



•klorofeel

# ANNUAL REPORT 2021--22

## KLOROFEEL FOUNDATION



# Contents

<b>1.0 Our Mission and Vision .....</b>	<b>1</b>
<b>2.0 Our Belief and Model of Intervention .....</b>	<b>1</b>
<b>3.0 Outreach.....</b>	<b>2</b>
<b>4.0 Progress During the Year .....</b>	<b>3</b>
<b>4.1 Activities at the Community Based Learning Centres .....</b>	<b>4</b>
<b>4.2 Collaboration with Wipro Foundation and Mo School.....</b>	<b>5</b>
<b>4.3 Stoppage of Intervention at Korei Block.....</b>	<b>6</b>
<b>4.4 Interventions at Kujanga Block .....</b>	<b>7</b>
<b>4.5 Training and Exposure.....</b>	<b>9</b>
<b>5.0 Governance .....</b>	<b>10</b>
<b>6.0 Financial Statement... ..</b>	<b>11</b>





## 1.0 Our Mission and Vision

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

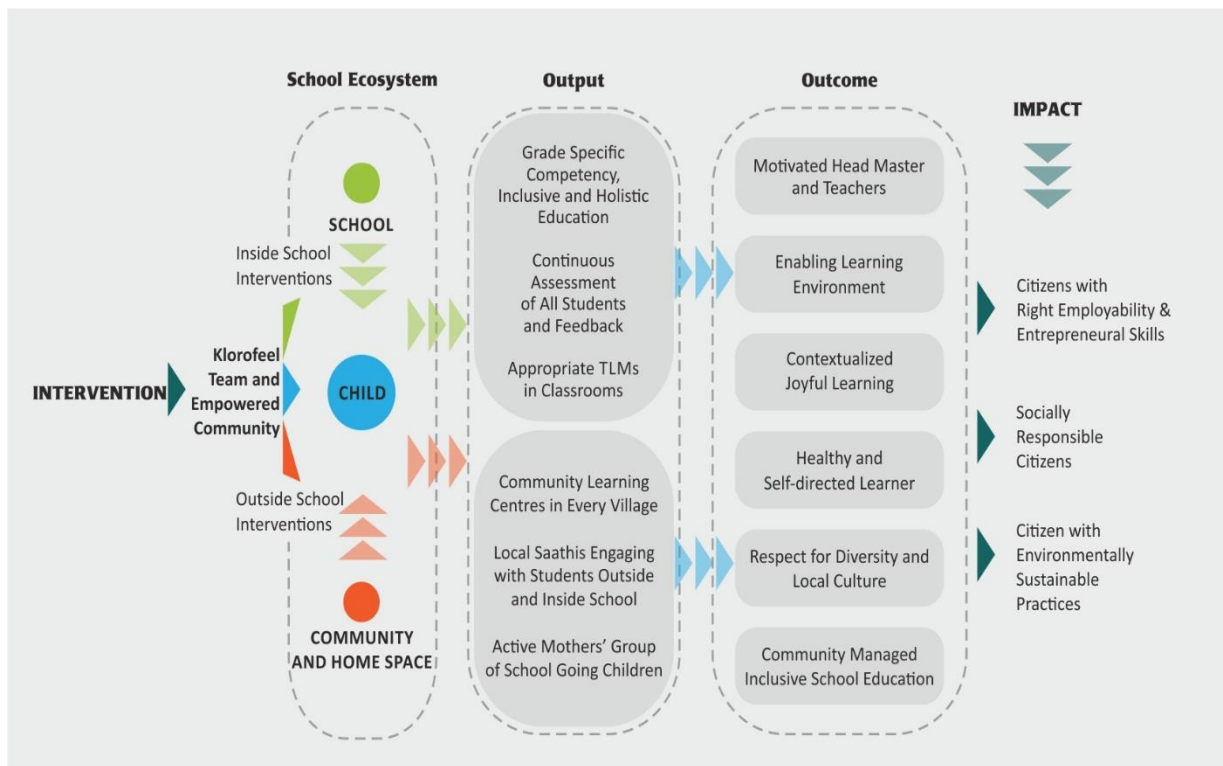
**Mission:** To promote meaningful education for economically underprivileged children.

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

## 2.0 Our Belief and Model of Intervention

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

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



### 3.0 Outreach

Klorofeel Foundation has reached to 400 primary grade children through its 19 Learning Centres located in 18 villages of Kankubadi and Jhigidi Panchayats of Bissamcuttack Block of Rayagada District of Odisha. Bissamcuttack has 64% tribal population, primarily from the Kondha tribe (2011 Census). The teaching and learning process at the Learning Centres takes place before and after the school hours. Local youth who we have named as Saathis facilitate the learning at the Centres. Each Saathi facilitates a maximum of 15 students. Presently, 31 Saathis facilitate learning in 19 Learning Centres.



#### Project Locations

Bissamcuttack Block of Rayagada District and Kujanga Block of Jagatsinghpur District.

Parents' engagement in the teaching-learning process starts with the formation of Mothers' Group in each of these villages. The Mothers' Group has taken various decisions, like finding a space for the Learning Center, selecting Saathis and deciding on the timing of the sessions. The Group also has the responsibilities of managing the Centres. Each member contributes ₹20 per month per child which they use for stationeries required at the Centres. There are 19 mothers' groups in 18 villages in Jhigidi and Kankubadi Panchayats of Bissamcuttack.

The organization also started initial interaction with 5 primary schools of Jhigidi Gram Panchayat, after the approval of the project from Wipro Foundation and Mo School program of Government of Odisha. This is besides continuing its interventions in 6 primary schools across four Panchayats in Kujanga Block of Jagatsinghpur District supported by the CSR program of the Paradeep Phosphates Limited. Through its school intervention in Kujanga block the organisation has reached to 675 students.

## 4.0 Progress During the Year

Corona induced pandemic-related restrictions were occasionally relaxed as the year went on. Beginning in January 2022, Children could go to the school occasionally before doing so regularly. From November 2021, Wipro Foundation agreed to support the organization for three years to work with 5 primary schools in Jhigidi Panchayat for improving the overall functioning of the schools and learning level of the children. The organization gained permission to operate with the aforementioned 5 schools through a collaboration with the Mo School programme of the Government of Odisha.

The intervention at the 19 community Learning Centres continued with a focus on teaching ‘number sense’ and ‘language’. Saathis were trained at regular intervals to effectively facilitate learning at the community level Learning Centres. The learning levels of the children were assessed in order to make improvement plans. Continuous interaction with the Mothers’ Groups enhanced their participation in running the community Learning Centres in their respective villages.

The interventions in six primary schools in Kujanga block concentrated on creating digital classrooms, play areas, and libraries, in addition to Saathis supporting children’s learning at the village level, since the schools remained closed most of the time during the year. The emphasis was also placed on learning English, utilizing the Echo Dot and a digital course offered by the company, Learning Matters.

In the Korei block of the Jajpur District, Klorofeel Foundation had begun a pilot programme for self-sustaining community Learning Centres. However, the intervention was stopped because it proved challenging to ensure local availability of a Change maker and persuade all mothers to make financial contributions for the upkeep of the Learning Centres in their villages. The pandemic had a significant negative impact on the parents' earning potential and made it difficult for some parents to support their children who attended the Learning Centres.

To upgrade our skills, Klorofeel staff members attended a training and exposure programme organized by OELP at Rajasthan with the support of Wipro Foundation.

The details of the interventions and the progress made during the year are presented below.

4.1 Activities at the Community Learning Centres

4.2 Collaboration with Wipro Foundation and Mo School

4.3 Interventions at Kujanga Block

4.4 Stoppage of Intervention at Korei Block

4.5 Training and Exposure

#### ***4.1 Activities at the Community Learning Centres***

Community Learning Centers in the villages complement and supplement the education provided in the schools. When schools were closed due to the Corona induced pandemic, the role of Learning Centres in assisting children to continue their studies became crucial.



Thirty-one Saathis facilitated learning in 19 Learning Centres to develop the foundational literacy and numeracy skills of the children. In order to comprehend and improve their numeracy skills, students carried out activities using local resources such as tamarind seeds, pebbles, and flowers as well as learning kits purchased from Jodogyan.

Mothers' Groups played crucial role in making sure that the teaching-learning process at the Community Learning Centers continued while abiding by the limitations imposed by the corona induced pandemic.

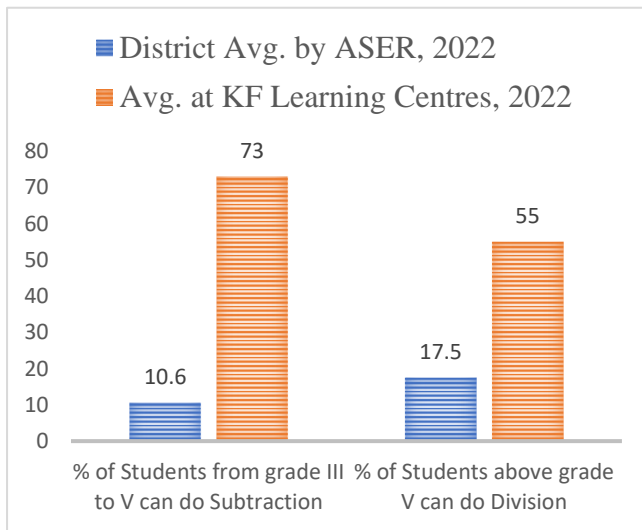


Regular meetings were conducted with the Mothers' Groups and they were advised to motivate their children to routinely attend the Learning Centers.

Students of Grades 1 to 5 were evaluated based on the learning outcomes expected for that grade, and the results were compared with the ASER 2022. Written and oral examinations were used to evaluate students by Saathis of their respective Centres. Questions were created for each intended Learning Outcome in order to assess children's knowledge, understanding, and



application of learning related to the Learning Outcome. The result of the assessment is presented in the graph below.



#### ***4.2 Collaboration with Wipro Foundation and Mo School***

The organization believed that both inside and outside school interventions are important for improving the education level of the children. Since 2017, the organization has been working with the community to improve the learning environment in the village and facilitate learning of the children through establishment of Community Learning Centers. Having had the experience of creating enabling learning environment at the village level, we proposed Wipro Foundation to support and strengthen our capacity to engage with the government schools to enhance the learning level of the students through overall improvement in functioning of the schools.

After reviewing our project proposal and visiting our project site in Bissamcuttk, Wipro Foundation decided to support the initiative to work with five primary schools in Jhigidi Panchayat to accomplish the following objectives.

- a. Transform the functioning of 5 primary schools in Jhigidi Gram Panchayat of Bissamcuttack block of Rayagada district of Odisha that would result in having more effective teachers and improved learning outcomes.
- b. To have context specific contents and activities adopted in the schools making teaching learning process interesting and meaningful.
- c. To build the capacities of
  - i. SMCs and Communities for preparation and implementation of School Development Plan, with active involvement of PRI; and

- ii. Saathis and Mothers' Group for effective management of Community Learning Centers.
- d. To build the capacity of Klorofeel Foundation's Core Team at Bissamcuttack block for effectively implementing educational intervention and achieving the desired outcome.

To achieve the aforementioned objectives, it was essential that the community actively engages with the schools.



So, permission from the Mo School programme of the Government of Odisha was solicited to strengthen community involvement in five schools aimed at creating a conducive learning environment and improve the children' level of learning. Mo School approved the plan to strengthen community involvement with the five schools. With the aforementioned approval, the organisation improved its engagement with the ABEO, BEO, DEO and other officials of the education department, as well as headmasters and teachers of the schools. This paved a path for interventions both inside and outside the school (at community space) to create enabling learning environment for the children.

#### ***4.3 Stoppage of Intervention at Korei Block***

Klorofeel Foundation started a Pilot intervention in January 2021 on having community managed Self sustainable Learning Centers in Tarakote Gram Panchayat, in the Korei Block of Jajpur district. Under the Pilot intervention, we intended that in addition to the community's active involvement in establishing and operating the Centers, the community would also be responsible for paying the remunerations to Saathis and meeting other expenditures of the Centres. Klorofeel Foundation was to train and improve the capability of the Saathis to



facilitate learning at the Centres. In these 6 Centers, where the community provided space, 63 children in grades 1 to 5 got regular access to joyful learning. Regrettably, a handful of the parents were unable to pay for the Saathis' compensation. We engaged in numerous discussions with the parents to encourage them to actively support their children's educational journeys and assume full responsibility for managing the Learning Centres in their communities. Unfortunately, parents could not get over the pandemic-led financial blow to pay to the Saathis. Further, the Change agent who initially spearheaded the initiative could not continue to show a sense of long-term support. The Saathis started exploring other options when they weren't paid on time, and some of them even left the area. Because of this, the learning and teaching processes in the Learning Centers came to an end, with the exception of one Learning Center, where the said Change agent could continue unhindered support.



#### ***4.4 Interventions at Kujanga Block***

The initiative at Kujanga block with the support of Harsha Trust and PPL primarily centered on working with schools to improve school education in six chosen schools. Owing to the limitations imposed by the corona induced epidemic, schools were closed for the majority of the period, and efforts were reduced to enhancing school facilities and promoting online learning. Using Learning Matters' TARA programme, a trial intervention on spoken English was started. Children could practice and acquire spoken English with the help of the TARA application, which employs the Echo Dot as its virtual assistant interface. In total, 798 children from Grades 1 to 8 took part in the programme.



While there was noticeable improvement and children loved interacting in a virtual environment without reluctance or fear, the software encountered several technical issues, most of which were due to poor internet connectivity.

The school infrastructure development focused on setting up computer lab, a well augmented library, play spaces and toilets. The design of the infrastructure has been thought out such that it will be easy to access. Looking into the existing infrastructure and student strength, three schools were identified where the basic infrastructure related work has been developed.



The existing unit of toilets were not being used due to the poor upkeep of sanitation, unavailability of proper hand wash area, unavailability of dustbin in girls' toilet, lack of proper ventilation, and water supply. The aim was to have toilets with all facilities so that students especially girls would not have to go home every time to use toilet. Thus, the renovation of the toilets undertaken during the year would provide convenience to the students and eventually help to lower absenteeism and dropout rates.

Providing space for the children to play during the school hours are integral to the overall development of the children. Thus, play spaces were developed with installation of equipment to generate interest within children and engage in playing.

#### ***4.5 Training and Exposure***

Saathis were trained on regular intervals mostly during weekends to strengthen their understanding and skills of facilitating learning at the Centres. In addition to teaching the subject matter, a particular emphasis was placed on fostering a fear-free environment and giving each child the opportunity to express themselves.

With addition of three staff during the year, the organization had a full team operating at Bissamcutatck. The staff members received training both internally and from specialized organizations like OELP through Wipro Foundation to increase their capacity on teaching-learning processes. They also went on an exposure visit to the Apruva Bigyan Mela held in Nagpur. In order to directly experience and learn the facilitation process, they also began facilitating the learning at the Village Level Community Learning Centers.



Involvement of parents primarily the Mothers in our project location was critical in the learning journey of the children. Whenever the restrictions imposed by corona induced pandemic was relaxed, the team of Klorofeel Foundation and Saathis took the opportunities to discuss with the Mothers' Groups on the functioning of the Learning Centres and learning growth of their children.

The Mothers' Groups actively decided on when to keep the Centres running depending on the number of corona cases and restrictions imposed by the government. Their active participation ensured that children continued to learn despite the closure of the schools.



## 5.0 Governance

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

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

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

**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. Conceptualized and implemented Mindtree Kalinga, among the best-known tangible corporate examples in transforming the learning process. Rishin is expert in modern learning practices available in the country, well networked with thinkers in education, personally trained in methodologies like Waldorf and believes in homeschooling.

## 6.0 Financial Statement

### KLOROFEEEL FOUNDATION

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

#### BALANCE SHEET AS AT 31ST MARCH, 2022

Particulars	Sch. No.	Figures as at the end of current reporting period 31.03.2022	Figures as at the end of Previous reporting period 31.03.2021
<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	1,282.20
(c) Land & Building Fund		69,36,712.00	69,36,712.00
(d) Restricted Fund	3	3,46,509.30	1,41,785.20
<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		-	-
(c) Other Current Liabilities		-	-
(d) Short-Term Provisions	6	-	1,20,098.00
<b>(5) Excess of expenditure over income</b>			
Less Transferred		-	-
<b>Total Equity &amp; Liabilities</b>		<b>73,84,503.50</b>	<b>72,99,877.40</b>
<b>II. ASSETS</b>			
<b>(1) Non-Current Assets</b>			
(a) Fixed Assets	7	69,80,443.00	70,00,125.00
<b>(2) Current Assets</b>			
(a) Cash and cash equivalents	8	4,04,060.50	2,99,752.40
(b) Short-term loans and advances		-	-
(c) Other current assets		-	-
<b>Total Assets</b>		<b>73,84,503.50</b>	<b>72,99,877.40</b>

#### 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 Reg. No-322862E

CA. Bibhu. P. Mohapatra, FCA  
 (Partner)  
 (Membership No. 060051)  
 PLACE : Bhubaneswar  
 DATE : 03/09/2022  
 UDIN : 22060051ATIRYY7468



For and On Behalf of the Board of Directors

**KLOROFEEEL FOUNDATION**  
  
**Ar Banerjee**  
 DIRECTOR  
 Director  
 Din:07488788  
 Flat No A-204, Belagachia,  
 Baranga, Cuttack

**KLOROFEEEL FOUNDATION**  
  
**Hariharan Panda**  
 DIRECTOR  
 Director  
 Din:03373122  
 Flat No A-204,  
 Belagachia,,Baranga,  
 Cuttack

# KLOROFEEL FOUNDATION

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

## INCOME & EXPENDITURE STATEMENT FOR THE PERIOD ENDED ON 31ST MARCH, 2022

Sr. No	Particulars	Sch. No.	Figures as at the end of current reporting period 31.03.2022	Figures as at the end of Previous reporting period 31.03.2021
I	Donation Received	9	48,58,775.90	47,74,273.00
II	Other Income	10	26,555.00	15,190.00
III	<b>III. Total Revenue (I +II)</b>		<b>48,85,330.90</b>	<b>47,89,463.00</b>
IV	<b>Expenses:</b>			
	Employee Benefit Expense	11	30,67,544.00	30,42,282.00
	Financial Costs	12	595.90	2,352.80
	Depreciation and Amortization	13	19,682.00	19,682.00
	Education Project Exp	14	15,64,549.00	15,25,632.00
	Other Administrative Expenses	15	2,32,960.00	1,66,902.00
	<b>Total Expenses (IV)</b>		<b>48,85,330.90</b>	<b>47,56,850.80</b>
V	Profit before exceptional and extraordinary items and tax	(III - IV)	-	32,612.20
VI	Exceptional Items		-	-
VII	Profit before extraordinary items and tax (V - VI)		-	32,612.20
VIII	Extraordinary Items		-	-
IX	Profit before tax (VII - VIII)		-	32,612.20
X	<b>Tax expense:</b>			
	(1) Current tax		-	-
	(2) Deferred tax		-	-
XI	Profit(Loss) from the period from continuing operations	(IX-X)	-	32,612.20
XII	Income/(Loss) from discontinuing operations		-	-
XIII	Tax expense of discounting operations		-	-
XIV	Income/(Loss) from Discontinuing operations (XII - XIII)		-	-
XV	Income/(Loss) for the period (XI + XIV)		-	32,612.20

Schedules referred to above and notes attached there to form an integral part of Financial Statement  
 In terms of our Report of even Date

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

CA. Bibhu. P. Mohapatra, FCA  
 (Partner)  
 (M. NO 060051)  
 PLACE : Bhubaneswar  
 DATE : 03/09/2022  
 UDIN : 22060051ATIRYY7468



For and On Behalf of the Board of Directors

KLOROFEEL FOUNDATION

KLOROFEEL FOUNDATION

Mr. Kalpan Kumar Banerjee

Dr Haribabu Panda

Director  
 Din:07488788  
 Flat No A-204, Belagachia,  
 Baranga, Cuttack

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







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Klorofeel Foundation

A 204, Shantivaan Apartment, Belgachhia, Trisulia, Barang, Cuttack, Odisha, 754005

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