

ANNUAL REPORT

(1st April 2023-31st March 2024)



KLOROFEEEL FOUNDATION

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1.0 MISSION AND VISION

Klorofeel Foundation was incorporated as a Section 8 Company in the year 2016 to work in the space of school education. Since inception it has directed its efforts in pursuance of the following Mission and Vision.

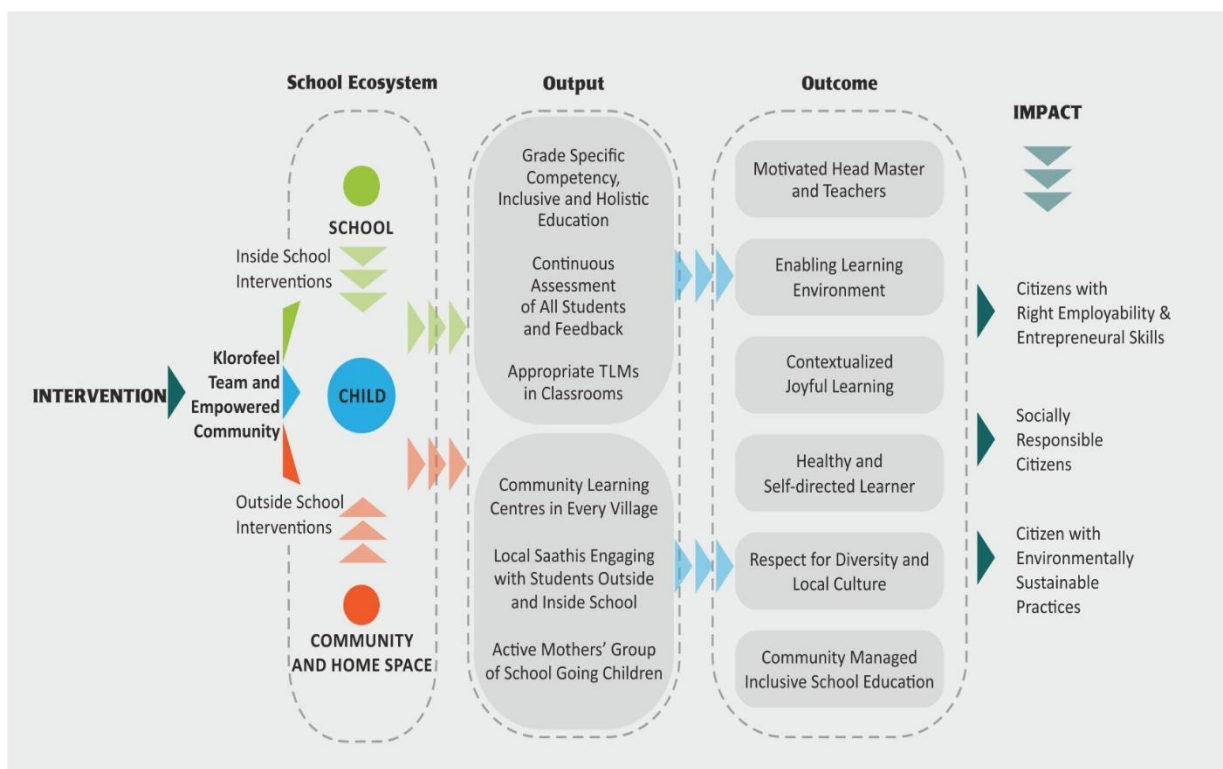
Mission: To promote meaningful education for economically underprivileged children.

Vision: To see a society of socially and ecologically responsible children growing up to be economically independent citizens, across the country.

2.0 BELIEF AND MODEL OF INTERVENTION

Klorofeel Foundation believes that the parents, teachers and community have to be brought together for Inside-school and Outside-school interventions for improving quality of school education. A sensitized community can interact regularly with the teachers, influence and contribute to the learning environment of school.

Students from the underprivileged areas mostly face a disabling learning environment and improper guidance; and get little support from their family and the friend circle. So, the community needs to be facilitated and sensitized to alleviate these disadvantages and create conducive Learning space in the community, be part of the Learning journey of the children, create a Learning environment in their locality and ensure that children remain healthy and move into the path of self-directed Learning.



3.0 OUTREACH

In addition to its work in Bissamcuttack Block of Rayagada district, since beginning, Klorofeel Foundation has expanded its work to Basudebpur block in Bhadrak district during this year. In Bissamcuttack block, the Foundation supports approximately 400 primary school students across 18 villages in Jhigidi and Kankubadi Panchayats. This is done through 19 Learning Centres in these villages, along with 5 Government Primary Schools, in partnership with the Wipro Foundation. In Basudebpur, the Foundation's initiative is being carried out in partnership with the Omkargadi Foundation in Arandua Panchayat, where 5 Learning Centres have been set up to support 105 students from Classes 1 to 5. In both regions, the Learning Centres operate before and after, regular school hours. Local youth, known as Saathis, facilitate the learning at these centres, with each



Project Locations

Bissamcuttack Block of Rayagada District and Basudebpur Block of Bhadrak District.

Parents play an active role in their children's educational journey through the establishment of Mothers' Groups in each of the villages. These groups are responsible for making key decisions related to the Learning Centres, such as identifying suitable spaces for the Centres, selecting Saathis (educators or facilitators), and determining the schedule for the learning sessions. Additionally, the Mothers' Groups oversee the daily operations and management of the Centres. To support the Centres' activities, each member of the group contributes monthly, ₹20 to ₹50 per child, which is used to purchase necessary stationery and other supplies for the Learning Centres. Currently, there are a total of 24 Mothers' Groups spread across the two blocks.

4.0 PROGRESS DURING THE YEAR

Over the past year, the Klorofeel Foundation has continued its education intervention in Bissamcuttack Block of Rayagada district and initiated education intervention at Basudebpur block in Bhadrak district.

In Bissamcuttack, the foundation continues to support around 400 primary school students across 18 villages in the Jhigidi and Kankubadi Panchayats. The initiative has further deepened in both Learning Centres and the five Government Primary Schools. Saathis have begun facilitating the teaching of all subjects, and after our staff demonstrated innovative teaching

methods, the school teachers have started incorporating some of these techniques. Additionally, Mothers' Groups have begun attending parent-teacher meetings and actively seeking updates from teachers about their children's academic progress.

In Basudebpur, the foundation has expanded its efforts in partnership with the Omkargadi Foundation. The initiative is being carried out in Arandua Panchayat, where 5 Learning Centres have been established to support 105 students from Class 1 to 5.

A key shift in the Foundation's approach this year was the focus on supporting Class 5 students in Bissamcuttack to prepare for entrance examinations for prestigious schools such as Navodaya Vidyalaya, Eklavya Model Residential School (EMRS), Odisha Adarsh Vidyalaya (OAV), and Kalinga Model Residential School (KMRS). The preparation for these examinations began in October 2023 with the establishment of a dedicated learning centre and focused approach in the other Learning Centres. The preparation included both regular Learning Centre activities and additional workshops to review the syllabus, practice examination questions, and address student doubts. A 5-day workshop at the training centre in Bissamcuttack further ensured that students were fully prepared for the examinations.

This focused effort proved successful, with 32 out of 59 students who appeared for the examinations qualifying for admission to model schools. This year marked a first-time experience for the Foundation in supporting students to clear these prestigious entrance examinations, and through a collective and dedicated effort, the team achieved a remarkable outcome. The details of the key interventions and the progress made during the year are presented next.

4.1 Class 5 Children Preparing for and Joining Model Schools in Class 6

For a long time, the organization has been working on to support students beyond Class 5. While our goal is for children to acquire grade-specific competencies by the end of Class 5 and become self-directed learners, it's clear that they still need the right learning environment, guidance, and support after Class 5.

During the year, the organization facilitated preparation of Class 5 students of Bissamcuttack project area to compete in entrance examinations for prestigious schools like Navodaya Vidyalaya, Ekalavya Model Residential School (EMRS), Odisha Adarsh Vidyalaya (OAV), and Kalinga Model Residential School (KMRS) to join these schools in Class 6.

The preparation began in October 2023 with the establishment of an additional Learning Centre for children interested in Navodaya Vidyalaya. A local youth, Abhi, who had returned to the village after graduating from the district town, took on the responsibility of preparing the students. His experience in preparing Class 5 students for model school entrance examinations helped him cover the entire syllabus in time. At other Community Learning Centres, the Saathis, along with Klorofeel staff, also took responsibility for preparing children for the entrance examinations.

To give the final push to the preparation and ensure students were fully prepared, a 5-day workshop was organized at the training Centre in Bissamcuttack. There, Mr. Brahmananda Swain and Ms. Kabita Swain reviewed the entire syllabus, helped the children practice likely questions for the examinations, and addressed any doubts they had. This strategy paid off. Out of 59 students who appeared for the entrance examinations, 32 successfully qualified to join model schools. 3 students joined Navodaya Vidyalaya, 15 joined EMRS, 9 joined OAV, and 5 joined KMRS.



Supporting children to clear the entrance examinations involved more than just academic preparation. We also helped with correcting documentation errors (which were common), registering for the examinations, facilitating travel to the examination centres, and assisting with the documentation and medical tests required to join the model schools.

Case Study: Diptima Hikoka (Mandapai) Cleared Navodaya Vidyalaya Entrance through self Determination and with Active Support from Sikhya Saathi



Nestled in the serene village of Mandapai, amidst the verdant landscapes of South-Odisha's countryside, lived Diptima Hikoka and her family. Born into a humble household of farmers from the Kondh community, Diptima's world was one of simple joys and formidable challenges.

From a tender age, Diptima was acutely aware of her family's circumstances. Her parents, burdened by illiteracy - a generational curse that had shackled many families in their village - harboured an unyielding dream: to see their children break free from the chains of poverty and ignorance.

As Diptima grew, her thirst for knowledge intensified. She found solace in the local government school, where supportive teachers nurtured her inquisitive mind. During this time, Satyarao, a mentor (Saathi) from the Klorofeel Foundation promoted Learning Centre in the

village, recognised Diptima's potential and introduced her to a world of opportunities beyond her village. He acquainted her with the prestigious Jawahar Navodaya Vidyalaya (JNV) and its entrance examination, a gateway to academic excellence.

Though unfamiliar with the concept, Diptima's family placed unwavering trust in Satyarao. They understood that their daughter's aspirations were beyond what their modest means could nurture and were willing to make any sacrifice to see her succeed.

The preparation was arduous, but Diptima's determination was steadfast. She spent countless hours poring over the specialised books provided by the Klorofeel Foundation, her small hands gripping the pages that held the keys to her future. Mathematics, once her Achilles' heel, became her strongest ally as Satyarao's guidance illuminated the path to mastery.

Even when Diptima faltered, her mentors refused to let her give up. On days when she missed classes, Satyarao would journey to her house, ensuring her preparation remained consistent.

The day the results were announced, Diptima's joy knew no bounds. Not only had she qualified for JNV, but she had also secured admission to prestigious institutions like Odisha Adarsh Vidyalaya (OAV) and Eklavya Model Residential School (EMRS). At that moment, her family's sacrifices and unwavering belief in her potential bore the sweetest fruit. Her mother beamed with pride, recounting how her once-reluctant daughter had blossomed into a disciplined and well-mannered girl, her aspirations soaring higher with each passing day.

The entire community rallied around Diptima's success, showering her family with congratulations and admiration. In a village where education was often a privilege reserved for the fortunate few, Diptima's admission to JNV symbolised a collective triumph, a victory over the shackles of generational poverty and illiteracy.

In the years to come, as Diptima navigates the corridors of academic excellence, her story will undoubtedly serve as a beacon, illuminating the path for countless others who seek to rewrite their destinies. In her unwavering pursuit of knowledge, she has already proven that the greatest obstacles can be overcome with resilience, determination, and the unconditional love of those who believe in you.

4.2 Inside-School Interventions and Training of Government Primary School Teachers

Klorofeel Foundation, in partnership with Wipro Foundation, has been working to enhance the quality of education in five primary schools in Jhigidi Panchayat. Their objectives include:

1. **Improving the functioning of the schools** in the Bissamcuttack block of Rayagada district, leading to more effective teaching and better student outcomes.
2. **Incorporating context-specific content and activities** that make the teaching and learning process more engaging and meaningful.
3. **Building the capacity of local stakeholders**, covering:

- School Management Committees (SMCs) and communities, enabling them to prepare and implement School Development Plans with active involvement from the Panchayati Raj Institutions (PRI).
- Saathis and Mothers' Groups to effectively manage Community Learning Centres.

Initially, the Foundation introduced creative teaching methods in four of the five schools selected for the intervention. At these schools, staff have demonstrated various approaches such as:

- Teaching the Odia language using Varnasamuha.
- Teaching English through storytelling, word-making, and rhymes.
- Teaching mathematics through unstructured counting with local materials like tamarind seeds and structured counting using Ganitmala.

Klorofeel Foundation team was trained by specialized agencies employed by the Wipro Foundation. Before implementing these methods in the schools, the team tested them in Community Learning Centres, refining their approach based on the local context and children's responses. The teaching methods have been well received by teachers, Cluster Resource Coordinators (CRCs), and the Block Education Officer (BEO). Following this, the organization organized a training session for the teachers of the intervention schools on how to use Varnasamuha for teaching the Odia language. A three-day workshop at the District Institute of Education and Training (DIET), Rayagada focused on teaching alphabets with Maatras, forming locally used words and sentences with the Maatras, and integrating these lessons into engaging and effective activities for students. After the training program, teachers in the schools have started adopting the innovative teaching and learning process of using Varnasamuha for teaching Odia language to the Class 1 and 2 students.



4.3 Capacity Building of Saathis

To improve their knowledge and skills in facilitating learning at the Centres, the Saathis participated in regular training sessions, primarily held on Saturdays. Initially, the Saathis were focused on teaching only language and mathematics, but as the needs of the students evolved,

they were encouraged to facilitate learning all subjects across Class 1 to 5. This transition was initially perceived as challenging, as it required them to broaden their subject knowledge and teaching strategies. However, with continuous support, regular training, and the Saathis' dedicated effort, they successfully adapted and became proficient in delivering lessons across various subjects, from Odia language, mathematics, English and Environmental Science. They now teach students in Class 1 to Class 5, ensuring that each subject is covered and course is completed.

The training sessions were carefully designed not just to improve their understanding of the curriculum but also to focus on creating an inclusive and supportive classroom environment. One of the central goals of the training was to instil the importance of fostering a fear-free learning space where children felt comfortable expressing their ideas and opinions.

In addition to the curriculum-based training, emphasis was placed on helping the Saathis develop skills that would enable them to be more effective in their roles as facilitators of learning. The sessions highlighted the importance of promoting creativity in the classroom, encouraging students to think critically, solve problems, and explore different ways of learning. Saathis were trained to use innovative teaching methods that would inspire students to engage actively with the content and explore subjects in more dynamic ways.

As part of their capacity development, the Saathis were also given the opportunity to attend a specialized three-day training session in Brahampur, led by Dr. Mammath Kundu, a well-known educationist and expert in the English language. This in-depth training session was specifically designed to enhance the Saathis' teaching abilities in English, one of the most crucial subjects for primary Class students. Under Dr. Kundu's guidance, the Saathis learned advanced techniques in teaching English that would help them support students in building strong language skills. This training was vital for improving their overall teaching practice, as it enabled them to better manage language-based learning challenges and develop more effective teaching strategies to meet the needs of all students.



The knowledge and skills gained through these comprehensive training sessions have made the Saathis more confident and capable facilitators. They are now not only better equipped to teach a wide range of subjects, but also to foster a positive learning environment. Lilabati Kadraka, Siksha Saathi of the Foundation says, “After taking training on Odia Language and Numeracy including English and EVS, I became confident about the activity based joyful learning

methods of different subjects”. This approach helped the students to better understand the basic concepts of the above subjects.

Their ongoing capacity development continues to play a significant role in ensuring that they are well-prepared to address the diverse needs of students and to make a lasting impact on their educational journey like acquiring grade-specific competencies and preparing Class 5 children to clear entrance examinations to join in Class 6 in model schools.

Case Study: Lilabati Kadraka

In a small village of 75 houses, Lilabati Kadraka stands out as a dedicated and beloved Saathi, admired by her community. Her teaching journey began in 2018 when she joined the Klorofeel Foundation as a Saathi, teaching students from Class 3 to Class 5. On her first day, 20 students attended her class. Though a bit nervous initially, she used rhymes to connect with her students, sparking a love for learning that allowed both her and her students to grow.

Lilabati’s passion for teaching was kindled in her childhood, inspired by a teacher who made learning enjoyable. She always dreamed of becoming a teacher, and today, as a Saathi, she is living that dream. Determined to advance her career, she plans to pursue teacher training and a B.Ed. degree while also preparing for government job examinations.

Her teaching methods are innovative and student-centric. Lilabati focuses on engaging her students individually, using techniques such as rhymes with actions, flashcards, and creating print-rich classrooms. These skills, honed through training provided by the Klorofeel Foundation, have brought remarkable results. Many of her students have progressed to higher secondary classes, and five have secured admission to reputed schools.

While she has faced challenges, Lilabati overcomes them through diligent planning and self-study. She views teaching as a two-way process, where both the teacher and students learn from each other. Her dedication has earned her deep respect within the community, with parents often seeking her advice on their children’s education. Her mother, proud of her achievements, appreciates her efforts both at home and in the fields, where Lilabati supports her family alongside her teaching responsibilities.

Despite her family’s economic struggles, Lilabati finds immense joy in teaching and learning. She cherishes moments spent under the trees, learning about nature, and fondly recalls her childhood memories of climbing trees, which still bring a smile to her face.

Lilabati’s story is a testament to the power of hard work, resilience, and the profound impact an individual can have on their community. Her journey as a Saathi reflects her unwavering commitment to shaping young minds and inspiring a brighter future for her village.

4.4 Capacity Building of Mother’s Groups

The organization deeply acknowledges the critical role that the community plays in enhancing the quality of school education and in supporting children to achieve better learning outcomes.

The active involvement of the community, particularly parents, is essential in shaping and driving educational progress. Education has the potential to uplift entire families, enabling them to escape the cycle of poverty and improve their standard of living. In fact, in just one generation, education can break the chains of poverty and improve quality of life.

With this understanding at the forefront, the organization conducts series of capacity-building activities specifically targeted at Mothers' groups. The training focuses on the importance of their involvement, both within the school setting and at the community level, in significantly improving children's learning outcomes. By educating mothers about the direct impact their engagement can have on their children's academic success, the organization aims to foster a deeper sense of ownership and responsibility in their children's educational journey.

To ensure the momentum of this initiative, monthly meetings continue to take place, providing a space for ongoing discussion and subsequent action. These meetings serve as a source of inspiration and encouragement, helping the mothers interact with the school system and stay engaged and committed to supporting their children's education. Each meeting aims to deepen their understanding of how they can contribute to their children's learning and success, whether by reinforcing learning at home, participating in school activities, or actively engaged in management of the community learning centres. Mothers' group are regularly attending the Parents Teachers Association (PTA) meetings and are asking the teachers about the marks secured by the students in the examination and the necessary data of their children like accuracy of AADHAR details matching with Birth Certificate, etc.



While the journey toward widespread mothers' involvement in education is a slow and gradual one, the organization remains optimistic about its long-term impact. With sustained effort, these initiatives will help shift the mindset of the community and create a more collaborative and supportive environment for children's education. By empowering mothers to take an active role, the organization is not only improving immediate educational outcomes but also contributing to the larger goal of community-driven, sustainable educational transformation. The ultimate vision is to create a positive, lasting change in the lives of children and families, ensuring that education becomes a key driver of opportunity and removing poverty.

4.5 Initiation of Intervention at Basudebpur Block

After having the experience of working to improve children's learning outcomes in Bissamcuttack block, the organization decided to extend its efforts to the coastal areas of Odisha. While the quality of school education in these coastal regions is not much better than South Odisha, there is a widespread reliance on private tuition, even for primary school children, with fees ranging from Rs 300 to Rs 500 per month. However, not all families can afford these tuition fees, and the quality of tutoring varies significantly. This posed a challenge in making quality education both accessible and affordable for all.

To address this, the organization proposed the creation of community-based Learning Centres in villages, led by capable local facilitators, combined with a strong partnership with the school system. This approach allows for shared costs between parents, making quality education more affordable for everyone.

The intervention in Arandua Gram Panchayat, Basudebpur Block, Bhadrak, began with a series of discussions at the Klorofeel Foundation's weekly meetings. The project was introduced by Prof. Haribandhu Panda, Director of Klorofeel Foundation, who, along with Mr. Jitendra Kumar Nayak, conducted the first field visit in January 2024. During this visit, they met with villagers, community members, and local leaders to discuss the proposed plan. Dr. Chandan Kumar Singh also visited Arandua, collaborating with the Abhipsa Organization to further engage with villagers, teachers, and women's groups.

On January 21, 2024, a key meeting was held at Bada Anandpur Govt. Primary School, attended by villagers and women's group members, where the goals of the foundation were shared. On February 14, 2024, Dr. Singh met with local school heads to gain their support for the project. Through ongoing consultations, house-to-house surveys, and meetings with mothers' groups, five Learning Centres were established in Hatpada, Bada Anandpur, Basang, and Behera Sahi with financial support from Omkargadi Foundation.

Additionally, a two-day Siksha Sathi Selection and Development Programme was held in March 2024 to train facilitators (Siksha Sathis) in effective teaching methods and the Foundation's approach to quality education.



Lesson plan development workshop was conducted at Sana-Chandrabhanupur Government Primary School, where Siksha Sathis discussed the syllabus and teaching strategies, addressing challenges and ensuring a smooth, committed start to the learning process. Through these efforts, the Foundation aims to enhance the quality of primary education by involving the community, local youth, and women's groups in the educational development process.

4.6 Timeline of Key Activities Undertaken in 2023-24

APRIL: Final Assessment Conducted for the Students in Schools & Learning Centres.

MAY: Klorofeel Foundation Supported Ratatikiri Primary School for the Event Jana Bhagidari Program.

JUNE: Saathis Attended Basic English Training Program Conducted by Klorofeel Foundation Core Team.

JULY: Klorofeel Foundation Supported Raskola Primary School, Bissamcuttack for Development TLM (Teaching and Learning Methods) on FLN (Foundational Literacy and Numeracy). Klorofeel Foundation Conducted a TLM Development Workshop for Bissamcuttack Saathis in Sanagatiguda Model Learning Centre.

AUGUST: Block Education Officer (BEO), Bissamcuttack and Cluster Resource Centre Coordinators (CRCCs) Inaugurated FLN Class Room in Chanchadamundi Primary School, with the Pedagogical Support of Klorofeel Foundation.

SEPTEMBER: Wipro Partner, "Shikshya Mitra", Visited Schools, under the Intervention of Klorofeel Foundation and Its LCs, in Bissamcuttack. A Special Learning Centre Was Set-up in Borikhal Village for Preparing Class 5 Students for Navodaya.

OCTOBER: Eminent Story Writer Ms. Nabnita Deshmukh & Team Did a Workshop with Bissamcuttack KF Team for Creative Story Writing.

NOVEMBER: KF Prepared Online Students Learning Attendance for Students and Saathis. Education Catalysts Attended Online Workshop on Preparing Worksheet, Conducted by Shikshya Mitra, Kolkata. KF Provided Technical Support to New Life Foundation, Baragarh, For Outside-School Intervention. BEO (Block Education Officer), Bissamcuttack Interacted with the Students of Sanagatiguda Model Learning Centre and Mothers' Group. Two-Days' Foundation Language Workshop was Conducted by Klorofeel Foundation for Government School Teachers with Support of Wipro Foundation.

DECEMBER: Six-Days' Aadarsha and Navodaya Coaching Camp Conducted in Bissamcuttack with Technical Support from the Board of Directors of Klorofeel Foundation. The Core Team Participated in TLM Development Workshop on FLN in DIET, Rayagada, Bissamcuttack.

JANUARY: Foundational Language Training Conducted for Klorofeel School Teachers. 59 Class 5 Students from Klorofeel Foundation Learning Centres Appeared Aadarsha Vidyalaya Entrance Examination.

FEBRUARY: Training of Saathis to Prepare Students for The Entrance Examination of Ekalavya Model Residential Schools (EMRS). 15 Class 5 Students Qualified for Ekalavya Model Residential Schools.

MARCH: Bissamcuttack Team Attended a Saathi Development Program (English Training) in Klorofeel School, Brahmapur. Dr. Manmatha Kundu and Prof. Prana Krishna Mohanty Were the Resource Persons.

5.0 GOVERNANCE

Haribandhu Panda: CEO and Co-Founder of Klorofeel School Brahmapur. Graduated from NIT, Rourkela, FMS, Delhi University and AIT, Bangkok. Served as Design Engineer at NTPC, Researcher at AIT (Bangkok), Technology Management Specialist at SEATEC (Bangkok), Professor at IRMA (Anand), Vice Chancellor, Dean and Director at Universities and management schools, with experience in technology-led and market-linked community-based institution design, sustainable development and meaningful education for three decades. Formerly Managing Trustee and Co-Founder/Chairman at two reputed social enterprises.

Kalyan K Banerjee: Co-Founder of Mind Tree, served as Computer Systems Designer at Wipro R&D with Experience in IT industry and in Education. Chairman/Co-Founder of Klorofeel School Brahmapur. Advised in Boards at Universities, served in one as Pro Vice Chancellor. Mentor at Education focused organizations and schools and supports young software organizations focused on Learning. Graduated from IIT, Delhi and IIT, Kanpur.

Mr. Brahmananda Swain: B. Tech from NIT, Rourkela and former General Manager of BHEL. Mr. Brahmananda Swain is mentor of Science Education at Klorofeel School, Brahmapur. He has 30 years of experience in Science Education through simple experiments, building primary school pedagogy. His teaching philosophy of करके देखो inspires students to do, observe, reflect, and learn - creating a culture of exploration and discovery.

Rishin Chakraborty: Graduated from North Eastern Regional Institute of Science and Technology, Nirjuli, Arunachal Pradesh. Conceptualized and implemented Mindtree Kalinga, among the best-known tangible corporate examples in transforming the Learning process. Rishin is expert in modern Learning practices available in the country, well networked with thinkers in education, personally trained in methodologies like Waldorf and believes in homeschooling.

Jitendra Nayak (CEO): Graduated from UCE, Burla and IRMA (Anand), Served for more than two decades in social sector organisations such as in PRADAN, Harsha Trust and Tata Trusts. Significantly contributed to the implementation of multi-thematic development interventions on sustainable Livelihood security, Health, Education, Water and Sanitation for the underprivileged sections of the society in general and South Odisha in particular.

6. Donors

Klorofeel Foundation gratefully acknowledges the following Institutional and Individual Donors for their generous support.

6.1 Institutional Donors

Wipro Foundation

Wipro Foundation has been supporting Klorofeel Foundation to build the capacities of the Operating-Core Team members to engage with the government school system and improve the teaching and learning processes. With their support, there has been intervention in Jhigidi Gram Panchayat of Bissamcuttack Block with a goal of transforming the functioning of five Primary Schools for making teachers more effective and improving learning outcomes of students. Innovative methods of learning Language, Environmental Science (EVS) and Mathematics have helped children improve their learning level. Empowered mothers of the children have become active members in the School Management Committee. Working in an ecosystem approach, a cooperative relationship has been developed among the parents of the students, teachers and government education administrators for receiving the teaching-learning materials in time.

Omkar Gadi Foundation

Omkar Gadi is supporting Klorofeel Foundation to improve competency of selected students attending government Schools in Arandua Gram Panchayat of Basudebpur Block of Bhadrak District of Odisha. The strategy is to provide outside classroom interventions through Learning Centres (LCs) in different villages. Broad actions include Community mobilization, Mothers' Education Group formation and their capacity development, Facilitating Learning Centre facility location and development, Saathi identification and capacity development, training on Learning Centre operation, Development of Annual Academic Plan, facilitating provision of Teaching and Learning Materials to Saathis and students, Assessment of students and providing feedback, and supervising smooth operation of Learning Centres by Saathis.

6.2 Individual Donors

Mr. Kalyan Kumar Banerjee

Dr. Brahmanand Mohanty

Ms. Silsila Patro

Mr. Nitish Kumar Singh

Late Pravakar Mishra

Dr. Subhojit Chakraborty

Dr. Haribandhu Panda

Mr. Brahmananda Swain

7.0 Financial Statement

KLOROFEEL FOUNDATION

(A Company Incorporated under Section 8 of the Companies Act, 2013)

FLAT NO-204, 2ND FLOOR, SHANTIVAAN BELAGACHHIA, BARANGA CUTTACK 754005

CIN NO : U74999OR2016NPL025714

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2023

Sl. No	Particulars	Amount AS ON 31/3/2023	Amount AS ON 31/3/2022
I.	RECEIPTS		
	Opening Balance		
	Cash in Hand		
	Cash at Bank	4,04,060.50	2,99,752.40
	Receipts from:		
	Donation Received	58,35,472.00	50,63,500.00
	Bank Interest	27,135.00	26,555.00
	Share Application Money Receipt	-	-
		62,66,667.50	53,89,807.40
II.	PAYMENTS		
	Project Expenses:		
	Educational Exp (Volunters Payment & Training)	11,95,056.00	11,74,842.00
	Education Project Exp (Wipro Foundation)	13,60,333.00	3,89,707.00
	Educational Project Exp (Interest Received against Wipro)	27,135.00	-
	Maa Saraswati Shikshya Kendra(construction of Learning Centre)	2,00,000.00	-
	Workshop of Science Teachers	3,25,139.00	-
	Return to Wipro Foundation	2,73,793.00	-
	Establishment Exp		
	Salary & Stipend	22,21,000.00	30,67,544.00
	Other Admin Exp	3,32,705.00	1,61,710.00
	Bank Charges	11.80	595.90
	Increase in Advance	60,000.00	-
	Purchase of Asset	16,850.00	-
	Audit Fees	59,000.00	1,20,098.00
	Filing Fees	42,000.00	70,500.00
	Closing Balance		
	Cash in Hand	-	-
	Cash at Bank	1,53,644.70	4,04,060.50
		62,66,667.50	53,89,057.40

Schedules referred to above and notes attached there to form an integral part of Financial Statement

In terms of our Report of even Date

For SPP ASSOCIATES
Chartered Accountants
Firm Reg. No -322862E

CA. P. Mohapatra, FCA
(Partner)
(Membership. NO 060051)
PLACE : Bhubaneswar
DATE : 20/06/2023
UDIN :23060051BGWKZF1181



For and On Behalf of the Board of Directors

KLOROFEEL FOUNDATION

K. K. Banerjee
DIRECTOR

Mr Kalyan Kumar Banerjee
Director
Din:07488788
Flat No A-204, Belagachia,
Baranga, Cuttack

KLOROFEEL FOUNDATION

H. Haribandhu Panda
DIRECTOR

Dr Haribandhu Panda
Director
Din:03373122
Flat No A-204, Belagachia,
Baranga, Cuttack

