



# ANNUAL REPORT 2016-17

## KLOROFEEL FOUNDATION



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## **1. Genesis of the Organisation**

A large segment of India's population lack access to and affordability of good quality health, education and livelihood. It is not uncommon to see high level of unemployment, extreme poverty, poor quality of life, overall unhappiness, ill health, inequality, lack of social accountability, intolerance, indignity, violence, natural resource degradation, unsustainable practices, consumerism and decayed institutions. Given a country of India's diversity, magnitude of population and the process of development followed, under the 'business as usual' scenario, the goal of 'life with dignity for all', appears to be unachievable. However, considering the level of technology, knowledge and experience that the human beings have, it is not impossible to have a society that can bring meaning into the life of every individual, while ensuring dignified place for all living and non-living beings. An important intervention for creation of such a society is the early education that a child moves through.

Over the years, in India, School education has come to a stage that the schools can be put in two baskets: (i) privately managed, expensive English medium schools for the economically privileged and (ii) state government owned, free vernacular schools for the underprivileged; with few exceptions like central schools and those managed by religious institutions. Private Schools, position themselves as provider of high-quality education, because of their good student-teacher ratio, physical infrastructure, creative student engagement inside and outside classroom, continuous assessment, making students competition ready, steering students to a right career and intensive promotion. All these come with a high price for the parents. In contrast, state-government-run-schools finding difficult to provide an enabling learning environment because of inadequacies in all the above areas. In addition, parents of the children studying in the private schools, provide a supporting learning environment at home (outside school hours) through regular monitoring of their children's progress of learning, tuition by private tutors, engagement in extracurricular activities and embedding in a community of spirited peers and professionals.

At the end of 12 years of schooling, children coming from private schools are likely to be hard-working, disciplined and competitive minded, in addition to having a reasonably strong foundation in basic competencies (communication, mathematics, natural and social sciences) and world view. Whereas the children from state government schools being not used to hard-work, discipline and completing syllabus in time; and lacking competitive spirit, start their future journey with a weak foundation. Further, the distractions in the form of smart phone and easily available alcohol have made the job of concentrating in studies a herculean task. Hence, it is not surprising that majority of students in top higher education institutions in the country, both public and private, are from urban, private, English medium schools and higher economic strata; not from rural, vernacular, state government schools and lower economic strata.

The situation was not so, three decades ago. Most of the students in top higher education institutions used to come from state government schools.

Another issue of major concern is the content and nature of education that is imparted, even in private school, which has resulted in sorry state of affairs for themselves, immediate family and others in the society. There is an overall failure in fulfilling some of the basic purposes of education, i.e.

- i) Ensuring livelihood security by making the student employable and/or an entrepreneur
- ii) Developing respect and acceptance of diversity in all forms (seeing one in all and all in one)
- iii) Owning social accountability, starting from home and immediate community
- iv) Striving for ecological sustainability and adopting sustainable practices in all actions

Most of the schools fail to fulfill the first purpose, and other purposes are rarely attempted in practice, seriously. Hence, there is a need to look school education, at least for the economically underprivileged, from the above lenses of four purposes.

Since education is a social good and children from economically underprivileged section should not suffer from a crime that they have not committed, it is our moral obligation to facilitate provision of high-quality education that every child deserves.

In today's era of abundance of opportunities for sustainable livelihood security, a child with strong foundation in school education, can bring in socio-economic wellbeing of self and immediate family in one generation. With an understanding that through a decent job or own enterprise, one can escape poverty, support her/his families, and develop their communities; the founders of the organization started exploring ways and means of facilitating provision of high-quality education to the economically underprivileged children to transform their life and that of the community.

A close look at the system of education in tribal areas of South Odisha revealed that many parents expect their children to have descent life through better education. The parents prefer sending their children to the residential schools, run by government and private players, for reducing the burden of rearing child and expectation of getting better education. With the implementation of Right to Education Act, there have been rise in school attendance and increase in number of schools near habitation. School enrolment and attendance have gone up, not the quality of education. Many children leave school without basic literacy and numeracy skills. In many instances, girls are getting further marginalized, both in education and consequent employment. The reasons of low learning level could be attributed to many factors, but the primary ones being the process of education at school, lack of guidance at home, less involvement of parents and peers in the education process and absence of role models in the community.



The intent of policy makers to bring joyful learning by not burdening the child with examinations, teaching in activity-based mode and maintaining a non-threatening environment at School has not yielded the desired result. The new environment expected a new role of the teacher, as facilitator of learning, rather than being there to complete the syllabus. Since the system works in a compliance mode, in reality, the prescribed syllabus remains incomplete and less than 10 percent of students achieving grade appropriate learning level.

In a tribal rural set-up, the houses are very small (less than 200 sqft of space for a family of five) and without windows, hence, remaining poorly ventilated and dark. Members of the families go to sleep by 7.30 pm and hardly there is any time or right space for the child to study. As the literacy level of the parents are low, they fail to guide the children on their studies.

While government has made provision in terms of creating a school management committee represented by the parents, one fails to see their active involvement in the education process of their children. Not many committees bother about the regular functioning of the schools or the learning outcome of the children. At individual level, vocal parents often get satisfied with their children getting a chance to join Ashram School or attending the nearby day school. Teachers, influential parents and key opinion makers in the area send their children to government/private residential schools, leaving the poorly managed government schools for the service of underprivileged children.

Compounding to the problem is the absence of role model in the community. In one hand, it's difficult to find many graduates or post-graduates and even if there are a few, we hardly find anyone who are in good job or business, post their studies. Thus, the children don't find any role model, who have excelled in their life through education, to follow. Without exposure to an enabling learning environment, both children and parents fail to realise the potential benefit that it can bring for them.

In such a scenario, the founders decided to incorporate an organisation to catalyse education and transform the quality of the life of under-served communities, primarily in the tribal regions of our country. Thus, Klorofeel foundation was born. It was registered as a section 8 company (CIN – U74999OR2016NPL025714) on 26th August 2016 under the Companies Act 2013.

## **2. What We Believe**

- ❖ Education can bring a child and her family, out of economic and social misery, in one generation.
- ❖ Children from the underprivileged sections of the society, specially in rural areas, have the double disadvantages - lack of exposure that the upper middle class child in an elite school enjoys and learning environment at home and community level not conducive to school expectations.
- ❖ Once the children start taking responsibilities for their learning and start exploring the world around them, a limited guidance will be required by them to grow to their full potential.
- ❖ Right method of educational interventions at the early age would shape the foundation for building the better citizens of tomorrow.
- ❖ 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.
- ❖ Ethics and Love, Compassion and Brotherhood, Creating Purpose, and finding the passion to pursue it, are intrinsic to Education.

- ❖ The parent is the first teacher, and community influences the child as much as the school. Both parents and community are key stakeholders in education.
- ❖ 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 that learning.
- ❖ The process of effective education includes many a failure. It is the educators' job to push students to explore their limits, introspect, and learn. At the same time, they must provide a safety net in the rare case that things go really wrong.

### **3. Mission and Vision**

**MISSION:** To promote meaningful education for economically underprivileged children.

**VISION:** Our vision is to see a society of socially & ecologically responsible children growing up to be economically independent human beings, across the country.

### **4. Our Activities**

The first few months post the registration of the organisation was devoted to zero down on the initial geographical area of operation, to understand the perspective of parents on education in the selected area, understand the different teaching and learning process with respect to contents, methods and outcomes, capturing the views of different stakeholders on the current state of education and understanding the current learning level of the primary grade children in the area initially selected for our intervention.



## i) Selection of Initial Area of Operation

While deciding the location of our educational intervention, two primary criteria were in our mind. First factor was that the place needed to be educationally and economically underdeveloped. Second, the place was required to have a credible civil society presence and community acceptance for ensuring least lead time in soliciting community acceptance. Considering the fact that South Odisha is one of the most underdeveloped regions in the country, both economically and educationally, and many civil society organizations have high credibility of livelihood interventions for more than one and half decade among the underprivileged people in this area, we chose Rayagada district to start our educational initiative. Our learning centers are located in Bissamcuttack block of Rayagada district of Odisha.



## ii) Interaction with Parents to Understand their Perspective on Education

We interacted with the parents in various tribal pockets of south Odisha to understand their perspective on education and their views on educating their children. Some of their views that they articulated are listed below.

- i. Education doesn't guarantee employment.
- ii. Educated children don't work in the field.
- iii. Educated children don't like to start small shops in local area.
- iv. Educated children get addicted to alcohol and demand for motorcycles from parents.
- v. Educated children get aligned to political leaders and get involved in socially undesired activities.

- vi. Educated children are reluctant to listen to elders in the family.
- vii. Education is necessary for functional utility (transactions during travelling, business, banking, dealing with government, etc.).
- viii. Residential and private education are good quality.
- ix. Constraints of marriage and distance to school come in the way of girls going for post-primary education.
- x. Parents' role is limited to sending their children to school and wherever possible, securing admission in residential schools.



### **iii) Understanding different Teaching-Learning Processes with Respect to Content, Methods and outcome**

We explored different teaching and learning processes being practiced in India by different schools primarily focusing on holistic education system. In our quest we explored Sri Aurobindo School, Krishnamurthy School, Montessori School and Waldorf School. In Sri Aurobindo School the focus is on development of the latent powers of the child, physical education, training of six senses and logical faculties and on moral, religious and spiritual education. According to Sri Aurobindo, the first principle of true teaching is “that nothing can be taught.” The teacher thus is not an instructor or task master “he is a helper and a guide.” At the Krishnamurthy School, the focus is on the attitudes and qualities of the teacher and child and how they relate to one another. They begin to discover their own conditioning and how it distorts their thinking. In this school it is the responsibility of the teacher to be with the student in the exploration into the implications of conditioning. Objective is ‘to maintain at all times in these Schools a way of life that cultivates the total human being’. Teachers strive for the ‘flowering of mind’ in students. Freedom and non-threatening environment are practiced in the School. In the Montessori education the aim is to foster competent, responsible, adaptive citizens who are lifelong learners and problem solvers. The student's engage in experiences and activities that cultivate in them physical, intellectual, creative and social independence. In Waldorf education system, the approach is to educate children to "become free, responsible, and active human beings, able to create a just and peaceful society". The system of education is led by the teachers.

### **iv) Interaction with Foundations, Educators, Development Practitioners, Teachers, Educational Administrators and Government Functionaries about Holistic Education**

We interacted with various stakeholders like Kaivalya Education Foundation, local teachers, development practitioner and government functionaries on holistic education and developed a first-hand understanding about how Right to Education (RTE) has helped in increasing the attendance rate, the challenges of imparting and improving the quality of education in remote tribal pockets, the aspiration of the children, motivation of the teachers, overall growth of children in school and the policies that are contributing to the current state of education in these geographical areas.

## v) Understanding the Current Learning Levels of the Students in South Odisha

We adopted an interactive process to understand the current of learning of the primary grade children in Bissamcuttack



block of Rayagada district of Odisha. The process involved informally discussing with children about the number of members in their family, the dishes they liked, the number of cattle their families have, etc. We even built stories upon their thought to develop a platform for them to express. From the interaction we derived their present grade specific competency as close as possible. We observed that the learning levels require significant improvement with 3rd to 5th grade children struggling in additions and recognizing alphabets.

## 5. Governance

**Haribandhu Panda:** Graduated from NIT, Rourkela, FMS, Delhi University and AIT, Bangkok. Served as Design Engineer at NTPC, Delhi, Researcher at AIT, Technology Management Specialist at SEATEC, Bangkok, Professor at IRMA (Anand), Dean and Director at several management schools, Vice Chancellor at Centurion University (Paralakhemundi) with experience in technology led and market linked institution design, sustainable development and meaningful education for more than three decades.

**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:** Graduated from IIT, Delhi and IIT, Kanpur. Co-founder of Mindtree, served as Computer systems designer at Wipro R&D with Experience in IT industry for 26 years and in Education for 4 years. Mentor at Education focused organizations and schools (e.g. Reap Benefit, Rise High Public School, Walnut) and supports young software organizations focused on learning.

**Jitendra Nayak:** 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. Financial Statements

KLOROFEEL FOUNDATION  
FLAT NO.204, 2ND FLOOR SHANTIVAAN,BELAGACHHIA  
BARANGA, CUTTACK,ODISHA,INDIA  
[ Incorporated under Section 8 of the Companies Act, 2013  
Company Limited by Shares]

**BALANCE SHEET AS AT 31ST MARCH,2017**

Sr. No. PARTICULARS	NOTES	As at 31st March,2017
<b>EQUITY &amp; LIABILITIES:</b>		
I. Share Capital	3	100,000.00
II. Reserve & Surplus Account Surplus / (Deficit) as per Income & Expenditure A/c		(30,240.00)
III. Current Liabilities Audit fees		2,950.00
		<u>72,710.00</u>
<b>ASSETS:</b>		
<b>I. Non Current Assets</b>		
Tangible Fixed Assets		
Preiminary & Preoperative Expenses [to the extend not written off ]		72,140.00
<b>II. Current Assets</b>		
<u>Cash &amp; Cash Equivalents</u>		
Cash in hand (As Certified by the Management)		570.00
Balance with Schedule Bank		-
		<u>72,710.00</u>

The additional Information and significant Accounting Policies 1 & 2  
The Notes referred to above forms an integral part of the Financial Statements

Signed in terms of our Report of even date For & on behalf of Board of Directors of Klorofeel Foundation

For Sanjeeb Kumar and Associates  
Chartered Accountants  
( Sanjeeb.K.Mohanty  
Partner, M. No. 054142

KLOROFEEL FOUNDATION  
Director  
Haribanshi Panda  
DIRECTOR

KLOROFEEL FOUNDATION  
Director  
Jendran Meher  
DIRECTOR

Place : Cuttack  
Date : 20/12/2017

KLOROFEEL FOUNDATION  
FLAT NO.204, 2ND FLOOR SHANTIVAAN,BELAGACHHIA  
BARANGA,CUTTACK,ODISHA,INDIA  
[ Incorporated under Section 8 of the Companies Act, 2013  
Company Limited by Shares]

**STATEMENT OF INCOME & EXPENDITURE  
FOR THE YEAR ENDED 31ST MARCH, 2017**

	NOTE No.	For the Year ended 31st March,2017
<b>INCOME</b>		
<u>Revenue from Operation</u>		
Donation/ Voluntary Contribution		60,000.00
Membership & Subscription		-
		<u>60,000.00</u>
<b>EXPENDITURE</b>		
<u>Expenditure on Objects of the Trusts</u>		
a) Medical		-
b) Education		79,275.00
c) Relief of the Poor		-
d) Other General Public Utility		-
<u>Establishment Expenditure</u>		
Salary & Stipend		-
Consumables		-
Legal Fees		-
Other Expenses		-
Preiminary Expenses W/off		8,015.00
Bank Charges		-
Audit Fees		2,950.00
Depreciation		-
		<u>90,240.00</u>
<b>Surplus / ( Deficit) Carried to Balance Sheet</b>		<u>(30,240.00)</u>

The additional Information and significant Accounting Policies 1 & 2  
The Notes referred to above forms an integral part of the Financial Statements

Signed in terms of our Report of even date For & on behalf of Board of Directors of Klorofeel Foundation

For Sanjeeb Kumar and Associates  
Chartered Accountants  
( Sanjeeb.K.Mohanty  
Partner, M. No. 054142

KLOROFEEL FOUNDATION  
Director  
Haribanshi Panda  
DIRECTOR

KLOROFEEL FOUNDATION  
Director  
Jendran Meher  
DIRECTOR

Place : Cuttack  
Date : 20/12/2017



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