



# ANNUAL REPORT 2018-19

## 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. Activity Based Learning at the Centers
  - b. Saathi Development Interventions
  - c. Engaging Parents
  - d. Measuring Progress
6. Our Learning
7. Governance
8. 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 2.5 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 class room 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, 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.

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

Our learning centers are located in Bissamcuttack, 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 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 (6-11years) 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

In order to improve the learning outcomes of the children in one of the under-served regions of our country, Klorofeel Foundation has been taking up the following activities in the Learning Centers, located at the village level.

- ❖ Activity based Learning at the Centers
- ❖ Saathi Development Interventions
- ❖ Engaging Parents
- ❖ Measuring Progress



### Activity based Learning at the Centers

I. Each Learning Centre (LC) caters to the learning needs of the Grade 1 to Grade 5 children in a village. The children attend the Learning Centers before and after the school hours. In each Learning Centre, there are usually two Facilitators, known as Saathis, drawn from local community. They are the key facilitators for children's learning through fun-filled activities. We currently have nine Learning Centers (LCs) in the villages of Kankubadi and Jhigdi Gram Panchayats (GPs) of Bissamcuttack block in Rayagada district of Odisha. We create methods of learning that are fun-filled, experiential, contextual and holistic type comprising of games, projects, festivals, explorations and exposure visits. Their learning leads to a broader understanding of real-life applications of concepts in and around the village they live.

The Learning Centers complement and supplement the initiatives in the School. Each course covered in the School is divided into a number of concepts. For each such concept, appropriate teaching material and methods are used. For



example, for learning numbers and their operations, local games like Pithu or Hoop rolling are used. Popular non-local games like Business Games, Jenga and Puzzles are also included to give a multi-dimensional learning approach to children. Learning is not segmented in watertight compartments. The holistic nature of learning is practiced through festivals and projects. As an example, Mango Festival is organised for the students to learn numbers and their operations, communication and local culture, while transacting with the customers.



## *II. Collaboration and Adoption of Best Practices*

This year we collaborated with the Children Toy Foundation of India and introduced games for improving the memory, cognitive and motor skills of the children. The games were divided into different segments such as Concept learning games, Practice games and Application games. Many games were modified to suit the contextual needs of the children. While modifying the games we kept in mind that the games should be fun-filled and promote collaboration, rather than create competition, among the children.





### *III.Exposure Visits*

For real world exposure and learning certain life skills, we conduct visits to various public institutions like Bank, Police station, Post-office, etc.



## Saathi Development Interventions

- I. The Saathis are most critical link in our intervention and they are the catalysts for learning of children. The mode of interaction and engagement of the Saathis with the children enhances learning level and motivation to learn. The Saathis are selected from the local area, as they can use the local language to communicate effectively with the children. Further, being at home, they can take up the job for longer period of time. However, this brings in additional challenge of grooming them to perform the task effectively. Most of the Saathis' education level is till 10<sup>th</sup> grade, without much conceptual clarity on the basics of different subjects. They also come with the set of belief system that can be contested if one wishes to make learning fearless and fun-filled in a joyful environment. So, a process of continuous engagement and training of the Saathis have been realized early in our intervention and being taken up systematically.



## *II. Training and Capacity Building of Saathis*

We conduct weekly training sessions for all Saathis where, we create a demo environment of the classroom and the Saathis get an opportunity to refine their teaching-learning skills and at the same time add new teaching practices to their skill-set. Apart from the regular training session, special training sessions like “Learning through ToY training workshop” and “Science Kit training workshop” are taken up.

- a. **Klorofeel’s Toy Training Workshop:** The games we practiced, are all educational games and can be used in various ways to help students acquire different grade specific competencies. We are building more learning methods and games keeping those 153 games, provided by Toy Foundation, as base.





*b. Science Kit Training Workshop: The science kit training is used to introduce the Saathis about basics of science and its need in our daily life, including our holistic growth.*





### *III. Exposure Visits*

We organise visits for our Saathis to provide them exposure about the efficient education models around the country.

a. We had visited Vidyakshetra in Bangalore. Vidyakshetra is an education centered community focusing on 'Holistic Education' and 'Sustainable Living', that intend to create pathways leading to social transformation.

b. Our learning facilitators attended the 21<sup>st</sup> Waldorf Education Seminar at D.C. school, in Khandala.



- c. Puvudham Learning center is an open and lively environment in an eco-friendly environment with enough play area, organic farm and a little forest for children to learn in a natural environment. It is a government approved Nursery and Primary school in Tamil Nadu. Teachers from Puvudham had visited our centers and interacted with the Saathis. There was an exchange of ideas among the 2 teams.



- d. The Learning Societies Unconference was a place to bring together all kinds of people who are co-creating diverse learning communities, sustainable learning spaces, creative (un)learning processes, etc. for new models of happiness, well-being and swaraj. Our Saathis attended the conference and participated in various activities along with socializing with a lot other change makers.



## Engaging Parents:

As it is the responsibility of the parents for the learning and growth of the children, we see parents as the major stakeholder in the learning journey of the children. The parents are involved from the day one on the various decision like finding a space for the learning Centre, selecting Saathis and deciding on the timing of the sessions. Interaction with the parents are taken up in group meetings and also individually. Every month the parents meet to participate in the assessment of their children and discuss on the effectiveness of the learning Centre.



The Saathis encourage parents to get actively involved in their children's learning journey, explain the processes, and provide practical advice on how to support the children's education at home. Parents are advised to share the rich local knowledge they have on the agriculture and also encourage their children for learning new things. To facilitate more interaction between the children and parents, the Saathis give questions to the children which they discuss with their parents for the solutions. It is kept in mind that the questions are such that the Saathi are certain that the parents know the answer. The Saathis regularly share the progress of the learning of the children with their parents.

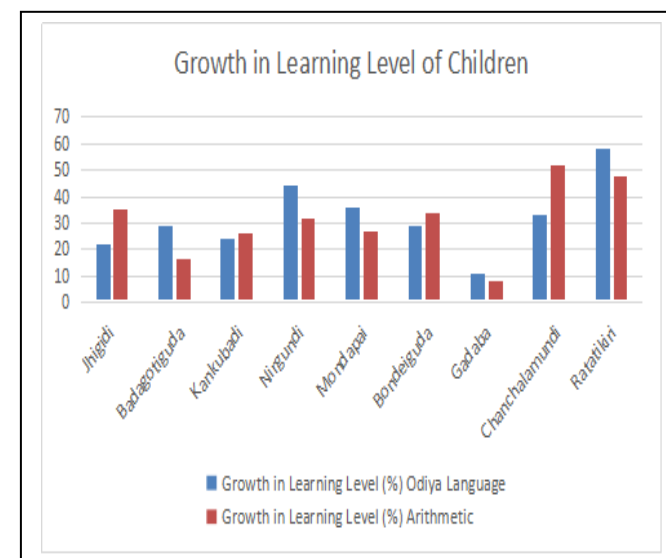




## Measuring Progress: Baseline and Regular Assessment of Progress in Learning

While understanding the importance of measuring learning, we are careful that it motivates children and not scare them. This assessment is being done as a continuous process which helps the Saathis provide special attention to the children in need. The results are also used by Saathis to reflect on their areas of improvement. The results of assessment done for 103 students at Class 3 and 4 level shows 77% of the children from class 3 to 5 in our Learning Centers can read a class 2 level text. Similarly, 61% of the children from class 3 to 5 can do subtraction.

Sl. No.	Name of the Centre	Growth in Learning Level (%)	
		Odiya Language	Arithmetic
1	Jhigidi	22	35
2	Badagotiguda	29	16
3	Kankubadi	24	26
4	Nirgundi	44	32
5	Mondapai	36	27
6	Bondeiguda	29	34
7	Gadaba	11	8
8	Chanchalamundi	33	52
9	Ratatikiri	58	48



From the results across the nine centers it could be observed that higher improvement in learning levels were observed in the new centers like Ratatikiri and Chanchalamundi and from among the older centers higher improvement was seen in Nirgundi. Except for the Centre at Gadaba where the improvement is less, in all other centers, the improvement in learning levels of Odiya and Mathematics hovered around 25 to 30 percentage points.



## OUR LEARNING

### 1. Guided Game Helps Learning

Leaving the Games in the Centre had an adverse effect. Children played the game day and night. They got saturated with the game early, without explicitly learning the underlying concept. For example, in a game of puzzle for the states of India, children failed to learn the names of even major states and their location, although they could put the right state in right place, based on the shapes. We should have slowly taken the game forward along with making it sure that learning is happening along with fun. Leaving the game in KLC made it a way for Children

to enjoy the game but lack of an able facilitator resulted in less learning. This experiment in an unanticipated way dispelled the myth that leaving the child alone with gadgets will automatically lead to desired learning.

## 2. Fast Diminishing Interest in New Games

Keeping the game in the Centre made the children getting disinterested in the game after some time. Though we re-invented the way Zenga is played, we couldn't reach the interest level children had in the start. The Law of Diminishing Returns sets in, even for games. Retaining attention is critical to ensure non-volatile learning and generating sustained interest for gaining expertise.

## 3. Events are important but difficult to organise

Events create excitement and lead to unusual learning experiences. But it is difficult to organise daily, considering the constraint of resource.

## 4. Structure has its own rigidity

we achieved what we explicitly tried, i.e. learning counting through pebbles. But this does not automatically transfer into counting in the mind. That's a different objective and needs a different skill. Often, we do not appreciate that - and assume that someone who is faster at one skill will automatically be good at an adjacent skill. This is also a problem when we have too much structure in our learning processes. When structure and processes are executed efficiently, both teacher and student fall in with the structure beautifully, but somehow do not exercise the initiative to think beyond the structure. We have felt the difficulty in reminding the Saathis about our objective of achieving "learn to learn" continuously.

## 5. Assessment is a part of learning

It has been extremely difficult to create an anxiety-free assessment process. It took time for us to develop participatory assessment involving student, parent and Saathis in a non-threatening environment.



## GOVERNANCE

**Haribandhu Panda:** 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), Dean and Director at several management schools, Vice Chancellor at Centurion University with experience in technology led and market linked institution design, sustainable development and meaningful education for 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.

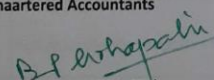

**Kalyan K Banerjee:** Graduated from IIT, Delhi and IIT, Kanpur. Co-founder of Mindtree, served as Computer systems designer at Wipro R&D with Experience in IT industry for 26 years and in Education for 4 years. Mentor at Education focused organizations and schools (e.g. Reap Benefit, Rise High Public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

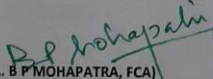

**Jitendra Nayak:** Graduated from UCE, Burla and IRMA (Anand), Served for more than two decades in social sector organisations such as in PRADAN, Harsha Trust and Tata Trusts. Significantly contributed to the implementation of multi-thematic development interventions on sustainable Livelihood security, 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

<b>KLOROFEEL FOUNDATION</b> FLAT NO-204, 2ND FLOOR, SHANTIVAAN BELAGACHHIA, BARANGA CUTTACK 754005 Incorporated under Section 8 of the Companies Act, 2013 <b>BALANCE SHEET AS AT 31ST MARCH, 2019</b>			
Particulars	Sch. No.	Figures as at the end of current reporting period	Figures as at the end of Previous reporting period
<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	31,330.00	31,330.00
(c) Land & Building Fund		69,36,712.00	55,76,592.00
(d) Restricted Fund		1,24,273.00	-
<b>(2) Share Application money pending allotment</b>			
<b>(3) Non-Current Liabilities</b>			
(a) Long-Term Borrowings	3	-	-
<b>(4) Current Liabilities</b>			
(a) Short-Term Borrowings	4	-	-
(b) Trade Payables		-	-
(c) Other Current Liabilities		-	-
(d) Short-Term Provisions	5	69,000.00	1,32,680.00
<b>Total Equity &amp; Liabilities</b>		71,98,655.00	57,77,942.00
<b>II. ASSETS</b>			
<b>(1) Non-Current Assets</b>			
<b>(a) Fixed Assets</b>			
(i) Gross Block	6	69,92,822.00	56,40,717.00
<b>(2) Current Assets</b>			
(a) Cash and cash equivalents	7	2,05,833.00	69,725.00
(b) Short-term loans and advances	8	-	67,500.00
(c) Other current assets		-	-
<b>Total Assets</b>		71,98,655.00	57,77,942.00
<b>NOTES TO ACCOUNTS</b>			
15			
Schedules referred to above and notes attached there to form an integral part of Balance Sheet			
This is the Balance Sheet referred to in our Report of even date.			
<b>FOR SPP ASSOCIATES</b>			
<b>Chartered Accountants</b>			
 (CA. B P MOHAPATRA, FCA) Partner Membership No. : 060051 Firm Reg. No.: 322862E		 <b>KLOROFEEL FOUNDATION</b> K L O R O F E E L F O U N D A T I O N K L O R O F E E L F O U N D A T I O N LIBAKHARIBANDE HANIBANDHUN BANDE DIRECTOR DIRECTOR PLACE: BHUBANESWAR DATED: 01.08.2019	

<b>KLOROFEEL FOUNDATION</b> FLAT NO-204, 2ND FLOOR, SHANTIVAAN BELAGACHHIA, BARANGA CUTTACK 754005 Incorporated under Section 8 of the Companies Act, 2013 <b>INCOME &amp; EXPENDITURE STATEMENT FOR THE PERIOD ENDED ON 31ST MARCH, 2019</b>				
Sr. No	Particulars	Sch. No.	Figures as at the end of current reporting period	Figures as at the end of Previous reporting period
I	Revenue from operations	9	10,65,607.00	29,28,408.00
II	Other Income	10	21,302.00	27,647.00
III	<b>III. Total Revenue (I + II)</b>		10,86,909.00	29,56,055.00
IV	<b>Expenses:</b>			
	Employee Benefit Expense	11	6,63,000.00	3,25,855.00
	Financial Costs	12	1,180.00	115.00
	Depreciation and Amortization Expense	13	8,015.00	8,015.00
	Other Administrative Expenses	14	4,14,714.00	26,23,160.00
	<b>Total Expenses (IV)</b>		10,86,909.00	29,57,145.00
V	Profit before exceptional and extraordinary items and tax	(III - IV)	-	1,090.00
VI	Exceptional Items		-	-
VII	Profit before extraordinary items and tax (V - VI)		-	1,090.00
VIII	Extraordinary Items		-	-
IX	Profit before tax (VII - VIII)		-	1,090.00
X	<b>Tax expense:</b>			
	(1) Current tax		-	-
	(2) Deferred tax		-	-
XI	Profit(Loss) from the period from continuing operations	(IX-X)	-	1,090.00
XII	Profit/(Loss) from discontinuing operations		-	-
XIII	Tax expense of discounting operations		-	-
XIV	Profit/(Loss) from Discontinuing operations (XII - XIII)		-	-
XV	Profit/(Loss) for the period (XI + XIV)		-	1,090.00
<b>NOTES TO ACCOUNTS</b>				
15				
Schedules referred to above and notes attached there to form an integral part of Profit & Loss Statement				
This is the Profit & Loss Statement referred to in our Report of even date.				
<b>FOR SPP ASSOCIATES</b>				
<b>CHARTERED ACCOUNTANTS</b>				
 (CA. B P MOHAPATRA, FCA) Partner Membership No. : 060051 Firm Reg. No.: 322862E		 <b>KLOROFEEL FOUNDATION</b> K L O R O F E E L F O U N D A T I O N K L O R O F E E L F O U N D A T I O N LIBAKHARIBANDE HANIBANDHUN BANDE DIRECTOR DIRECTOR PLACE: BHUBANESWAR DATED: 01.08.2019		









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