

SHAPING MINDS TRANSFORMING LIVES



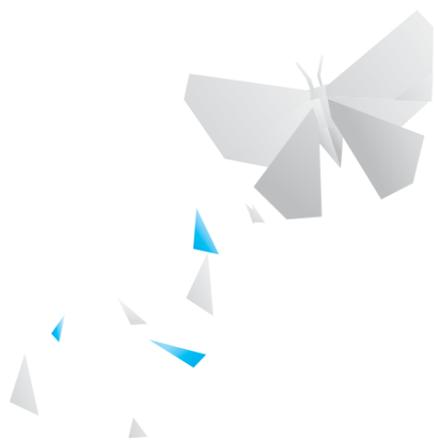
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ANNUAL REPORT 2010-2011

bharti
Bharti Foundation



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Dear Friends,

India is at the threshold of leadership on the world stage. There are no two ways about it. But this is not going to happen by default, irrespective of the obvious advantages that India enjoys. We have to make it happen through sure footed nation building. I firmly believe that business organizations have a big role to play in this. They need to exhibit spontaneous sensitivity to the needs of communities in which they operate. They have to act with a sense of responsibility and care to promote inclusive growth. The Ministry of Corporate Affairs has come out with a timely reminder of this through the recently released National Voluntary Guidelines on Social, Environmental & Economic Responsibilities of Business. As business leaders, it is imperative that we accord the necessary sanctity to this

document and incorporate practices relevant to our business processes.

During the year, Bharti Foundation further strengthened operations in its focus area – ‘providing free quality education to underprivileged children’. Giving more children the opportunity to participate in India’s growth story, it took significant strides in expanding the reach of its program. Six Satya Bharti Primary Schools are now operational in the Murshidabad district of West Bengal, adding to the 239 primary schools already running. In addition, five Senior Secondary schools have opened in Amritsar, Ludhiana and Sangrur, under the Public Private Partnership model with the Punjab Government.

For us at Bharti however, the concept of ‘free quality education’ does not stop at provision of free books, uniforms, notebooks, stationery and mid-day meals and modern teaching methods. Our initiative stands out for its focus on ‘holistic education’. Apart from being taught through the regular curriculum, our children are also being groomed to become good citizens and change agents in their respective societies. I am sure this kind of education along with the critical thinking skills imparted will help them take the right decisions even when choices are difficult.

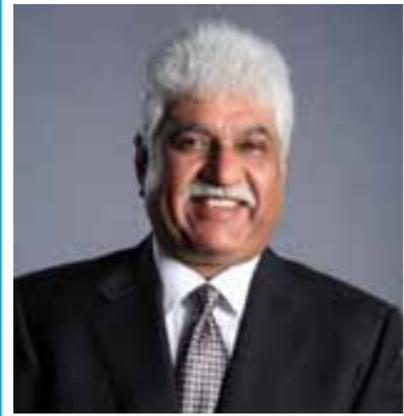
I am particularly proud of the changes that students of Satya Bharti Schools are bringing about within their own communities. Stopping mass child marriages, motivating girls to come to schools, spreading awareness about the evils of drugs and substance abuse are some of the issues that the children have addressed with success. Besides making a direct impact on the immediate environment, such ‘holistic education’ has a long term impact on society by helping create the leaders of tomorrow, ready to spearhead the change process and build a new India.

Congratulations to the team at Bharti Foundation for developing and implementing this concept and making these schools true ‘temples of learning’ and agents of change in rural India.

Regards,

Sunil Bharti Mittal
Chairman and Group CEO
Bharti Enterprises Limited

Co-Chairman's Message



Dear Friends,

Over the last decade India has undergone tremendous change in terms of pace and scope of wealth creation. The attitude towards sharing of personal wealth too has changed considerably over this period. More and more individuals and corporates are coming forward to share their wealth with their under privileged brethren. This also holds true for rural communities where we have experienced the culture of giving among the rural poor with people making contributions in the form of material, labour, knowledge and money to our 250 village-based Satya Bharti Schools. The generosity of their contributions is truly inspiring.

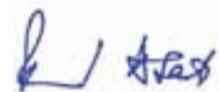
Bharti's commitment towards socio-economic development is manifest in the Satya Bharti School Program, the flagship initiative of Bharti Foundation. Promoting the cause of quality education in rural India, today 233 primary, 12 elementary and five Senior Secondary Satya Bharti Schools are operational across six states, reaching out to approximately 33,000 underprivileged children and employing over 1200 teachers. It is our promise that these children, with a special focus on the girl child, will be taken through secondary education and imparted with skills to make them employable. An equally important aspect of education in our schools is the holistic development of these children and inculcating values to turn them into responsible global citizens. We expect them to emerge as change agents of the future with a deep sense of commitment to their own communities. Many of them are already making an impact on their immediate environment, thereby reaffirming our belief that we are grooming leaders of tomorrow.

I believe that it is our duty to ensure that our future generations have the right values, commitment and skill sets to help them navigate the challenges that lie ahead. We, at Bharti, have made a start with Bharti Foundation and we encourage you to find your own way to contribute to the cause.

I would like to compliment the team at Bharti Foundation for their commitment, passion and professionalism in ensuring the provision of free and quality education to the children in rural India. I would also like to place on record their achievement in winning the Economic Times Corporate Citizen of the Year Award, the Indian Education Awards and the World Education Awards this last year.

Each one of us counts and the time has come for us to take charge and make a difference.

Best Regards,



Rakesh Bharti Mittal
Co-Chairman
Bharti Foundation

CEO's Message



Dear Friends,

The Satya Bharti School Program has moved from strength to strength. While geographic expansion has taken place through new schools in Murshidabad, West Bengal and Farukhabad, Uttar Pradesh, the significant achievements have been in the area of quality and expansion of the program beyond the primary level.

With five Adarsh Senior Secondary Schools in Punjab becoming operational and fifty more primary schools being upgraded to elementary level (in partnership with Google) we have taken a major step forward in terms of continuing education of the children in our schools.

As regards quality, the focus has been all encompassing to include processes, systems, curriculum, audits and teachers, ultimately leading to the learning levels of children. We do believe that continuing stress on the quality of education will help us in our mission to transform each of our schools into centres of excellence.

A lot of emphasis also continues to be laid on the holistic development of children, engagement with parents and community and imbibing the right value systems. The community development campaigns undertaken by children addressing various social evils have received much acclaim both at a local level as well as on national platforms. Our schools and children winning various recognitions in the Design for Change School Contest and the DLF Pramerica Spirit of Community Awards is a case in point.

It remains our firm belief that the basic values of honesty, integrity, patriotism and respect for all must be inculcated at this early age and the teachers need to be role models. In the context of our Nation this is the need of the hour and we remain optimistic that children from our schools will grow to be model citizens of India and the world.

I sign off by thanking all our stakeholders for their continued support and faith in our program. I would like to reiterate that we remain on course to realize our vision of creating temples of learning.

Warm Regards



Vijay Chadda
CEO
Bharti Foundation

BOARD OF TRUSTEES

| | | |
|-------------------------|----------------------------|-------------------------|
| Mr. Sunil Bharti Mittal | Mr. Rakesh Bharti Mittal | Mr. Rajan Bharti Mittal |
| Mr. Badri Agarwal | Mrs. Manju Bharat Ram | Mr. V.V. Ranganathan |
| Mrs. Deepika Mittal | Ms. Eiesha Bharti Pasricha | |

MEMBERS OF GOVERNING BOARD

| Name | Designation |
|--------------------------|--|
| Mr. Sunil Bharti Mittal | Chairman |
| Mr. Rakesh Bharti Mittal | Co-Chairman |
| Mr. Analjit Singh | Chairman, Max India Group |
| Mr. Anil Kumar | Managing Partner, Mindspan, LLC |
| Mr. Anil Nayar | Chairman and Managing Director, Prerna Centre for Learning and Development Pvt. Ltd. |
| Mr. Badri Agarwal | Former President, Bharti Foundation |
| Ms. Kalpana Morparia | CEO, JP Morgan |
| Mr. KN Memani | Chairman, KNM Advisory Pvt. Ltd. (Former Chairman and CEO, Ernst & Young, India) |
| Mrs. Manju Bharat Ram | Chairperson, Shri Ram School |
| Mr. Niranjana Ajwani | Director, Ajwani Group |
| Mr. Rajan Bharti Mittal | Vice Chairman and Managing Director, Bharti Enterprises |
| Mr. Sunil Kant Munjal | Chairman, Hero Corporate Service Limited |
| Mrs. Syeda Bilgrami Imam | Member, National Commission for Minorities; Writer & Communication Specialist |
| Mr. Vinod Dhall | Head, Dhall Law Chambers; Former Secretary Government of India |
| Prof. VS Raju | Former Director IIT Delhi and Prof., IIT Madras |
| Mr. V.V. Ranganathan | Founder and Chairman, Pinnacle Opportunities (Formerly Senior Partner, Country Head, Strategic Growth Markets- Ernst & Young, India) |

- No Governing Board member/trustee is paid any remuneration or honorarium for their services
- Three Governing Board meetings were held during FY 2010-2011
- For complete profiles of governing board members/trustees, please visit www.bhartifoundation.org

| | |
|---|--|
| Name of the Organization | Bharti Foundation |
| Registered Office Address | Bharti Crescent, 1 Nelson Mandela Road, Vasant Kunj, Phase II, New Delhi - 110 070 |
| Address for Communication | Plot No. 16, Airtel NCR Campus, 'A' Wing (UGF), Udyog Vihar, Phase IV, Gurgaon - 122015, Haryana |
| Phone & Fax Numbers | Telephone: +91 124-4222222 Fax: +91 124 4248898 |
| Email | bharti.foundation@bhartifoundation.org |
| Website | www.bhartifoundation.org |
| Name and Designation of Chief Functionary | Mr. Vijay Chadda Chief Executive Officer |

REGISTRATION

| | |
|----------------------------|--|
| Act under which Registered | "Deed of Trust" dated August 7 2000, registered at New Delhi under the Registration Act 1908 |
| Date of Registration | August 25, 2000 |
| FCRA No | 231660584 |
| 12A Registration | DIT (E) 2000-2001/B/826/2000/648 |
| 80G Certification | DIT(E)2006-2007/B-826/3133 |
| 35AC Certification | F.No-NC-270/143/2006 Notification No-247(E) |

EMPLOYEE DETAILS

| | |
|---------------------------------------|-----------------------|
| Total Number of Employees | 1542 (March 31, 2011) |
| Gurgaon Office | 44 |
| State Offices (Non-teaching) | 277 |
| Teachers (Primary & Senior Secondary) | 1221 |

SALARY BREAK-UP

| Slab | Female | Male | TOTAL |
|---------|--------|------|-------|
| <7000 | 644 | 661 | 1305 |
| <15000 | 61 | 42 | 103 |
| <30000 | 5 | 64 | 69 |
| <50000 | 6 | 23 | 29 |
| >=50000 | 14 | 22 | 36 |
| TOTAL | 730 | 812 | 1542 |

Education is the most powerful tool for social and economic transformation of any country. Good education not only eradicates poverty but also ensures equity among people from all spheres of the society. Therefore, ensuring access to quality education for all, in particular for children from disadvantaged communities, is of immense significance for overall development of our country.

In India, the Right To Education Act making education a Fundamental Right under the Constitution has been a significant step forward. Eight years post the 86th Constitutional Amendment, the Right to Education Act came into being in April 2010, making education a fundamental right under Article 21 A for all children between the age group of six and 14 years.

The core message of the Act ensures compulsory and free education without discrimination in a neighborhood school. The Act takes special care for inclusion of children from weaker and disadvantaged sections of the society.

Civil society organizations and private institutions must support and compliment the Government's efforts to implement the Act. It is imperative that all stakeholders aim towards ensuring that quality education is made accessible to vast majority of the



Bharti Foundation aims to ready the children of rural India as employable and responsible citizen of tomorrow

population, especially rural and excluded communities.

It was to partake in this journey towards quality education and complement the Nation's agenda that Bharti Foundation, the philanthropic arm of the Bharti Group of Companies, was set up in 2000. With a strong belief in education being the key for socio-economic development of the country, Bharti Foundation implements and supports programs across primary, secondary and higher education levels.



- Vision** ▶ To help underprivileged children and young people of our country realize their potential
- Mission** ▶ Committed to creating and supporting programs that bring about sustainable changes through education and the use of technology
- Goal** ▶
 - To improve the accessibility and quality of education at school level across rural India
 - To provide education and training opportunities to the youth of our country in order to make them employable

The Satya Bharti School Program is the flagship program of Bharti Foundation. It is a village-based education initiative aimed at delivering free quality education to underprivileged children, across rural India, with a special focus on the girl child. It also offers special student welfare schemes like mid-day meals, uniforms, stationery and the like. This pre-primary to Class XII end-to-end schooling program currently stands at 245 primary schools and five senior secondary schools reaching

area to ensure smooth implementation, quality and sustainability.

The Satya Bharti School Program is committed to help millions of underprivileged children achieve their dreams by developing them into confident, responsible and employable citizens of India. It is committed to help put India on the trajectory to develop into a knowledge economy, one village at a time



The Satya Bharti School Program is one of the largest end-to-end education initiatives undertaken by a corporate in India

out to approximately 33,000 children across six states of the country.

Set up in rural India, the Satya Bharti School Program aims to deliver quality education by finding innovative solutions to address ground challenges. With a target of 500 primary and 50 senior secondary schools, it is a pilot being implemented through self-learning and by incorporating existing best practices from other organizations and educational institutions. The intent is to arrive at replicable and scalable components of quality education which may be adopted by the government and other like-minded organizations. This is intended to impact the education system at large and reach quality education to the underprivileged.

The program aims to transform education delivery through three key pillars of intervention: age and class-appropriate learning levels and holistic development of children; teachers' motivation and parent and community engagement. Measures and processes have been instituted around each intervention

Goal

- Provide quality education to underprivileged children to develop them into confident, employable and responsible citizens of tomorrow

Objectives

- Provide free quality education to underprivileged children, with a special focus on the girl child, in the rural parts of the country
- Transform students into educated, confident, responsible and self-reliant employable citizens of the country with a deep sense of commitment to their society
- Encourage active involvement of the community, parents and like-minded organizations
- Make a lasting and sustainable impact on the community where schools are present
- Find innovative solutions, through its primary and senior secondary schools, to create replicable and scalable components in the program to ensure delivery of quality education

Three Models of Implementation

- Greenfield Primary Schools: 196 (Self-Started and Self-Implemented)
- Adopted Government Primary Schools: 49 (In partnership with the Rajasthan Government)
- Senior Secondary Schools: 5 (In Public-Private Partnership with Punjab Government)



Reaching the Less Privileged through Quality Education

The program focuses on working across rural India and providing free education to those who currently do not have access to quality education. Operating primarily in states with discouraging male-female ratio, the program focuses on maximum enrollment of girl children. Specially designed girl child policy, separate toilet for girls, one female teacher in each shift, special sensitization campaigns aim to encourage girls to study. 48% of our students are girls and around 0.5-1% of our children have learning disabilities. Catering to marginalized sections of the society, 76% of our students belong to children from SC/ST/OBC communities. Also, 47% of the teachers are from the above category. Such an approach ensures that the program contributes to the inclusive growth agenda of the country.

to establish a robust academic foundation for the child. It aims to empower a child to look at education as an experience and make learning a holistic and fulfilling exercise. The intent is to inculcate in the children a desire to explore and construct ideas and thoughts that will facilitate their growth towards academic excellence. The pre-primary section ensures introduction of age-appropriate learning.

B. The Satya Bharti Elementary School Program

With the Right to Education Act coming to force and the Government of India beginning to direct all its efforts to provide compulsory education to all children in 6 - 14 years age group, the focus is now on the elementary school education.

In order to provide continued quality education to the students studying in Satya Bharti Primary Schools, the Elementary School Program was initiated in 2010-11. It aims to provide continuity in education for students studying in class V at those Satya Bharti Schools which are not currently being catered to by the Satya Bharti Senior Secondary School Program.

A. The Satya Bharti Primary School Program

The Satya Bharti School Program started in 2006 with seven primary schools in Punjab. The goal of the primary schools is

| DEMOGRAPHIC PROFILE OF BENEFICIARIES | | | | | | | |
|--------------------------------------|------------|--------------|------------------------------|---------------|----------------|---------------------|------------------------|
| State | Schools | Students | Satya Bharti Primary Schools | | | | |
| | | | Girls | SC/ST/OBC (%) | Teachers (No.) | Female Teachers (%) | SC/ST/OBC Teachers (%) |
| Punjab | 90 | 8494 | 43% | 80% | 380 | 86% | 26% |
| Rajasthan | 78 | 12035 | 51% | 77% | 450 | 33% | 69% |
| Haryana | 46 | 5635 | 45% | 69% | 233 | 57% | 50% |
| Uttar Pradesh | 12 | 2584 | 56% | 65% | 73 | 40% | 22% |
| Tamil Nadu | 10 | 838 | 49% | 100% | 31 | 81% | 81% |
| West Bengal | 6 | 422 | 47% | 76% | 14 | 50% | 29% |
| Total | 242 | 30008 | 48% | 76% | 1181 | 56% | 48% |

■ Data as on March 31, 2011

■ Three more primary schools were made operational in Farrukhabad, Uttar Pradesh in academic session of 2011-2012, taking the total count to 245

12 of the 49 Satya Bharti Government Primary Schools being run in partnership with the Rajasthan Government in Neemrana and Amer have already been upgraded to the Upper Primary Level. An additional 50 Satya Bharti Primary Schools across Punjab, Rajasthan, Haryana and Uttar Pradesh are now being upgraded to the Elementary School level To be known as Satya Elementary Schools, these 50 schools will be co-located along with the existing primary schools. This will ensure no additional supervisory costs or fresh management challenges. The Satya Elementary Schools are being set up in villages where there is not only a demand from the community but also favorable Government support.



Bharti Foundation has entered into a partnership with Google to implement the Satya Elementary School Program

These elementary schools will especially help the girl children to continue their education as they will not have to travel greater distances. The addition of higher classes will mean that each school will require three to four extra teachers, including both teachers with specialization in different subjects as also a capable Head Teacher. This, in turn, will enhance the level of teaching and improve the overall performance of the school. Additionally higher qualified and more experienced teachers will be able to mentor junior teachers in the system, helping them teach better in the classroom.

C. Government Satya Bharti Adarsh Senior Secondary Schools

This program was started upon community need for complete K-12 education and training that would help children become employable. While the Primary School Program lays the basic foundation, the senior secondary schools are aimed at all-round development of the children. The schools are designed with an intent to provide students with both academic support and training in vocational skills. To ensure sustainability, they will be set up under the Public-Private-Partnership (PPP) mode. Currently five Satya Bharti Adarsh Senior Secondary Schools are operational, in partnership with the Punjab Government, under the Adarsh Scheme. Affiliated to the CBSE Board, these schools will focus on bridging the learning gap among children and helping them acquire proficiency in English, Computers as well as Vocational Skills. Laboratories, Libraries, Sports Facilities, Teacher Training Facilities will be an intrinsic part of these schools.

The goal is to set up a total of 24 senior secondary schools in Phase I of the program to provide continuous quality education to children across the Satya Bharti Primary Schools.



THE SATYA BHARTI SENIOR SECONDARY SCHOOL PROGRAM

| | |
|---------------------------|--|
| Objective | To establish one Senior Secondary School in each state for poor and underprivileged children providing completely free education |
| Current Partnership Under | Adarsh School Scheme for five operational Government Satya Bharti Adarsh Senior Secondary Schools |
| Classes | Pre-primary to Class XII |
| Student Strength | Upto 2000 |
| Medium of Instruction | Local language towards English |
| Board of Affiliation | CBSE |
| Teachers | <ul style="list-style-type: none"> As per norms specified by the Board On pay rolls of the private partner (Bharti Foundation) |
| Land | About 8-10 acre land provided by the State Government on a 99 year lease at a token annual lease money of Rs 50 per acre. |
| Management | Completely under private partner (Bharti Foundation) |
| Financial Arrangement | <ul style="list-style-type: none"> Capital Expenses: Upto Rs 7.5 cr shared 50:50 between the Government and private partner (for school of 2000 children) Operational Expenses: Shared in a ratio of 70:30 between Government and private partner (Rs. 1600 per child per month) |

DEMOGRAPHIC PROFILE OF BENEFICIARIES

| Government Satya Bharti Senior Secondary Schools | | | | | | | |
|--|---------------|----------------|-----------|---------------|----------------|---------------------|------------------------|
| State | Schools (No.) | Students (No.) | Girls (%) | SC/ST/OBC (%) | Teachers (No.) | Female Teachers (%) | SC/ST/OBC Teachers (%) |
| Choganwan | 1 | 274 | 43% | 69% | 6 | 100% | 0% |

■ Data as on March 31, 2011

■ Four additional senior secondary schools were made operational from academic session of 2011-2012, taking the total count to five

■ Thirty four more teachers were recruited in the academic session 2010-2011, for the other four senior secondary schools

Alignment Towards Holistic Development at Satya Bharti Schools

Holistic development of children forms the core pillar of the education program design across Satya Bharti Schools enabling a child to reach her unique personal, physical, cognitive, emotional and social potential. Classified into scholastic and co-scholastic sections, it transforms education delivery in our schools to beyond academics and looks at facilitating all-round development of children both in the classroom and through active engagement with the community surroundings and issues of interest.

The holistic development of a child can be looked at from two different levels - one from a child rights perspective and



The provision of playgrounds and sports equipment aid the overall vision of holistic development of children

the other from an educational institution perspective. The former approach looks at policies as well as Government actions in the areas of four rights of children - right to identity, education, health and protection from abuse. At an educational institution level, we focus on the child's holistic development by contributing towards academic as well as development outcomes.

Four key approaches have been introduced to facilitate the scholastic and co-scholastic development of children at the Satya Bharti Schools:

- **Integrated** - At the Satya Bharti School Program, all aspects of school education are seen as having an integrated relationship to personal, social, emotional and physical development of the students. However the cognitive domain remains the central focus of the school program and all other aspects are built into a larger framework.
- **Constructive** - This approach considers education as a tool for inculcating thought processes and bringing about positive changes in mindsets, attitudes life-skills and behavioral practices among children.
- **Value Based** - Nurturing human and social values from an early age has been a core focus area for the Satya Bharti School Program. Therefore, a value-based approach is delivered through a curriculum that encompasses values and life skills so that each child can internalize and actualize the learnings.
- **Community-Centric** - Establishing linkages with the community and immediate surroundings has a vital positive impact on the learning process of children. Hence the program emphasizes on helping students establish a deep connect with communities and understanding the environment in a wider

The Satya Bharti Schools facilitate all-round development of children through both classroom interactions and active engagement opportunities with the communities



Student led community development campaigns from an integral part of the school curriculum

perspective and emerging as forerunners of change in their own communities.

The four key pillars of the holistic development strategy are built into direct school-based interventions, scaffolded by larger organizational inputs which facilitate implementation at the ground level. Each school-based process is rolled out through a comprehensive academic calendar that encompasses themes,

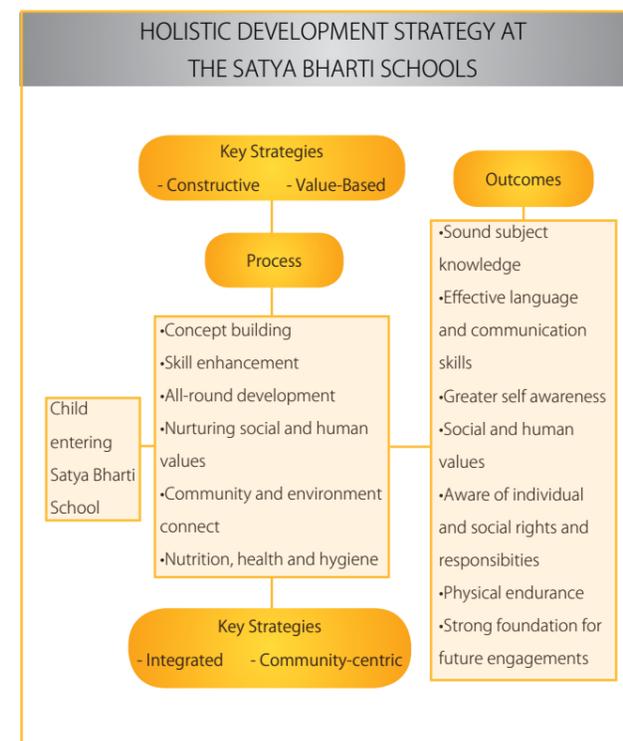
values, extra-curricular activities and learning opportunities. A detailed framework has also been designed to guide teachers to focus upon the critical areas of development and map the various activities that contribute towards the expected outcomes of the interventions.

Scholastic Skills

Scholastic skills can broadly be described as the development of cognitive skills in children. Focusing on a child's intellectual growth in terms of information processing, conceptual resources, perceptual skill, language learning etc., scholastic development can be primarily attributed to in-class activities. Supported by a holistic curriculum, a comprehensive Annual School Calendar, a healthy learning environment, colourful and interesting teaching-learning material and ongoing formative and summative assessments of children, development of scholastic skills forms one of the crucial tenets of holistic development outcomes at the Satya Bharti Schools.

A. Common Holistic Curriculum

Working in the rural pockets of the country, the learning levels of children attending the Satya Bharti Schools has been a constant challenge for the program. Thus, the school curriculum has been designed to not only help develop children academically but to also help them gain conceptual clarity and understand what they are being taught at the schools. Based on the National Curriculum Framework, the Common Curriculum followed at the Satya Bharti Schools encompasses both indoor and outdoor learning projects and activities, ensuring that children have



exposure to a wider perspective of learning through life skills and values and emerge as employable and responsible citizens.

Following a graded learning trajectory, the primary curriculum encourages each child to explore, experience and learn and also allows the teacher to engage all children in effective learning. The session plans are process-oriented, ensuring that the learning objectives are as significant as the methodology and activities adopted to achieve them. Assessments are used for diagnostic and formative purposes which helps modify the teaching-learning process. Remedial lessons are in-built into a regular school day to help bridge learning gaps of the children. People of the community are also brought into the school to introduce children to local arts and craft, ensuring both community engagement and also inculcating in children a sense of identity with their own village.



The Satya Bharti School curriculum is designed to cater to different types of learners in a single classroom at the same time

Going forward, in the middle schools, an approach blending the traditional and modern is adopted. Sample lesson plans shared with the teachers help to scaffold student learning from a textbook driven methodology to a more collaborative and constructivist approach. Integration of ICT, both as Computer Aided Teaching (CAT) and Computer Aid Learning (CAL) tools allow learning at a continuous space. Enquiry-based learning experiences help to develop lateral thinking skills with due emphasis on integrating life skills and values.

B. Annual School Calendar

The Annual School Calendar is a day-wise school plan developed to ensure that all schools follow an almost similar calendar with exceptions of region-specific requirements. It maps the 365

days in the year for all states with various activities, campaigns, events, examination schedules, school holidays etc. and is disseminated to all the schools before the commencement of the academic session so that the complete year ahead is seen at a glance. It also outlines community activities and development campaigns to be undertaken by students in the academic year. All other community engagement programs like the Community Volunteering Week, Parent-Teacher Meetings, and Celebration of Important Events are also mentioned in the calendar, giving teachers appropriate time to prepare for them in advance.

To support the values and life-skills component of the school curriculum, the Annual School Calendar indicates six Themes with each theme running for a period of two months. These Themes, linked to the curriculum, are built into both the Life

Salient Features of the Satya Bharti School Curriculum

- Based on National Curriculum Framework, 2005 with key elements of the state boards syllabus
- Common across all schools in all states
- Focused on Holistic Child Development with due emphasis on cognitive, personal, social, emotional and physical development
- Brain-based with a constructivist approach
- Experiential, activity-based learning opportunity for all
- Engages all types of learners with multi-sensory inputs and Teaching Learning Material
- Allows teachers to be facilitator and learner in this learning journey
- Well-graded age appropriate spiral learning trajectory
- Assessment tools are scientific and provide opportunity for further learning
- Important role of community-based interactions for learning

Skills component as well as House Activities performed every Saturday by the students. In addition to Themes, every month is designated with a value i.e. discipline, truth, gratitude, sensitivity to environment, strength of conviction, mutual respect, compassion, democracy, cleanliness and commitment. Integrating these values in the curriculum through classroom activities like story time, games and Khaas Baatein and in regular school events like morning assembly, mid-day meal, Saturday activities and weekly Bal Sabhas helps the students inculcate the same.

Sample Memo: Annexure A



Kinds of Teaching Learning Materials Used at Satya Bharti Schools

- Visual Aids: Story books and activity books in different languages which are relevant, pictorial, interesting and easy to read, charts, flash cards, PEC cards etc.
- Audio/Audio-Visual Aids – Technology aided like IRI and Multi Media Content mapped with the curriculum.

C. Use of Innovative Teaching Learning Material (TLM): Encouraging Interactive Learning

Most of our students are first generation learners and do not have sufficient learning opportunities at home. To create exciting and easy learning opportunities for the students,

innovative, locally created or resourced and cost effective 'Teaching Learning Material' (TLM) is used. A variety of TLMs are placed in the schools to help children with diverse learning needs learn through a range of child friendly-aids and material designed specifically to support their all-round development.

| KINDS OF TEACHING LEARNING MATERIALS USED AT THE SATYA BHARTI SCHOOLS | | |
|---|--|---|
| Handmade TLM | Readymade TLM | Based on IT |
| Mobiles – Two or three dimension objects that are hung from either a stick or any bigger object by thread. | Jodo Gyan Kit | Kid Smart Computer with Data Cards – Two sets per school |
| Interactive Bulletin Board – For creative display of articles, cuttings, interesting quotations, pictures | Sentence Builder Box | CD cum Cassette Player – One per school |
| Educational Charts & Posters – Mostly used for presenting a single concept | Educational Charts | Educational CD from Azim Premji Foundation - For Classes I-V - 35 CDs per school |
| Puppets | Maps | Math Education CDs from Pratham - Jigar 1,2,3 for Classes IV – One set per school |
| Flip Flaps | Library Books | Toon Magic CDs from Ernst & Young – On Environment Science and Mathematics for classes I-V – One set per school |
| Models – Small scale representations of a real life working model to depict how the bigger version functions. | Text Books | Storyteller CDs – Parts I & II – One set per school |
| Collage – An actual graphic, like a picture from a newspaper or magazine pasted on a chart | Learning Steps – Work books designed in conjunction with the curriculum | IRI CDs – For the Interactive Audio Instruction Program- One set per school |
| Sound Sheets of Phonic – An effective TLM to aid English language teaching | Lesson Plan Diary for teachers | |
| Flash Cards | Subject -wise Notebooks | |
| | Curriculum based on National Curriculum Framework (NCF) with state-specific inputs | |
| | Physical Education Cards & Kits | |

The TLMs used at the Satya Bharti Schools help create a lively learning environment in the classroom while increasing the interest level of the children. For instance, in the English Lab, TLMs such as flash cards, multimedia CDs and interactive story books aid in creating an environment which captures children's interest and imagination. Therefore, TLMs are developed keeping in mind their relevance, context, durability, usefulness and the levels of engagement they generate for students. So while visuals like charts help visual learners grasp better, manipulatives help kinesthetic learners focus and audio aids help involve auditory learners.

TLMs are either procured by Bharti Foundation or created in-house. So while games, toys, puzzles, CDs, books, and sports equipments are sourced from external organizations, charts, puppets etc. are created by the teachers themselves. At times, teachers even involve children in creating material. This helps in creating authentic TLM which the children can connect with easily. While teachers create the more complex TLMs like Interactive Bulletin Boards and Models, students are encouraged to make posters, salt dough models and collages. A great deal of emphasis is also given on training new teachers the art of making and using hand-made TLMs, so that they can create material and tailor them according to their subjects and class levels. Hand-picked books from organizations such as Pratham, Eklavya, National Book Trust and Children Book Trust are provided to each school which students are encouraged to take home and read. Every school also has a Jodogyan mathematics learning kit, to make the subject fun. Audio players and tapes are also provided to each school to enable children to hear and enjoy rhymes and stories.

Co- Scholastic Skills

Apart from academics, the Satya Bharti Schools focus equally on the development of personal, social, physical and emotional skills of children. Each aspect of the child's development is nurtured and taken care of and the academic journey is complimented by accomplishments in all-round personality growth. Different types of learners are catered to through learning by various techniques and children are introduced to life-skills such as team work, critical thinking, lateral thinking and problem-solving during both classroom as well as specially designed out-of-class activities. The school calendar encompasses themes, values, extra-curricular programs and learning opportunities enabling children to experience beyond classroom teaching, link them with community and increase their participation in societal issues, preparing them to be active forerunners of change.

A. Physical Education in Curriculum

Introduced in all Satya Bharti Schools in July 2010, the Physical



The PEC Program has been extremely well received at the schools and is a favourite among students

Education in Curriculum (PEC) provides structured age-appropriate games and activities to aid holistic development of children. Linked to the mainstream curriculum, it allows children with a high kinesthetic intelligence an opportunity to meaningfully engage in lessons. The program offers a definite structure in which physical education classes can be conducted and how it can aid the physical and cognitive development of children.

The PEC Program is conducted through a PEC kit comprising of around 200 cards which have details of a game, the learning expected from it and its curricular connection, alongside safety measures. These bilingual cards are connected to the English, Mathematics and Environmental Studies (EVS) curriculum and are not only designed to help children enjoy structured physical activities but also teach them various subject skills during the games period. For instance, a simple walking on toes and heels activity in Class I is linked to the topic of shapes in Math and to the topic of 'me' in language and EVS. Children also learn new vocabulary related to the human body through this activity. In Class IV, a high jump and long jump activity helps children understand the concept of distance with respect to height and length. The Satya Bharti Schools in Jodhpur, Rajasthan have also incorporated some of the PEC games like the Zig-Zag race with the ball & stick (a game for class I and II) as a new event in the Sports Day for the junior group.

'Before this, students were playing traditional games like cricket etc. during the sports period in which the participation of all the students was not possible. Students also get bored playing the same game. But after implementing PEC in our school, the students have started showing interest in games due to variety and their full participation. This is also being reflected in the improved daily attendance...'

Balraj Singh
Head Teacher
Satya Bharti School, Bhilowal Kacha
Amritsar, Punjab

B. Interactive Radio Instruction Program (IRI)

Known as the Interactive Audio Instruction Program at the Satya Bharti Schools, the IRI is one of the many ICT-based interventions adopted by Bharti Foundation to improve the quality of English education in the primary classes. It was launched as a pilot in 2009-10 in approximately 70 schools across Rajasthan and was extended to 236 Satya Bharti Schools in 2010-2011. The program helps in structuring the delivery of English lessons in such a manner that the teachers can immediately implement more interactive instructional approaches and augment regular classroom lessons. Its introduction across Satya Bharti Schools has given a major boost to the children, as also the teachers' ability and confidence to speak in English.

C. Students Addressing Community Issues

In addition to classroom-based learning, it is important that our students learn to interact and connect with their own



The Community Outreach Programs increase the participation of the children in local societal issues

surroundings through community campaigns. Keeping this in mind Community Outreach Programs have been incorporated into the Satya Bharti School curriculum. The

Annual School Calendar outlined three community service campaigns in the last academic session (2010-11) - Girl Child Campaign, Environment Protection Campaign and Community Development Campaign. While the first two campaigns were structured, the third campaign gave the students an opportunity to identify any social issue that needs attention in their village and work towards providing a solution for the same.

Environment Protection: Tree Plantation Campaign

Uttar Pradesh: The students undertook an innovative approach to implement the Plantation Campaign in their schools. Each of the class V students of five of the Satya Bharti Schools in Shahjahanpur was given responsibility of small pieces of land in their school's kitchen garden. Named "Garden Labs", the students were made responsible for planting saplings in their labs and also tending to them on a regular basis. At the end of the year, the students with the three best maintained plots of land, across the schools, were awarded for their efforts

Separate Annual Tree Plantation Campaigns were also held across all Satya Bharti Schools in the other states. In Baaliyewal, Punjab, a social worker from the village gifted the school several saplings which were then planted by the students in and around the village. The forest department in Haryana gave the students approximately 100 trees and 300 saplings, free of cost, to plant around the area. In Shergarh, Jodhpur, the government nursery sponsored the plant saplings used in the plantation drive by the students. Community members also joined the students during these campaigns across all the states.



Students get ready for a Plantation Campaign in the newly started Satya Bharti Schools in West Bengal

Basis their varied experiences, the students across Satya Bharti Schools participated in two national level community development contests in the last year and emerged winners in various categories in both.

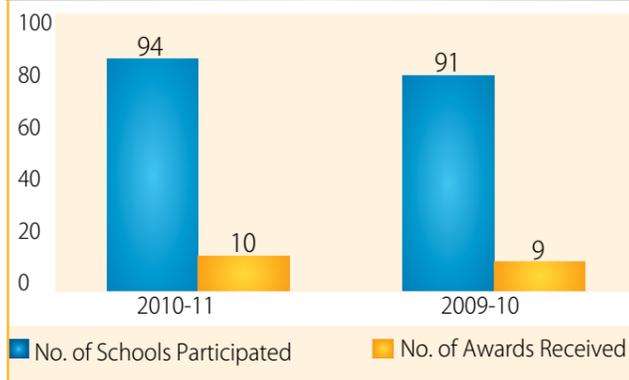
i. Design for Change School Contest 2010

Launched as a part of the 'Joy of Giving Week' in September 2009, the Design for Change School Contest was organized by Riverside School to promote active group participation of children in identifying community related problems. This year of the 200 schools and 2,00,000 children participating in the contest, 94 entries were from the Satya Bharti Schools. Of these, 10 Satya Bharti Schools were chosen winners in different categories at the national level. All winners were presented with gift cheques worth Rs 5000 and the two schools in the Top 20 and Special Jury category were awarded Disney Kits and Digital Cameras respectively. Nine Satya Bharti Schools were also awarded prizes in various categories for their participation in the contest in 2009.

The Winners In the Top 20

- Satya Bharti School, Baliyawali Talai, Rajasthan
Special Jury Award
- Satya Bharti School, Basai Bhopal Singh, Rajasthan
In the Top 100
- Satya Bharti School, Saanch, Haryana
- Satya Bharti School, Hussainpura, Punjab
- Satya Bharti School, Jalaldiwal, Punjab
- Satya Bharti School, Mohie, Punjab
- Satya Bharti School, Bamanua, Uttar Pradesh
- Satya Bharti School, Bari Khas, Uttar Pradesh
- Satya Bharti School, Kurria Kalan, Uttar Pradesh
- Satya Bharti School, Marena Wangar, Uttar Pradesh

DESIGN FOR CHANGE SCHOOL CONTEST: 2009-10/2010-11



Satya Bharti Government Upper Primary School, Basai Bhopal Singh

Winner: Special Jury Award for Campaign of Breaking Social Taboos

In the Basai Bhopal Singh village in Alwar, Rajasthan, "Mrityu

Bhoj" is a common local ritual practiced by almost every household. In this the family of the deceased offers a feast to the entire village so that the departed soul can find peace. This often leads to poor people being forced to borrow money at very high rates or even mortgaging their land or property to money lenders. Thus, the students of the Satya Bharti School in Basaibhopal Singh decided to highlight this issue as a social evil and find solutions to challenge this practice.



Ten Schools were felicitated in different categories at the Design for Change School Contest 2010

As a start to this campaign, the students performed "nukkad natak" (street plays) at different places in the village highlighting the futility of the practice and asking community members to stop spending money on such rituals. They explained to community members the root of these social evils and how it often led to unfair exploitation of the poor financial condition of families. While the students have not been able to completely abolish the practice in the village, they have been successful in explaining the ineffectiveness of the ritual and influencing mindsets of families

"I am quite moved and inspired with the play and want to advice people to stop the wastage of money towards social evils like Mrityu Bhoj. The money should rather be utilized towards some other social development activity."

Jarowar Singh,
Community Member,
Basai Bhopal Singh, Neemrana

ii. The DLF Pramerica Spirit of Community Awards

The DLF Pramerica Spirit of Community Awards is a school level recognition program for individual students engaged in volunteer community service. The objective is to encourage the efforts of children and hold them up as role models for all young Indians. The program, launched in India in 2010, is an extension of the Prudential Spirit of Community Awards, the largest youth recognition program in the United States, being conducted by Prudential Financial, Inc. (PFI) for the last 15 years to identify the country's top youth volunteers.

A total of over 557 students participated in the Award across the eight states of Uttar Pradesh, Haryana, Delhi, Rajasthan, Maharashtra, Orissa, Karnataka and Tamil Nadu. Of these, 76 students were from eight Satya Bharti Upper Primary Schools in Neemrana, Rajasthan. Three of the Satya Bharti School students were among the top 20 finalists and six students were chosen among the 40 Runners Up at the contest. Kiran Bai, a finalist was awarded a Special Recognition Award for her campaign against child marriage in her village.



"When I made a resolution to address this social evil (Child Marriage), I started working towards its success whole heartedly. My school teachers and classmates helped me a lot to take this issue forward."

Kiran Bai (Centre, in the picture above)

D. Co-Curricular Activities

The Satya Bharti School teaching philosophy acknowledges multiple intelligence among individuals. Therefore, it stresses on both in-class and out-of-class activities to expose children to different methods of learning. It ensures that students do not just become passive receivers of information but are engaged in activities that create ample opportunities for them to construct knowledge meaningfully for themselves and explore their potential as a human being and a leader.

i. Bal Sabhas

Bal Sabhas are special assemblies conducted every third Saturday. These have been incorporated into the curriculum to provide students with a platform for public speaking. Students are encouraged to speak about the designated 'Value of the Month'. Discussing various topics with their peers, they not only gain meaningful information but become more confident of themselves and shed their inhibitions about speaking their mind. Community members are also invited to address the students at the Bal Sabhas at regular intervals.

ii. Life Skills Classes

The Life Skills classes at the Satya Bharti Schools comprise of simple and engaging activities and aim to generate awareness in children about issues affecting their daily lives. Discussion on

Kiran Bai, Class VIII, Satya Bharti Government Upper Primary School, Fatehpura, Neemrana

Winner: Special Recognition Award among the top 20 finalists

Campaign: 'Bal Vivaah' (Child Marriage) and its detriments

Child marriage is a common practice in the villages of North India and especially in Rajasthan. Kiran Bai always found this phenomenon disturbing and wanted to be able to speak out against this ritual. She was most disturbed when her paternal uncle decided to marry off his daughter at a very young age. It was then that Kiran decided that she should take up this issue and fight the evil in her own family and therefore make a larger impact on the community.

Kiran spoke to her friends at school and convinced them to help her fight this evil. She, along with her friends, visited the homes of parents who had got their children married at a very young age. She spoke to them and their neighbours about the ill-effects of early marriage and how it was detrimental to the emotional and physical development of the children. She also organized rallies and street plays in the village along with slogans and poems against the issue to make people aware of the campaign and its cause.

As a result of this campaign Kiran's cousin's marriage was called off. Further, the community members and Panchayat leaders assured Kiran and her friends that they would stop this practice in the village and also speak to their friends and relatives in the other villages about the campaign and the need to stop child marriages.

topics like healthy eating, disease prevention, environmental health, growth and development is the essence of these sessions. Using a scientific yet fun-filled approach to learning, these classes make life skill education authentic and meaningful for the children.

iii. House Activities

The Satya Bharti Schools have adopted the "House" system for grouping the children and facilitating interaction among



Events between 'Houses' foster a spirit of participation and healthy competition among children

children of all ages. Each school has three "Houses" (Shakti-Strength, Shanti- Peace and Vaibhav- Prosperity) that have been named after chosen values universal across the Satya Bharti School Program and also aligned with Bharti values. Activities and competitions are also organized among "Houses" to provide opportunities for children to showcase their talent. Working hard to outperform the other Houses, students learn to work as teams and develop a spirit of healthy competition.

iv. Participation in External Competitions

The Satya Bharti Schools encourage students to participate in external events to give them exposure and gain confidence. Competing against students from other schools in sports events and other academic and extra-curricular activities exposes our students to the joy of healthy competition, pride in their schools and fosters hard work and talent. It also gives them an opportunity to meet people beyond their immediate surroundings of the school and community. Additionally, this is a great opportunity to highlight to the community, the proficiency of our students.

List of External Competitions : Annexure B

v. Special Competitions: Rang Tarang

The Rang Tarang competition was conceptualized to recognize creative skills of children and instill love of art. Originally started

| RANG TARANG | | |
|----------------------------|--------------|-------------|
| Particulars | Year 2011 | Year 2010 |
| No. of Schools | 208 | 134 |
| Children Impacted | | |
| By Participating | 4022 | 2282 |
| By Observing | 15777 | 4294 |
| Total Children | 19799 | 6576 |
| Teachers | 1001 | 553 |
| Community Members Inspired | 6725 | 2753 |
| Total Beneficiaries | 27525 | 9882 |

in 2010 as a drawing competition, it has now evolved into an annual festival across the Satya Bharti Schools. It is a day wherein children showcase their varied talents. It now also includes an English Quiz competition and poetry, song and dance performances by children. Winners are felicitated at the end of the day.

vi. Sports Days

Towards holistic development of children, sports are an integral part of the curriculum. Sports Days are exclusively marked on the School Calendar and are held at the School, Cluster and District levels. During the last year, all Satya Bharti Schools across the states organized Sports Meets which included games like Kho-kho, Kabaddi and races. Many prominent government personnel were also present at some of the meets, encouraging the students in their efforts.

vii. Celebration of Important Days

Spirit of nationalism and brotherhood is celebrated through school events on Republic Day and Independence Day. Parents and community members are invited to partake in these celebrations. Student achievers and specially girl students are also felicitated on the occasion in the presence of the community.

Teacher's Day and Children's day are also celebrated across the schools last year. Besides these, other important national and international days like the World Environment Day, International Day for the Elderly, World Disability Day are also highlighted at the morning assemblies and students are informed about the origin and importance of these days.



Celebration of Important Days are a part of the School Calender and give the children an opportunity to showcase their varied skills.

viii. Field Trips

Students across the Satya Bharti Schools are taken on exposure trips to various places in nearby towns and cities. Such excursions complement and are an important aspect of the educational programs offered at Satya Bharti Schools. They promote learning and social skills development in a non-school setting. It provides opportunities for students to build onto their understanding of classroom theory by experiencing the ideas and concepts when applied in practice. The visits are planned keeping in view the age-appropriate learning objectives. Thus, if children visit a post office, a Class I student may learn how a postman is an important 'helper' in our lives, the Class II students will actually see a live demonstration of the journey of a letter. During this same visit, Class IV & V students would be exposed to the usage of envelopes, denomination of stamps, money order, money transfer etc.

In November 2010, students of the Satya Bharti Schools in Ludhiana, Punjab were taken to nearby areas for exposure visits. So while students of one school visited the Sahnewal Airport, some others went to a museum in Sanghol and the zoo at Neelopul. The students were also taken to a nearby Police Station to show them how these centres operated. Some students also visited a nearby ICICI Bank and were given a tour of the bank.

ix. Mid-day Meals

Free mid-day meals are an important constituent of the Satya Bharti School Program. Planned in consultation with a nutritionist and mostly cooked by mother of children in the school, these meals are designed to provide the required age-appropriate nutrition and are customized to local tastes. The

meals also act as a boost to enrollment and daily attendance, encouraging children to come to school. It also helps in breaking down caste barriers with all children enjoying the meal together in a common space. Students are also taught hygiene and sanitation practices like washing of hands, cleanliness etc. as a part of the eating process.



The Mid-day Meals are customized as per local flavours to suite the taste-buds of children

Medical Camps across Satya Bharti Schools

The Satya Bharti Schools across the states often organize health camps in association with local medical institutes and Primary Health Centres (PHCs) for the children attending the schools. Besides routine health checkup, treatment of malnourished children, awareness on healthcare and hygiene, treatment of anemia are the highlights of these health camps.

- **In Punjab**, the health camps are conducted in partnership with the Primary Health Centres in the state. Besides regular check-ups, the students requiring specialized treatment are referred to higher medical institutions. School health cards have also been issued to the students to maintain regular records.

- **In Rajasthan**, a health camp was organized for the 24 government primary schools in Amer in association with a team of medical officers from the Achrol Public Health Centre. 40 students benefited from this camp and were given special aids like tricycles, hearing aids, spectacles etc. A medical health check-up was also done for students of 25 schools of Neemrana by the Sarva Shiksha Abhiyaan. 2256 students underwent the medical check-up where they were examined for their height, weight, eye sight and a general investigation

- **In Haryana**, the school authorities have established strong partnerships with District Health Authorities to ensure regular medical checkups for the students. Dental camps have also been organized at the schools to ensure dental hygiene for the children. Mobile medical units were also provided by local partners during the Sports Meets at the schools.

- **In Tamil Nadu**, medical camps were organized at the Satya Bharti Schools in Sathasaran Patti, Thenkaraj, Managiri, Alampattu and Petachikudiruppu. Approximately 400 students and 100 parents were treated at these medical camps.

- **In Uttar Pradesh**, a health and dental check-up camp was held at the Satya Bharti School in Bari Khas in February 2011. A total of 185 school children were examined at the camp.

The Satya Bharti Schools aim to become 'temples of learning' radiating knowledge and excellence. The goal is to attain the highest quality benchmarks through key principles of innovation, creativity and simplicity. One of the major constraints in delivering quality education is the non-availability of quality teachers in abundant numbers. As this is fundamental to the learning process and has a direct co-relation with the learning levels of students, teacher capacity building and knowledge enhancement programs have been continuously implemented.



The teacher trainings focus on strengthening subject expertise for teachers

Last year's focus was to expose teachers to innovative practices and emerging thoughts in the education sector. Aimed at holistic development of students, all teacher training modules were designed to facilitate classroom interactions towards propelling scholastic and co-scholastic growth among the



The Teacher Trainings Modules are designed to ensure that teachers are able to cater to the varying needs of children in a scientific and systematic manner

students and also acquire skills to assess holistic development of these children on various parameters. There has also been a conscious effort to create need-based trainings by creating sub-groups among teachers and address them by engaging with the best available training resources.

A multi-pronged training approach was adopted for teachers across the Satya Bharti Schools in the last year. Classroom-based trainings and on-the-job coaching by Cluster Co-ordinators, self-learning opportunities through use of teacher resource material and curriculum guides, exposure to best practices through peer learning and group discussions form the basis of learning processes that teachers go through during each academic year.

A. Classroom-based Trainings

Classroom-based trainings are structured around the belief that every person has it in her to maximize her potential provided she is motivated and has been equipped with the required skills. These trainings orient teachers from being the sole authority and centre of power in the classroom to being a facilitator in the child's learning process by sharing the centre stage with the child. A Cascade Training Model has been adopted in order to address the ongoing training needs of approximately 1200 teachers in the system by a team of 10 trainers. Each trainer is responsible for approximately 25-30 schools in one or more districts. Trainers are trained by experts in pedagogy and in turn are responsible to train teachers on the standard as well as skill and level specific modules.

B. Need-based Trainings

Teachers often need support on some specific aspects of teaching, which may not have been covered in the regular scheduled trainings. It is for these areas of special focus that need-based trainings are planned. These needs arise either directly from the teachers or from teacher observations done by Cluster Co-ordinators or Trainers during their school visits. As a follow up of the observations, academic discussions are held at the District level with all the team members to discuss the concern areas and the way forward.

A two-pronged approach is then adopted to address the identified gaps. Some teacher specific issues are addressed at the school level through on-site trainings. The more common issues are addressed through Refresher Trainings.

C. Refresher Trainings

For issues that are common to a larger number of teachers special refresher trainings are conducted at the Cluster or District level according to the observations of Cluster



"Refresher trainings are very helpful for everybody. Here I have discussed all the problems that I face while teaching in the schools. These discussions have really helped me in teaching the students better. This has also helped me gain clarity on a lot of concepts."

Harpreet Kaur
Head Teacher
Satya Bharti School Dhulka

Co-ordinators' reports, Trainers' feedback and field realities. Modules of these trainings are prepared by the central Training

& Curriculum Department, based on the field inputs, to make it effective and useful. In 2010-11, 19 batches of refresher trainings were conducted for 589 teachers across five states addressing focus areas like Group Strategies, Interactive Teaching Learning Material, Thinking Strategies and Formative Assessment.

Training Update : Annexure C

Teacher Empowerment

A. Developing Head-Teachers as Leaders

During the last academic session, Special Refresher Trainings were held for the Head Teachers of the Satya Bharti Schools to provide hands-on learning experience in contextualized roles and functions of school leadership. To empower them further as change agents, a specially designed intensive training program, in partnership with Manipal K-12, was organized for 60 Head Teachers as a pilot in Rajasthan and Punjab. These trainings were consciously designed to address four specific domains of school functioning - Leadership, Teaching and Learning, Student Environment and Community Involvement.

B. Training of Volunteers

One of the recent initiatives undertaken to augment the role of the teachers was to introduce volunteers as additional resources at the schools. In addition to basic educational qualifications, extra care was taken to select candidates with passion for education.

Assigned to conduct extra-curricular activities like Physical Education, Art and Craft, Multimedia Activities, TLM Creation, Remedial Lessons etc., the volunteers helped the existing teachers deliver quality education.



Various interesting modules and materials are used during training sessions for teachers

Reward and Recognition Programs

A. Career Progression Plans for Teachers

At Bharti Foundation, it is our aim to provide continuous learning opportunities to our employees for their personal and professional growth. During the last year, four primary school teachers were selected, basis their performance and were assigned to the Satya Bharti Senior Secondary Schools. Traditionally, in the past, many teachers have grown to either become Head Teachers or Cluster Co-ordinators.

B. Performance Improvement Plan (PIP)

Continuing the focus on teacher empowerment and capacity building, the Performance Improvement Plan was launched in 2009 for teachers who have the potential to improve with focussed intervention. PIP facilitates constructive discussions between teachers and their immediate supervisors, i.e. Cluster Co-ordinators to arrive at a measurable, relevant and time-bound improvement plan.

C. Teacher Innovation Awards

The Teacher Innovation Awards were instituted in 2010-2011 to recognize and encourage innovative practices developed by teachers in facilitating classroom interaction at the Satya Bharti Schools. The winners were awarded a cash prize of Rs. 5,000/- each. In addition to being motivational, this award program promotes documentation and sharing of innovative practices in the schools.

Teacher Innovation Awards- List of Winners : Annexure D



The Teacher Innovation Awards tested teachers on the preparation and utilization of cost-effective and interesting TLM in one of the categories

The Teacher Innovation Awards in 2010-2011 were given in the following categories:

- Academic Implementation: TLM Preparation & Utilization/ Activity-based Learning
- Co-curricular Activities: Campaign implementation & Saturday activities
- Implementation of School Operating Manual
- Special Jury Award: A special category award given entirely at the discretion of the Jury to recognize any special achievement / activity / innovation of schools of an outstanding calibre

Training of Cluster Co-ordinators

Apart from scheduled training sessions, teachers at the Satya Bharti Schools are constantly mentored during their classroom interactions with children by Cluster Co-ordinators. Helping teachers develop their pedagogical competence through on-site trainings as well as provide administrative and moral support, Cluster Co-ordinators act as mentors and guides for the teachers on-site. Therefore it becomes critical to enhance their skills towards an effective and efficient classroom interaction.



Teacher are guided to prepare lesson plans and improve classroom interactions

During 2010-11, 18 new Cluster Co-ordinators underwent 100 hours of training on various modules such as Pedagogical Foundations, Personal Effectiveness, PEC, Multiple Intelligences, Conflict Resolution, Leadership, Team Building, Execution Excellence, Business Etiquette, Code of Conduct, Effective Communication and Time Management. The content of the sessions was enriched to include video clippings of classroom practices, exercises on classroom observation and feedback, mock sessions of giving feedback and delivering lessons etc. The focus was on getting them to internalize the learnings, think of classroom implications and analyze practices from a pedagogical perspective.

Joyful Learning Environment

Challenging But Not Threatening Environment

The colourful Satya Bharti School buildings stand as beacons of hope amidst the rural landscape. Designed to be child-friendly, environment-friendly and cost-effective, the schools are built keeping in mind the micro-climate of the region. The classrooms are large rectangular spaces with enough room for the children to study and also engage in extra-curricular activities. The designs of the classrooms also promote individual

BALA Techniques Adopted at the Satya Bharti Schools

In Primary and Senior Secondary Schools

- Window grills as Abacus and to aid motor movement development
- Calendar month painted on the walls
- Fractal Tiles
- Height Chart
- School Map
- Distance markers on the floor
- Smaller blackboards on rear walls of classrooms to encourage creative expression of children

Only in Senior Secondary Schools

- Mathematics tables on staircase risers
- Alphabets on staircase
- Vermiculture Pits

expression of children through smaller blackboards near their seating space. Wide and long corridors allow children to sit facing each other during their mid-day meals. Waste materials like broken tiles have been used to line the corridors, giving it a mosaic finish. The schools also have pyramidal roof openings, ensuring constant movement of air in the classrooms, helping keep the rooms cool and comfortable even during the summer months. All schools also have water and electricity connections and separate toilets for boys and girls to ensure that students do not face any kind of physical inconvenience when in school.

In addition, the senior secondary schools and some primary schools have incorporated the BALA (Buildings As Learning Aids) concept of using the school building as a learning aid in itself. Ready-to-use Abacus Kits have been made available by installing beads in window grills. Fractal tiles have been used to help children understand fractions and shapes. Height charts have been painted on the school walls to enable children to learn to read their own height and sharpen mathematical skills. The integration of this technique ensures that with multiple exposure to these in-built teaching learning aids, children

subconsciously inherit these concepts and remember them in the long run.

The senior secondary schools are also "green" buildings and efforts have been made to make them as environment friendly as possible. Steps such as minimizing resource consumption, waste generation etc. have been taken to ensure that the ecological impact falls within the acceptable benchmarks.



Green Efforts at the Government Satya Bharti Adarsh Senior Secondary Schools

- No trees were cut and additional trees were planted
- Building placed very close to the boundary to avoid long internal roads
- Indoor spaces with adequate light and ventilation,
- All classrooms provided with four 28W energy efficient tube lights
- Extensive use of natural light and ventilation to reduce energy demand
- Use of ready mix concrete to ensure reduction in particulate matter, better & consistent quality and less wastage of water
- Clay brick source available within 2km at most sites
- Waste water from drinking point diverted to kitchen garden
- Library, computer centres and laboratories with double cavity walls for natural cooling

School Equipping for All-round Development

All Satya Bharti Schools are equipped with Computers, Creative Learning Material, Playground Equipment, Sports Kits and Libraries to create a joyful learning experience for children.

A. Computers as a Medium of Teaching and Learning

All Satya Bharti Schools are equipped with Kid Smart Computers provided by IBM, aiming to fortify the school curriculum with tools that will help develop 21st century skills in children. The use of computers at our schools aims to help inculcate in children the yearning to learn, acquire skills and utilize technology most effectively. 30 minute computer sessions are planned twice a week with each class at the schools. The schools very often face shortage of electricity which hampers delivery of computer education. To address this issue, while computer period timings



The Government Satya Bharti Adarsh Senior Secondary Schools have been provided with computer labs to hone the skills of children

Computers for Students

- a) Focus on class-appropriate computer based teaching
 - For pre-primary students - story narration, rhymes and visuals
 - For Classes I-IV: concept clarity and visual aid
 - Internet usage for students Class IV onwards
- b) Development through computer-aided learning
 - Fine motor skills by learning to draw/paint on the computer
 - Critical thinking skills
 - Inter-personal skills through group work during computer lessons
 - Phonic approach of teaching to develop language skills

Computers for Teachers

- a) As teaching aid through curriculum-based e-content
- b) As visual input to supplement subject-specific teaching
- c) Resource teaching material and content through internet based research

are kept flexible, a pilot, to test the efficacy of use of laptops, is being conducted across 142 primary schools. These laptops are being given to the Head Teachers and are meant to support the teachers in the administrative work, data management as well and academic learning among the students.

B. Use of Multimedia as a Teaching Aid

There is extensive use of cassettes and CDs as a part of regular teaching process across the Satya Bharti Schools. All schools are equipped with a CD-cum cassette player, used primarily to develop language skills among students. The cassettes used at the schools focus on vocabulary development, teaching rhymes, language skills and even honing musical skills among the students.

Parent And Community Engagement

Parent engagement with the school and the education process is a key pillar to deliver quality education across Satya Bharti Schools. Regular parent-teacher meetings, individual home visits and invitations to participate in the school events ensure that the parents remain connected with their child's learning process.

Community participation is an integral constituent of the Satya Bharti School Program. This stems from the belief that for the program to be successful it needs to build trust and ownership among the immediate community. In fact most of the Satya Bharti Schools have been built on land that is either donated or leased by the community. Community service campaigns are an integral part of the curriculum and are conducted by the students to address various social issues that are prevalent in their villages. Large numbers of the community also participate during the Community Volunteering Week, across schools, to teach the children. They also offer financial, time and skill-based help during other school events.



Parents of students are spoken to on a regular basis to help them understand the teaching methodology followed at the Satya Bharti Schools

Parent Connect Points

- Parent Teacher Meetings- Conducted once a month for teachers to share student performance with parents. Also used as a platform to sensitize parents about various social issues concerning their children
- Celebration of Events- Serves as a platform for the community to get together and also interact with the school teachers and staff. Student achievers are felicitated in front of community members during such events.
- Events for Parents- Sports day and other special events organized for parents to build in them a sense of oneness with the school.

"This school is unique in itself and (the Satya Bharti School) program is very appreciable. We will provide all kind of support for the better implementation of program. I am happy that this school is actually providing quality education."

Mr. Tarpender

Village Head, Gorkha, Kurukshetra, Haryana

Community Volunteering

Community volunteering is a key feature of the Satya Bharti School Program. Started in 2009-2010, this is built into the School Calendar. The community members come to the schools and interact with the students for a fortnight. They acquaint the children with local vocations and crafts. This helps build a sense of belonging and ownership with the school.

| COMMUNITY VOLUNTEERING WEEK | | |
|--|---------|---------|
| | 2010-11 | 2009-10 |
| No. of Days | 5 | 12 |
| No. of Schools | 236 | 158 |
| No. of Volunteers | 800 | 1400 |
| No. of Students | 29823 | 22700 |
| Average Volunteer Hours (Per Day) | 3 hrs. | 3 hrs. |
| Average Volunteer Numbers (Per School) | 4 | 8 |



Community Volunteering Program builds a sense of connect between community members and students at the school

Community Empowerment

Each Satya Bharti School, directly and indirectly, contributes to the economic empowerment of the villages in which it is set up. A significant portion of the operational expenses of the schools is channelized directly into the village through various employment and income generation opportunities. More than 1200 teachers of the Satya Bharti Schools are local qualified youth who have been provided with this employment opportunity. The mid-day meal vendors also are members of the community, specifically mothers of students attending the Satya Bharti Schools. The school, through its regular operations, contributes to the revenue of local transportation vendors, tent houses for school events, vegetable vendors, grocers, stationers etc.

Student learning levels and holistic development, stakeholder connect and teacher effectiveness define quality education at the Satya Bharti Schools. Quality of teachers is fundamental to the learning process and has a direct co-relation with the quality of learning among the students. This along with various teaching processes and aids help children achieve conceptual clarity and language proficiency. Experiential learning, by providing local context, is a key approach to deliver learning across Satya Bharti Schools. Equal emphasis is laid on all round development through growth in inter-personal skills, leadership qualities, problem solving etc.

Various processes and systems have been put in place to ensure delivery of quality education as enumerated above and quality assurance is provided by undertaking process audits as well as outcome measurement.

Process Management

A. School Operating Manual

Defining of processes leads to an improved understanding of way the program should be implemented at the schools and ensures uniformity. The School Operating Manual was first launched in April 2008. Currently the third version of the Manual is in use. Awareness programs are regularly conducted to ensure its uniform implementation. Separate orientation programs are also conducted for Head Teachers of the schools by representatives of the Operations, Program and Quality department at the field level. A total of 46 processes comprising of Human Resources, Operations, Finance, Training & Curriculum, Construction and Quality have been defined and standardized in the School Operating Manual for all Satya Bharti Schools.

B. 5 S Methodology

5S is a methodology of housekeeping used extensively in manufacturing and other sectors across the world. Denoting the '5S' of Sort Out, Systematic Arrangement, Stay Clean, Standardized Practice and Spread Awareness, the process has been incorporated across all Satya Bharti Schools as a part of their individual housekeeping program.

Monitoring and Evaluation

Bharti Foundation makes use of various assessment tools to gauge the progress being made at the Satya Bharti Schools. Monitoring is done at three levels: Student, Teacher and School.



Regular internal audits ensure adherence to process compliance at the schools

Tools, as enumerated below, have been institutionalized to assess progress at various levels.

A. At the School Level

i. Internal Audits

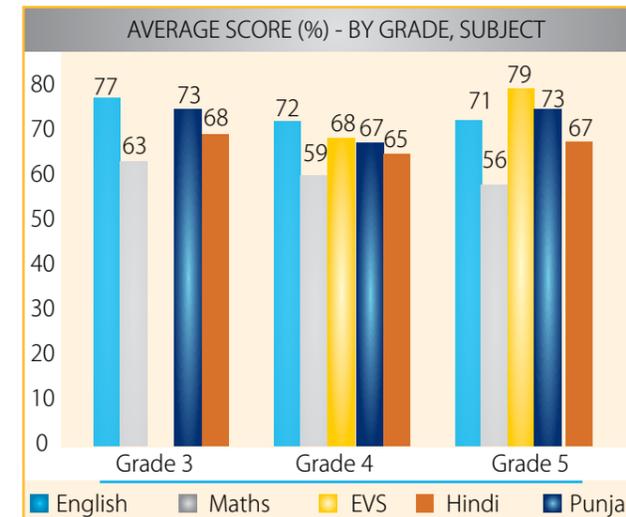
Regular process audits are an essential element for ensuring effective implementation of the school processes and other quality initiatives in the system. Regular theme-based audits are conducted by the Quality team at randomly selected schools to identify the gaps in the implementation of processes, basis the School Operating Manual. During 2010-11, audits for Mid-day Meal, Monthly Information System (MIS) and School Safety were conducted and corrective action was taken to fill the gaps. Periodic reviews and the progress of the Corrective Action Plan based on the audit findings are discussed on a regular basis.

| INTERNAL AUDITS: 2010-2011 | |
|--|-------------------|
| Audit on Mid-Day Meal, MIS & School Safety | |
| State | Number of Schools |
| Haryana | 33 |
| Punjab | 39 |
| Rajasthan | 56 |
| Tamil Nadu | 5 |
| Uttar Pradesh | 7 |
| TOTAL | 140 |

ii. External Audits

The first External Audit at Satya Bharti School was conducted in 2010-11 by Indus Learning Solutions, supported by the World Bank. This audit assessed learning levels of students and teacher performance based on teaching methodology. While the student assessment was targeted at age-appropriate learning

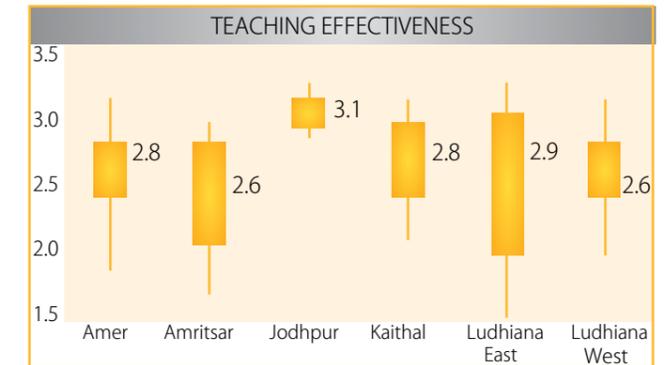
levels and conceptual understanding, teachers were assessed on their teaching capabilities. The analysis of assessment results provided inputs to training needs of teachers and bridge learning gaps among the students.



STUDENT LEARNING LEVELS

- Findings of the Study:
- Average scores are above 65% in most subjects and grades
 - Scores are better in Factual Knowledge as compared to Comprehension and Application
 - Scores are better in objective type items
 - No EVS subject in Grade 3

| CORRECTIVE ACTION REPORT ON STUDENT FINDINGS | | |
|--|---|--|
| Subject | Findings | Action Taken |
| 1) Language (English/Hindi/Punjabi) | Children need support in developing writing skills. | <ul style="list-style-type: none"> • Added focus on training/ on the job coaching by CCs and Trainers • Increased reading passages • Incorporation of Graphic Organizers |
| 2) EVS | Children need practice in subjective questions | <ul style="list-style-type: none"> • Learning Steps Modified to enhance subjective Q&A • Homework for reinforcement |
| 3) Maths | Teaching strategies needs to be enhanced | <ul style="list-style-type: none"> • Support in Curriculum as well as Mathematics trainings for: <ul style="list-style-type: none"> - Concept delivery - Application based |



TEACHING METHODOLOGY
 Findings of the Study:
 • Average score of 2.7 on a scale of 4
 • Jodhpur is the best performing district as far as teachers' capability is concerned
 • Overall Ludhiana East and Kaithal are second highest but Ludhiana East has largest variation in performance.

iii. Monthly School Report (MSR)

The MSR is an easy to fill excel-based school report which captures comprehensive data relevant to the schools including learning levels, enrollment of children, dropouts, attendance, curriculum completion level, parent teacher meeting etc. The School MSR is further compiled at the Cluster, District, State and National Level to understand the program in a wider perspective. The MSR report created at the national level is effective in creating a road map for the management to decide and focus on required initiatives and also highlight gaps for immediate correction. It also provides valuable inputs to the Human Resource Department for making a more wholesome appraisal of our teachers by taking into consideration their performance in "Teacher Subject Knowledge Test", "Teacher Grades based on Regular Assessment" by Cluster Co-ordinators and Student Learning Levels", as reported in the MSR.

Technology as an Enabler
 A comprehensive IT strategy has been put in place to use computers and technology as an effective facilitator to improve process efficiencies, enhance effectiveness and ensure robust governance. In-built checks and balances have ensured transparency, accountability and accurate reporting to all stakeholders. All applications are also now being integrated to create a seamless technological interface. Further, with a view to empower the teams, structured trainings are being carried out for Cluster Co-ordinators and teachers.
 Tools include: Oracle E-business Suite, Human Resource Information System, Donor Management System, School Management System

iv. School Report Card

The School Report Card was introduced in 2009-2010 to get an objective feedback on the overall performance of the schools through a grading system as well as enable schools to create a road map for improvement and achieve a better grade. Each of the schools are graded based on the select input, output and process parameters. This enables Cluster Co-ordinators to monitor the progress of their schools and focus on aspects needing further improvement. An annualized School Report Card was compiled for the first time in 2009-2010 after the completion of the last academic year. According to the latest report card 12.4% schools were graded A, 80.3% schools were graded B and 7.3% schools were graded C. These gradings were then taken into consideration and used to identify the weaker schools in the system and integrate them in the School Improvement Program launched during the year.

| SCHOOL GRADES AS PER SCHOOL REPORT CARD | | |
|---|------------|------------|
| No. of Schools | | |
| Grade | 2010-11 | 2009-10 |
| A | 29 | 8 |
| B | 188 | 174 |
| C | 17 | 54 |
| D | 0 | 0 |
| TOTAL | 234 | 236 |

* Two schools in Bulandsehar, Uttar Pradesh not included in the audit

School Improvement Program

A School Improvement Program was launched in 2010-2011 to address the problem of low student learning levels resulting in student transition and high drop-out rates. However the program soon evolved into a larger and more comprehensive initiative of identifying and addressing school-related issues through a detailed ground-level strategy. Working with 50 comparatively weaker schools, this was a concentrated initiative to improve the overall performance of schools. Structured programs like Parent Connect, Teacher Connect, Teacher Trainings, Assessment of Learning Levels etc. supported by a focused programmatic communication plan, were implemented, to address ground level concerns. A mentorship program was also launched in which the identified 50 schools were allotted to mentors who would act as facilitators and support school staff in rolling out the improvement plan. Mentors visited schools and guided teachers in improving classroom teaching, interacted with parents and communities to help them understand our way of teaching and took part in important school level events, supporting field staff.

B. Student Level

i. Ongoing Assessment of Children: Continuous Comprehensive Evaluation

Student Assessments across Satya Bharti Schools are systematic on-going processes to monitor learning and identify need gaps for achieving the desired goals in the teaching-learning process. They focus on the learner's ability to organize, structure and use the information available in context to solve complex problems. The assessment process addresses the holistic development of children and involves the cognitive, emotional and psychomotor domains of growth. It follows a Continuous Comprehensive Assessment System and provides feedback to all stakeholders of the program. The feedback is then ploughed back into the system to evolve and improve the teaching learning practice followed at the schools. Also, while the assessments are an ongoing process, students are graded on the basis of periodic assessments at the end of every two months.

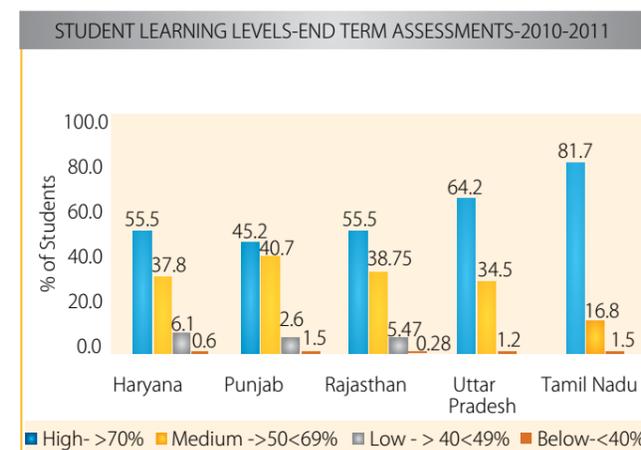


Teachers use various modes of assessment to check knowledge and skill levels of students

The classroom assessment at the Satya Bharti Schools can be categorized into three separate categories, each serving a different purpose.

• Diagnostic Assessment- Also known as Pre-assessments, this mode of assessment typically precedes instruction. Teachers use this to check prior knowledge and skill levels of students, identify student misconceptions, profile learner interests and understand learning style preference, Diagnostic assessments also provide information to assist teacher planning and guide differentiated instruction.

• Formative Assessment- This mode of assessment occurs concurrently with instructions and provides specific feedback to teachers and students for the purpose of guiding teaching to improve learning. Therefore, the students at the Satya Bharti



Schools are assessed not only on the basis of their performance in the two term exams but are also graded on the basis of teacher observation and project work.

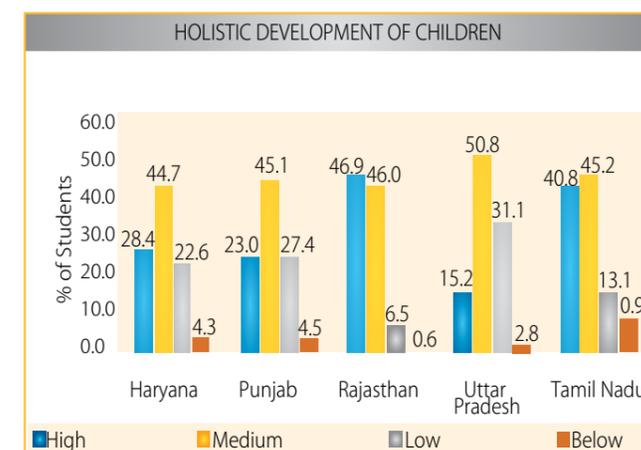
• Summative Assessment- This summarizes what students have learnt at the conclusion of an instructional segment. This kind of assessments tends to be evaluative and teachers typically encapsulate and report assessment results as a score or a grade.

While assessments are designed with definite set criteria and relevant procedures and methodologies, teachers at the Satya Bharti Schools are also equipped with various tools, to be used keeping in mind the specific objectives of assessments. Some such tools are:

i. Questioning Techniques- This is the simplest and best way to assess a student's learning. The teacher uses questions to find out the level of understanding of the student as also her response to the question. This mode of assessment also allows a teacher to change the way a question is phrased and move away from simple recall questions to higher order questions in order to force a child to think critically and creatively. From direct questions, the teacher moves towards thought provoking and open ended questioning style, thereby, inculcating creative and lateral thinking.

ii. Peer and Self Assessment Techniques- Research has shown that when students are engaged in their own learning process they will achieve a higher degree of success. Therefore, this mode of assessment allows students to assess their own understanding and also learn from assessing their peer's understanding, analyze gaps and help each other understand the concept with more clarity.

iii. Classroom Assessment Techniques- This is an ongoing and continuous process and involves a daily feedback loop between the student and the teacher and also between the teaching and the learning process. It refers to a series of techniques that helps the teacher determine the quality of the teaching learning



process and enables her to assess how well the students have followed the content taught and her effectiveness in imparting the learning material. In order to make the CATs objective, teachers use a pre-defined assessment rubric encompassing various parameters/skills which need to be assessed.

Classroom Assessment Techniques (CATs) are easy to use and provide the teachers with feedback from the students on their learning. The teacher completes the loop as she provides quick feedback to the students and works on improving learning. The same CATs are used again after a period of time to see if the feedback has been effective.

Compiled sample of various assessment sheets (2010-11): Annexure E

iii. Teacher Level

a. Teacher Subject Knowledge Test

Assessments at the Satya Bharti Schools have consistently been used as an important tool to improve teacher performance in areas of knowledge, skill and attitude. The Teacher Subject Knowledge Test (TSKT) is one such tool that was introduced across all Satya Bharti Schools in 2009-10 to enable teachers to reflect upon their strengths and motivate them to undertake self-directed learning. Tested in English, Mathematics and General Knowledge, the teachers are not ranked or graded on its basis. Instead, it identifies gaps in content knowledge and helps teachers work on their weak concepts. It also provides a platform to identify training needs for teachers and facilitates designing of suitable trainings.

Since its inception, three rounds of the Teacher Subject Knowledge Tests (one test in 2009 and two tests in 2010) have been conducted across all the operational Satya Bharti Schools. Prior to the first test meetings were conducted with the teachers at the District level to share the objective and essence of the exercise. The results of the tests were communicated individually to the teachers. They were also encouraged to analyze their results and identify topics they would like to work on.

Teacher Subject Knowledge Test Impact
The TSKT results over two years have shown visible improvement in the overall scores of teachers. A significant improvement has been noted specifically in the English language with 92% teachers scoring above 60% marks in TSKT III as compared to only 33% teachers in the same score range in TSKT I. The results also indicate that while teachers are good at patterning and reasoning in Mathematics, they need additional support in mensuration. In English the teachers have scored well in comprehension but need to work on areas of grammar and vocabulary.

Tests such as the TSKT show an interesting correlation between classroom observations and student assessments. It highlights a logical connect between the conceptual clarity of the students and the teacher's own conceptual understanding of the subject. The trainings now have an individual school based coaching component to help bridge conceptual learning gaps of the teachers. Further, the curriculum is being supported with teacher notes, aimed towards clarifying conceptual understanding of teachers by widening the concept trajectory.

b. Teacher Classroom Observation Report

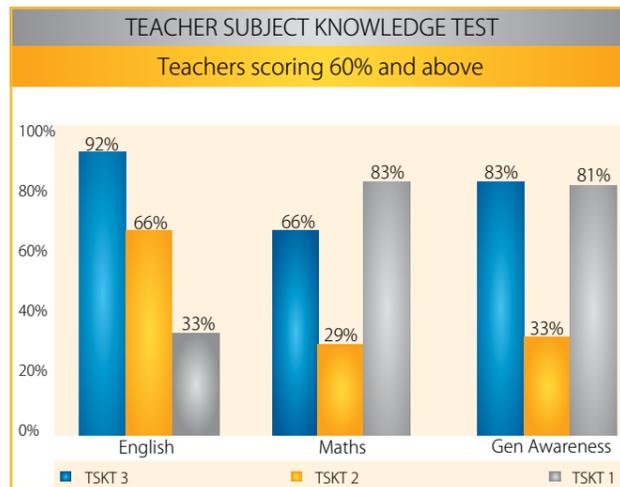
Apart from tests, one of the most important activities geared towards building and assessment of teacher capacity happens through personalized mentoring and in-school coaching of teachers by their respective Cluster Co-ordinators.

While teachers are trained on subject/level specific curriculum, teaching methodology and concepts in simulated settings by trainers, the implementation and reinforcement of the same happens in the actual class by the teachers under the mentorship of their Cluster Co-ordinators. Every Cluster Co-ordinator makes a minimum of two mentoring visits to every school in his Cluster during which he reviews and plans lessons with them, observes teachers' lesson in their class, assesses them on the pre-defined criteria for effective lessons and helps teachers reflect on their strength and challenges.

The teachers' lesson observation scores are recorded by every Cluster Co-ordinator and analyzed in great detail along with their respective Trainer in a monthly meeting, to share best practices and identify gaps. A detailed discussion on probable solutions and strategies to improve the performance of underperforming teachers is done leading to an action plan for the subsequent visits.



The Classroom Observations strengthen the Peer Learning Process started last year and promotes a learning culture at the schools



- Approximately 3,500 teachers of the Satya Bharti Schools appeared for the Teachers Subject Knowledge Tests held till now
- Teachers have shown a substantial improvement in English with 92% teachers scoring more than 60% in TSKT III as compared to only 33% in TSKT I
- There has also been an improvement in teachers' scores in Mathematics and General Awareness in TSKT III as compared to TSKT II

Other Highlights of the Year

Launch of The Child Protection Policy

At Bharti Foundation, creating a safe and sensitive environment for children at the Satya Bharti Schools is an organizational commitment. To translate this into action a Child Protection Policy has been implemented that governs our engagement with children. This policy is applicable to the staff, volunteers and service providers of Bharti Foundation.

This policy, applicable to children studying at the Satya Bharti Schools, aims to prevent child abuse and ensures that child safety measures are adopted and practiced by staff and representatives of Bharti Foundation. The full policy document is in four parts and sets out procedures and directions to be followed for protection of children from all forms of abuse. The first part sets out the aim, purpose and scope of the policy and the second section gives an insight into the Constitutional Provisions that ensures protection of children and their rights. It further defines and explains various signs of child abuse. The definitions and corresponding explanations are largely drawn from World Health Organization and from the United Kingdom's National Society for the Prevention of Cruelty to Children. It

classifies child abuse into five forms - physical abuse, sexual abuse, emotional abuse, neglect and exploitation. Each form has been described with examples of instances to be avoided by persons engaging with children. Part three sets out the code of conduct and non-negotiables guiding engagement of staff, volunteers and service providers with children in routine activities as well as in execution of specific assignments. The reporting and response mechanism has been detailed out in part four of the policy. Regulatory bodies have been created in the form of Child Protection Committees at State and Head Office level with dedicated team members.

All existing staff members are currently being oriented about this policy. This will now become a permanent feature of all induction programs for new staff and an important clause in agreement with service providers and consultants. Breach of policy will be reported through the regulatory bodies and post a detailed enquiry the procedure may even result in disciplinary action or termination from service as advised by the Committee. The policy will go a long way in creating a safe and sensitive schooling experience for children in our system.

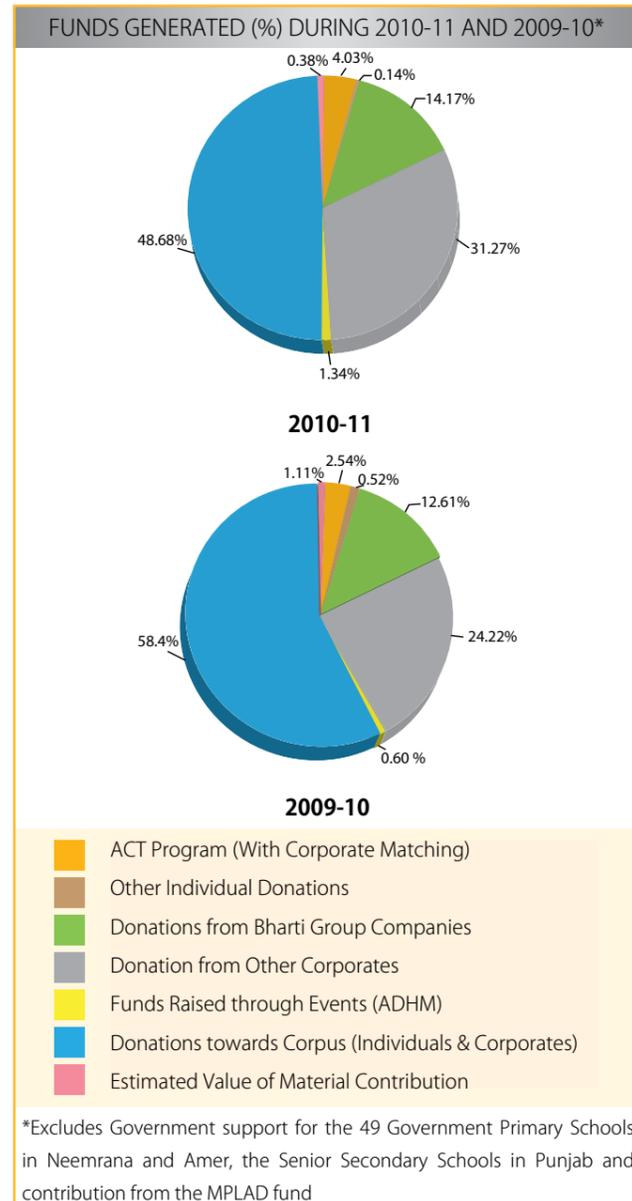


The implementation of the Child Protection Policy will help further sensitize stakeholders and create a conducive environment for children attending the Satya Bharti Schools



Sustainability Approach Ensuring Continuous Viability

Bharti Foundation follows a multi-pronged strategy to ensure long term as well as ongoing availability of funds. The Satya Bharti School Program was initiated with an initial endowment from the promoters and associates. It remains a constant endeavor to build the corpus to the level that it can take care of future fund requirements. In addition, funds and partnerships are raised from the Government, multi/bi-lateral agencies, corporate houses, technical organizations, employees of Bharti Group of Companies and local communities as well. The program acts as a platform, enabling various partners to engage in a manner most suitable to them, be it by donating material (eg: stationery), adopting a school, sponsoring a child, offering their technical expertise (English learning program), funding



specific areas such as teachers training etc. By allowing the school program to become a robust platform for partnerships a strong sustainability blue-print has been created. In addition, ongoing measures to ensure cost-effectiveness of the program are in place. Restructuring the organization to be people-effective based on the life-cycle of the program, using best practices for material purchases, keeping a balance of central resourcing and local purchases ensures that quality education is provided to children at an optimum cost of approximately Rs 8000 (\$181) per child, per annum.

Partnerships with Organizations

A significant part of the current expenditure of Bharti Foundation is being met by contributions from its promoters, their associates and the Bharti Group of Companies who have committed the initial endowment and are further building this corpus towards running the program in perpetuity. It also receives support from external organizations and individuals. A structured payroll giving program for employees contributes additionally to the kitty. Cost sharing partnerships with government under the Public Private Partnership Model also help financial sustainability, especially for the Senior Secondary School Program.

The Satya Bharti School Program also provides a platform for like-minded organizations to direct their social efforts and contribute towards making India a knowledge based economy. We are honoured and gratified by the immense support that we have received from like-minded individuals and organizations and also from various State Governments and international bodies like the World Bank.



A Partner Conclave was organized by Bharti Foundation in August 2010 to honour and thank all partners for their unending support

"It's a privilege being associated with the Bharti Foundation. A key ingredient in India's journey of becoming a more prosperous, equitable and just society, is to provide educational and vocational training opportunities for our children to help realize their potential. For more than a decade, the Bharti Foundation has gone a step further: providing educational opportunities for underprivileged children in India's hinterland! The passion, dedication and creativity and indeed the scope and scale of operation that characterizes this Foundation could serve as an example to every other organization in the field of community and social service."

Ms. Kalpana Morparia
CEO
JP Morgan

| NUMBER OF CORPORATE DONORS | | |
|----------------------------|---------|---------|
| Category | 2010-11 | 2009-10 |
| Less than Rs. 1 lakh | 2 | 5 |
| Rs. 1 – 5 lakh | 30 | 21 |
| Rs. 5 – 10 lakh | 1 | 5 |
| Rs. 10 – 20 lakhs | 8 | 2 |
| More than 20 lakhs | 6 | 6 |

Optimization of Resources

In addition to various partnerships, the program works towards efficient utilization of resources towards optimizing costs. Sensitivity towards financial implications of each strategy and process is an integral part of the business plan and daily implementation. Further, economies of scale are consciously practiced to ensure viability.

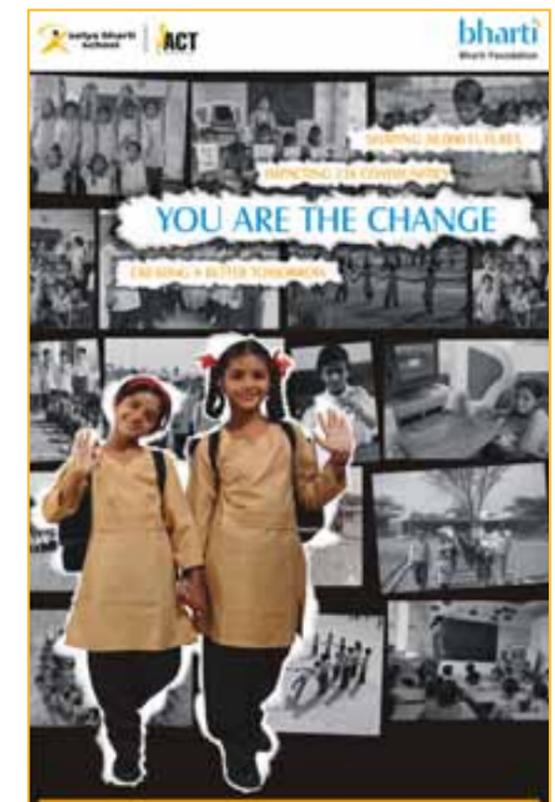
In 2010-11, efforts have been made to procure school supplies at low costs. Using the "Value for Spend & Optimum Utilization of Resources" principle, operational efficiencies and standardization has been enhanced to ensure minimum waste and maximum utilization of resources. The implementation of ERP, decentralization with proper monitoring, increased supplier development, penetration right at the consumption point and improved inventory management have been some of the steps undertaken by Bharti Foundation to ensure efficiency and cost-effectiveness in supplying materials to the schools. Bharti Foundation has also consciously entered into partnership with vendors who understood and believed in the mission and vision of the organization. Therefore, all vendors took that extra step when providing their services for the school both at low cost and no cost model.

A special focus was given on standardization for supplies to have the same look and feel in all Satya Bharti School. This standardization was coupled with specific focus on quality of supplies and innovations in alternatives. To achieve optimum utilization of resources a process of Preventive Maintenance of School Assets was conceptualized and introduced. This is being implemented at the ground level by the end user themselves for which a capacity building initiative was undertaken by the State Office

List of Partners, FY 2010-2011: Annexure F

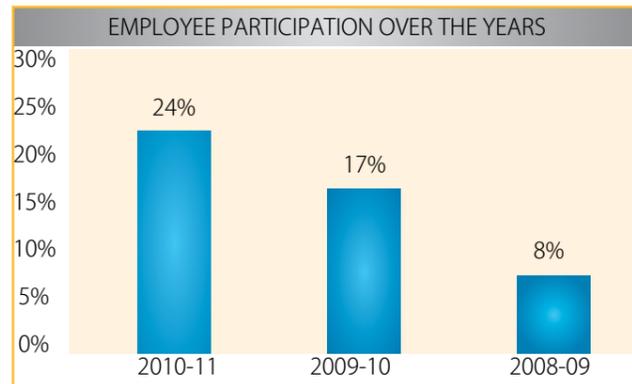
Employee Engagement Program

ACT- a Caring Touch is an Employee Engagement initiative launched by Bharti Foundation in 2006. The ACT Program stems from the inherent Bharti DNA of giving back to society and making a transformation through positive impact. It provides its Companies and employees a platform to play a larger and more active role in ensuring change at the grassroots level. Enlisting ten NGOs as a part of the ACT program, it encourages



To connect with the employees across the Bharti Group and instill a sense of pride and belonging, a campaign titled "You Are the Change" was launched over June-July 2010

employees across the Bharti Group of Companies, to contribute their time, skills, knowledge or money to the charity of their choice. All monetary contributions are matched by the respective group companies. ACT has grown manifold in the last few years, with an average of 24% employee participation across Group Companies.



Employee Volunteering

According to the Bharti Group's Volunteering Policy, employees are encouraged to look beyond their professional responsibilities. They can avail an additional day's paid leave to volunteer with a charity of their choice. Employee volunteering thus forms an imperative component of the ACT program, giving people an opportunity to make a difference and touch people's lives.

Employees can choose to either volunteer on-site or off-site from their desk, contributing their skills and knowledge in their area of expertise. In the words of employees who have volunteered with Bharti Foundation, "it is simply one of the most rewarding experiences in (their) lives and being able to share a positive moment with the children has been a life changing experience (for them)."

During 2010-11 many employees visited the nearest Satya Bharti School from their area of operation on a Saturday and spent a day interacting with the children. The curriculum for the day was specially designed to incorporate employee volunteers by ways of Community Service, School Competitions, Story Telling, Games Sessions, Knowledge Sharing on important values, etc. It was done in a way to ensure minimum intrusion and proved very impactful for both the volunteers and the Satya Bharti School children and teachers.

The Changemaker Awards

With CSR being an integral way of life at the Bharti Group, all Bharti Group Companies and employees are encouraged to go beyond the world of balance sheets and profits and undertake social initiatives to make a difference in the lives of those underprivileged. Ranging from employee payroll giving



The Changemaker Awards recognized and felicitated all those companies and individuals who stepped forward their business to 'be the change'

through the ACT Program to undertaking separate initiatives intertwined with commercial business, social responsibility forms a basic part of the fabric of everything that we do at Bharti.

It is to salute this spirit of "giving back" that The Changemakers Awards were held for the first time in 2010. Encompassing the ACT Ambassador Awards, now in its second year and the Bharti Corporate Responsibility Awards for 2009-10, the Awards identified and felicitated all those individuals and Bharti Group Companies who were supporting social initiatives and truly being a part of the change.

ACT Ambassadors Awards: Complimenting Leaders of Change

Entrusted with the responsibility of driving the ACT Program in their respective Group Companies/circles, the ACT Ambassadors face a tough task of inspiring employees to connect with a social cause of their choice. These ACT Ambassadors, as they are called, have shown immense commitment to the program over the last few years and have worked tirelessly to ensure maximum participation. To salute this spirit and their undeterred initiatives towards this, the ACT Ambassadors Awards were given by Bharti Foundation in August 2010.

The Corporate Responsibility Awards 2009-10

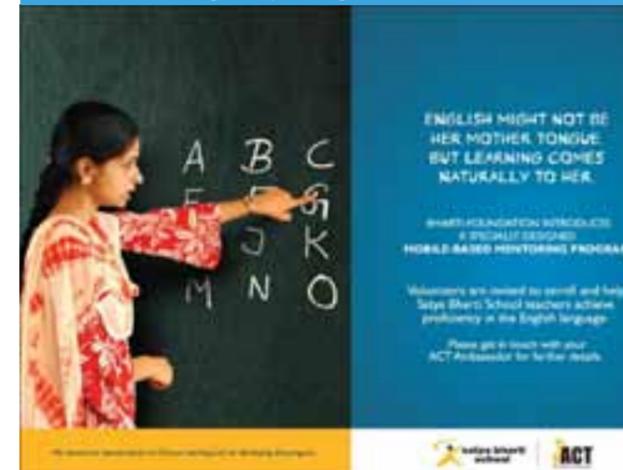
The Corporate Responsibility Awards felicitated all those Bharti Group Companies who had made a substantial contribution to social development through their individual line of business. While some Companies undertook the education agenda of the Foundation forward, others undertook initiatives that would make their line of business a more responsible one. The Awards, therefore, recognized all those Companies who had not only integrated the vision of CSR within their commercial boundaries but also took firm steps on affirmative action, transparent stakeholder engagement, environment conservation initiatives as a part of regular business, social and community initiatives and also innovative use of business products and services.

Innovative Programs to Encourage Participation

Mobile-based Mentoring Program: Enhancing English Speaking Skills

The Mobile-based Mentoring Program was launched in October 2010 to give interested individuals a chance to volunteer with the Satya Bharti School Program even from a remote location. This program has been very generously developed by Centum Learning for the Satya Bharti Schools. It entails a 26 week module wherein employees could mentor a Satya Bharti School teacher, one-on-one, through a telephone-based program and help improve the teacher's English language skills. It was launched with the Bharti Group of Companies in 2010-11. With 111 volunteers enrolled in four batches, the program also encouraged employees to enroll their family members to volunteer and help the teachers of our schools improve their English speaking skills for their own professional growth. The program is now on its way to be offered to individuals outside the Bharti family.

The Mobile-based Mentoring Program gives volunteers a chance to help teachers of the Satya Bharti Schools enhance their English speaking skills



Siddharth M, Sales & Marketing, Chennai - Young Leader

"It was one of the best experiences of my life and was heart-wrenching when I had to leave at the end. While I am back to my corporate role, a part of me still lingers on in the school - sitting in the classes, playing with the children during recess and learning Punjabi from the teachers. An experience that I will treasure and remember forever!"

Tushar Kanade, Sales & Marketing, Mumbai - Young Leader

"The biggest take away for me has been the value of Rs. 5. I never understood that Rs.5 could buy a 1 Mid day meal for a kid at Satya Bharti School. This has changed my perspective tremendously. A weekend movie was Rs. 250, now it's 50 Mid-day meals; a snack at McDonalds was Rs. 100, now it's 20 Mid day meals. Everything has Changed!"

Young Leaders Program- Engaging New Recruits of Bharti Airtel Ltd.

36 Young Leaders (YLS) of Bharti Airtel Ltd. volunteered for 15 days at the Satya Bharti Schools in Punjab. Their job was to live the Airtel values and be alive, inclusive and respectful to the needs of real India. The volunteers spent the 15 days sharing



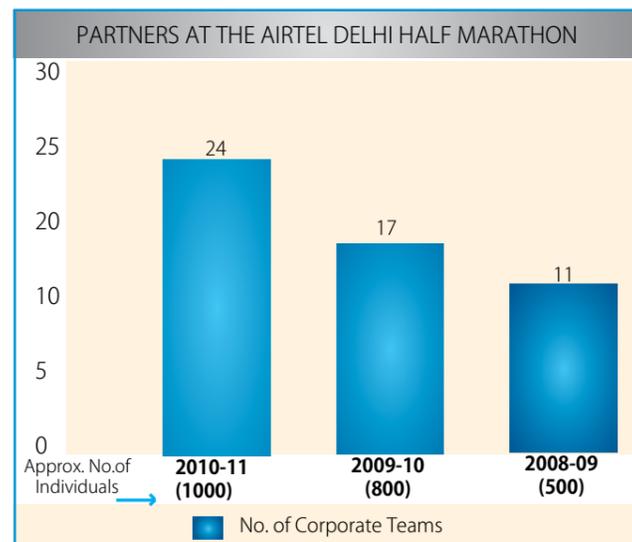
The Young Leaders Program provides employees of the Bharti Group an opportunity to gain a first hand experience of the Satya Bharti School Program

their knowledge and experience and actively participating in the operational aspects at the schools. They also doubled up as mentors to the teachers, helping them teach English and Mathematics to the students, focusing on weak children, understanding and enhancing existing processes as also creating a deeper local connect with the parents and the communities at large. While the YLS spent the 15 days looking at the operational and administrative issues, they all came back overwhelmed with the experience. For most of them it was an enriching once-in-a-lifetime experience that will play a very crucial role in their growth as a professional, here onwards.

Airtel Delhi Half Marathon 2010

Bharti Foundation has been participating at the Airtel Delhi Half Marathon (ADHM) for the last three consecutive years. It is a platform wherein individuals can express solidarity for their causes by running in support of the various charities that they wish to support. 'Girl Child Education' was the theme promoted by Bharti Foundation during the Airtel Delhi Half Marathon 2010. More than 950 individuals including representatives from 27 Corporate Houses running as Corporate Challenge Teams and Dream Makers, teachers from the Satya Bharti Schools and employees across the Bharti Group formed the contingent running in support of Bharti Foundation and the Satya Bharti Schools.

Raising an approximate amount of Rs 60 lakh through the event, Bharti Foundation was awarded the Highest Fund Raising Corporate Foundation for 2010. This is the third time



that Bharti Foundation has been awarded in this category in the last three years. Apart from this, two of the Dream Makers for Bharti Foundation were awarded in the category of Youngest Dream Maker (Male) and the Highest Pledge-Raising Dream Maker for 2010.



As a prelude to the main event Bharti Foundation also organized an interactive session for its Satya Bharti School students with Bipasha Basu, the Face of ADHM 2010 and a superstar in her own right. The gleaming children for whom it was a dream come true to meet the star, were pleasantly surprised when Bipasha joined them for a chat session, sharing her thoughts on her school days and motivated them to study hard to achieve their dreams.



The Airtel Delhi Half Marathon 2010 saw more than 1200 people come out and run and in support of Satya Bharti School Program

Dissemination of Information and Sharing of Educational Practices

Since the Satya Bharti School Program has been developed as a transformational large scale education initiative, we are committed to share the details of the program with all our stakeholders and the public at large to facilitate replicability of the model.

The basic premise of the Satya Bharti School Program is to share learning to positively influence the overall education system. At a strategic level, our representatives are members of committees like Planning Commission, steering the national education agenda and helping the state governments develop their Public Private Partnership (PPP) models. Active dialogue exists with international agencies (World Bank, DFID, European Commission) and Bharti Foundation is serving as learning resource for their various education agendas. Our modules are also available for use by other like-minded organizations. We have also invited teachers from other schools to participate in our training modules. A conscious effort has been made to showcase the program at various national and international seminars and conferences to share the learning with other educators. At the ground level, teachers from surrounding schools visit our schools and take back learnings on teaching and learning processes to implement in their schools.

Generating Awareness

Bharti Foundation undertakes regular communication initiatives to create awareness about the Satya Bharti School Program as also keep stakeholders updated about the progress of the initiative. The aim is to generate a positive attitude towards the program and encourage like-minded corporates, government agencies, educational institutions and individuals to come forward and partner the Satya Bharti School Program to make an impact on the overall education scenario in the country.

Significant Publications

Bharti Foundation released the first three editions of its hard copy newsletter- the Voice of Change between July 2010 and April 2011. Developed as a quarterly newsletter, the document highlights the key initiatives of the last quarter and the achievements of the program. The Annual Report 2009-10 was made in accordance with the guidelines and the strict reporting formats laid down by the Credibility Alliance, a consortium of voluntary organizations committed towards enhancing accountability and transparency in the voluntary sector through good governance.

Newsletter



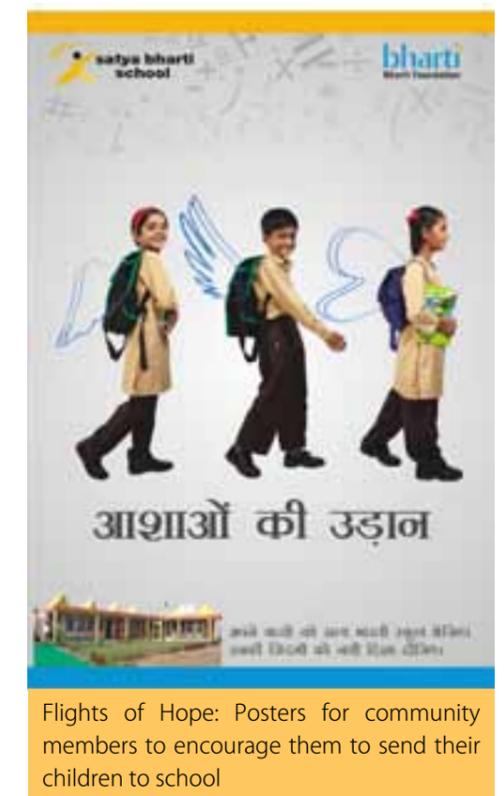
Annual Report 2009-10



The collaterals published by Bharti Foundation serve as strategic resource documents for the organization

Communicating With Beneficiaries

In the last year we fortified our stakeholder communication to support the School Improvement Program, launched to help improve overall school performance. The communication hinged on the theme of "Ashaon Ki Udaan"- Flights of Hope, encouraged children to come to school to help them fulfill their aspirations. Targetted at parents and community members, the colourful banners, posters, hoardings and pamphlets used students from the Satya Bharti Schools to build a connect with the local community. The collaterals were placed at strategic locations to create visibility of the schools and, therefore, facilitate new enrollments as well as retain old students.



Flights of Hope: Posters for community members to encourage them to send their children to school

Presence on Public Fora

A growing interaction of the Satya Bharti School Program with various stakeholders saw a lot of invitations to share best practices. The program found itself represented at various conferences and education fora, sharing its experiences, successes and challenges. This has also helped the Foundation enhance awareness about its work in the field of rural education and forge rewarding partnerships.

| Year | Number of Speaking Opportunities |
|---------|----------------------------------|
| 2010-11 | 10 |
| 2009-10 | 5 |

LIST OF SPEAKING OPPORTUNITIES (2010-2011)

| Conference | Organized By | Month |
|---|---|---------------|
| Canada - India Conclave on Corporate Social Responsibility & PURA | Confederation of Indian Industry | April 2010 |
| Talk at Rotary Club of Indraprastha, Okhla | Rotary Club of Indraprastha, Okhla | May 2010 |
| Innovation in Secondary Education conference and Consultations | World Bank | May 2010 |
| 4th CSR Donors & Doers - The Art of Giving - 2010 | Centre for Social Responsibility & Leadership | July 2010 |
| Education & Training SIG event | TiE Delhi and NCR | July 2010 |
| Invitation for the Orientation Programme-IIMT, Gurgaon | Umak Business School | July 2010 |
| Innovative practices in CSR | MDI | October 2010 |
| CII IQ: National Summit on Quality in Education | Confederation of Indian Industry | October 2010 |
| CII UNICEF Conference on Right To Education | Confederation of Indian Industry | December 2010 |
| 4th DONOR-DOERS- The Art of Giving Program | Centre for Social Responsibility & Leadership | December 2010 |

Media Coverage

Bharti Foundation and the Satya Bharti School Program received prominent media coverage in the last year and has been covered by various television channels and publications both at the state and national level.

Website and Social Media

The Bharti Foundation website, over the last year, has emerged as a dynamic platform for information dissemination and built an online brand for the organization. Apart from this, the

Foundation has also ventured into the area of social media and is now using various online tools like Facebook and Wikipedia to create visibility and build a large network of supporters.

The online donation portal on the website and the social media network has also provided supporters an opportunity to donate towards the cause. Donation of Rs. 6000/- and Rs. 12000/- were received through the website and Facebook page respectively from visitors who were till now not aware of Bharti Foundation.



The Facebook page of Bharti Foundation has provided users a platform to directly interact with the organisation and express their support

Glimpses of Media Releases - 2010-2011*

- June 2010**
 - Economic Times: Mittals Calling: Story on Bharti Foundation and the Satya Bharti School Program
- July 2010**
 - Forbes India: Learning Curve: Two Ways to Educate India- Joint Story on Bharti Foundation and Azim Premji Foundation
- August 2010**
 - Business World : Going Beyond- Industry Story on CSR
- October 2010**
 - Economic Times: Touching Lives with the A,B,C of Philanthropy- Coverage of Bharti Foundation winning the Corporate Citizen Award
- November 2010**
 - The Hindu : Bipasha Roots for Educating the Girl Child- Story on Bharti Foundation at the Airtel Delhi Half Marathon 2010
- February 2011**
 - The Times of India: Primary Schools in Rural Areas for Underprivileged Kids- Coverage of the Foundation Stone Laying Ceremony of the Satya Bharti School Program in West Bengal by Shri Pranab Mukherjee

* This is an indicative list and does not contain all media coverage at the national/state level

Awards and Recognitions

The Economic Times Corporate Citizen Award 2010

Bharti Foundation has been awarded the Economic Times Corporate Citizen of the Year 2009-10. The award seeks to honour the contribution to public good through commitment to critical social causes that influence the lives of thousands of people all over the country.

Indian Education Awards 2011

Bharti Foundation was awarded the Indian Education Awards 2011 in the category of Best NGO for Excellent Work in Elementary Education. The Award aims to recognize and felicitate achievers, innovators and suppliers, who have contributed significantly towards the excellence in the education sector. The Award was presented by Franchise India and Zee Business in association with KPMG, the Knowledge Partner.

World Education Awards 2011

Bharti Foundation has been awarded the 'Best Public Choice

Award for Innovative Practices in Education' at the World Education Summit 2011. The Award recognizes the Satya Bharti School Program for its innovative practices in the area of providing quality education for the underprivileged. The Awards have been instituted with the aim of felicitating and acknowledging unique and innovative initiatives in the field of education globally.

Apart from the Indira Gandhi National Open University (IGNOU), Centre for Science Development & Media Studies (CSDMS) and Elets Technomedia, the co-organizers of the World Education Awards 2011 include the All India Council for Technical Education (AICTE), NCTE, Director General of Employment & Training (Ministry of Labour & Employment Government of India), Department of Information Technology (Ministry of Communications & IT Government of India), National e-Governance Plan (NeGP), National Institute of Open Schooling (NIOS) and the Kendriya Vidyalaya Sangathan (KVS).



The Economic Times Corporate Citizen of the Year Award 2010 and other recognitions in the year reinforced the belief that Bharti Foundation is on the right path towards achieving its vision

Other Programs of Bharti Foundation

Bharti School of Telecommunication Technology and Management, IIT Delhi

The Bharti School of Telecommunication Technology and Management, set-up in partnership with IIT Delhi, completed ten years on 10th July 2010. The ten year celebrations coincided with the Golden Jubilee Celebrations of IIT Delhi.

The School, set up with the vision “to develop telecom leaders through excellence in education and research”, has emerged as a premier education institute in the country offering specialized courses in telecommunications. The School has also evolved as a focal point for telecom-related activities in IIT Delhi.

A. Major Milestones

- Bharti Merit Awards: Instituted in 2002. Awards are given to the top three students of M.Tech and MBA of Bharti School of Telecom to recognize and encourage excellence among students.
- Airtel Lecture Series: Started in August 2007. Senior executives from the Bharti Group of Companies are invited as a part of the Airtel Lecture Series to address the students and share with them their experiences and real life examples of industry situations and ways to tackle them.
- Bharti Lecture Series: Under this series, experts from the field of telecom and management are invited to address the students

- Patents: A total of 13 patents have been filed
- Researches : 56 research papers have been published in the last year
- Partnership
 - Member of the India-UK Advanced Technology Centre on Next Generation Systems and Services (IU-ATC).
 - Member of Erasmus Mundus External Cooperation Window (EMECW) Exchange Program with European Universities.
 - Formal participant in RCUK-DST Indo-UK Virtual Graduate School in Next generation Networks- Three PhD / six MS(R) positions will be available and funded by UK Government

B. Airtel IIT Delhi Centre of Excellence in Telecommunications (AICET)

The Airtel IIT Delhi Centre of Excellence in Telecommunications was set up in a public-private partnership mode by the Department of Telecommunication, Government of India, Indian Institute of Technology Delhi and Bharti Airtel Ltd in December 2007. Now functioning as an integral part of Bharti School of Telecom, IIT Delhi, the AICET focuses on ‘Telecom Technology and Management’ to build excellence at par with world standards. Various existing and emerging technologies, growth prediction and technology adaptation in Indian context, application development using multiple technologies etc form the broad spectrum of activities of the centre.

Bharti Centre for Communication, IIT Bombay

The Bharti Centre for Communication, set up in partnership with IIT Bombay, was inaugurated in January 2009. The Centre promotes research in communication theory and systems and foster technical collaboration between the research and user groups. Currently, 28 students conduct research at the Centre. The other activities at the Centre include tutorials and seminars by experts from around the world, financial support for attending international and national conferences, research publications in various international fora and lectures and invited talks by members of the Centre.

Highlights 2010-2011

- Expositions: Expositions is a series of tutorials on the frontier areas of research in the general area of communications and systems. The objective of this series is to provide a quick and easy access to some of the leading themes in research as and when they develop. Each of these tutorials is in 2-3 parts, slow paced and expected to cater to candidates with minimal background knowledge (typically a first graduate course in the area).
- Seminar Series: In this series, faculty/students present new results that have been either just accepted for publication or have been recently submitted for publication.
- Winter School of Speech and Audio Processing 2010 - The

focus of this school is on Audio Content Analysis and Retrieval. Over a span of three days, overseas speakers are invited to deliver lectures discussing theory, applications and practical aspects of audio content analysis and description, as well as building large-scale retrieval systems in depth. In addition, sessions are organized for interaction with experts and discussions on open problems in this area. The school targets post-graduate students, faculty in educational institutions and scientists/researchers in research labs/industry.

Bharti Scholarship Scheme

The Bharti Scholarship Scheme aims to support academically bright youth from financially weak families in completing their higher education. Currently the scholarship benefits 137 Scholars across 26 states of the country through courses in management, engineering (electronics, telecom and software) and agriculture. The scholar is supported for the entire course-term subject to meeting performance related criteria.

Since FY 2008-09 various Bharti Group Companies and Ericsson have taken on the responsibility to support scholars under the Bharti Scholarship Scheme. The Companies provide financial support to the scholars while Bharti Foundation manages, administers and implements the program.

A. Mentorship Program

Apart from the scholarship, the initiative also offers a mentorship program, wherein senior executives from Bharti Group of Companies mentor scholars in their career choices, provide them relevant exposure and guide them through this critical phase of their life which will shape their future. The Bharti Scholars consider this to be a great opportunity to gain inputs of mentors and thereby expand their horizons while mentors drive immense satisfaction for making a difference to an individual. The mentoring program has been successful in building communication skills, planning skills, confidence, positive thinking, self-assessment, conflict handling, managing stress, clarity on career choices, leadership skills, etc in the mentees.

I found a great support from Bharti Scholarship in pursuing my degree course, not only financially but we always receive a great support from our mentor also. Mentorship program helps me in improving my communication skill. It provides a type of self confidence in me.
Vishal Yadav
YMCA University of Science and Technology, Faridabad



Mr. Sunil Bharti Mittal's lecture 'Dare to Dream' provided young students at the Bharti School with the renewed impetus to face challenges and emerge victorious

| BHARTI TALK SERIES: 2010-2011 | | |
|-------------------------------|---|--|
| S.No | Title | Speaker |
| 1. | Automatic Melody Extraction | Vishweshwara Rao , IIT Bombay |
| 2. | Assisted Common Information with Applications to Secure Two-Party Computation | Vinod Prabhakaran, University of Illinois, Urbana Champaign |
| 3. | Information-theoretic ideas in convex geometry | Prof. Mokshay Madiman, Department of Statistics, Yale University |
| 4. | Overlays can do more if not everything | Prof. Jörg Liebeherr, Department of Electrical and Computer Engineering, University of Toronto |
| 5. | Optimal Content Placement for a Large-Scale VoD System | K. K. Ramakrishnan , AT&T Labs – Research |
| 6. | Opportunistic Routing with Congestion Diversity in Wireless Multihop Networks | Prof. Tara Javidi, ECE Department, University of California, San Diego |

Balance Sheet

As at 31st March, 2011

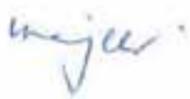
| | Schedule | As at March 31, 2011 (Rs.) | As at March 31, 2010 (Rs.) |
|---|----------|-------------------------------|-------------------------------|
| SOURCES OF FUNDS | | | |
| Corpus Fund | A | 1,856,344,694 | 1,638,734,500 |
| Deferred Grant | | 166,098,074 | - |
| Reserves and Surplus | | 350,573,080 | 431,923,580 |
| Total | | <u>2,373,015,848</u> | <u>2,070,658,080</u> |
| APPLICATION OF FUNDS | | | |
| Fixed Assets | | | |
| Gross Block | B | 514,800,726 | 391,448,713 |
| Less: Depreciation | | 105,676,523 | 64,779,572 |
| Net Block | | 409,124,203 | 326,669,141 |
| Add: Capital Work in progress | | 3,009,966 | 10,628,051 |
| | | <u>412,134,169</u> | <u>337,297,192</u> |
| Current Assets, Loans and Advances | | | |
| Cash and Bank Balances | C | 1,984,802,683 | 1,753,674,943 |
| Loans and Advances | D | 27,565,326 | 19,981,918 |
| | | <u>2,012,368,009</u> | <u>1,773,656,861</u> |
| Less: Current Liabilities and Provisions | | | |
| Current Liabilities | E | 36,510,289 | 26,714,801 |
| Provisions | F | 14,976,041 | 13,581,172 |
| | | <u>51,486,330</u> | <u>40,295,973</u> |
| Net Current Assets | | <u>1,960,881,679</u> | <u>1,733,360,888</u> |
| Total | | <u>2,373,015,848</u> | <u>2,070,658,080</u> |
| Significant Accounting Policies and Notes to the Accounts | K | | |

This is the Balance Sheet referred to in our report of event date

For Price Waterhouse
Firm Registration Number: 301112E
Chartered Accountants

The Schedules referred to above form an integral part of the Balance sheet

For and on behalf of the Board



Usha Rajeev
Partner
M No. F-87191



Rakesh B Mittal
Trustee



Rajan B Mittal
Trustee



Vijay Chadda
CEO



Anuja Bansal
CFO

Income and Expenditure Account

For the Year ended March 31, 2011

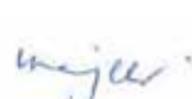
| | Schedule | Year ended March 31, 2011 (Rs.) | Year ended March 31, 2010 (Rs.) |
|--|----------|------------------------------------|------------------------------------|
| Income | | | |
| Donations Received | | 109,337,315 | 206,034,213 |
| Interest Income | | 135,140,665 | 129,512,355 |
| Other Income | | 2,739,746 | 259,698 |
| | | <u>247,217,726</u> | <u>335,806,266</u> |
| Expenditure | | | |
| Donations and Scholarships Paid | G | 8,234,563 | 10,584,307 |
| Personnel Expenses | H | 184,919,248 | 161,560,458 |
| Operational Expenses - Schools | I | 74,719,217 | 54,957,723 |
| Administration Expenses | J | 19,354,509 | 18,053,275 |
| Depreciation | B | 41,340,689 | 37,714,771 |
| | | <u>328,568,226</u> | <u>282,870,534</u> |
| Excess of Income over Expenditure / (Expenditure over income) | | (81,350,500) | 52,935,732 |
| Add: Excess of Income over Expenditure brought forward from last year | | 431,923,580 | 378,987,848 |
| Balance Excess of Income over Expenditure transferred to the Balance Sheet | | <u>350,573,080</u> | <u>431,923,580</u> |
| Significant Accounting Policies & Notes to the Accounts | K | | |

This is the Income and Expenditure Account referred to in our report of event date

For Price Waterhouse
Firm Registration Number: 301112E
Chartered Accountants

The Schedules referred to above form an integral part of the Balance sheet

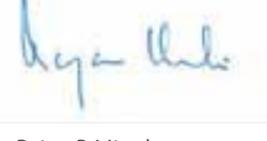
For and on behalf of the Board



Usha Rajeev
Partner
M No. F-87191



Rakesh B Mittal
Trustee



Rajan B Mittal
Trustee



Vijay Chadda
CEO



Anuja Bansal
CEO

A. Significant Accounting Policies

1. Basis of Accounting

These financial statements are prepared under the historical cost convention in accordance with the Generally Accepted Accounting Principals (GAAP) and in all material aspects comply with the mandatory Accounting Standards issued by The Institute of Chartered Accountants of India.

2. Fixed Assets

Fixed assets are stated at cost less accumulated depreciation. Cost is inclusive of freight duties levies and any directly attributable cost of bringing the assets to their working condition for intended use.

3. Depreciation

Depreciation on Fixed Assets is provided on written down value method in accordance with the rates prescribed in the Income Tax Rules, 1962.

4. Income

Donations received are recognized as income on the date on which the donation is received by the trust.

Donations received in kind are not valued or accounted for in the books of account except for donations which are capital in nature, which are capitalized as Re.1.

5. Grants Received

Grants received and related to Long term assets are credited to Deferred Grants. These grants are treated as deferred income and recognized in the Income & Expenditure Account over the useful life of assets in the proportion in which depreciation on related assets is charged.

6. Employee Benefits

The Trust's contribution to the provident fund is charged to revenue in the year in which it is incurred.

The Trust provides for long term defined benefit schemes of gratuity and leave encashment on the basis of actuarial valuation on the Balance Sheet date based on the Projected Unit Credit (PUG) Method. The actuarial valuation of the liability towards Gratuity and leave encashment is made on the basis of assumptions with respect to the variable elements affecting the computations including Discount rate, future salary increases. The Trust has taken Group Gratuity Cash Accumulation Scheme with the Life Insurance Corporation of India (LIC) to cover its liabilities towards the Gratuity. Under the scheme contributions are made by the Trust on periodic basis and interest is credited

by the LIC.

7. Foreign Currency Transactions

Transactions in foreign currency are accounted for at the rate prevailing on the date of the transactions. Gain/loss arising out of fluctuation in the rate between the transaction date and settlement date are recognized in the income and expenditure account.

8. Expenditure

Teaching and learning material purchased are charged to the Income and Expenditure Account in the year of purchase.

9. Provisions

Provisions are recognized when the Trust has a present obligation as a result of past event and it is more likely than not that an outflow of resources will be required to settle the obligation and the amount has been reliably estimated. These are reviewed at each balance sheet date and adjusted to reflect the current best estimates.

B. Notes to Accounts

1. Bharti Foundation is an organization established under the Laws of India with charitable status pursuant to a "Deed of Trust" dated August 7 2000, registered at New Delhi on August 25, 2000 under the Registration Act 1908. Bharti Foundation is also registered under section 12A read with Section 12 AA of the Income Tax Act 1961 and accordingly exempt from paying income taxes on excess of income over expenditure.

2. As per the information available with the Trust, during the year, there have been no transactions with the enterprises covered under the Micro, Small & Medium Enterprises Development Act, 2006.

3. Previous year's figures have been regrouped/ reclassified wherever necessary to make them comparable to current year's figures.

4. Advances recoverable in cash or in kind or for value to be received includes the investment in LIC Group Gratuity Cash Accumulation Scheme amounting Rs 7.53 million (previous year Rs. 4.96 million).

5. Financial statements have been prepared in accordance with the accounting standards issued by the Institute of Chartered Accountants of India as applicable to Level -III Non-corporate entity.



1. We have audited the attached Balance Sheet of Bharti Foundation (the 'Trust') as at March 31, 2011, and the related Income and Expenditure Account for the year ended on that date annexed thereto, which we have signed under reference to this report. These financial statements are the responsibility of the Trust's Management. Our responsibility is to express an opinion on these financial statements based on our audit.

2. We conducted our audit in accordance with the auditing standards generally accepted in India. Those Standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by Management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

3. We report that:

(a) We have obtained all the information and explanations which, to the best of our knowledge and belief, were necessary for the purposes of our audit;

(b) In our opinion, proper books of account as required by bye-laws of the Trust have been kept by the Company so far as appears from our examination of those books;

(c) The Balance Sheet and Income and Expenditure Account dealt with by this report are in agreement with the books of account;

(d) In our opinion and to the best of our information and according to the explanations given to us, the said financial statements together with the notes thereon and attached thereto, give a true and fair view in conformity with the accounting principles generally accepted in India:

(i) in the case of the Balance Sheet, of the state of affairs of the Trust as at March 31, 2011;

(ii) in the case of the Income and Expenditure Account, of the excess of expenditure over income for the year ended on that date.

Place: Gurgaon

Date: May10, 2011

For Price Waterhouse
Firm Registration Number: 301112E
Chartered Accountants

Usha Rajeev
Partner
Membership Number F-87191

SATYA BHARTI PRIMARY SCHOOL PROGRAM 2010-2011

HARYANA (46 SCHOOLS)

| District | Village |
|--------------|--|
| Jhajjar | Sunderhati, Nogaon, Bithla |
| Kaithal | Ahmadpur, Rasina, Saanch, Barsana, Karora, Teek, Sheru Khedi, Khurana, Chakku Laddana, Sair, Southa, Budha Khera, Saungri, Kheri Gulam Ali |
| Kurukshetra | Beer Kalwan, Sunarian, Bhookhri, Dhanaura Jattan, Bakali, Barrondi, Adhon, Ajarana Kalan, Udarsi, Gorkha, Sudhpur |
| Mahendergarh | Gahra, Talwana, Kharkadawas, Mohanpur, Mori, Gomla, Khairana, Bachini, Meghanwas, Kalwari |
| Rewari | Nangal Mundi, Balawas Jamapur, Mandiyya Khurd, Tehna Dipalpur, Babroli, Surkhpur, Bhala, Kohrar |

PUNJAB (90 SCHOOLS)

| | |
|----------|---|
| Amritsar | Bhatti Ke, Chanan Ke, Dhulka, Khidu Wali, Purana Tanel, Abdal, Chawinda Devi, Waryam Nangal, Bagga, Sialka, Uddoke Kalan, Bath, Nassar, Bhangali Kalan, Jijjeani, Mardi Kalan, Umar Pura, Bohlian, Gujja Peer, Bhilowal Kakejani, Chak Misri Khan, Kakar Tarin, Lodhi Gujjar |
| Ludhiana | Khanpur, Satiana, Behlolpur, Lakhowal, Mithewal, Ramgarh, Gobindpura, Cheema, Ghungrali Rajputan, Hario Kalan, Malikpur, Lalori Kalan, Goslan, Jogi Majra, Chapda, Sirthala, Fatehpur, Rauni, Harnampura, Bishanpura, Balliyewal, Pirthipur, Madpur, Hathur, Tunga Heri, Jallaldiwal, Jattpura, Kamalpura, Ramgarh Sivian, Sohian, Dakha, Pamal, Mohie, Raqba, Sudhar, Chimna, Bhaini Ariyan, Buzarg, Gursingh Makhan, Malsian Bajan, Pona, Sherpur, Kalan, Bagga- Khurd, Hussainpura, Lad- owal, Talwara, Goora Hoor, Hambran |
| Sangrur | Ballial, Jhanneri, Phaguwala, Khurani, Kamalpura, Saffipur Kalan, Bakhtari, Dyalgarh, Panwan, Sangat- pura, Kandhar Garh, Meemsa, Laddi, Kaheru, Kanjali, Akoi Sahib, Bhamabadhi, Fatehgarh Channa, Kila Hakima |

RAJASTHAN (78 SCHOOLS)

| | |
|--------|---|
| Alwar | Banthala, Dausod, Rewana, Kaysa, Doomroli, Nareda Khurd, Sultangarh, Khundrooth Boys, Khund- rooth Girls, Dhikwar, Viranwas Girls, Viranwas Boys, Majra, Dhani Dabadwas, Dabadwas, Basai Bho- pal Singh, Dhani Nangal, Nangal, Vijay Singh Pura, Kali Pahari, Kolila, Fatehpura, Pipli, Madho Singh Pura, Rodwal |
| Jaipur | Dhani Minan, Bodhani, Labana, Bolyawala, Balawali Talai, Adarsh Achrol, Balika Achrol, Anhi, Sal- gawali, Dhani piplian, Bodiya ki Dhani, Kalwad kala, Sangawala, Balyakala, Syari Balak, Baniya wala, Chapar ka Bas, Harvar ki Dhani, Harvar, Bangro ki Dhani, Bas ki Dhani, Gunawta, Bhomiyaji Ka Mandir Tena, Shergarh, Himmatpura, Bhom Sagar, Gumansinghpura, Devraj Garh, Lordi Dejgara, Joliyali, Tulesar, Surani, Ram Nagar, Kanasar, Panditon Ka Was, Hari Nagar, Jati Bhandu, Judia, Rajgarh, Belwa Ranaji, Bhalu Kumbhaniyan, Solankia Tala, Dasania, Ramsar Kalao, Gilakor, Sadul Nagar, Lorta Harida- sot, Bawarla, Sopara |
| Pali | Dholeria Jagir, Manihari |

TAMIL NADU (10 SCHOOLS)

| | |
|-----------|--|
| Sivaganga | Managiri, Alampattu, Panangudi, Satharasanpatti (Aranmanai Siruvayal), Petachikudiirrupu, Pethanandhal, Pudhu Kandanur, Thenkarai, Papakudi, Vadakudi |
|-----------|--|

SATYA BHARTI PRIMARY SCHOOL PROGRAM 2010-2011

UTTAR PRADESH (12 SCHOOLS)

| District | Village |
|-------------|--|
| Bulandsehar | Bichola, Anupshahar |
| Shahjhanpur | Bari Khas, Bhojpur, Majhila, Ramnagar, Bamanua, Kurrian Kalan, Marena Wangar, Gadhia Rangin, Gurgawan, Jindpura |

WEST BENGAL (6 SCHOOLS)

| | |
|-------------|--|
| Murshidabad | Dhalsa, Chanak, Patkeldanga, Chargachi, Amritakunda, Noapara |
|-------------|--|

SATYA BHARTI SENIOR SECONDARY SCHOOL PROGRAM 2010-2011

PUNJAB (5 SCHOOLS)

| District | Village |
|----------|----------------------|
| Amritsar | Chogawan, Fattubhila |
| Ludhiana | Sherpur Kalan, Rauni |
| Sangrur | Jhaneri |



SAMPLE MEMO

Effective Date: 1st July 2011

Validity: Until further Information

Memo No.: BF/Acad/19 (SBS)

Version: 1

INTERNAL MEMO - JULY'2011

I. **Theme:** Environmental healthII. **Campaign:** EnvironmentIII. **Value:** Sensitivity to EnvironmentIV. **Activity Schedule:** As mentioned below

| S. No | Calendar Schedule | Date | Activity |
|-------|--|--------------|---|
| 1. | Morning Assemblies (Annexure I) | July'11 | Weekdays – Thought of the day based on the Value of the month. |
| 2. | PTM | 2nd July'11 | As per instructions issued earlier |
| 3. | Teachers' ITLA Awards commence | 4th July'11 | The exact date & instructions to be issued later by Ms. Jimmy Puri. |
| 4. | Community Service (Annexure II) | 9th July'11 | Plantation Drive - in and around school |
| 5. | Bal Sabha & House Activity(Annexure II) | 16th July'11 | With reference to the Value of the month |

Annexure I

Assemblies:**Thought of the Day**

1. Don't blow it - good planets are hard to find. ~ Quoted in Time
2. We never know the worth of water till the well is dry. ~ Thomas Fuller
3. There is a sufficiency in the world for man's need but not for man's greed. ~ Mahatma Gandhi
4. Nature provides a free lunch, but only if we control our appetites. ~ William Ruckelshaus
5. When we heal the earth, we heal ourselves. ~ David Orr.
6. The system of nature, of which man is a part, tends to be self-balancing, self-adjusting, self-cleansing. Not so with technology. ~ E.F. Schumacher.
7. To live a pure unselfish life, one must count nothing as one's own in the midst of abundance. ~ Buddha
8. We have to shift our emphasis from economic efficiency and materialism towards a sustainable quality of life and to healing of our society, of our people and our ecological systems. ~ Janet Holmes à Court
9. Earth and sky, woods and fields, lakes and rivers, the mountain and the sea, are excellent schoolmasters, and teach some of us more than we can ever learn from books. ~ John Lubbock

Annexure II

Community Service Plantation Drive

Students shall be informed about the purpose of the plantation and need for protecting the environment. Also they shall be made aware of the lifecycle of a plant growing from a seed to a plant and guided for conducting the plantation activity and about the after care required for the same.

GUIDELINES FOR PLANTATION

- Plantation drive will involve all students and teachers along with the school staff.
- Beds for plantation shall be prepared in advance to ensure a successful drive.
- Support system for the plantation such as water and manure shall be made available for the plants.
- Uniform spacing between the trees will be done for keeping adequate space for plants to grow and spread foliage.
- Distance between two big trees on the boundary will be 3 meters or 10 feet.
- Saplings to be dedicatedly planted by girl students and maintained by them.
- Measures to be taken to water the plants everyday.
- Children committees will be formed with responsibility for the planted saplings in and out of the school campus.
- Kitchen gardens will be present in the backyard of the schools (wherever feasible) and will be done with the plantation of other saplings.
- Maintenance of existing plants to be continued.

Bal Sabha: Incorporate the Value for the Month Sensitivity to Environment

Environment: The natural environment encompasses all living and non-living things occurring naturally on Earth with interaction of all living species.

The environment studies enlighten us, about the importance of protection and conservation of our indiscriminate release of pollution into the environment.

At present a great number of environment issues, have grown in size and complexity day by day, threatening the survival of mankind on earth. Such as:

- **Pollution** is the introduction of contaminants into a natural environment that causes instability, disorder, harm or discomfort to the ecosystem i.e. physical systems and living organisms.
- **Global warming** is the current rise in the average temperature of the Earth's oceans and atmosphere and its projected continuation.
- **Environmental degradation** is the deterioration of the environment through depletion of resources such as air, water and soil, the destruction of ecosystems and the extinction of wildlife.

Activity: Teacher will interact with students and enquire how they did the EVS Summer Holiday Homework. A brief summary of the Student replies will be maintained by Teachers. Cluster Coordinators will compile them in a school-wise Cluster Summary and submit to Gurgaon Office.

House Activities: - Student Activities

During the house activity, students of each house will form groups. Activities can be allotted to each house towards making a group/or work per class to take up one waste project in school (to be identified by teachers). This could be to meet the cow who eats their waste, or monitor the newspaper collection and storage or to go to each class and tell them how to help the school in becoming zero waste.

Annexure B

LIST OF EXTERNAL COMPETITIONS- 2010-2011

| State | Competition/Event | Participation Details |
|---------------|---|--|
| Rajasthan | •Student competition on English Poem Recitation, General Knowledge, Antakshari, and Quiz Competition organized by Gramotthan Yuva Mandal, Neemrana | 42 students of 2 Satya Bharti Schools participated |
| | •IASOWA Winter Carnival | 12 girl students from 2 Satya Bharti Government Upper Primary Schools of Khundroth and Basai Bhopal Singh, Neemrana presented a group song on 'National Integration' and a play on the importance of 'Education of the Girl Child'. Two students participated in the Painting Competition. |
| | •Govt. Vetan Kendra Khel Kud Pratiyogita organized by the Block Level Elementary Educational Department at the Government Primary School, Hasan Ki Talai | 12 students from nine Satya Bharti Schools in Amer participated in the event and won prizes in various categories |
| | •Interschool Sports Competition, organized by the Springdales School, Jaipur | 11 students from Satya Bharti Schools in Boliawala and Anhi participated in the event and won prizes in various categories |
| Uttar Pradesh | •Mega Song & Dance competition as a part of the Mega Singing Finals organised by Kishore Kumar Club & Creative Art Event Management Group in Shahjahanpur | Four students from Satya Bharti School Kurria Kalan received special awards in semifinals and will now participate in the finals |
| | •Jashne Bachpan' organised at Fun City Bareilly | 10 students from the Satya Bharti Schools Marena Wangar and Ghariya Rangin, participated and won gift hampers for participating in 'Dance on your Own' Competition. |
| | •Cultural presentation organised by District Administration of Shahjahanpur on Republic Day | Eight students of Satya Bharti School Ramnagar participated and won first prize at District Level Dance Competition |
| | •District level cultural program organised by Nehru Yuva Kendra at Seth Siyaram Inter College Jalalabad Shajahanpur | Seven students of Kurria Kalan won First Prize at District Level in Group Dance & Singing Competition |
| | •Employee Communication Forum of Airtel Lucknow | 16 students from the Satya Bharti Schools in Ramnagar and Gurgawan participated in the event . The students were given School Bags and also taken to for a trip to Lucknow Zoo by the organizers. |
| Haryana | •Haryana Talent Hunt, Kaithal | Harnesh, a student of the Satya Bharti School, Saanch participated in District Level Sub Junior Karate competition and won a silver medal. |
| | •Play for India Talent Hunt - 2010, organized by Sports Department of Haryana and District Administration of Kaithal | 64 Students from nine Satya Bharti Schools took part in the event. |
| Punjab | •School Level Sports Event organized by Nehru Yuva Kendra at Satya Bharti School Sangatpura | 32 Students of three Satya Bharti Schools - Panwan, Dayalgarh & Sangatpura participated in the event and won the first, second and third prize respectively |
| | •Punjabi Essay Competition was organised by Nehru Yuva Kendra Sangrur | 35 Class III students of the Satya Bharti School Phagguwala participated in the contest and three students were awarded prizes in the first, second and third category |
| | •Sports Meet organized by the Government Primary School in Gosal | Six students of the Satya Bharti School, Gosal, won prizes in various categories |
| | •State Level Painting Competition on 'Water Conservation' organized By The Ministry of Water Resources, Government of India on 14 November 2011 at Tagore Theater, Chandigarh | Master Gursewak Singh of Class VI, Govt Satya Bharti Adarsh Sr Sec School, Chogawan participated in the competition and was awarded participation certificate along with prizes worth Rs 2000/-. |

Annexure C

TRAINING UPDATE

| Names | 2009-10 | | 2010-11 | |
|--|------------|----------------|------------|----------------|
| | No of Days | No of Trainees | No of Days | No of Trainees |
| Pedagogical Foundation | 12 | 700 | 14 | 310 |
| Skill Up gradation of Teachers | | | | |
| Preprimary -Early Childhood Development | 3 | 200 | 3 | 118 |
| Hindi – (Level 2) | 3 | 400 | 3 | 173 |
| Eng (Level 1&2)* | - | - | 3 | 573 |
| Math -Level 2 | 3 | 400 | 3 | 123 |
| Punjabi (level 1)* | - | - | 3 | 175 |
| EVS* | - | - | 3 | 291 |
| IRI (interactive audio instruction) | 2 | 156 | 2 | 216 |
| Theatre* | - | - | 2 | 360 |
| PEC (Physical Education Curriculum)* | - | - | 2 | 946 |
| Pedagogical Refresher* | - | - | 2 | 450 |
| Volunteers* | - | - | 4 | 102 |
| Upper Primary (Science , Math, Hindi & SST)* | - | - | 2 | 44 |
| Senior Secondary Teachers- Induction on Foundations of Pedagogy*- In School Support | 85 | 425 | 512 | 2559 |
| Head Teacher (HT) Training | | | | |
| HT- Leadership | 3 | 236 | 3 | 120 |
| HT - " Leadership Empowerment " by Pearson (Pilot)* Non Teaching Staff | - | - | 5 | 60 |
| Cluster Co-ordinator (CC) Training | | | | |
| CC- Skill Upgradation (Multiple Intelligence, PEC & Subject specific) | 9 | 30 | 10-15 | 39 |
| New CC –Induction Course on Pedagogical Approach) | 11 | 27 | 10 | 18 |
| Trainers | | | | |
| Trainer - Skill Upgradation (Multiple Intelligence, PEC,CCE, Eng Grammar, Creative Thinking) | 21 | 7 | 6 | 10 |
| New Trainer Induction* | - | - | 10 | 2 |
| * New initiatives in 2010-11 | | | | |

Annexure D

TEACHER INNOVATION AWARDS-LIST OF WINNERS

| S.No | Satya Bharti School | Location | Theme | Lead Teacher and Contributors |
|------|---------------------|-----------------------|---|---|
| 1 | Labana | Amer, Rajasthan | Implementation of School Operating Manual | Lead Teachers - Amit Sharma, Contributors - Rajkumar Bunker, Pradeep Sharma, Priyanka Sharma, Rajni Chouhan and Minakshi Pareek |
| 2 | Mohanpur | Mahendargarh, Haryana | TLM and Activity based Learning | Lead Teachers - Hemlata Yadav |
| 3 | Panwan | Sangrur, Punjab | TLM and Activity based Learning | Lead Teacher - Kamaldeep |
| 4 | Pudhukandonoor | Sivaganga, Tamil Nadu | Implementation of School Operating Manual | Lead Teachers – Sudhuja V, Valliammai PR, Sathya Priya R. |
| 5 | Sherukheri | Kaithal, Haryana | TLM and Activity based Learning | Lead Teachers - Renu Sharma, Contributors - Ritu Goel, Sita Devi, Reena Gaba, Mukesh Sahrma, Surender Singh |

COMPILED SAMPLE OF VARIOUS ASSESSMENT SHEETS (2010-2011)

Some innovations that have been undertaken in the question paper design – Questioning style (Comparison between Mid-term Question papers)

Class 1 Mathematics

Session 2009-2010 (Direct questions on mathematical operations)

1. संख्याओं को जोड़ें। Add the following numbers (Total 5 marks)

a.

| | | | |
|--|---|---|---------|
| | | 2 | mangoes |
| | + | 5 | mangoes |
| | | | |

Session 2009-2010 (Application based questions on mathematical operations)

19. चित्रों को देखकर उत्तर दें

(i) पेड़ पर _____ चिड़ियाँ बैठी हैं | There are _____ birds on tree.



(ii) एक चिड़ियाँ उड़ कर पेड़ पर आ गई। अब कुल _____ चिड़ियाँ हैं | One more flies in. Now there are _____ birds.

+ =



(iii) दो चिड़ियाँ उड़ कर चली गईं। अब _____ Two birds fly out. Now there are _____ birds.

- =



Class 5 EVS

Session 2009-2010 (Direct questioning)

| विटामिन | A | B | C | D | E |
|----------------------------------|---|---|---|---|---|
| जिस खाद्य पदार्थ में पाई जाती है | | | | | |
| कमी से होने वाली बीमारियाँ | | | | | |

Session 2009-2010 (Application based questioning)

6. रिक्त स्थान भरें - Fill in the blanks. (1/2 x 4 = 2 marks)

मोहन रात में अथवा हल्की राशनी में देख नहीं पाता। इससे पता चलता है कि उसके भोजन में विटामिन _____ की कमी है। कुछ चीजों जो उसे अपने भोजन में उपाय या सावधानी के कारण खानी चाहिए वह _____ और _____ हैं।

Mohan can't see wall at night or in dim light. It shows lack of vitamin _____ in his diet. Some of the things which should be eaten by him as prevention or cure are _____ and _____.

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|-------------------------------------|---|
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