3	Ishakpur	-	1	5	5	1	13
4	Sangrampur	-	-	13	7	-	5
5	Chanchki	-	4	6	12	1	-
6	Ilami	-	13	5	4	3	-
7	Deotala	-	-	7	10	4	2
8	Jhikarhati	5	2	6	2	5	5
9	Islampur	1	3	3	9	7	2
10	Sitarampur	3	10	6	6	-	-
	Total	9	33	63	78	26	35

Total No of Girls-107; Total No of Boys-143

No of student who could not be mainstreamed (with reasons)-6 (lack of ability in reading and writing, migration)

d. Impact

- The community was working as a partner with FACE for strengthening the project.
- The community was in the process of being empowered.
- The community started voicing their opinion in various public forum.
- A demand for education could be noticed among the community members.
- Formal schools teachers became more proactive and felt it is discredit on their part if children stay out of school in the school catchment area.
- The government sought advice from FACE to design strategies to address education needs of out of school children found in other pockets of the district.

6.4. Madrasa- Makhtab intervention

a. Project background & description

SSA has taken various initiatives in different parts of India to bring the unrecognized madrasa makhtabs under the fold of formal education. States like Assam, Bihar, UP, Madhya Pradesh have taken innovative steps to upgrade these religious education centres. SSA, Jharkhand also has taken initiatives to reach out to makhtabs where children only receive religious education. Elementary education is the fundamental right of every child in India and we have no right to deprive them from their right to elementary education. India is also a signatory to the UN Convention on Rights of the Child (CRC) which also spells out about right to development through education.

As stated earlier, Pakur has % of Muslim population. Here too there are many Madrasas and Makhtabs, where only religious education is imparted. SSA, Pakur approached FACE to join hands with it as a partner to reach out to these Muslim minority children receiving only religious education in Makhtabs of Pakur block. The project was taken up by FACE as a pilot project. 550 children belonging to Muslim community attended the Bridge course at 10 locations (Makhtabs) in Pakur block of the district. The children were not stopped from receiving religious education but in addition, they were provided education through bridge course method so that they acquire age appropriate learning competencies.

The project required intensive dialogue with the management committee of Makhtabs. FACE organized regular monthly meetings with the *Maulvis* to sensitise them on the need for formal education. Besides, FACE also shared academic progress of the children, hindrances faced by the educators engaged by FACE in the Makhtabs during these meetings to create a sense of bondage among the religious teachers towards this alternative learning centres located in the premises of the Makhtabs.

d. Impact on the community

Acceptance by the community:

The community which earlier was not open to the idea of need for formal education gradually changed their mind. People from the neighbouring villages also started sending their children to bridge course centres to prepare them for admission to formal schools. The involvement of Muslim youths as educators of the centres helped to win confidence and support of the orthodox members of the community. The children were also thrilled to come to the learning centres. Here, they got scope to participate, express their opinion, learn in groups. The bridge course centre was quite vibrant and the method of teaching adopted here, made the children more active rather than making them mere passive listeners.

e. Academic Progress

Table: Academic status of children at entrance level

Sl no	AIE (Makhtab)	Level 'O'	Level-I	Level-II	Level-III	Boys	Girls
1	Manirampur	31	10	9	Nil	34	16
2	Ilami	11	9	20	10	36	14
3	Taranagar	06	10	20	14	43	07
4	Rahaspur	06	10	20	14	38	12
5	Sagrampur	29	14	32	Nil	30	45
6	Bhawanipur	26	19	05	Nil	24	26
8	Laddupara	15	23	12	Nil	06	44
9	Deotala	09	26	15	25	61	14
10	Sahawajpur	40	40	20	Nil	38	62

Table: Academic status of children at the time of mainstreaming

Sl No.	AIE (Makhtab)	Level 'O'	Level-I	Level-II	Level-III	Level IV	Level V	Level VI
1	Manirampur	Nil	25	7	18	Nil	Nil	Nil
2	Ilami	Nil	2	8	30	10	Nil	Nil
3	Taranagar	Nil	1	12	10	18	09	Nil
4	Rahaspur	Nil	Nil	08	18	08	16	Nil
5	Sagrampur	Nil	25	16	31	03	Nil	Nil
6	Bhawanipur	Nil	Nil	03	33	10	04	Nil
8	Laddupara	Nil	07	19	07	04	08	05
9	Deotala	Nil	09	27	23	16	Nil	Nil
10	Sahawajpur	Nil	26	54	20	Nil	Nil	Nil

Total children AIE (/Makhtab) = 550,

Boys = 310, Girls = 240

8. Women empowerment and zari training

a. Project background

Since inception, FACE was involved in implementation of various community based project aiming towards empowerment of women, especially those belonging to the rural community & slum area. It is noteworthy to mention here that Pakur has a high concentration of Muslim and primitive tribe population and status of women belonging to these communities is quite abysmal.

During the financial year 2009-2010, NABARD, Ranchi provided fund to FACE under Rural Entrepreneurship Development Programme (REDP) to work with women for imparting skill training on “zari making” at a large scale. Prior to the start of the training, FACE organized an exposure visit for some selected women to project area of a West Bengal (Bauriya- Howrah district) based NGO – Taj Mahal Foundation, where the local women were involved in zari work as a part of their income generation programme. The visit generated a positive impact on the women of Pakur who carried it back to their native village to share it with their neighbours & friends. Later FACE selected a cadre of prospective trainees after an intensive survey. A training module was developed and a 45 days formal training on Zarri work was conducted for all the identified women.

Similarly earlier with support of NFI FACE ran a project to - **“ensure participation of women in rural development”**. With an objective to empower local women. A major outcome of this project was formation of various SHGs of rural women which in the process enabled the women of the area to make decisions on their own, express their opinion & views on various aspects of rural development. Effort was also been given to make these women self reliant through various short term income generation programmes. These exposures helped FACE to bring the women & men of the area to come out of the shackles of purdah system and demand for further involvement in various income generation programmes for immediate economic independence and long term sustenance.

Government of Jharkhand’s subsidiary JHARCRAFT has also agreed to support FACE in training, procurement of raw materials and marketing of the finished products very soon.

(b) Project description

Zarri work involves fine craftsmanship and includes various patterns of stitching & sewing like sitaramaking, pattern development, border grafting etc. FACE initiated all the baseworks to start a zari training centre. An expert trainer was engaged. Training shade with required infrastructural facilities was identified. “Dhadda” (a specialized training equipment) was installed. Daily activity schedule was fixed between 11 am to 5 pm. 30 Women who were willing to receive the training were identified & enlisted. The trainees were divided in to groups and separate time table was prepared for each group. Trainees selected their group as per their suitability.

(c) Impact on the community

Inspite of impediments, the zari work skill development training ushered in positive impact on the women and their community as a whole.

- Positive self - image

Women who once hesitated to come out were able to build a positive self image. Successful accomplishment of completion of training increased their self confidence and enhanced their self esteem. Male folk of the community also gained trust and confidence on their women counterpart.

- Improved decision making power

The women were in process of developing ability to think independently & make decisions of their own. Ability to make correct choices on their own boosted their self image & confidence.

9. Training on HIV/AIDS

FACE with support of a Ranchi based NGO – Bhartiya Kisan Sangha (BKS) organized a two day sensitization workshop on HIV/AIDS for its RBC, NRBC, KGBV warden & teacher's staff at Pakur. The objective was to create awareness on HIV/AIDS for FACE staff as they are the persons who were act as change makers in the society. Besides, keeping in mind, the locational disadvantage of Pakur from the point of view of migration & human trafficking, one feels it is more justifiable for FACE staff to get well equipped to address issues related to HIV/AIDS. It is note worthy to mention here that Pakur being located very close to the international boundary of Bangladesh it often acts as transit centre during cross border trafficking of girls from Bangladesh and West Bengal. Often, tribal community of Pakur migrate to Murshidabad district of West Bangal to work in brick kilns. Girls and boys from Murshidabad, Malda, and Pakur are trafficked to different parts of India. Pakur acts as a transit point during trafficking. The training started with discussion on migration, trafficking, factors for migration and consequences of migration & trafficking. Sexual abuse is quite common phenomenon associated with trafficking and migration. Hence it was felt that care givers & service providers of FACE should know what is HIV/AIDS, what are STI & RTI, symptoms of STI & RTI and how these can be prevented. Similarly, FACE staff was also given inputs on necessary life skills which they as care givers must acquire and also should try to instill these among the target children and their community. The session was closed by developing an Action plan which FACE intends to take-up in near future.

Area of intervention	Actors (to be)	Activity
Learning centres providing special training	Warden & educators RBC, NRBC, KGBV & others NGO	i) To create awareness on HIV/AIDS ii) To propagate the message that migration has link with HIV/AIDS
Kasturba Gandhi Balika Vidyalaya	Warden & teachers	i) To create awareness on HIV/AIDS & RTI/STI, its causes, symptoms and remedy ii) To introduce life skill training in KGBVs iii) To develop leadership skill of wardens as they are the change makers of the society iv) To build capacity of local quacks, teachers & community gate keepers

CASE STUDY

Name: Sanela Hansda

Sex: Female

Father's Name: Raska Soren (Daily Wager)

Mothers' Name: Huri Muti Tudee (House wife)

Brother: 2

Sister: 2

House: Mahesganina, Block-Mahespur, Dist.: Pakur, State: Jharkhand

Sanela Hansda, is the third child of Raska Soren, a daily wager staying in the village Mahesganina, Mahespur Block of Pakur district. She is a drop out from school and had no interest in education. She preferred to stay at home. However, her parents wanted her to continue studies.

Sanela's parents heard about the Bridge Course Centre of Chappadanga. Sanela was brought to the Bridge Course Centre by her parents. She joined the centre unwillingly. Soon after admission she started expressing her unwillingness through regular temper tantrums. Often, she used to become adamant and did not follow the instructions of the teachers. She expressed her anger through non co-operation and non-participation. She kept herself away from friends. If asked, did not even bother to respond. She also started doing mischievous things in the camp. The teachers got frustrated with her. None of the tricks adopted by the teachers of Bridge Course Centre worked. They lost all their hope and approached the counselor at FACE head office. The counselor suggested the teachers to handle her tactfully, without losing their temper. She even suggested them to overlook her activities at times. Lack of attention from teachers gradually changed her behaviour. She gradually started taking interest in her studies and participating in various group activities. Her earlier knowledge and intelligence helped her to overcome her learning gaps and acquire almost all the minimum competencies required by a school. FACE decided to put her in JNV. However, the headmaster was very rigid and had reservations against Bridge Course. After lot of coaxing and discussion the school authority agreed to take her in school. She was admitted in class VI at JNV in Chappadanga.

Now Sanela is studying in class VIII. She, is performing well in academics, sports, dance, drama, etc. She likes Math, Sanela has obtained 63% marks in Science.

When ever Sanela gets holiday, she comes to FACE Head Office at Pakur to share her experiences. Her ambition is to become a teacher and teach children of her community. She is proud of her family as well as RBC FACE.

WAY FORWARD

- ✚ FACE plans to work in sectors like livelihood development, watershed development project, agriculture based programmes & youth development programmes.
- ✚ FACE will strengthen its various types of out reach works for upliftment of the tribal community of Pakur.
- ✚ FACE intends to expand its geographical area of work in eastern India – especially in Behrampur block of Murshidabad district and Saltlake, Kolkata - West Bengal.

- FACE has two more extension units now in operation in WEST BENGAL. One is at **Salt Lake (Kolkata)** located at H. B. Block, Bldg. No. 210 headed by **Mrs. Itu Upadhyay** and other is at **Berhampur (Dist-Murshidabad)** located at Diwanganj Road, Mohalla No. 18 lead by Mrs. Sona Pandey.
- Both these new units will be soon working on projects & programmes related to women empowerment, skill development and education.

LEGAL STATUS:

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

- ✚ Face is registered u/s 12A of Income Tax Act, 1961
- ✚ FACE is registered under section 4 (1) (b) of foreign contribution & regulation act, 1976 (FCRA registration no:337780015)
- ✚ PAN No:AAAAF0410E
- ✚ TAN No: RCHF00102E

Registered Office

Rajapar, Pakur

Jharkhand

India

Phone 094311-65148,09332561924

e-mail: face197@rediffmail.com

ritupanday17@rediffmail.com

Website: domain www.faceindia.net

Unit Office Board :

Salt Lake (Kolkata) located at H. B. Block,
Bldg. No. 210 headed by Mrs. Itu Upadhyay

Berhampur (Dist-Murshidabad) located at
Diwanganj Road, Mohalla No. 18 lead by
Mrs. Sona Pandey.

Our Bankers

State Bank of India

#

Syndicate Bank ,Pakur

Auditors

Manoj Bohra & Co.

Address:Bhagalpur, Bihar

6. Organizational disclosure

Total grant received

Sarva Shiksha Abhiyan =26, 12,154.00
NABARD = 21,600.00
NPGEL = 7, 40,000.00
Bhartiya Kishan Sangh = 21,600.00
Jamsetji Tata Trust = 15, 00,000.00
Misc. Receipt = 1, 39,032.21

Total = 50, 66,009.00

Total expenses

Sarva Shiksha Abhiyan =23, 62,655.00
NABARD = 32,828.00
Jamsetji Tata Trust = 13, 08,033.00
FACE = 1, 35,241.00
To Excess of Income.
Over the Exp. = 12, 27,252.21

Total = 50, 66,009.00

DISCLOSURE

Annual Gross Remuneration

Sl. No.	Name	Designation	Gross Remuneration under Project base work
1	Mr. Sharique Khan	President	Zero
2	Smt. Ritu Pandey	Secretary	1,18,000/-
3	Mr. Debobrata Sinha	Treasurer	Zero
4	Mr. Ratan Singh	Member	Zero
5	Mr. Vidyasagar Choudhary	Member	Zero
6	Mr. Birendra Pathak	Member	Zero
7	Mr. Chanchal Jha	Member	Zero
8	Smt. Rosa Soren	Member	18,000/-
9	Smt. Samita Kisku	Member	Zero

Accountability and 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 by the fund in the organization.

Highest paid: Rs.15,000/- per month

Lowest paid: Rs.600/- per month

Staff Details: (as at march 31, 2010)

Gender	Paid full time	Paid part time	Paid casual time	Unpaid Volunteers
Male	43	5	1	45
Female	16	2	0	295

Distribution of staff according to salary levels (as March 31, 2010)

Slab of Gross Salary (in Rs.) Plus benefits paid to staff	Male	Female	Total
< 600	0	3	3
600-1000	3	4	7
1001-2000	28	8	36
2001-3000	8	0	8
3001-5000	3	0	3
5001-15000	1	1	2
15001-25000	0	0	0
25000 >	0	0	0

Total Cost of National Travel by all staff during the year : 63,018/-

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

Paper Clippings

We are Thankful to all The Following Visitors...

- 1) Dr. Manish Ranjan (DC), PAKUR
- 2) Mr. Rajesh kumar Sharma (DC) Pakur
- 3) Ms. Puja Singhal Purwar (DC), Pakur
- 4) Ms. Sampat Mina (SP), Pakur
- 5) Mr. Uday Narayan Singh (DJ) Pakur
- 6) Mr. G.V.S.R. Prasad Education Consultant, Ranchi
- 7) Mr. Lawrence Ba (DPO SSA) Pakur
- 8) Mr. Mohanchand Mukin (DEO) Pakur
- 9) Dr. Triveni Pasad Baghat (retd principal KKM college Pakur)
- 10) Mr. Baidehi Saran Mishra (DC), Pakur
- 11) Mr. Sunil Kumar Barnabal (DC), Pakur
- 12) Mr. L.K.Sharma (ADJ), Pakur
- 13) Mr. Moilee Liow (Senior Program Coordinator, ICOMP), Malayasia
- 14) Mrs.Davjani Gosh (Senior Program Officer N. F. I.), New Delhi
- 15) Mr. Chandan Datta (PRIA, Jharkhand Project Officer), Ranchi
- 16) Mr. Murari Mohan Choudhuri (Executive Director NEEDS), Deoghar
- 17) Mr. Sanoj Kumar Jha (DC), Pakur
- 18) Mr. Madan Sen Gupta (DDC), Pakur
- 19) Dr. Nandu Prasad (SP), Pakur
- 20) Mr. Shivnath Prasad (DEO), Pakur
- 21) Mr. Kedar Nath Dubey (RDD), Pakur
- 22) Mr. Binova Gautam (UNICEF), Ranchi
- 23) Mr. Gaurav Verma (PEEP, CONSULTANT), Pakur
- 24) Mrs. Rina Banerjee (NAVASHRISTI), New Delhi
- 25) Dr. B. C. Choubey (Secretary Red Cross Society), pakur
- 26) Dr. Atul Mittal (Surveillance Medical Officer WHO), Pakur
- 27) Dr. Anita Singh (Gynecologists in Government Hospital), Pakur
- 28) Mrs. Shivani Naha (Principle KKM College), Pakur
- 29) Mr. Arun Kumar Singh (Pradhan Sachiv, Gramin Vikash Abhikaran)
- 30) Mr. Sanjay Mishra (State Coordinator ATSEC), Ranchi
- 31) Mr. Pardip Kumar Choubey (DSC), Pakur
- 32) Mr. Ramjanam Mishra (Journalist, Hindustan)
- 33) Mr. Nitya Gopal (Journalist, Sahara Samay)

Our Donors

Glimpses

Audit Report