# voice of change

## ENHANCING THE SCHOOLING EXPERIENCE
### FOR GOVERNMENT SCHOOL STUDENTS

**bharti**
**Bharti Foundation**

**satya bharti quality support program**

# From the CEO's Desk

While the Satya Bharti School Program has been providing free quality education to underprivileged children in rural India since 2006, we always believed that there was a limitation to scaling up the model. In 2013, we launched a pilot of the Satya Bharti Quality Support Program with government schools, with an aim to enhance the quality of schooling experience by engaging and energizing students, teachers, parents and the communities.

What began as an experiment with just eight schools, has within a short span expanded to around 750 schools in fourteen states, impacting over two lakh students and 9,000 plus teachers. The fact that we expanded so rapidly, and all on invitation, is a strong testimony of the success and acceptance of this partnership with government schools. At the same time, it also became imperative for us to assess the impact of the program so that we could work towards optimizing our efforts.

To that end we commissioned external research to evaluate the outcomes. In addition, the state governments of Jharkhand and Telangana also conducted independent program reviews in select schools. The feedback from our key stakeholders is captured in this issue of 'Voice of Change'. The results have been very reassuring and at the same time have provided valuable inputs for strengthening the program.

Wish you happy reading and looking forward to your comments and feedback.

Jai Hind!

**Vijay Chadda**
Chief Executive Officer
Bharti Foundation

## Contents

The core philosophy of the Satya Bharti Quality Support Program is based on the premise that when schools are transformed into engaging, happy, vibrant and integrated institutions of learning, these facilitate holistic development of students. The overall school performance is enhanced and schooling experience is enriched for students and teachers as well as parents and community.

The Program entails time-bound intervention in partnered government schools. Satya Bharti School's good practices for holistic development are brought in through an array of tools and techniques, which are institutionalized at school level for developing a sustainable model. A joint vision is crafted with teachers and school leaders so that they not only articulate their dreams, as a team, but also believe in their ability to bring about a desired change as a collective. Our field teams strive to infuse fresh energy in schools by providing exposure and experience to the school leaders, teachers and students, encouraging them to aspire, dream, achieve and succeed.

The ecosystem comprising parents and communities is galvanized by encouraging them to get involved in school activities and meetings. We have experienced that when they participate, they appreciate school's functioning and requirements better, taking ownership and actively contributing towards school's growth. The Program facilitates schools to improve their existing infrastructure with the help of local community.

When school's physical environment is made vibrant, it contributes to overall well-being and learning.

A renewed focus on all-round development of students helps them acquire leadership, communication, collaboration and other 21$^{st}$ century skills. Students from Army Goodwill School in Kargil recently won internationally acclaimed Design for Change Award for building a protective fence around their school by reusing discarded plastic bottles. Government school students from village Kathikund (District Dumka, Jharkhand) received Gold in "The 2019 Pramerica the Spirit of Community Awards" for identifying and teaching illiterate mothers in their village. These stories of children's determination and success inspire us as we endeavor to lay a firm foundation for them, through quality education, to take on life challenges and fulfil their dreams.

We are pleased to share this issue of 'Voice of Change' capturing the findings from an independent evaluation as well as reviews by state governments of Telangana and Jharkhand.

We welcome your views and suggestions for enhancing the Program.

Jai Hindi!

*Mamta*

**Mamta Saikia**
Chief Operating Officer
Bharti Foundation

# Satya Bharti Quality Support Program



Initiated in 2013, Satya Bharti Quality Support Program engages school leaders, teachers, students as well as parents and communities for enhancing the overall schooling experience in the partnered government schools. Good practices of Satya Bharti Schools are implemented in each school with the purpose of institutionalizing these in a time frame of three to five years. The Program's framework is structured around the whole-school approach through co-scholastic activities defined under four program pillars. Each school decides the pace and trajectory depending on the School leader's vision for bringing about a sustainable change.

# Four Program Pillars

## Student's Empowerment:

Focus on all-round development through extra-curricular activities; Leadership development through seminars, lecture series, workshops, talks, club activities; Active participation in sports, arts and culture; Instilling, 21$^{st}$ century life-skills; Students sensitized towards environment and society.

## School Leadership and Teachers' Engagement

A joint vision is crafted with school leadership for need based intervention; Teachers are strengthened through a series of professional development programs. New processes are implemented with the objective of institutionalizing these.

## Parents' and Community Involvement:

Continuous involvement of parents, community partners, school management committee members, village sarpanch, etc.; Invitation to school events; Regular, structured Parent-Teacher Meetings; Engaging communities to support students' education and school by bringing in resources.

## School Environment

A vibrant learning environment is created and existing school infrastructure is utilized optimally; Cleanliness, plantation, energizing labs/libraries, child safety processes, colourful spaces for displaying students' creative work; A safe, warm and conducive environment is provided that stimulates students to perform and deliver better results.

# Student Engagement Activities under the Program

## Events

Quiz competition

Essay competition

Debates

Speaking in assembly

Poster making

Painting competition

Dance competition

Cultural programs

Celebrations of important days

Sports

## Workshops

1. Life skills
2. Goal setting
3. Problem solving
4. Leadership
5. Communication
6. Time management
7. Science model making
8. Note making
9. Use of library
10. Exam writing
11. Career guidance

## Expected Outcomes

1. Joyful learning
2. Public speaking
3. Communication skills
4. Writing skills
5. Artistic skills
6. Etiquettes and good manners
7. Discipline
8. Responsibility
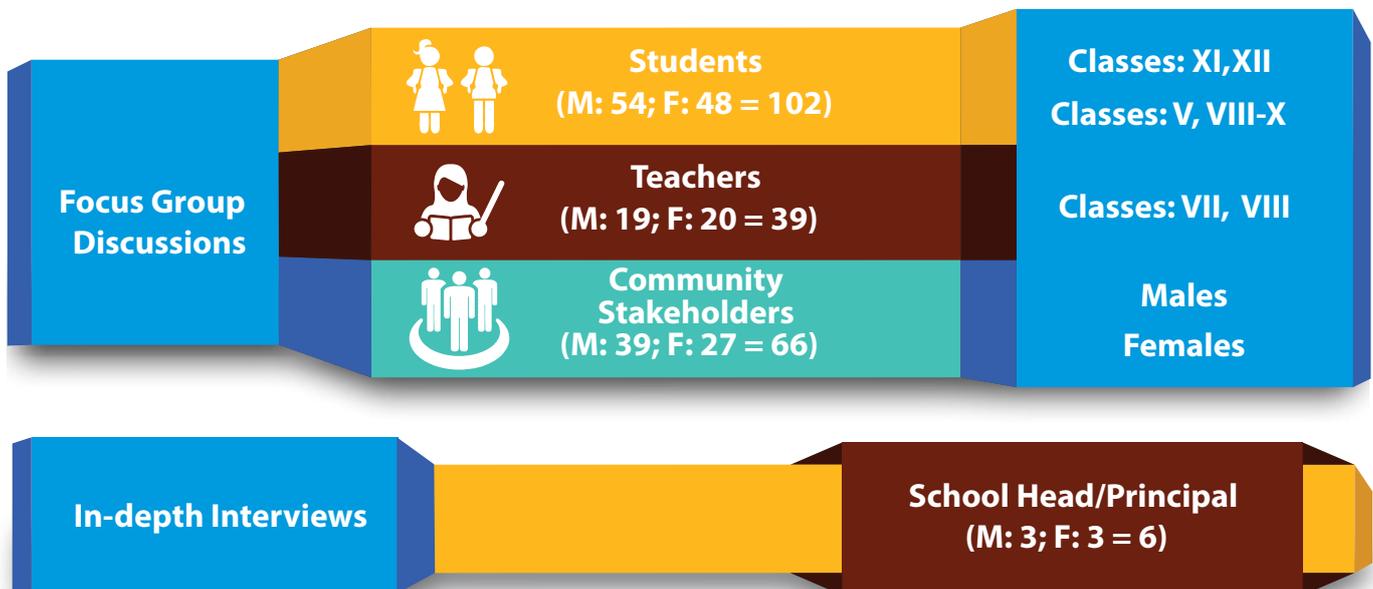9. Team work
10. Management skills

# Evaluation Report

Karvy Insights independently selected four schools from Haryana and one school from Rajasthan for conducting primary research. Key findings from an action research carried out to evaluate the outcome of program interventions:

1. Government Senior Secondary School, Kanina Girls, Mahendergarh
2. Government Senior Secondary School, Kanina Boys, Mahendergarh
3. Government Model Senior Secondary School, Bhojawas, Mahendergarh
4. Government Senior Secondary School, Babain, Kurukshetra
5. Government Senior Secondary School, Lorta, Jodhpur

Karvy Insights is the market research arm of the Karvy Group. It is a full-service market research and insights organisation.

## Primary research methodology used by Karvy Insights

**Focus Group Discussions**

| | | |
|---|---|---|
| **Students** (M: 54; F: 48 = 102) | **Classes: XI, XII** **Classes: V, VIII-X** |
| **Teachers** (M: 19; F: 20 = 39) | **Classes: VII, VIII** |
| **Community Stakeholders** (M: 39; F: 27 = 66) | **Males** **Females** |

**In-depth Interviews**
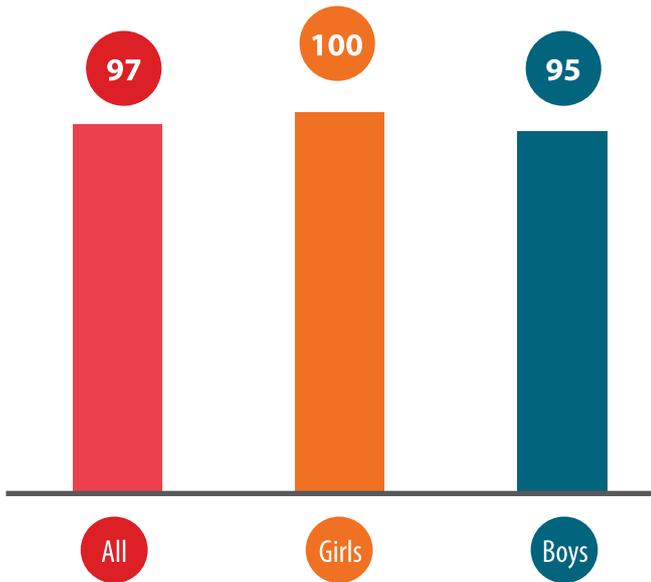
**School Head/Principal** (M: 3; F: 3 = 6)



Government Senior Secondary School, Lorta, Jodhpur

# Research Outcome: Student's Empowerment

## Outcome based on Focus Group Discussions covering 102 students- 49 girls and 54 boys

## Like coming to school (%)

| All | Girls | Boys |
|-----|-------|------|
| 97 | 100 | 95 |

## Students proud of school (%)

| All | Girls | Boys |
|-----|-------|------|
| 96 | 93 | 100 |
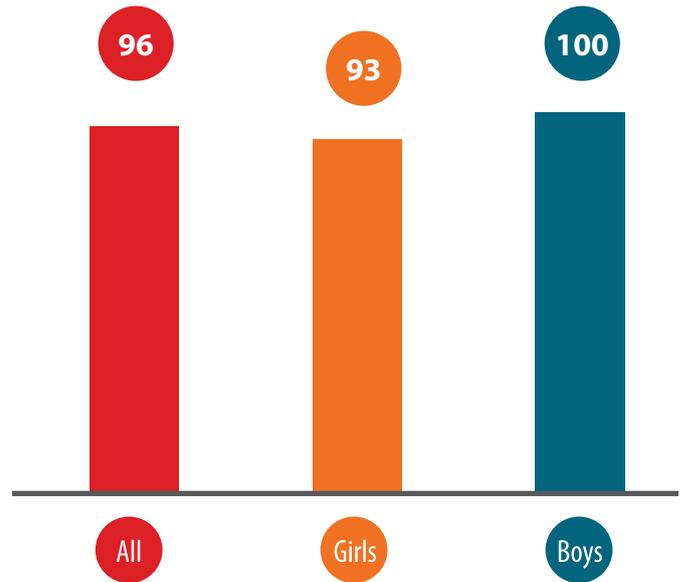
## Self-efficacy among students (%)

| | Problem Solving | | | Taking Responsibility | | | Taking Initiative | |
|------|------|------|------|------|------|------|------|------|
| All | Girls | Boys | All | Girls | Boys | All | Girls | Boys |
| 66 | 69 | 63 | 86 | 83 | 88 | 73 | 69 | 78 |
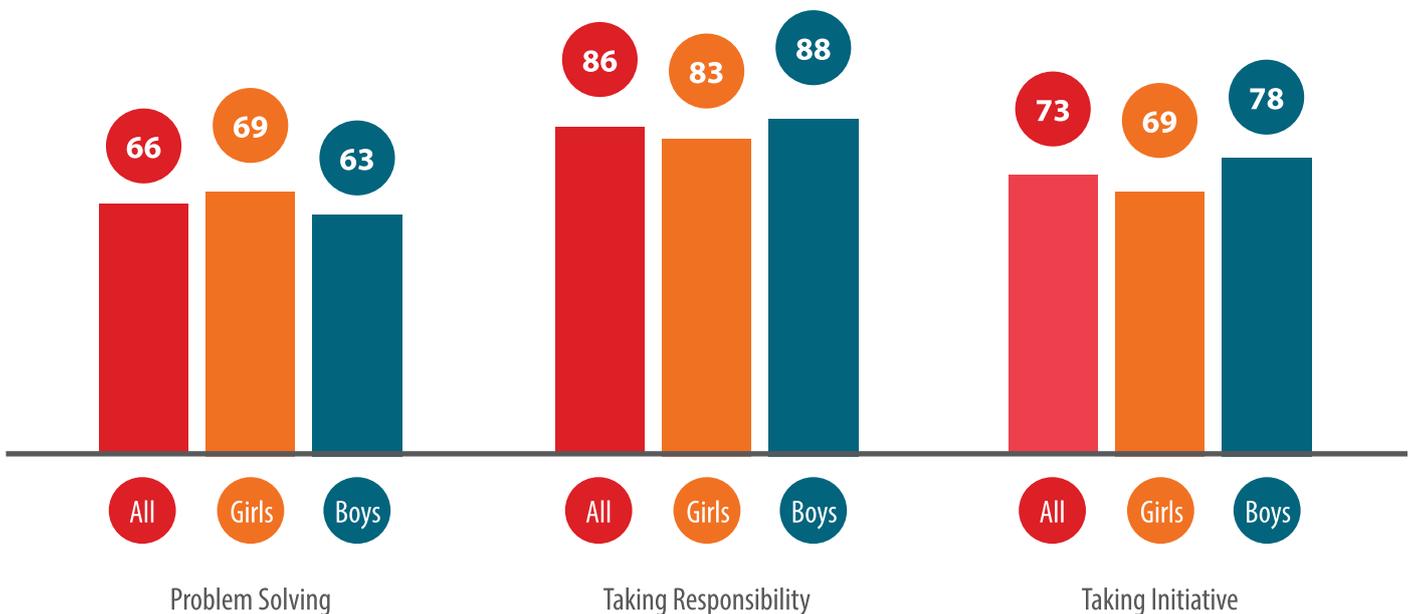
# Key Findings: Student's Empowerment



Government Senior Secondary School, Kanina Boys, Haryana

### Students take active interest and responsibility in the following areas:

Cleanliness of their school and their home

Are proactive in effectively using time in school, for example they ask for substitute teacher, if subject teacher is absent or unavailable

Manage activities like parade, exhibitions, etc.

Volunteer during mid-day meal to maintain order and cleanliness in school

Volunteer during sports' events to assist students who come from other schools

Responsibility is shared by all students, not just the club members

### Initiatives taken by the students in the school

Cleaning their classes and school premises, leading the assembly every morning, managing junior/ new students in school, deciding, arranging and performing events on special days like Independence, Republic or Teachers' day, etc.

Actively participate in school activities

# Students' Voice



*Earlier we had to be pushed to perform, but now we decide what would be our role in any event. We feel proud of it.*

*We enjoy making charts and going for exposure visits. These also increase our knowledge and through these activities we learn more than our text books.*

*Today, a student presented his own song composition during the assembly. I am sure in the next few days there will be many other boys, who will certainly present some more songs.*

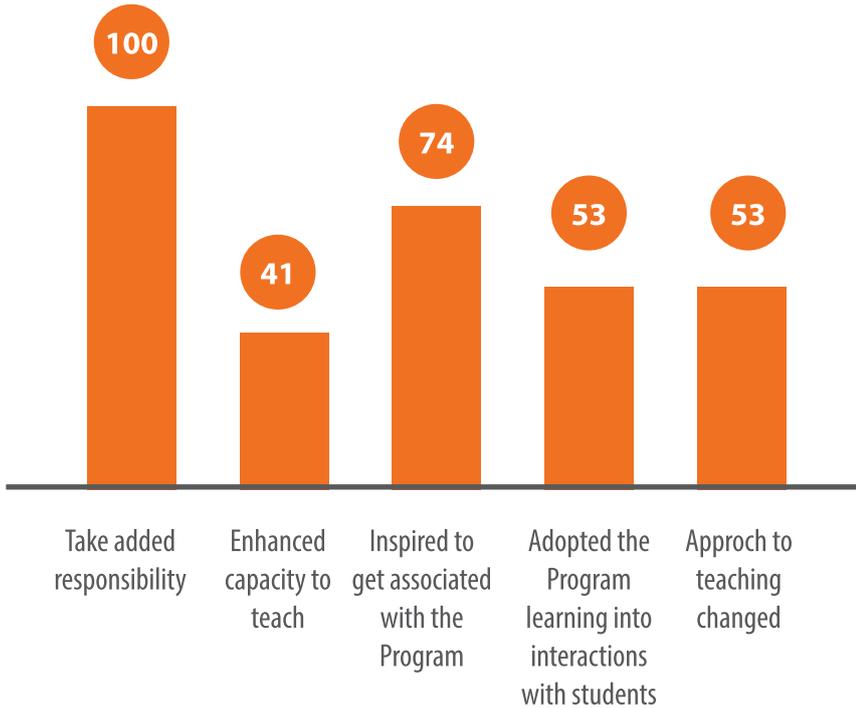*Earlier it (library) was not arranged, now it is well maintained. We can come in any time, sit here or borrow (books) for home reading. We read at least two-three books every month.*

*We now study hard for the Saturday quiz because we get prizes when we win.*

The participants of focus group discussions and interviews have been kept anonymous as a matter of standard practice. The testimonials are reflective of the views expressed.
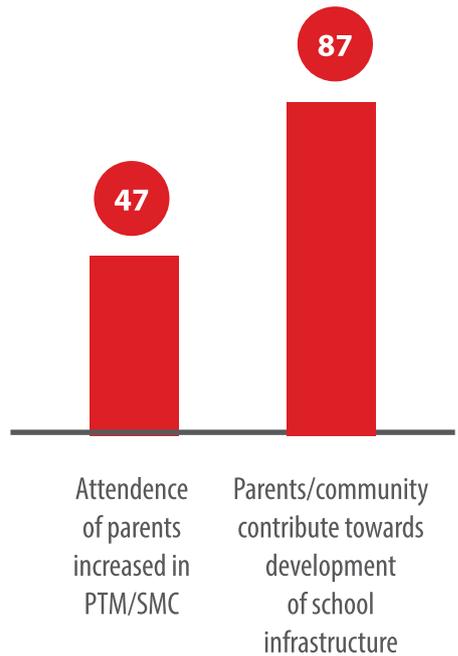
**Outcome based on Focus Group Discussions covering 39 teachers - 20 females and 19 males.**

## On Teachers' Engagement (%)

| Value | Category |
|---|---|
| 100 | Take added responsibility |
| 41 | Enhanced capacity to teach |
| 74 | Inspired to get associated with the Program |
| 53 | Adopted the Program learning into interactions with students |
| 53 | Approch to teaching changed |

## On Parents and Community Involvement (%)

| Value | Category |
|---|---|
| 47 | Attendence of parents increased in PTM/SMC |
| 87 | Parents/community contribute towards development of school infrastructure |

## On Students' Empowerment (%)

| Value | Category |
|---|---|
| 62 | Students solve problems on their own |
| 86 | Effect of the Program on skill development |
| 40 | Effect of the Program on acedemic performance |
| 59 | Spend more time in library |
| 40 | Spend more time in computer lab |
| 100 | Contribute/ manage display boards |

According to 86% teachers, program intervention improved student's life skills such as public speaking, discipline, cleanliness, team responsibility, etc

Every three out of four teachers were inspired to get associated with the Program

Across schools, teachers (100%) felt that the students had taken wholeheartedly towards contributing and managing display boards

Teachers responded that though the attendance of parents in PTM was limited, yet a very high percentage (87%) of parents/community contributed towards school infrastructure

School as a role model for neighbouring schools - Success in sports and other competitions at Block and District levels has catapulted the partner schools to a 'first among equal' status



## Utility of Program Interventions

*Most teachers stated that there have been many benefits for students. Even though teachers' workload has increased due to added activities like preparing science models, posters, etc. and they now have to consult library books to prepare students for competitions. However, there has been a change in their attitude and teaching methodology, despite any formal training. It was noted that science laboratories have improved. Chemicals and equipment were now available, which helped teachers and students in conducting science practicals.*

Teachers' Training for making effective TLMs: Government Senior Secondary School, Babain, Haryana

# Research Outcome: Teachers' Engagement

## Observations made by new teachers and leaders

Participation of students (especially girls) in events and in leadership roles is higher than in other schools.

Teachers take greater interest in elevating students' desire for a better quality of life.

Augmented libraries serve to inspire and instil reading habit leading to enhanced learning.

Classrooms and school premises are clean and decorated.

Schools feature in news for achievements of students and in announcements for any important event.

Cards printed with school logo to invite community leaders increase visibility of school in the community.

## Why teachers would recommend the school to others

Remedial classes/summer camps have improved learning outcomes

Dropouts have reduced after the program

Students are interested in these types of programs

They are able to learn/create things

They get motivated because their efforts are awarded and recognised

# School Leaders' and Teachers' Voice

*It's better than any government school I have seen.*

*Teachers have been able to work better with help from the Academic Mentors.*

*Earlier the school had no funds for students to participate in contests. Now we can hire a bus and dresses; students feel confident in the presence of public school children. They even won the first prize for circle kabaddi for the first time.*

*Earlier we had to write lines and ask one child to read. But now, they decide, do research (with mentor's help) and surprise us with performance… very heart warming to see their enthusiasm.*

*A group of four-five teachers contributed voluntarily Rs.500-1000/- and brought pens to be distributed to the winners. As a result, children feel rewarded and put up a better show, every time.*

The participants of focus group discussions and interviews have been kept anonymous as a matter of standard practice. The testimonials are reflective of the views expressed.

# Outcome: Parents' and Community's Perspective

**Outcome based on Focus Group Discussions covering 66 community stakeholders - 27 females and 39 males.**
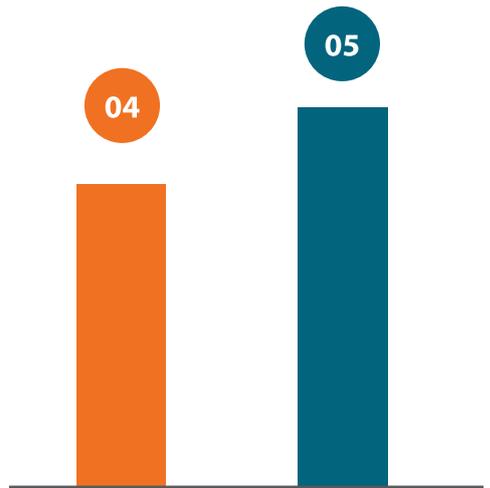
## On school's progress (%)

## On Rating of schools (on scale 1 to 5 in increasing order)
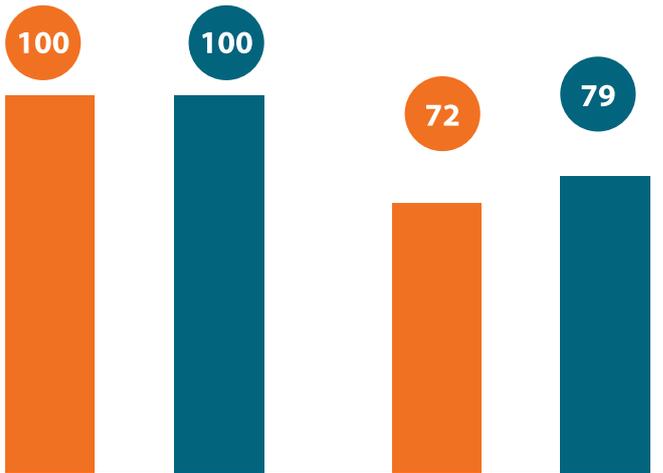
Satisfied about growth and safety: Females 100, Males 100
Teachers more responsive: Females 72, Males 79

On Rating of schools: Females 04, Males 05

● Females  ● Males

Award Ceremony celebrated with parents and community: Governement Senior Secondary School, Babain, Haryana

# Key findings: Parents' and Community Involvement

## Schools improved over the years

Mothers reported that children are happier and looking forward to attending school regularly

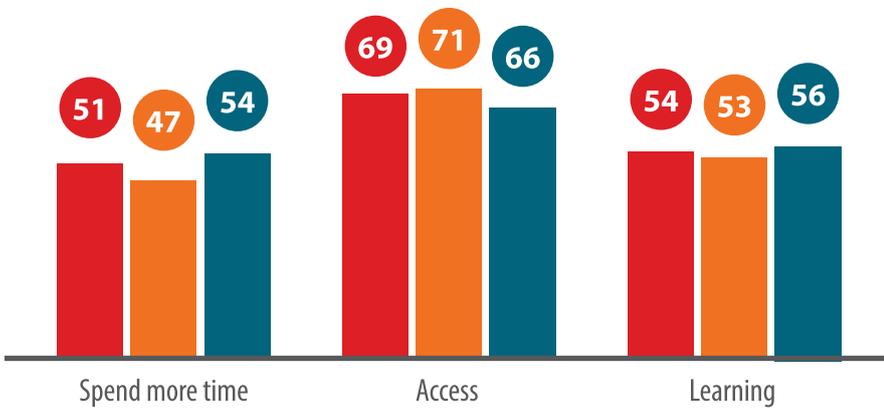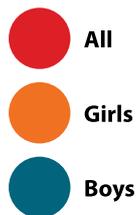Parents are satisfied with safety of children in school

The ground team mobilized parents/community to construct boundary walls for students' safety in three out of five schools

Teachers' engagement with students has improved with QSP and they see their children actively participating in various activities like sports, quiz, etc.
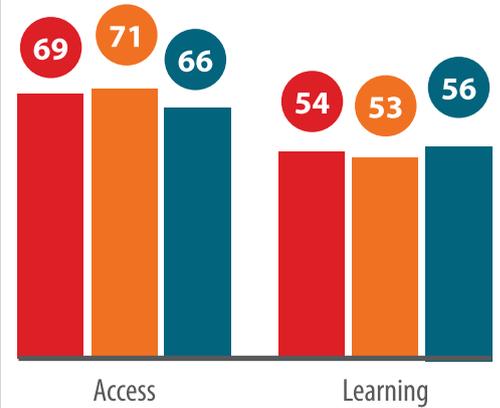
Children are conscious about personal hygiene across schools

# Research Outcome: School Environment

## Satisfied with library (%)

- ● All
- ● Girls
- ● Boys

| | Spend more time | Access | Learning |
|---|---|---|---|
| All | 51 | 69 | 54 |
| Girls | 47 | 71 | 53 |
| Boys | 54 | 66 | 56 |

## Satisfied with Computer lab (%)

| | Access | Learning |
|---|---|---|
| All | 69 | 54 |
| Girls | 71 | 53 |
| Boys | 66 | 56 |

## Participation in Display Boards (DB) Activities (%)

| | All | Girls | Boys |
|---|---|---|---|
| Contribute/manage DBs | 34 | 32 | 36 |
| Read DBs | 59 | 61 | 57 |

- ● Contribute/manage DBs
- ● Read DBs
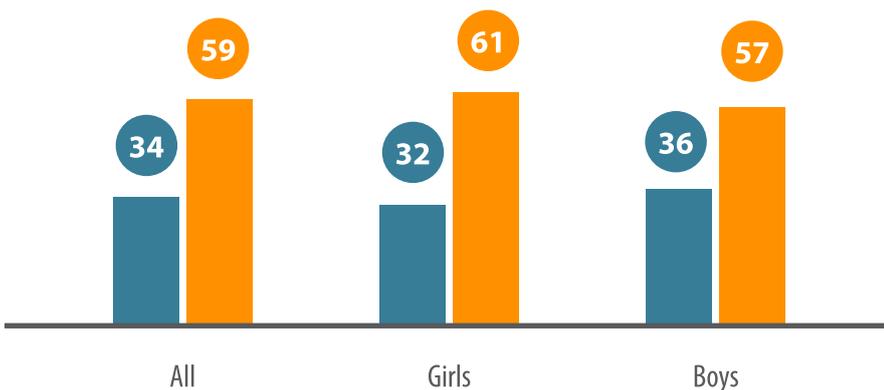
# Key Findings: School Environment

Well equipped library has helped in improving learning standards among regular visitors to the library, as well as those who have been recently (since the program started) spending more time in library

All students of Government Senior Secondary School in Lorta were satisfied with their learning in computer labs, followed by Kanina Boys (90%) and Babain (75%); None of the students in Kanina Girls and Bhojawas expressed similar levels of satisfaction

Access of computer labs by girls is less than that of library. Gender preference/bias in approaching technology may be explored further



Government Senior Secondary School, Kanina Girls, Mahendergarh    Government Senior Secondary School, Lorta, Jodhpur

# Research Limitations

Change in school leadership – School head/Principal led to difficulty in assessing their experience with the Satya Bharti Quality Support Program

Contact details of teachers/Head Masters/Mistresses who have moved from partnered schools to other schools were not available, hence the influence made by the Program to these new schools, which may have led to similar intervention could not be assessed

# Recommendations by Researcher

Continue to engage with teachers who have moved out of partnered schools, in order to track if the Program practices are being followed in new schools under the influence of new School leadership, who have been exposed to the Satya Bharti Quality Support Program.

Continue relationship with transferred School head/principal to expand the influence of the the Program in more schools without a structured program in those schools.

For visibility of the Program outputs, a display board or a report card specifying Program specific interventions and changes in critical school indicators may be displayed at a place frequented by visitors within the school.

# Summary

Overall, changes are beginning to show among students, which are being noticed and appreciated by all stakeholders, including teachers and community. eg. Students want to go to school every morning and enthusiastically participate in different activities and have become more disciplined. There is a multi-fold increase in the engagement level of teachers. The community ownership towards development of school infrastructure too has increased. Improved infrastructure has increased confidence among students and teachers in accessing better opportunities. A more strategic and informed view for sustainability may be adapted. The suggestions are divided stakeholder wise as follows:

## Students

Satya Bharti Quality Support Program is meant to influence both boys and girls alike. However, societal factors affect attitude of students and teachers. Therefore, there needs to be a special focus on topics like gender equality in day to day. And, there is a conscious need to work with both boys and girls in the schools

Students have started taking initiatives and shouldering responsibilities. However, for Program interventions to be sustainable, there should be a focus on developing intrinsic motivation of students

## School Leaders and Teachers

Positive effect of the Program on teachers engagement and increased levels of motivation is fairly visible. However, teachers' capacity building is needed for their ownership of the Program and for sustenance of 'joyful learning'

Focus on intrinsic motivation of teachers, so they continue to use the fundamentals of the Program in other schools when they move on to others schools, leading to a cascading effect

## Parents and Community

Parents, particularly mothers have shown satisfaction with safety and security of their children in school due to the intervention

## Sustainability (given that the duration of intervention is three to five years)

Principals and teachers are likely to move to different schools, thus continued engagement with students and communication with them is critical to assess any future impact

Discuss an 'Exit Strategy' with the Principal and teachers at the time of initiation of project

- Evaluate and provide feedback on school's ability to implement the program deliverables by themselves

- School management should be made comfortable implementing program deliverables

- Consider handholding during Exit phase

- Continue financial assistance for adequate period before exiting completely from the school
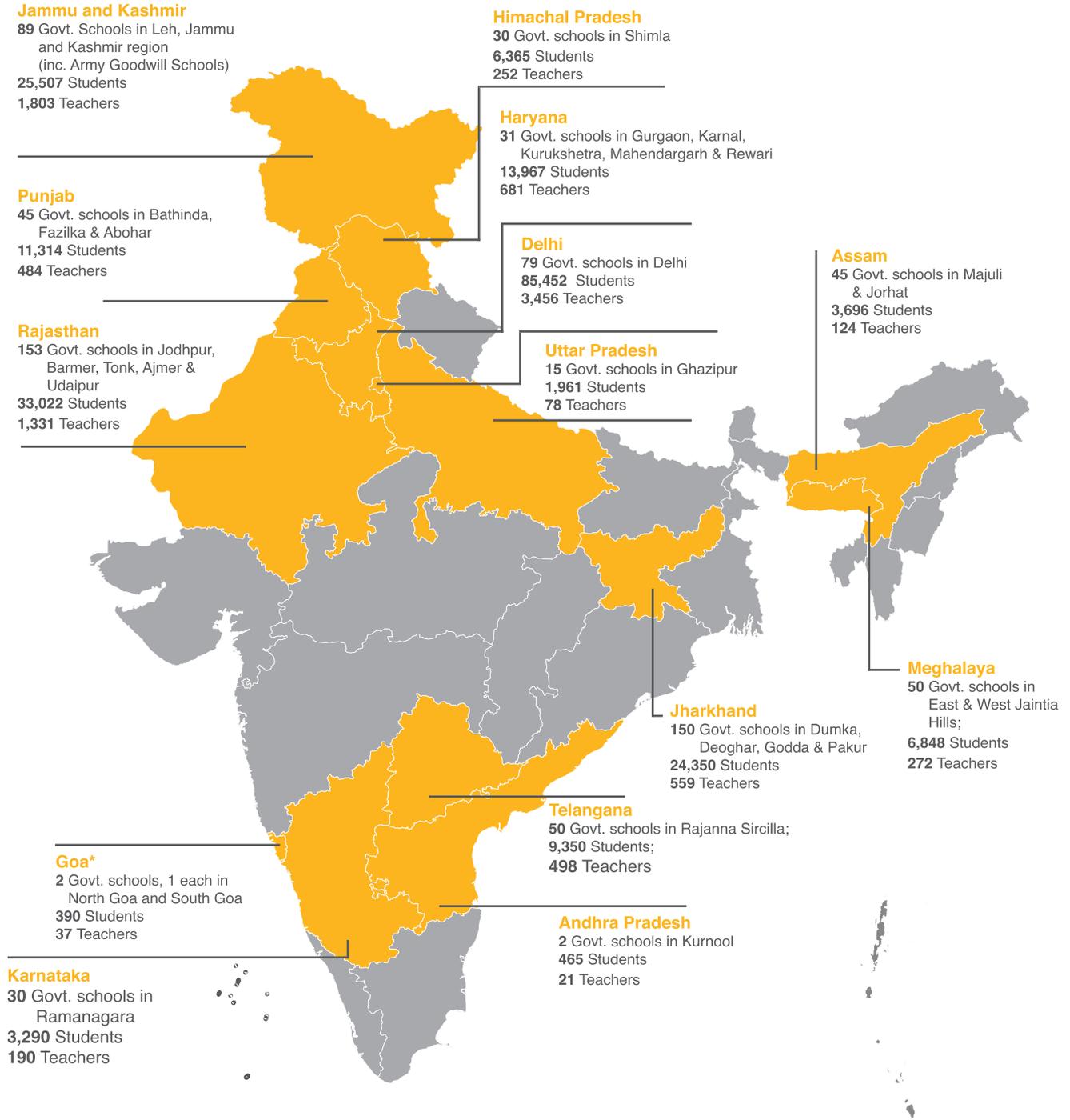
# Feedback for Improvement

Greater involvement of mothers is needed including their active participation and more attendance in PTM. Therefore, strengthen engagement with community (especially women)

Most teachers felt that Satya Bharti Quality Support Program does not provide training to the teachers, however, their approach to teaching and engagement with students has improved as a result of the effect of the Program on students.

Teachers mentioned that there was nothing in the Program directly for the teachers.

They requested building their capacities for sustainability of the Program.

# Program Outreach

**Jammu and Kashmir**
**89** Govt. Schools in Leh, Jammu
and Kashmir region
(inc. Army Goodwill Schools)
**25,507** Students
**1,803** Teachers

**Punjab**
**45** Govt. schools in Bathinda,
Fazilka & Abohar
**11,314** Students
**484** Teachers

**Rajasthan**
**153** Govt. schools in Jodhpur,
Barmer, Tonk, Ajmer &
Udaipur
**33,022** Students
**1,331** Teachers

**Himachal Pradesh**
**30** Govt. schools in Shimla
**6,365** Students
**252** Teachers

**Haryana**
**31** Govt. schools in Gurgaon, Karnal,
Kurukshetra, Mahendargarh & Rewari
**13,967** Students
**681** Teachers

**Delhi**
**79** Govt. schools in Delhi
**85,452** Students
**3,456** Teachers

**Uttar Pradesh**
**15** Govt. schools in Ghazipur
**1,961** Students
**78** Teachers

**Assam**
**45** Govt. schools in Majuli
& Jorhat
**3,696** Students
**124** Teachers

**Meghalaya**
**50** Govt. schools in
East & West Jaintia
Hills;
**6,848** Students
**272** Teachers

**Jharkhand**
**150** Govt. schools in Dumka,
Deoghar, Godda & Pakur
**24,350** Students
**559** Teachers

**Telangana**
**50** Govt. schools in Rajanna Sircilla;
**9,350** Students;
**498** Teachers

**Goa***
**2** Govt. schools, 1 each in
North Goa and South Goa
**390** Students
**37** Teachers

**Andhra Pradesh**
**2** Govt. schools in Kurnool
**465** Students
**21** Teachers

**Karnataka**
**30** Govt. schools in
Ramanagara
**3,290** Students
**190** Teachers

| Satya Bharti Quality Support Program | |
|---|---|
| **771** | Schools/ 14 States |
| **2,25,977** | Students |
| **9,786** | Teachers |
| **50%** | Girls |
| **58%** | SC/ST/OBC |

**Data as of 28 February 2019**

\* Through Dempo Vishwa Gramshala Vasantrao Dempo Education
and Research Foundation (Mentoring for the Government School
Program in Goa)

# 2 Review by District Education Office, Sircilla, Telangana



**Zila Parishad Upper Primary School, Venkatapur, Telangana**

An MoU between State Council of Educational Research and Tranning (SCERT), Government of Telangana and Bharti Foundation was signed for implementation of Satya Bharti Quality Support Program in Government Schools of Yellareddypet and Veernapally Mandals of Ranjanna Sircilla District in August 2016. Bharti Foundation initiated the partnership with 15 government schools in Telangana for academic year 2016-17. The number of schools increased to 30 in 2017-18. Currently Bharti Foundation implements Satya Bharti Quality Support Program in 50 schools in the district. The District Education Officer was directed by the Joint Collector of the district to constitute a four member committee for conducting a review of the Program. A review was conducted by visiting the partner schools, interacting with the Head Teachers and Teachers, Students, Parents, School Management Committee and Community.

Two consecutive independent reviews conducted by District Education Office, Government of Telangana. Two reviews, one each for successive academic year 2016-17 and 2017-18 were carried out by independent committees.

In 2016-17 the committee visited 9 out of 15 schools in the project for the review and interacted with students, teachers, parents, School Management Committee Members members and public representatives as given in the table below:

| No of Schools | Teachers | Students | Parents | School Management Committee | Public Representatives |
|---|---|---|---|---|---|
| Primary Schools (4) | 18 | 28 | 6 | 2 | 2 |
| Upper Primary Schools (2) | 16 | 22 | 2 | 1 | 0 |
| High Schools (3) | 22 | 30 | 4 | 1 | 0 |
| Total (9) | 56 | 80 | 12 | 4 | 2 |

In 2017-18, the committee visited 15 out of 30 schools and interacted with key stakeholders as given in the table below:

| No of Schools | Teachers | Students | Parents | School Management Committee | Public Representatives |
|---|---|---|---|---|---|
| Primary Schools (3) | 15 | 55 | 4 | 2 | 1 |
| Upper Primary Schools (2) | 8 | 30 | 2 | 1 | 1 |
| High Schools (10) | 32 | 125 | 12 | 3 | 2 |
| Total (15) | 55 | 210 | 18 | 6 | 4 |

# 2016 -17

The committee concluded that Satya Bharti Quality Support Program has a huge impact even though the intervention started in the middle of the academic period in the month of September, 2016. Every Stakeholder in these schools has expressed satisfaction.

Children have started participating actively in facility management and co-curricular activities and as a result, Head Teachers and teachers are relieved from administrative and management issues. They can now focus on teaching-learning process.

Children have been energized due to a series of continuous co-scholastic and scholastic activities and events. This has led to improvement in attendance, remedial performance and peer discipline. Improvement in basic amenities has enhanced the schools' look and feel.

Teachers expressed that the intervention has resulted in a change of perception and wider discussion on quality of education.

All stakeholders - Teachers, parents, school management committees, community and public representatives have realized the importance of their roles in education and school development.

The committee strongly recommended the extension of the Program to the entire Rajanna Sircilla district.

# 2017-18

Head Teachers and teachers are able to focus more on curricular aspects as children have taken responsibilities of organizing and managing school events through students' clubs.

Teachers acknowledged more support for teaching-learning process, Teaching Learning Material creation, subject orientations, exposure visits, Continuous and Comprehensive Evaluation approach and innovative activities. Teachers have improved their English communication skills.

Academic environment in the schools has improved through English communication.

Children hugely benefit from libraries, sports, exposure visits, class X material and plans, and continuous workshops on various aspects.

Children's participation has increased in curricular and co-curricular activities,   external events at mandal, district and at the state level.

Improvement in student's attendance and pass percentage.

School physical environment has improved.

Community contribution in cash and kind has increased towards school and education.

Participation of parents, school management committee members, public representatives has increased and they have witnessed the change in the school.

All schools now had good amenities for sports and library, which helped the teachers and students to focus on quality education.

Schools are better aware about participation in external competitions, awards, etc.
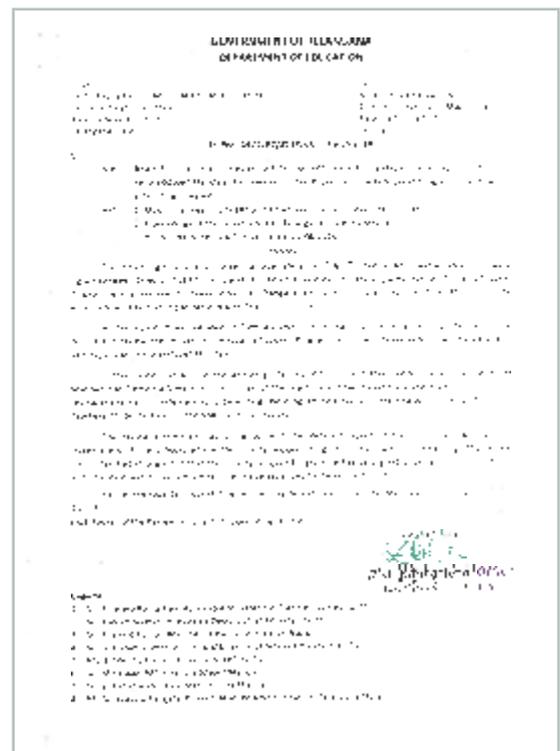




**Mandal Parishad Upper Primary School Maddimalla, Telangana**

# 3 Review by Jharkhand Education Project Council (ADPO), Godda, Jharkhand



**Government Middle School, Jamuwa, Jharkhand**

An MoU was signed on 17 April, 2018 between the Foundation and Jharkhand Education Project Council to partner 30 government schools in Godda, one of the 24 districts in the state. Jharkhand Education Project Council appointed a two member committee to review Satya Bharti Quality Support Program in these schools. Bharti Foundation currently supports 150 government schools in eastern India state Jharkhand.

The committee selected the following three schools for review that was conducted on 12 September, 2018.

Government Middle School, Malini
Government Middle School, Jamuwa
Government Upper Middle School, Katoun

## Key Observations

A baseline assessment of students of class II to V was carried out to asses and learning levels for Hindi and mathematics. Subsequently, students were segregated into subject-wise, level appropriate and remedial category. The report was submitted to the respective school authorities for appropriate action by schools.

Classrooms have been decorated with vibrant and colorful Teaching-Learning Materials (TLMs). This has elevated the interest of students in studies and has increased their level of engagement.

The Foundation has created a Reading Corner with 120 books in each school. These books have been found to be useful for primary school students.

Students in the remedial category have been provided with remedial work books. Students and teachers have found these books to be very useful.

All the three given schools informed the committee that Bharti Foundation has inspired the members of the School Management Committee to meet regularly and contribute effectively to the school activities and events.

The given schools have also informed that the Foundation's academic mentor is reaching out to the parents and organizing regular parent-teacher meetings.

All the three schools celebrated World Environment Day, Yoga Day, Independence Day and National Sports Day. Bharti Foundation's contribution to these events has been commended.

# School Specific Highlights

**Government Middle School Malini**

Bharti Foundation conducted an enrolment drive and enrolled 31 students.

100 students in Hindi and 95 students in mathematics were provided with notebooks and remedial workbooks. This has enabled homework completion and activity-based learning.

Literary Club has been constituted

**Government Middle School Jamuva**

Students have planted trees in the school.

**Government Upper Middle School Katoun**

The school toilets have been repaired with the support from the community as well as the Foundation.

One dilapidated classroom was repaired and its walls were re-painted.

Arts & Culture and Health & Sports Clubs to change instituted.
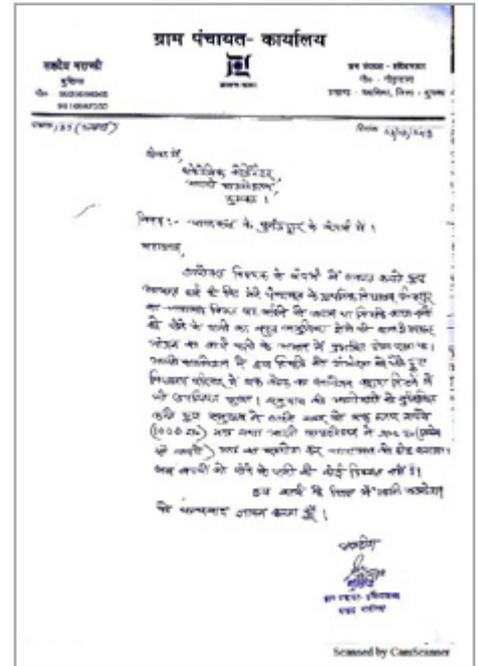




Mandal Parishad Upper Primary School, Maddimalla, Telangana

# Glimpses of some recent School Events



### International Kids Film Festival
International Kids Film Festival was organized in 100 government schools and Satya Bharti Schools in eight states. Around 10,000 students watched films on life skills/social issues like Global Citizenship, Compassion, Creativity & Innovation, Critical Thinking, Decision Making, Conflict Resolution, etc during the festival.



### Science Workshop
International Science Day was celebrated in the partner government schools. Students from more than 300 schools were engaged in varied science experiments during 2 hours' workshop. Over 14,000 students participated in these workshops across nine states.



### Spell Wizard
Over 30,000 students from 1,192 schools across 10 States participated in the spell wizard competition launched with an objective to encourage students' interest towards English language.



### ERA Awards
Giving teachers a platform to showcase their innovative Teaching Learning Materials, Bharti Foundation launched Education Rockstar Achievers Award in association with the District/ Block Education Departments. Over 500 School Teachers have participated in the event across eight Districts of four States.



### Swachhata Hi Seva
More than 1,00,000 students and (students and teachers) 4,500 teachers along with local community members, took the "Cleanliness Pledge" in the ceremony organized by Bharti Foundation in 254 Satya Bharti Schools and more than 300 government schools, supported by Satya Bharti Quality Support Program, across 550 villages in 11 states on 1st October 2018.



### School Students Leading the Change
Over 130 Students of Army Goodwill school, Kargil(Ladakh), put over 30 man days to build school's boundary wall by reusing discarded plastic bottles and wooden poles. They won 'Design for Change' (top four) Award.

# Partner with us!

Bharti Foundation with its extensive experience and proven approaches in the field of education has been working in close collaboration with various Corporates, NGOs, institutions and government bodies. These partnerships vitally contribute to the sustainability of all our programs. The Foundation is committed to building long lasting relationships with all its stakeholders.

**Avenues for partnerships for Corporates and other institutional donors:**

### 1. Platform for Investing CSR Funds

Bharti Foundation is registered as a Trust and undertakes activities which are covered under Schedule VII, Section 135, Companies Act and Companies (CSR) Rules 2014.

### 2. Partnerships through Material Donations/Knowledge Sharing

Bharti Foundation partners with organizations willing to donate goods and services, which can add value to its programs (both in Satya Bharti Schools and partnered government schools). These can be in the form operating goods such as books, stationary, educational material or capital goods like donation of computers, laptops, etc. We also enter into technical and knowledge sharing partnerships such has mental health workshops, career counselling sessions for students, etc.

### 3. Support Bharti Foundation at the Annual Airtel Delhi Half Marathon

The Marathon serves as fun event and a great team building exercise to motivate, inspire and promote health and fitness amongst employees. It is also an opportunity for corporates and institutions to support social causes and help raise funds for Bharti Foundation. The 12th edition of Airtel Delhi Half Marathon (ADHM) is scheduled in October 2019

Donations to Bharti Foundation are 80G tax exempt.

To know more about how you can support our programs, please contact us at partnership@bhartifoundation.org

**Airtel Delhi Half Marathon 2018**

# Recent Rewards and Recognition

Bharti Foundation secured
Business World Education
Top Brands Award 2018 for
'Innovation in Curriculum'
in Satya Bharti Schools

First ever 'Dainik Jagran' CSR
2019 given to Bharti Foundation in
'Shikshit Samaj' (Educated Society)
Category

Bharti Foundation
received Indywood CSR
Excellence Awards 2018

Bharti Foundation received ET
Now Star of the Industry Award
2018

Bharti Foundation has been
recognized by 'India's Greater
CSR 2017-2018' by Asia One
Magazine

**Visit us at: www.bhartifoundation.org**

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## Bharti Foundation

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