



# ANNUAL REPORT 2017-18

## KLOROFEEL FOUNDATION



## CONTENTS

1. Who We Are
2. What We Believe and Practice
3. Where We Work and Why
4. Our Strategies
5. Our Activities
  - a. Selection of Location of KLCs
  - b. Selection of Saathis and their Orientation
  - c. Initiation of KLCs
  - d. Organisation Visits and Learning
6. Governance
7. Financial Statements





## WHO WE ARE

Klorofeel Foundation is incorporated as a Section 8 Company with a mission to improve the quality of education of under-privileged school students.

In our journey of last one and half years, we have strived to improve the learning level of primary school children from the tribal communities in Bissamcuttack block of Rayagada district of Odisha at their place and pace.

Learning outside classroom and beyond school hours are facilitated by specially trained local youth, called Saathis, through dedicated Learning Centers, located in the geographical boundary of each village.

## WHAT WE BELIEVE AND PRACTICE

- ❖ 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, especially 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.

Klorofeel Foundation has been registered as a section 8 company (CIN - U74999OR2016NPL025714) on 26<sup>th</sup> August 2016 under the Companies Act 2013.

**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.

## WHERE WE WORK AND WHY

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 Harsha Trust has high credibility of livelihood intervention 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 Bssamcuttack, a block in Rayagada district of Odisha.

Bissamcuttack is a schedule block of the district with 64 percent tribal population, primarily from the Kondha tribe. The block has 140 Primary Schools, 44 Upper Primary Schools and 18 High Schools. In addition, there are 14 residential schools (locally called as Ashram Schools) for the Scheduled Tribe (ST) and Scheduled Class (SC) students in the block. Parents prefer their children's education in Ashram Schools because of free lodging, boarding and belief of better-quality education. While the community awareness on education and student attendance in the schools have increased considerably, low learning level of the children is still a major challenge.

As brought out by Pratham in its Annual Status of Education Report (ASER) of 2018, in Rayagada District of Odisha:

- a. Only 15.8% of the children from class 3 to 5, can read a class 2 level text; and
- b. Only 8.5% of the children from class 3 to 5, can do subtraction.



Thus, the learning gaps are huge and alarming. To address the learning gaps in the children, we have initiated a small but significant step in providing quality education to the students through setting up of Learning Centers in their villages. The focus is on the children of younger age (6-11 years) and those studying in class one to five to bridge the learning gap, make learning interesting and fun, and shape the foundation of the children to excel in their life.

## OUR STRATEGIES

- ❖ Every Child from Grade one to five attends the Learning Centre.
- ❖ Learning Centre is operated before and after School hours.
- ❖ The Learning Centers are located in the villages of the children.
- ❖ Youths (preferable girls/women) from the local area selected and trained to facilitate learning.
- ❖ The Learning Centers provide activity based learning in a joyful environment.
- ❖ Focus is on building curiosity, rather than just sharing knowledge, to foster self-learning.
- ❖ The learning methodology and content are contextualized. Concepts of 'far to near', 'known to unknown', 'identifying innate talent' in each child and 'child specific engagements' are being adopted in the learning journey of the children.
- ❖ Focus is on holistic learning through exposure to larger society, ecological environment, good citizenship practices, local culture and local problems in a hands-on manner.
- ❖ Exposure to multiple concepts, perspectives, people and profession is practiced. Students and Saathis are encouraged to ask questions on various issues, including belief systems; take decisions; approach experts; and explore their own limits; so that they grow into thinking, continuously learning citizens, willing to take risks and responsibility for themselves and society.
- ❖ Parents and immediate community are actively involved in the learning journey of the children.

## OUR ACTIVITIES

Following Activities were taken up by the Klorofeel Foundation during the year

- a. Selection of Location of KLCs
- b. Selection of Saathis and their Orientation
- c. Initiation of KLCs
- d. Exposure Visits and Learnings



### Selection of Location for Klorofeel Learning Centres

Once the founders zeroed down to initiate the intervention in Bissamcuttack Block of Rayagada District of Odisha, it was planned to have a detailed analysis of the villages to consider for setting up of the Learning Centres. Out of 20 Gram Panchayats (GPs) in Bissamcuttack Block, 3 GPs (Jhigdi, Kankubadi and Chatikana) were selected based on the student strength, geographical contiguity, physical infrastructure and existing interventions by different development organization. 50 Villages of these 3 GPs were selected for detail survey. Finally, 10 Villages were selected based on the availability of local facilitators (called Saathis), interest of the community and space for establishing learning centres.





## Selection of Saathis and their Orientation

From the 50 villages surveyed, 30 young boys and girls were identified as potential facilitators (Saathis) in the Proposed Learning Centres based on their attitude to be a change maker and co-learner along with the children of the villages. It was planned that Saathis for a particular Learning Centre had to be from the same or neighbouring village, considering ease of acquaintance, access, maneuvering with community, using social capital and economy in allocating time.

Those 30 young boys and girls went through a training in the month of May in Mindtree's Global Learning Centre in Bhubaneswar, Odisha. The training was a platform to give them an idea about activity-based learning methods and their impact on the learning process in children. Out of the thirty, 13 young men and women expressed their interest to be part of the Learning Centre and were mutually selected to join in our learning journey.



## Initiation of KLCs

Ten Learning Centres, one in each of the 10 villages, were started in June 2017 with 13 Saathis as facilitators. It started with community meetings. In each village, the community provided the space for the Learning Centres. Parents in the villages were happy to find a Learning Centre in their village.



In the first three months, activity and game-based learnings were promoted to provide Saathis and parents a perspective that learning also happens beyond blackboard, chalk and copies. That had tremendous positive impact on the way Saathis perceived teaching and

learning. A number of teaching and learning activities, games and processes were borrowed, adapted to local conditions and used. We used formats of various famous board games like business games, puzzles, Jenga, Housie, etc. to create methods to improve the learning outcomes of the students. We used low-cost collectibles and trash to create teaching-learning materials which make learning interesting and effective.

Initially, parents started questioning the seriousness of our intervention because at any point of time during sessions, kids could be seen playing some games. From September onwards, we started engaging with parents. We invited them to visit our Centres and even play or engage in the activities with their children. This created a welcome shift in their approach towards the Learning Centres. Thereafter we started conducting regular parents' meetings to keep them in sync with our method of teaching and learning.

In September, we conducted our first child-centric verbal assessment which was unique in its own sense. It was not conducted with question papers and examinations but through informal verbal discussions that included activities to derive the competency levels of students.



## Organisation Visits and Learning

Continuous learning and improving our processes have been a key feature of our intervention. We visited different schools to learn different methods and combination of methods (methodology) being used to teach and learn different knowledge, skill and attitude vis a vis facilitators and students. The learnings from our visit to different schools are summarized below.

### *i) People's Rural Education Movement (PREM)*

- a) The learning model being used in the multilingual education center of PREM stresses on the use of local and contextual methods for the learning of children.
- b) They focus on using language of mother tongue during the initial days of the learning of children.



## ii) Auromira Vidya Mandir, Kechla

- a) The tribal school in Kechala focused on multidimensional learning approach. The kids focused on academics as much as they did in farming, swimming, arts, music and other activities.
- b) Because of the school being in such an ecstatic nature's place, the learning of the children happened in the nature, with the nature and through nature.



iii) **Hatamuniguda High School** (Collaborative Intervention of TCS, Tata Trust and Sikshasandhan)

- a) The school and the organizations focused on popularizing science among the children of the area. They also worked on defining the need and significance of science in day to day life.
- b) The mobile science van gave opportunities to have a glimpse into the world of science to various underprivileged children in the interior villages.



#### iv) Educational Intervention of Selco Foundation

- a) The Maker's space promoted by Selco Foundation provided an excellent space for the children to develop their creativity and the ability to think beyond syllabus. The tools and instruments support hands-on skills while focusing on problem identification and finding local solutions.
- b) The tribal education lab was a live example on how the “learnings from real life” and “real life problem solving” can go hand in hand. Children are made energy literate through learning models.



v) **Mitra Residential School, Kachapaju**

- a) A tribal school built on the initiative of villagers from 17 villages on the mountains of Dukum G.P. of Bissamcuttack block is a place where community has taken up a major role in the learning journey of their kids. The schools re-establish the idea that participation of parents and villagers in the learning of the children from that village revolutionizes and accelerates the process. We learn the importance of community participation from them.
- b) All the teachers in the school were from the nearby villages which made classrooms a familiar and comfortable place for the children. The teachers too naturally had a sense of oneness with the kids.



## vi) Reap Benefit Intervened High School in Bangalore

- a) Reap Benefit worked on student leadership and developing problem solving skills among children while addressing the issues in the school itself and nearby areas. Taking initiatives, asking questions and striving for solutions were a few traits clearly visible among the students.
- b) On the day of the visit, students were discussing on creating hygienic and safe toilets with all required facilities. And a month later we got to see an unused old soiled toilet being totally renovated by the students. Not only the toilet contained all the facilities but had a good ambience too.





## 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.

**Bismaya Mahapatra:** Co-Founder of Harsha Trust. Graduated from Xavier Institute of Management, Bhubaneswar (XIMB). Worked in industry and grassroots development for nearly three decades with Tata Consultancy Services, Renaissances, PRADAN and Harsha Trust. Promoted community based organisations and micro-entrepreneurs in rural areas.

**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.

# FINANCIAL STATEMENTS

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

**BALANCE SHEET AS AT 31ST MARCH,2018**

| Sl. No. PARTICULARS   | NOTES | As at 31st March,2018              | As at 31st March,2017 |
|---|-------|------------------------------------|-----------------------|
| <b>EQUITY &amp; LIABILITIES:</b>  |       |                                    |                       |
| I. Share Capital  | 3     | 100,000.00                         | 100,000.00            |
| II. Reserve & Surplus Account<br>Suplus / (Deficit) as per Income & Expenditure A/c   | 4     | (31,330.00)                        | (30,240.00)           |
| III. Land & Building Fund   |       | 5,576,592.00                       | -                     |
| IV. Current Liabilities<br>Expenses Payable<br>Audit fees   |       | 73,680.00<br>59,000.00             | -<br>2,950.00         |
|   |       | <b>5,777,942.00</b>                | <b>72,710.00</b>      |
| <b>ASSETS:</b>  |       |                                    |                       |
| <b>I. Non Current Assets</b>  |       |                                    |                       |
| Tangible Fixed Assets<br>(Land and Land Development)<br>Preliminary & Preoperative Expenses<br>[to the extend not written off.] |       | 5,576,592.00<br>64,125.00          | -<br>72,140.00        |
| <b>II. Current Assets</b>   |       |                                    |                       |
| Advances<br>Cash & Cash Equivalents<br>Cash in hand<br>(As Certified by the Management)<br>Balance with Schedule Bank           |       | 67,500.00<br>1,118.00<br>68,607.00 | 570.00<br>-           |
|   |       | <b>5,777,942.00</b>                | <b>72,710.00</b>      |

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  
Haribandhu Panda  
DIRECTOR  
Director

Place : Bhubaneswar  
Date : 30/03/2018

M/S KLOROFEEL FOUNDATION  
FLAT NO.204, 2ND FLOOR SHANTIVAAN,BELAGACHHIA  
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, 2018**

| NOTE No.                                    | For the Year ended 31st March,2018 | For the Year ended 31st March,2017 |
|---|------------------------------------|------------------------------------|
| <b>INCOME</b>                               |                                    |                                    |
| <b>Revenue from Operation</b>               |                                    |                                    |
| Donation/Voluntary Contribution             | 2,928,408.00                       | 60,000.00                          |
| Membership & Subscription                   | -                                  | -                                  |
| Other Income (Interest)                     | 27,647.00                          | -                                  |
|   | <b>2,956,055.00</b>                | <b>60,000.00</b>                   |
| <b>EXPENDITURE</b>                          |                                    |                                    |
| <b>Expenditure on Objects of the Trusts</b> |                                    |                                    |
| a) Medical                                  | -                                  | -                                  |
| b) Education                                | 2,545,680.00                       | 79,275.00                          |
| c) Relief of the Poor                       | -                                  | -                                  |
| d) Other General Public Utility             | -                                  | -                                  |
| <b>Establishment Expenditure</b>            |                                    |                                    |
| a)Salary & Stipend                          | 325,855.00                         | -                                  |
| b)Consumables                               | -                                  | -                                  |
| c)Legal Fees                                | -                                  | -                                  |
| d)Other Expenses                            | 18,480.00                          | -                                  |
| e)Preliminary Expenses W/off                | 8,015.00                           | 8,015.00                           |
| f)Bank Charges                              | 115.00                             | -                                  |
| g)Audit Fees                                | 59,000.00                          | 2,950.00                           |
| h)Depreciation                              | -                                  | -                                  |
|   | <b>2,957,145.00</b>                | <b>90,240.00</b>                   |
|   | <b>(1,090.00)</b>                  | <b>(30,240.00)</b>                 |

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

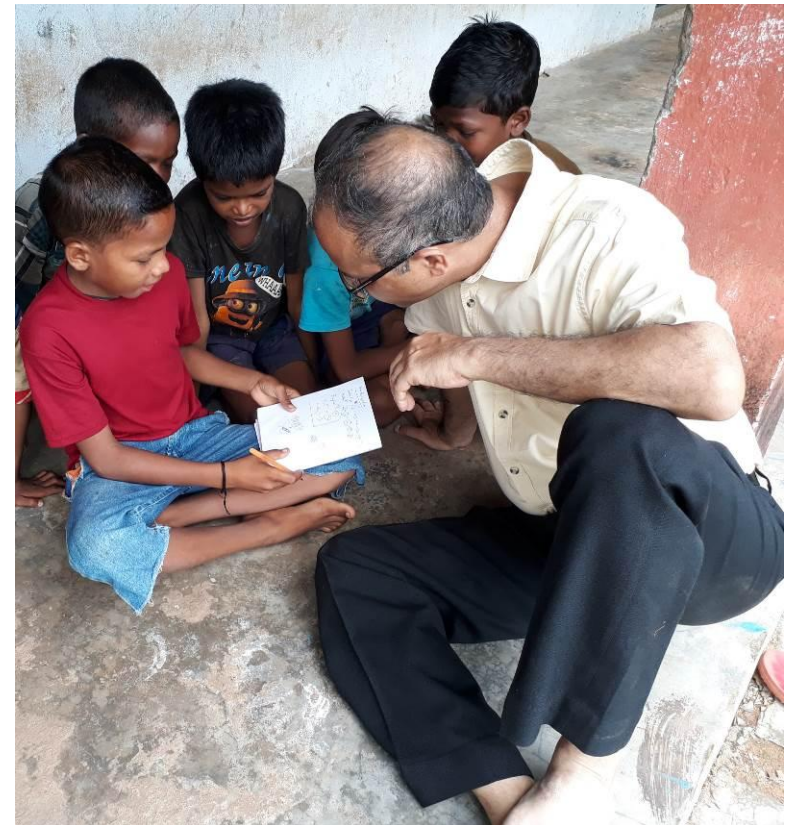
For Sanjeeb Kumar and Associates  
Chartered Accountants  
( Sanjeeb.K.Mohanty  
Partner, M. No. 054142

KLOROFEEL FOUNDATION  
Director  
Haribandhu Panda  
DIRECTOR  
Director

Place : Bhubaneswar  
Date : 30/03/2018



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Klorofeel Foundation

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