

# Catalyzing Joyous Learning

ANNUAL REPORT 2020-21  
KLOROFEEL FOUNDATION



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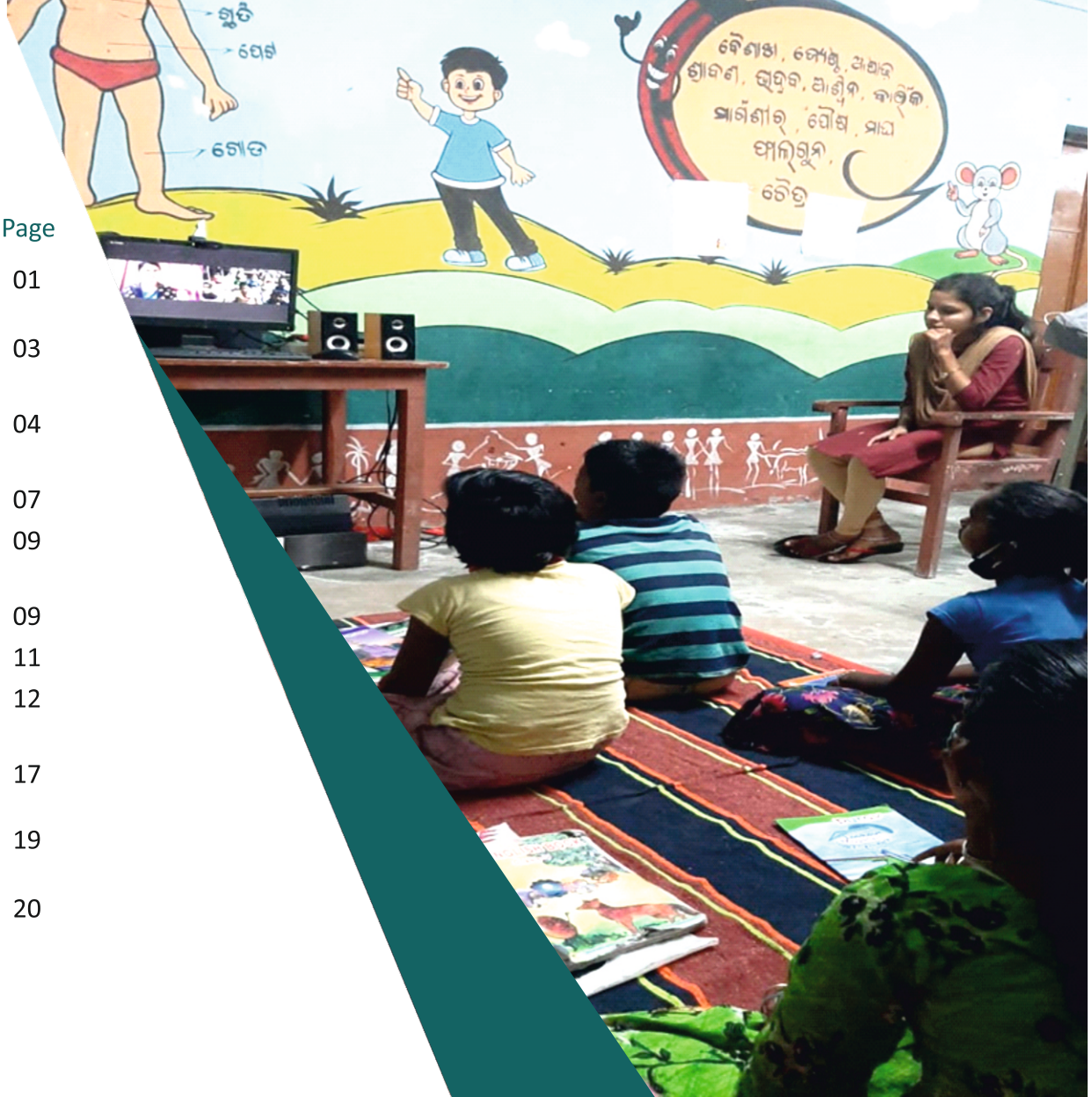
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## 1.0 ABOUT US

Klorofeel Foundation is incorporated as a Section 8 Company focused on education of under-privileged school students.



### VISION

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



### MISSION

To promote meaningful education for economically underprivileged children.

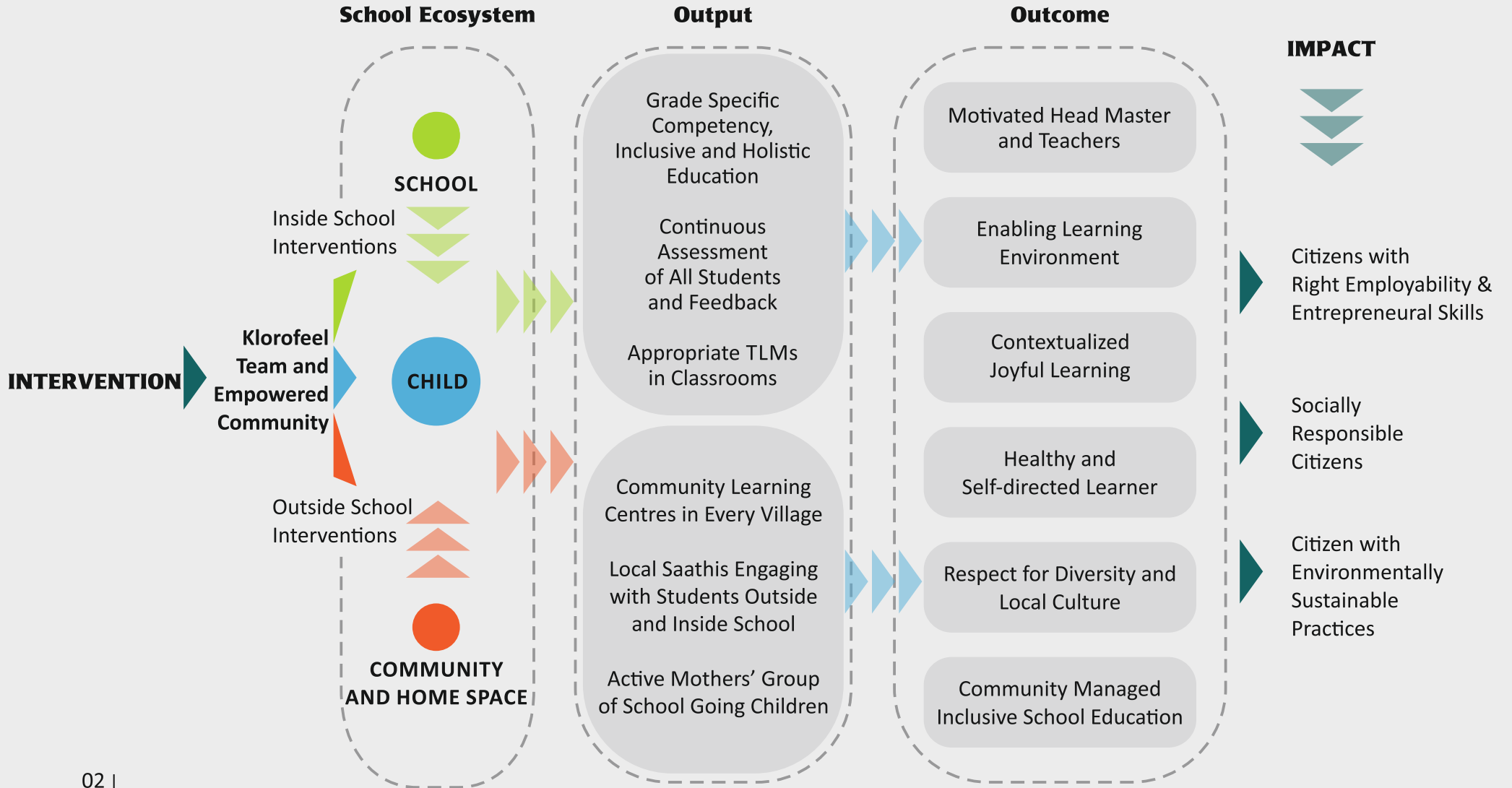


### OUTREACH

Children: 1500  
Blocks : 3  
Saathis: 45  
Learning Centres: 35  
Support to Govt Schools: 8  
Mothers' Groups: 30

### KEY BELIEFS

- Education can bring a child and her family, out of economic and social misery, in one generation.
- Education must be joyful and interesting, motivating students to seek knowledge.
- Education must be connected with the environment and include sports, culture, arts, and awareness of the world around.
- Education must address thinking, questioning, decision making, respect for diversity, building perspective, effective communication, and remove fear, prejudice and intolerance.
- We value simplicity over perfection, whenever simplicity helps learning.



## 2.0 **PROGRESS DURING THE YEAR**

The village level learning centres promoted by Klorofeel Foundation played critical role in continuation of learning of children, while schools remained closed amid Corona Pandemic during the entire year. Learning has been facilitated by adhering to the restrictions and protocols mandated under the pandemic. While the learning centres could not remain functional in usual mode, the village level volunteers (Saathis) facilitated learning of children in smaller

groups and even through one to one interaction. There were phases when the teaching- learning process had to be completely stopped with the children but the time was effectively utilized to train Saathis through online mode. The travel restriction imposed under the pandemic reduced the direct engagement of the Klorofeel team with the Saathis, community and children.

Thus, the team spent considerable time documenting activities for understanding, practicing and applying the concepts, sub concepts

of each of the subjects taught from class 1 to 5. An intern from National Institute of Design, Ahmedabad joined us to develop board games integrating the concepts of environmental science and mathematics. There has been effort on improving communication skills of children of Kujanga block through online platform with support of student volunteers from Bhubaneswar and California. Thanks to Paradeep Phosphates Limited for instalation of playscapes in six schools at Kujanga block. A pilot on establishing and running community learning centres entirely through contribution from mothers' group has been initiated in Korei block of Jajpur district.

### **The following are the key activities taken up during the year by the organization which are elaborated further**

- Teaching-Learning Process at Village Level Learning Centres
- Leveraging Online Platforms for Quizzes and for Communication Skills
- Playscapes at Schools
- Internship for Development of Board Games for Fun and Learning
- Creating and Leveraging Teaching-Learning Materials
- Measuring Learning Levels of Students
- Piloting Self-Sustaining Village Level Learning Centres at Jajpur

## 2.1 Teaching-Learning Process at Village Level Learning Centres

The year started amid Corona pandemic and nationwide lockdown. The village level learning centres at Bissamcuttack, Kujanga and Korei blocks could not function as usual. Alternate mechanisms of facilitating learning of children in small groups and through one to one

interaction were adopted while adhering to the corona pandemic protocols. In Kujanga, Korei blocks and in some villages of Bissamcuttack where some of the children had access to network connectivity, we could leverage the online platform to facilitate learning. In all of these the Saathis and the Mothers' groups of the respective villages played a major role.

As the duration of engagement with children reduced it was decided to focus on fewer but important concepts like number sense in mathematics and learning to read Odia literature. It was important for the children to understand why number ten was written as 10. So larger effort was given for making children understand the place values of digits in a number while also physically representing a number with bundles and sticks.

Children enjoyed learning through activities and also could easily understand the concepts. Special effort was put by the team to document the activities for all the concepts of mathematics from class 1 to 5 and EVS from class 3 to 5. Two booklets have been prepared detailing the activities for understanding, practicing and applying the concepts.



To enhance the learning level and awareness of children, a program to capture the village biography has been initiated in 6 villages of Kujanga block. This is an opportunity for students to understand and know more about their village from their elders. An age-old tradition of passing on the local knowledge on healthy habits, ecological living and folklores through stories has taken a back seat in today's world of overflowing information. The program has been helping students to get in touch with their elders and learn meaningful facts about their villages. The children with the support of Saathis created a detailed script on various aspects of the village including the economic, social, ecological, historical and geographical aspects. The program is being guided by an expert who has created many such biographies for other villages.

## Activity Based Learning Shaping the Way

**Omkar Hikaka**, a class-1 student from Bandediguda village has been attending Klorofeel Learning Center. He has not seen the school environment yet because of the Pandemic. He is very silent and had little interest in studies. Engaging with activity based learning and



participation in peer learning helped him enjoy learning. He enthusiastically practiced counting by using Rangometry which eventually boosted his confidence. Now he is able to count and write double digit numbers. He has also learnt carry over addition of double-digit number by using bundles and sticks. Also, he is taking active participation in peer group learning. Although his parents were not aware about their child's education but gradually, they could notice the behavior changes in their child. Like Omkar is talking smartly and reading and writing the alphabet and numbers at home. The multi-dimensional activity-based learning approach adopted by Klorofeel Foundation has helped discover the hidden potential of Omkar Hikaka.

Behavior changes of Omkar Hikaka brought realization to his parents that there is some hidden magic in education.

## Childhood Learning Experiences Shape the Lifelong Pursuit for Excellence

**Prangya Nayak**, a student of Class 4 attending the Government Upper Primary School in Siju village of Jagatsinghpur District of Odisha, easily stands out distinctly in her class because of her curiosity to learn, and enthusiasm to participate or take initiatives.

The multidimensional learning approach adopted by Klorofeel Foundation (in collaboration with Paradeep Phosphates Limited) for the students of Government Primary schools of Siju village has given a lot of students such an opportunity to have a sound learning experience while developing their cognitive, emotional and social attributes.

Village Biography Program gave Prangya an opportunity to understand and know more about her roots, about her village from her elders.

As a whole, Klorofeel Foundation has been helping students like Prangya learn through platforms giving them a better chance to learn multiple skills while enjoying the process. While Prangya develops and grasps her future opportunities, she is also strengthening her roots to become a well-rounded citizen of the country.







## 2.2 Leveraging Online Platforms for Quizzes and for Communication Skills

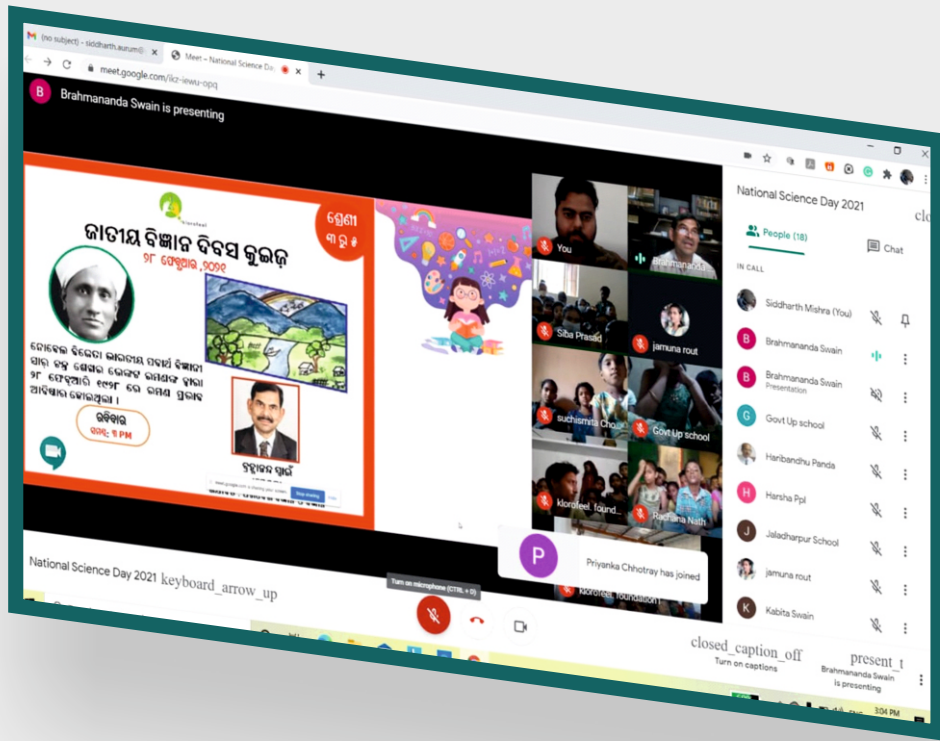
Our Saathis and government school students at Kujang Block learn English Communication in an innovative manner. Cognitive Exchange is a California based organization providing English communication lessons remotely, with Class 9 to 12 high school students as “teachers”. All we need at our end is a computer with a web camera and internet access. With an environment where English is the only mode of communication, students pick up communication pretty rapidly to increase the engagement with their new friend from California. The first pilot class was conducted for 12 Saathis of Paradeep and every Saathi graduated creditably. We repeated the experience with classes in 5 different villages and 100 students.

Then we reasoned why do we need students from California? Why not students from English medium schools in Indian cities? We tried with a English proficient student in

Bhubaneswar and it works. We have conducted more than 50 classes for students from four Government Schools located in four villages of Kujang block (Jagatsinghpur) with support of 4 interns.

This method of learning delivery is low cost and sustainable. It is a win for the school (impacting, and affordable), for the students (they learn in quick time) and the student-teachers (they get exposed to social realities of India and satisfaction of having served). We highlight this, as we believe this can be copied countrywide.

Quizzes play a significant role in our teaching learning practices. We could leverage the online platform to conduct quizzes with the children during the lockdown period. On special occasions, we conduct quizzes to celebrate, motivate and aid the learnings of the children. Saathis play crucial role in preparing children for the quizzes and creating an environment where children experience it as a learning opportunity rather than a



Some of the memorable quizzes were conducted during National Science Day, Children's Day, Independence Day, World Environment Day, etc.



competition. There was emphasis on having questions related to one's local environment, state and the country. Thus, the concept of learning from near to far was adhered to while formulating the questions for the quizzes.



### 2.3 Playscapes at Schools

Play Materials like slide, swing and see-saw form the collective image of a school environment for a lot of students and adults. But unfortunately, only a few of the schools in the rural pockets of Odisha have play equipment for students. With the objective of making the school environment more vibrant and attractive for students, with Paradeep Phosphates support, we installed playscapes in 6 schools of Kujang block. We saw enormous uprise in student's interest and joy for spending more time in the school campus. On the other hand, the play equipment also increased the physical activities for the students in different ways.



### 2.4 Internship for Development of Board Games for Fun and Learning

Can concepts upto Class 5 be comprehensively learnt through play? To explore this, Klorofeel Foundation invited Kunal Lokhande from National Institute of Design, Ahmedabad, with an internship. Kunal was entrusted with developing games that embed and integrate concepts from environmental science and mathematics, attractive to young children. The game design ensured it is meaningful for children, engaging them with a joyful experience, carefully selecting relevant narrative, game mechanisms, social and environmental interactions.



Each game provides enough variation for children to try out different strategies. Thus, an element of applying logic has also been integrated to improve the thinking skills of the children. Every time the game is played, the wholesome experience, challenges, difficulty can be slightly different from the previous time. This makes sure children do not get bored of the games after few turns. The games have different versions with increase in complexity, so it accommodates students of different age groups and learning capacities.



These also provide the flexibility of number of children who can play the game at one time.

All the games have been designed for children from age group of 6 to 12 primarily studying in grade 1 to 5. A total of five board games have been designed, so the children enthusiastically play the games and in the process get to learn the concepts. When children repeatedly play these games, they would become adept in the concepts otherwise taught through books.





## 2.5 Creating and Leveraging Teaching-Learning Materials

Klorofeel Foundation has explored and selected Children Toy Foundation, Jodo Gyan and India Literacy Project for procuring and using innovative teaching learning materials for the learning centres and schools. Children Toy Foundation has supplied various educational games in the form of board games, card games and in other format for our students which not only enables a joyful environment but also an effective learning environment. From Jodo Gyan, we have procured various teaching learning materials relating to the concepts of Mathematics and introduced them in the classrooms. From India Literacy Project, we had procured science kits for our class 5 students. The Saathis were also trained through workshops by the trainers from each of the

organizations and further strengthened their understanding about the transaction processes.

Using the TLMs, we created contextualized local games, and activities. We also further customized the use in context of our demography, and student learning level.



## 2.6 Measuring the Learning Levels of Students

Klorofeel Foundation has integrated regular assessment as part of the learning processes and it is conducted both through oral and written methods. We ensure children are comfortable during the assessment process. For assessment at Kujanga block we used ASER tools. For Bissamcutack we used the mapped-out concepts and sub-concepts of all the subjects to test the understanding of children across each of these concepts and sub-concepts. Both baseline and end line assessment were taken up to capture the progress of the children over a period of time.



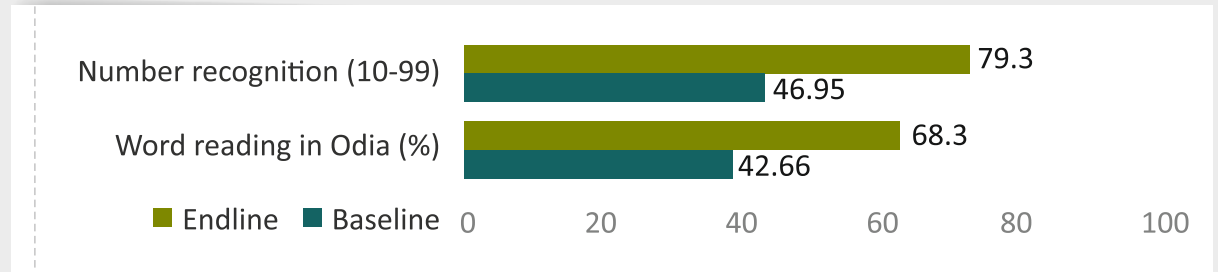
The baseline assessment was conducted for 628 students in Kujanga, Jagatsinghpur in August 2020 for Mathematics, Odia and English as per the guideline of ASER. The average performance level of students from Class-1 to 3 was found to be better than that of Class-4 and 5. The endline assessment was conducted after six months. In Mathematics, the highest improvement of 33% (approx.) was observed for Class-1.

In English, the highest improvement of 20% was identified for Class-4. Likewise, in Odia, Class-1 and 2 contributed to the highest performance enhancement of 18% (approx.). Overall, the engagement could bring the Odia reading capability among 60-70% of students in all the classes. Despite English being introduced in Class-3, the number of students who could read words went up from 54% to 68% (approx.). Similarly, with an average rise of 15%, now 60-70% of students (Class 1 to 3) could count numbers and perform addition and subtraction. For Class-5, the highest rise of 20% was marked for Mathematics.

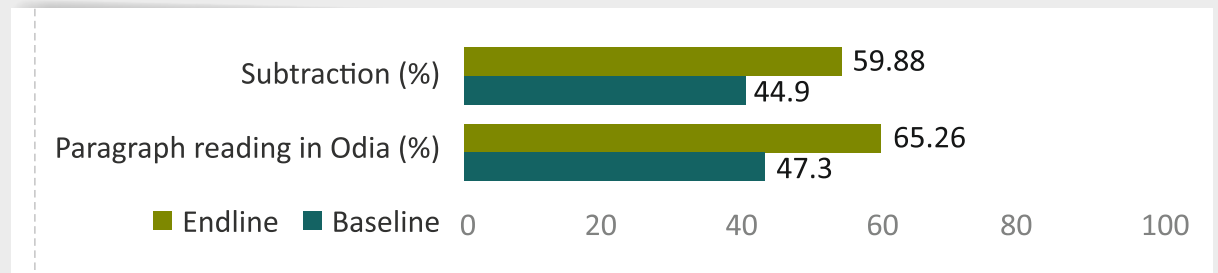
### Learning Outcome (Kujanga) | Assessment (ASER)

Assessment (Baseline): August 2020 | Assessment (Endline): March 2021

#### Class 1 (Students-115)

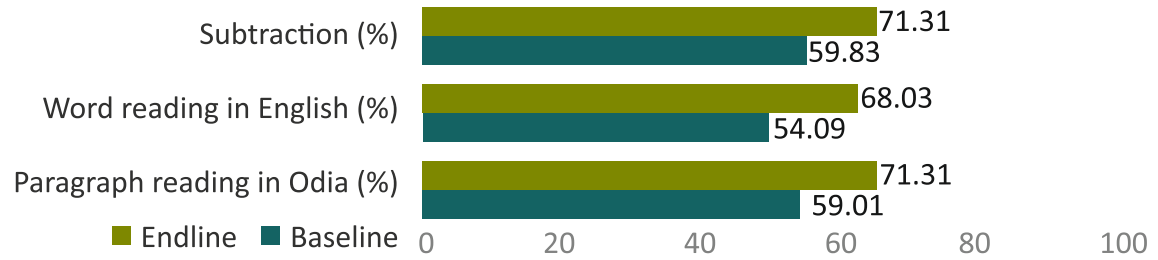


#### Class 2 (Students-115)

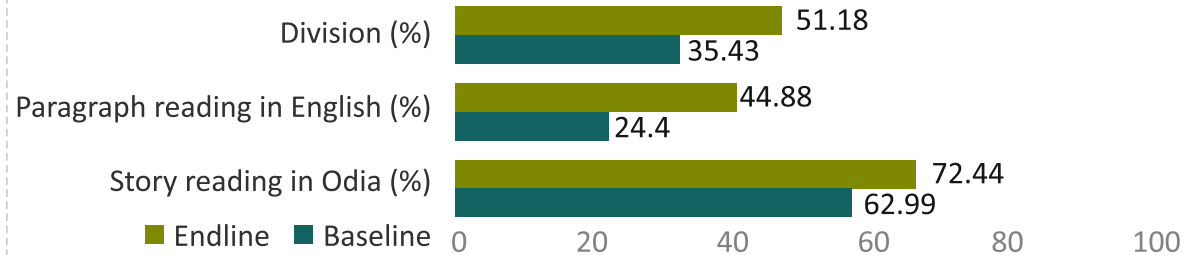




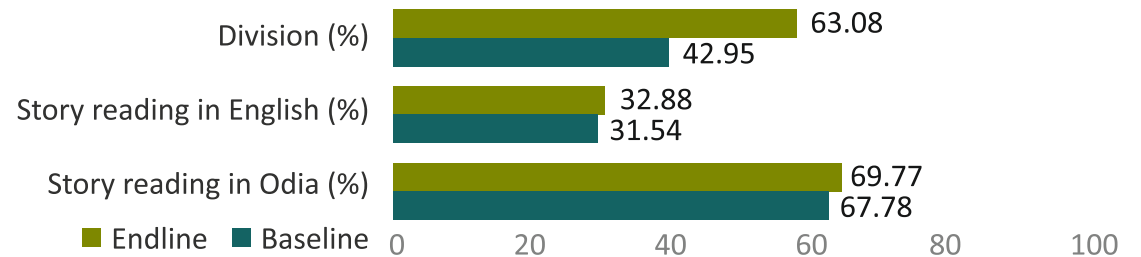
### Class 3 (Students-122)



### Class 4 (Students-127)



### Class 5 (Students-149)





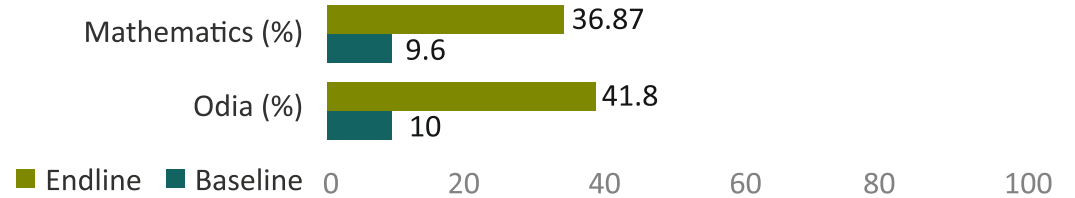
The table below illustrates the number of subskills for different subjects (Odia, Mathematics, English) included as a part of the Klorofeel Assessment in Bissamcuttack. The assessment being extensive one tried to cover all possible subskills relevant for the students, even if not taught at the Learning Centres. The baseline assessment was conducted in June 2020. The end line was conducted after 9 months, in March 2021. After the engagement, an improvement in the learning outcome of Class-1 and 2 in Mathematics and Odia was found to be 30% (approx.). The progress recorded for Class-3 (Mathematics, English, and Odia) varied between 17% to 27%. For Class-4 and 5, the improvement for Mathematics and English was found to be 10% (approx.), while that for the Odia varied between 20% to 25%.

**Klorofeel Assessment  
(Number of Subskills for Subjects across Class: 1 to 5)**

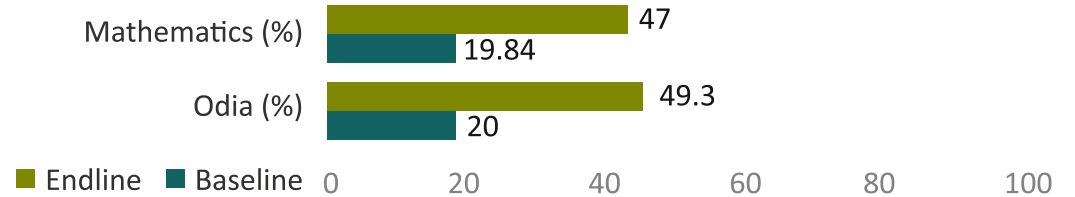
| Class   | Odia | Mathematics | English        |
|---------|------|-------------|----------------|
| Class-1 | 15   | 16          | Not Applicable |
| Class-2 | 18   | 13          | Not Applicable |
| Class-3 | 21   | 24          | 14             |
| Class-4 | 27   | 58          | 20             |
| Class-5 | 28   | 63          | 26             |

**Learning Outcome (Bissamcuttack) | Klorofeel Assessment  
Assessment (Baseline): June 2020 | Assessment (Endline): March 2021**

**Class 1 (Students-58)**

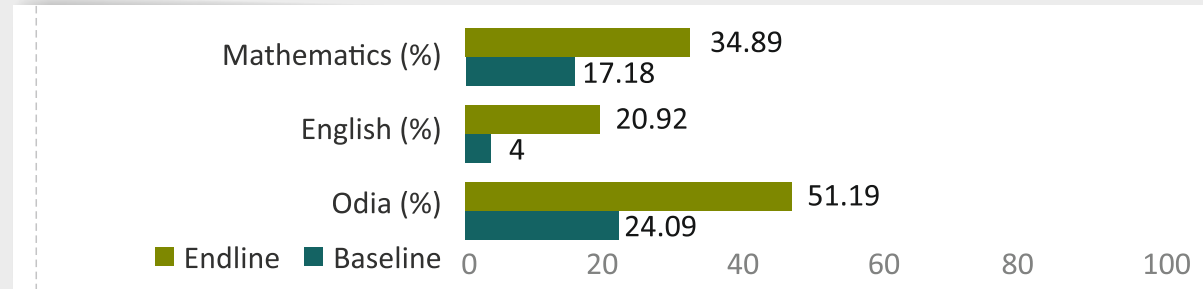


**Class 2 (Students-86)**

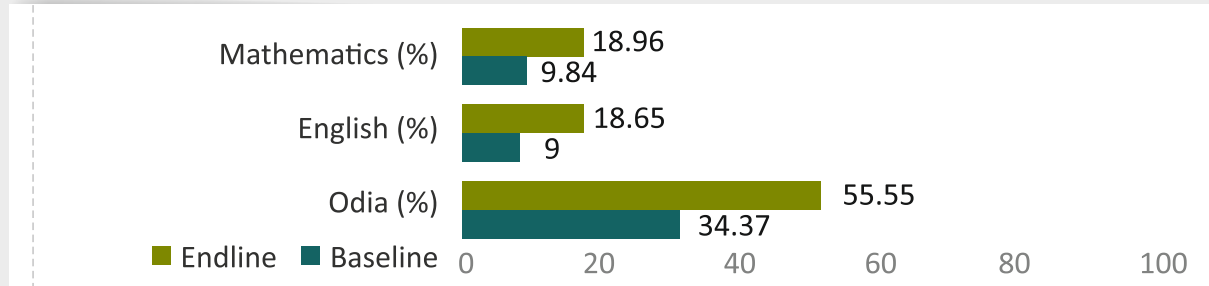




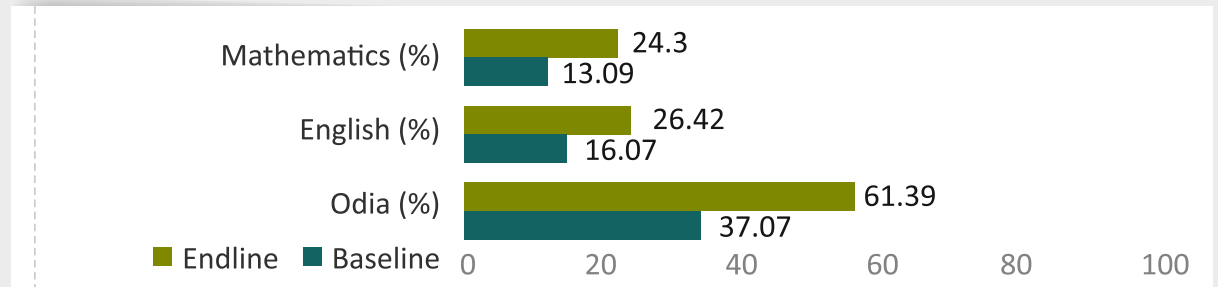
### Class 3 (Students-66)



### Class 4 (Students-60)



### Class 5 (Students-68)



## 2.7 Piloting Self-Sustaining Village Level Learning Centres at Jajpur

Nigerian Igbo culture believes 'Oran a azunwa', which can be translated in English as, "It takes a village to raise a child". Education, especially at the school level, requires active community involvement since child's learning begins from different dimensions of her/his immediate environment. In such an environment, the parent is the first teacher. And the community influences the child as much as the school. Both parents and community, besides the teacher, are key stakeholders in childhood education. So, with an objective of improving the learning level of children from underprivileged community, Klorofeel Foundation has taken up interventions both at the school level (wherever it has been possible) and at the community space.

At the community space, which is at the village level, it has set up Learning Centres facilitated by local youths trained as Saathis. It's a community-based education model that provides a platform and facilitates a child with

self-driven, peer-supported and omni-directional learning beyond the school hours. The vision for the community learning centre is to nurture our students to grow up to be socially and ecologically responsible besides being financially independent in one generation.

The noticeable transformations attained after interventions has been a real motivation for Klorofeel Foundation to extend its further outreach. Expansion of services is always limited by the availability of resource and other operational bottlenecks. Therefore, to make the expansion easier and sustainable, significant participation and contribution by the community in need is desired. In fact, an appropriate reciprocation of support from both sides makes it a further win-win. Presently financial contribution for running the Centres at Bissamcuttack and Kujanga is realised from Donor agencies and Parents of the Children.

In order to scale up education interventions through community learning centres, adopting a sustainable approach, Klorofeel Foundation has initiated a Pilot intervention in January 2021 by setting up 6 Learning Centres in

Tarakote Gram Panchayat, in the Korei Block of Jajpur district. Through the Pilot intervention, we expect that, apart from direct involvement of community in setting up and managing the centres, the remuneration of the Saathis will also be paid by the community members. Klorofeel Foundation will continue to provide other support like training and capacity building of the Saathis, while facilitating learning at the Centres.

Currently, 63 children from Class 1 to Class 5 have regular access to joyful learning in these 6 Centers, where the community has provided space. Unfortunately, all the parents have not been able to contribute towards the remuneration of the Saathis. We have planned to motivate parents to actively participate in the learning journey of their children, while taking full responsibility of running the learning centres in their villages. The progress will be tracked and learning captured to further decide on the pilot intervention in Jajpur.

The processes outlined in next page were adopted for initiating and running the village level learning centres at Korei block of Jajpur district.



- **Interaction with Mothers' groups and Nomination of Saathis:**

Meeting with mothers were organized at different locations of Tarakote G.P. to emphasize on the importance of quality education in a child's development. The approach and vision of Klorofeel Foundation in facilitating community owned learning centres were presented. The case studies from interventions in other geographies of Odisha and the outcome were also showcased for better realization. As the first step of the capacity development, mothers nominated young educated (girls/boys) with minimum qualification of 10+2. For 6 centres, 18 prospect candidates were nominated.

- **Orientation-cum-Selection camp for Saathis:**

For the first time intervention at Jajpur, a two-day workshop was conducted for a group of 18 prospects for Saathi, nominated by the mothers' group from Tarakote G.P. Korei Block. The purpose of the workshop was to expose the Why and How aspects of the Elementary Education and Klorofeel Foundation.

The series of activities designed and focused on extracting the reasons and realities of the current state of education. The workshop ended with a test to assess the understanding of the candidates on subjects like Mathematics, Environmental Studies, and Odiya. Finally 10 suitable candidates were shortlisted at Jajpur.

- **Training of Saathis (Mathematics, Odiya, English, EVS):**

The 3 day program was focused on exposing the 10 Saathis on how to facilitate the children in learning the concepts of Mathematics, EVS, English, and Odiya through activity-based engagement. To capitalize and practice efficiently, the number of concepts were limited. Saathis actively participated and enjoyed learning the new tools and methodology to facilitate at the learning centre.

## 3.0 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 institution design, sustainable development and meaningful education for three decades. Formerly Managing Trustee and Co-Founder/Chairman at two reputed social enterprises.

**Sibakripa Bose:** Graduated from Utkal University and IIFT, Delhi. Served as President/MD in multiple organizations in Birla Group, in India and Africa; Holistic Life Coach and Mentor at many institutions for four decades. For more than a decade, focused on Yoga, Meditation and Holistic education.

**Kalyan K Banerjee:** Co-Founder of MindTree, 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 (e.g. Reap Benefit, Rise High Public School, Walnut) and supports young software organizations focused on learning. Chairman at reputed social enterprise. Graduated from IIT, Delhi and IIT, Kanpur.

**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.

**Rishin Chakraborty:** Graduated from North Eastern Regional Institute of Science and Technology, Nirjuli, Arunachal Pradesh. Conceptualised 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 practices homeschooling.

# 4.0 FINANCIAL STATEMENTS

## KLOROFFEE FOUNDATION

(A Company incorporated under Section 8 of the Companies Act, 2013)  
 FLAT NO-204, 2ND FLOOR, SHANTIVAN BELAGACHIA, BARANGA CUTTACK 754005  
 CIN NO : U74999OR2016NPL025714

### INCOME & EXPENDITURE STATEMENT FOR THE PERIOD ENDED ON 31ST MARCH, 2021

| Sr. No | Particulars   | Sch. No.   | Figures as at the end of current reporting period 2021 | Figures as at the end of Previous reporting period 2020 |
|--------|---|------------|--|---|
| I      | Donation Received   | 9          | 47,74,273.00   | 36,08,214.80  |
| II     | Other Income  | 10         | 15,190.00  | 43,753.00   |
|        |   |            | 47,89,463.00   | 36,51,967.80  |
| III    | <b>III. Total Revenue (I + II)</b>                        |            |  | 20,95,000.00  |
| IV     | <b>EXPENSES:</b>  |            |  | 70.80   |
|        | Employee Benefit Expense                                  | 11         | 30,42,282.00   |   |
|        | Financial Costs   | 12         | 2,352.80   |   |
|        | Depreciation and Amortization                             | 13         | 19,682.00  | 8,015.00  |
|        | Expense   | 14         | 15,25,632.00   | 8,50,000.00   |
|        | Education Project Expenses                                | 14         | 1,66,902.00  | 6,98,882.00   |
|        | Other Administrative Expenses                             | 15         |  |   |
|        |   |            | 47,56,850.80   | 36,51,967.80  |
|        | <b>Total Expenses (IV)</b>                                |            |  | -   |
| V      | Profit Before Exceptional and Extraordinary Items and Tax | (III - IV) | 32,612.20  | -   |
| VI     | Exceptional Items   |            | -  | -   |
|        |   |            | 32,612.20  | -   |
| VII    | Profit Before Extraordinary Items and Tax (V - VI)        |            | -  | -   |
| VIII   | Extraordinary Items                                       |            | -  | -   |
|        |   |            | 32,612.20  | -   |
| IX     | Profit Before Tax (VII - VIII)                            |            | -  | -   |
| X      | <b>Tax expense:</b>                                       |            |  |   |
|        | (1) Current tax   |            | -  | -   |
|        | (2) Deferred tax  |            | -  | -   |
|        |   |            | 32,612.20  | -   |
| XI     | Profit(Loss) from the Period From Continuing Operations   | (IX-X)     | -  | -   |
| XII    | Income(Loss) from Discontinuing Operations                |            | -  | -   |
| XIII   | Tax Expense of Discounting Operations                     |            | -  | -   |
|        |   |            | -  | -   |
| XIV    | Income(Loss) from Discontinuing Operations (XII - XIII)   |            | -  | -   |
|        |   |            | 32,612.20  | -   |
| XV     | Income(Loss) for the Period (XI + XIV)                    |            | -  | -   |

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

In terms of our Report of even Date

For SPP ASSOCIATES  
 Chartered Accountants  
 Registration No-322862E

B.P. Mohapatra, FCA

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 AAAAIBR2639



For and On Behalf of the Board of Directors  
**KLOROFFEE FOUNDATION**  
 Mr Kalyan Kumar Banerjee  
 Director  
 Din:07488788  
 Flat No A-204, Belagachia,  
 Baranga, Cuttack

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

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 FLAT NO-204, 2ND FLOOR, SHANTIVAN BELAGACHIA, BARANGA CUTTACK 754005  
 CIN NO : U74999OR2016NPL025714

### BALANCE SHEET AS AT 31ST MARCH, 2021

| Particulars  | Sch. No. | Figures as at the end of current reporting period 31.03.2021 | Figures as at the end of Previous reporting period 31.03.2020 |
|--|----------|--|---|
| <b>I. EQUITY AND LIABILITIES</b>                     |          |  |   |
| <b>(1) Shareholder's Funds</b>                       |          |  |   |
| (a) Share Capital                                    | 1        | 1,00,000.00  | 1,00,000.00   |
| (b) Reserves and Surplus                             | 2        | 1,282.20   | 31,330.00   |
| (c) Land & Building Fund                             | 3        | 69,36,712.00   | 69,36,712.00  |
| (d) Restricted Fund                                  |          | 1,41,785.20  | 3,16,058.20   |
| <b>(2) Share Application money pending allotment</b> |          | -  | -   |
| <b>(3) Non-Current Liabilities</b>                   |          |  |   |
| (a) Long-Term Borrowings                             | 4        | -  | -   |
| <b>(4) Current Liabilities</b>                       |          |  |   |
| (a) Short-Term Borrowings                            | 5        | -  | -   |
| (b) Trade Payables                                   |          | -  | 63,148.00   |
| (c) Other Current Liabilities                        | 6        | 1,20,098.00  | -   |
| (d) Short-Term Provisions                            |          | -  | -   |
| <b>(5) Excess of expenditure over income</b>         |          | -  | -   |
| Less Transferred                                     |          | -  | -   |
| <b>Total Equity &amp; Liabilities</b>                |          | 72,99,877.40   | 73,84,588.20  |
| <b>HASSETS</b>                                       |          |  |   |
| <b>(1) Non-Current Assets</b>                        |          |  |   |
| (a) Fixed Assets                                     | 7        | 70,00,125.00   | 69,84,807.00  |
| <b>(2) Current Assets</b>                            |          |  |   |
| (a) Cash and Cash equivalents                        | 8        | 2,99,752.40  | 3,99,781.20   |
| (b) Short-Term Loans and Advances                    |          | -  | -   |
| (c) Other Current Assets                             |          | -  | -   |
| <b>Total Assets</b>                                  |          | 72,99,877.40   | 73,84,588.20  |

### NOTES TO ACCOUNTS

Schedules referred to above and notes attached there to form an integral part of Balance Sheet

In terms of our Report of even Date

For SPP ASSOCIATES  
 Chartered Accountants  
 Firm Registration No-322862E

B.P. Mohapatra  
 CA. Bhubu. P. Mohapatra, FCA  
 (Partner)  
 (Membership No. 060051)  
 PLACE : Bhubaneswar  
 DATE : 31.08.2021  
 UDIN : 21060051AAAAIBR2639



For and On Behalf of the Board of Directors  
**KLOROFFEE FOUNDATION**  
 Mr Kalyan Kumar Banerjee  
 Director  
 Din:07488788  
 Flat No A-204, Belagachia,  
 Baranga, Cuttack

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



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THANK YOU



klorofeel

## **Klorofeel Foundation**

A 204, Shantivaan Apartment,  
Belgachhia, Trisulia, Barang,  
Cuttack, Odisha, 754005  
[info@klorofeelfoundation.org](mailto:info@klorofeelfoundation.org)