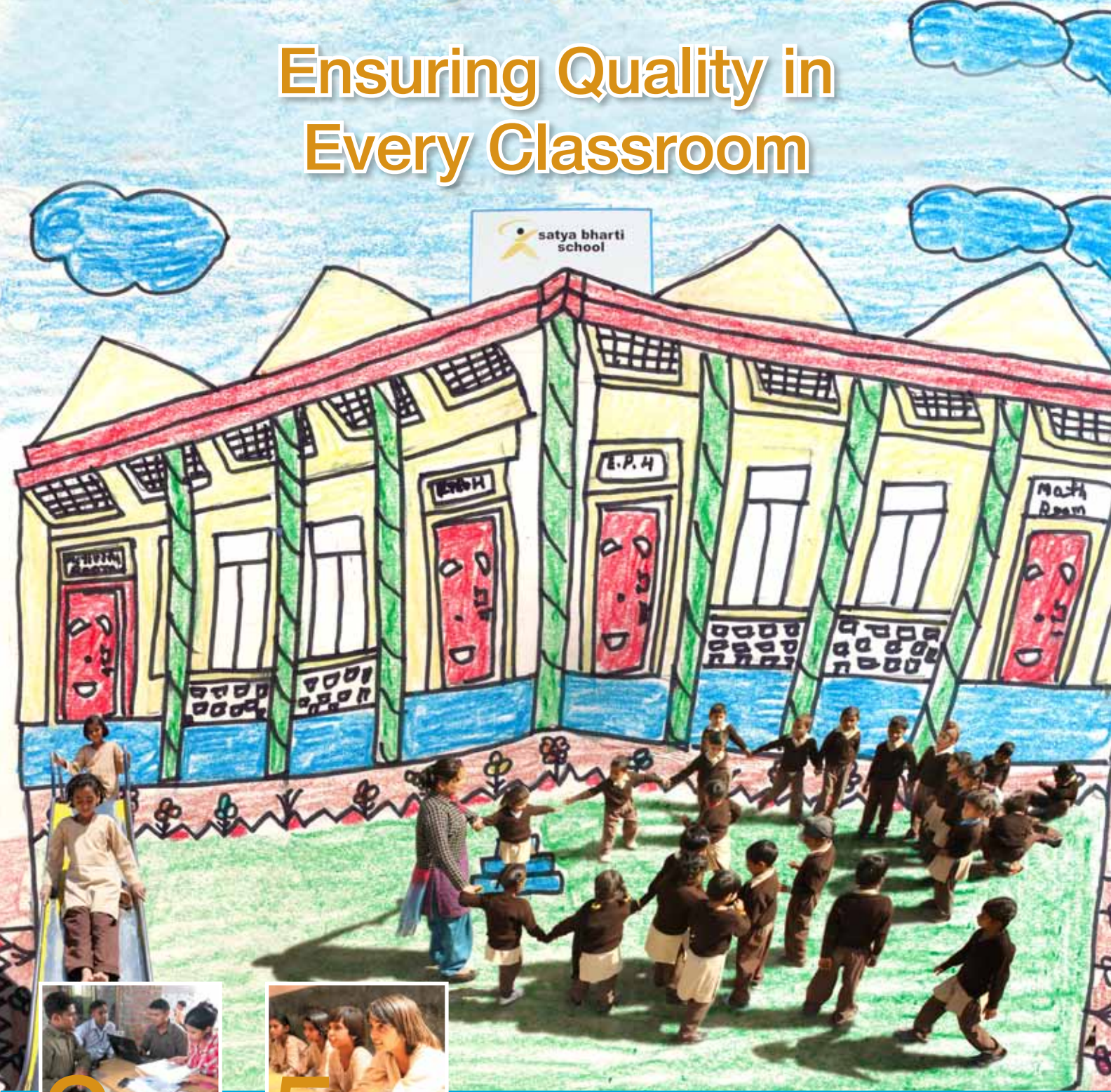


voice of change

ISSUE 3, MAY 2011

Ensuring Quality in Every Classroom

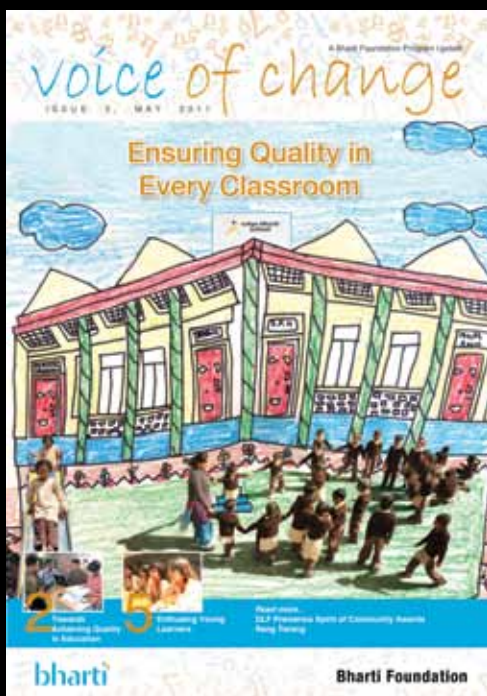


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Read more...
DLF Pramerica Spirit of Community Awards
Rang Tarang



From the CEO's Desk

Dear Friends,

The Satya Bharti School Program has completed another eventful year. With the opening of six primary schools in Murshidabad in West Bengal, and four additional senior secondary schools in Punjab, the program now stands at 242 primary and five senior secondary schools. Spread across six states they reach out to over 30,000, children of whom 48% are girls and 76% belong to marginalised communities.

During the year gone by the focus was on delivering quality education and special initiatives to address various on-ground challenges. Remedial programs, on-the-spot assessments and curriculum additions like the Physical Education in Curriculum (PEC) have been instituted to enhance learning levels. Head Teachers at each school are being specially trained and mentored to evolve as leaders. Special reward and recognition programs have been introduced to motivate teachers to deliver their best in the classrooms. We also launched a mentorship program for school improvement, during the year, to help 50 weak schools overcome specific challenges and improve their overall performance.

I am also happy to share that Google has partnered with us, through a donation of USD five million, to upgrade 50 primary schools to the elementary level. This will assist us in ensuring continuity of quality education for children in these schools after Class V and also help to address the aspirations of the community in these areas. With this we will now have 62 Satya Bharti Schools providing elementary education.

In the new academic year, we will continue efforts for enhancing quality of education, optimisation of costs and improving the overall impact of the program.

As always, we look forward to your suggestions and continued support and belief in our vision.

Thanks and Regards,

Vijay Chadda
Chief Executive Officer
Bharti Foundation

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At a Glance

The Satya Bharti School Program is an educational initiative aimed at providing free quality education to underprivileged children across rural India with a special focus on the girl child. Instituted with the belief that quality education is the most important tool for social and economic development of India, today the program is one of the largest end-to-end education initiatives undertaken by a corporate in India.

During the last year, the Satya Bharti School Program has witnessed its fair share of successes. There has been an improvement in the learning levels of students with more than 38% students scoring more than 70% marks in the half-yearly examinations in 2010-11. Students across the Satya Bharti Schools also participated in two national level community development contests and emerged winners in various categories in both. Our teachers, not to be left behind, participated in an international contest earning recognition for their use of computers while creating teaching learning material for the schools. We have continued to receive overwhelming support from the community with over 800 members participating in the Community Volunteering Week in 2010 to acquaint children with local arts, crafts and vocations, inculcating in them a sense of belonging.

Another special initiative in the last year was the School Improvement Program. Identifying 50 comparatively weaker schools, a special and concentrated initiative was launched to help improve their overall performance. Various 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.

We have also received tremendous support from employees across the Bharti Group. Thirty six Young Leaders (YLS) of Bharti Airtel Limited 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 15 days sharing 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 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.

The Satya Bharti School Program is only a ripple in the ocean, today. Our hope and belief is that we will be able to channelize the learnings of this program over the next few years to make a positive and resounding impact on the method and the quality of education being delivered in the country today.

*Written by Mamta Saikia
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An internal audit process underway at a Satya Bharti School



Towards Achieving Quality in Education

Quality is a concept that determines adequacy and effectiveness. Quality in education is a more holistic concept and includes the processes that nurture the seeds of inner development.

The journey of quality in education begins with the initiation of a child into the schooling system and continues through his/her entire schooling experience. It is characterised by the quality of teaching, exposure to opportunities, skill building as well as the environment in which the child learns which helps create a passion for life-long learning. Quality in primary education, therefore, forms the first crucial step to ensure the right foundation on which the structure of higher education can be built.

Education in India

Education is one of the main contributors to a country's growth as an economic superpower in the global environment. However, while the Right to Education Act aims to ensure compulsory education for all children, more than eight million children in the age group of 6-14 years are still out of school in

India*. Government schools exist in every corner of the country, yet in most parts are defined by poorly maintained buildings, lack of separate toilets for boys and girls, absentee teachers, low enrollment of students, high drop-out rates, low levels of learning etc. Therefore, the problem with the education sector in India, today, lies not in the access to education, but in its quality of delivery.

Addressing Quality through the Satya Bharti School Program

The Satya Bharti School Program was launched in 2006 with the intent to provide quality education to underprivileged children in the rural pockets of India. Keeping in mind the need to achieve and sustain high levels of quality in the schools, the program focuses on various interventions to enhance the delivery of education.

* Source: http://www.thehindu.com/education/article_1591845.ece

Highlights of Quality Management at Satya Bharti Schools

A. Process Management at Satya Bharti Schools

The **Process Approach** is one of the important principles of quality management. The quality of output is measured by how well the processes are defined, managed and monitored. This, in turn, leads to consistency of results, stability in the work environment and ease of training new personnel.

The learning levels and holistic development of the students at Satya Bharti Schools are viewed as the output of the various interrelated processes that have been incorporated at the schools currently. A total of 46 processes comprising of School Operations, Human Resources, Training & Curriculum, Finance, Communication, Construction and Quality have been defined and standardised in the School Operating Manual for all Satya Bharti Schools existing across multiple geographies.

B. The 5S 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, Standardised Practice and Spread Awareness, the process has been incorporated across all Satya Bharti Schools as a part of their individual housekeeping program.

C. Internal Quality Audits

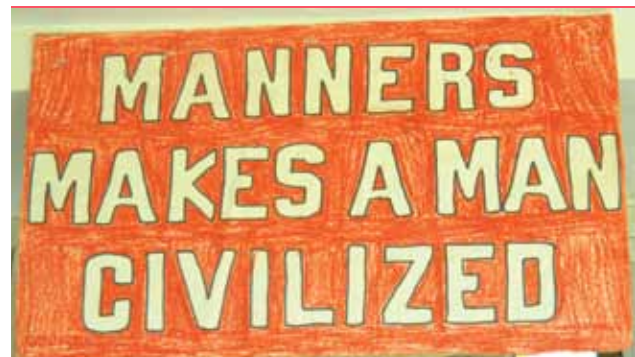
Regular quality checks are an essential element for ensuring effective implementation of processes and other quality initiatives in the system. At the Satya Bharti Schools, regular **Theme-based Audits** are conducted by the Quality team at randomly selected schools to identify the gaps in the implementation of processes. The selected processes are audited on the basis of standardised processes defined in the School Operating Manual thus ensuring quality. Audits for the Mid Day Meal, Monthly Information System and School Safety have been completed and reports on the findings and

gaps have been submitted to the concerned schools for corrective action. Periodic reviews on current status and a Corrective Action Plan based on the audit findings are discussed on a regular basis to help the schools rectify gaps, if any, in implementation.

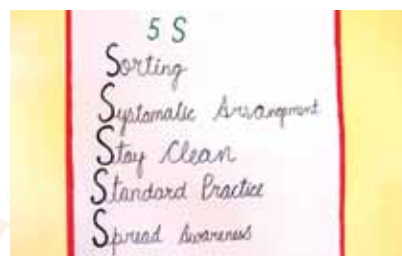
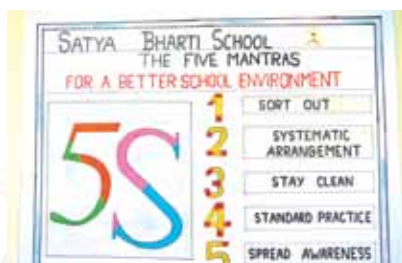
D. External Quality Audit

External Quality Audits are also conducted at the Satya Bharti Schools to get an unbiased feedback on the way the schools are being run. The findings of external audits are assessed internally to identify the areas of improvement and feedback is provided to the concerned department for necessary action.

Last year's external audit was conducted to assess learning levels of students and levels of teacher performance based on teaching methodology. While the objective of the student survey was to gauge the overall learning level among students across selected grades

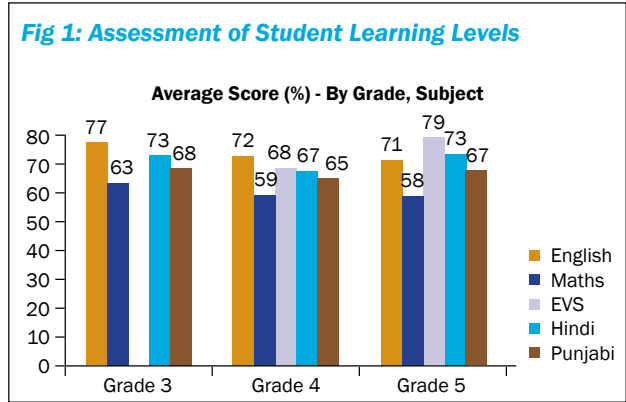


Innovative ways of disseminating knowledge and information in the classrooms



The 5S methodology being implemented at the schools through colourful handmade posters

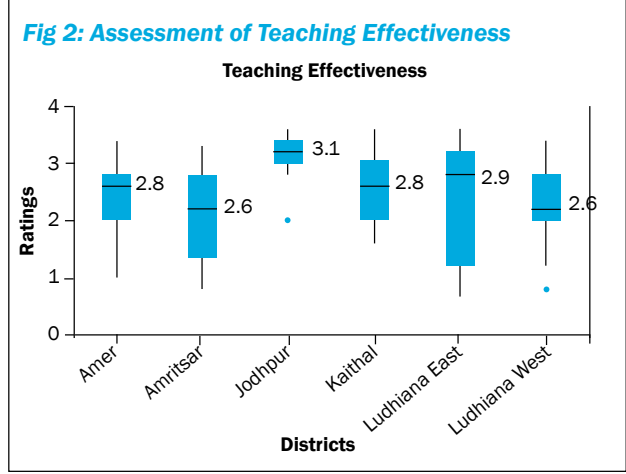
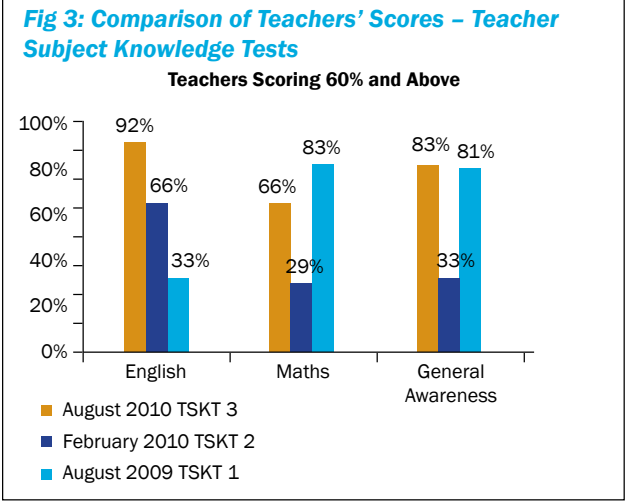
and subjects, the teacher survey aimed to understand and assess the pedagogical practices being followed by teachers at the schools.



Suitable trainings are organised for teachers post assessment of their strengths and areas that need improvement

Student Learning Levels
Findings of the Study:

- Average scores are above 65% in most subjects and grades
- Students have shown good performance in English
- Scores are better in Factual Knowledge as compared to Comprehension and Application
- Scores are better in objective type questions
- There are regional variations



- Teachers have shown a substantial improvement in English with 92% teachers scoring more than 60% in TSKT III (Aug 2010) as compared to only 33% in TSKT I (Aug 2009)
- There has also been an improvement in teachers' scores in Mathematics and General Awareness in TSKT III (Aug 2010) as compared to TSKT II (Feb 2010)

Teaching Methodology
Findings of the Study:

- Average score of 2.7 on a scale of 4
- Jodhpur is the best performing district

E. Teachers' 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 Teachers 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 test identifies gaps in content knowledge and provides a platform to identify training needs for teachers and facilitates designing suitable trainings.

Every outcome of internal as well as external assessment becomes an input for further efforts towards continual improvement of the system. It ensures that excellence becomes the benchmark for all initiatives and continues to be the constant goal and the driving force for Bharti Foundation.

Written by Dr. Deepak Kumar
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Enthusing Young Learners

Interactive Radio Instruction Program at the Satya Bharti Schools

The anticipation is visible in the eyes of the 30 children in class III of the Satya Bharti School at Belwa Ranaji, Jodhpur, Rajasthan. Ready for the most eagerly awaited class of the day, the children gleam with excitement. As the introductory music plays, the children tune in to the English lesson, all the time singing, holding hands and swaying to the music.

Their enthusiasm is infectious and the children in the next class begin to peep in and some enter the classroom to be a part of this fun-filled session. The teacher is seen to be just as excited as the children. Yet, the classroom setting is simple the teacher with the children and a cassette player and the **Interactive Radio Instruction (IRI)** is underway!

recorded in CDs and played through CD players across the Satya Bharti Schools due to irregular supply of electricity and the mismatch of timings with the original sessions.

First developed by the Stanford University for mathematics instruction in Nicaragua in the

1970s, the IRI has been used effectively in low resource areas with few qualified teachers.

It is an instructional approach that uses *one-way radio* to reach two audiences (students and the in-class teacher) and prompts *four way communications* - A) radio teacher-

What is the Interactive Radio Instruction Program?

Developed by the Educational Development Centre (EDC), the Interactive Radio Instruction Program is one of the many ICT-based interventions adopted by Bharti Foundation to improve the quality of English education across the Satya Bharti Schools in the primary classes. Originally designed to be delivered through ongoing radio sessions, the program is

Features of the Interactive Radio Instruction Program

Bilingual Approach: For the in-class teacher as well as the students. Instructions are easily understood and students are able to respond with a greater accuracy.

Dual Audience: Of the in-class teacher and the students as target for direct instruction. Each session directly guides the teacher to use a more active instructional approach.

Direct Instruction: One step, simple, easy-to-follow and direct. It helps overcome losses on account of transmission and distribution.

Mass Outreach: Once developed, IRI has the capacity for mass outreach at low costs. So it is apt for large scale school programs.

in-class teacher; B) radio teacher—students; C) in-class teacher—students; D) students—students. The radio teacher delivers content and orally directs teachers to apply more interactive instructional approaches within the classroom. The radio teacher speaks to the in-class teachers as well as the students and students respond to radio prompts. The program also allows for collaborative learning with students learning from one another and with each other. Thus, both individual and group work strategies are employed along with simple games, information processing and leadership skill enhancement.

The Interactive Radio Instruction Program at the Satya Bharti Schools

The IRI (known as the [Interactive Audio Instruction Program](#) in the Satya Bharti Schools) has been initiated at the schools keeping in sync with the English language focus of the Satya Bharti School Program. Apart from its impact on students, the program has been an effective professional development tool for teachers. It helps in structuring

the delivery of English lessons in a directive manner such that teachers can immediately implement more interactive instructional approaches and augment regular classroom lessons.

The Impact of the Interactive Radio Instruction Program

The IRI Program has given a major boost to the children’s ability and confidence to speak in English. They now understand instructions, can introduce themselves, construct simple sentences and describe objects and events in English. It has also helped develop keen listening skills, better phonics and pronunciation and well structured responses amongst students. According to the teachers, the IRI is also great ‘pull factor’ to school for students and parents for whom learning English is a tool for social mobility. Cluster Coordinators and Trainers have reported that the program has had a cumulative effect on teachers who now take a more constructivist approach towards learning. The shift towards a more ‘active classroom environment’ has helped teachers transfer some



The IRI training has helped teachers teach English better in the classroom

of the skills learnt in “IRI classes” to “non-IRI classes.” This has also led to the acceptance of use of technology in the classrooms by teachers.

The IRI, in addition to providing teachers with cognitive skills in terms of content and instruction, has also been found to create a positive impact on the community. There has been a significant improvement in the degree of respect shown towards teachers due to their visible professional development. The program has also enhanced the focus on the girl students, with the radio instructor reminding teachers to call on girls for an equal boy-girl participation ratio. This instills in children a sense of equality and respect for the girls in the class, complementing the Foundation’s effort for education of the girl child at Satya Bharti Schools. The teachers have been trained to encourage the participation of students, helping raise their self esteem. The bilingual method of instruction also refers to the local festivals to explain new concepts. This makes the program more acceptable to the students and the community, instilling in them a sense of ownership of the initiative.

Written by: Sangeeta Krishan, Head Training and Curriculum and Lalit Mohan Joshi, Assistant Manager, Training and Curriculum, Jodhpur sangeeta.krishan@bhartifoundation.org lalit.joshi@bhartifoundation.org

INTERACTIVE RADIO INSTRUCTION PROGRAM- FACT SHEET*				
State	District	Number of Teachers Trained	Number of Cluster Coordinators Trained	Number of Beneficiary Students
Punjab	Amritsar	46	4	2243
	Sangrur	38	2	1038
	Ludhiana	96	7	3070
Haryana	Kaithal	28	2	1589
	Kurukshetra	22	2	992
	Rewari, Jhajjar, Mahendargarh	21	1	1608
Rajasthan	Jodhpur	58	5	5378
	Amer	48	4	2269
	Neemrana	50	4	2351
Uttar Pradesh	Shahjahanpur	20	2	1720
TOTAL		427	33	22258

* All data till April 2011

DLF Pramerica Spirit of Community Awards

The students of the Satya Bharti Schools have been actively participating in community development and awareness campaigns in their own communities and villages. Encouraged by a schooling system that allows them to identify and address social issues, the students are slowly emerging as leaders of change in their own society. They recently participated in the DLF Pramerica Spirit of Community Awards, a snapshot of which is encapsulated below.

The **DLF Pramerica Spirit of Community Awards** is a school-level recognition program for students engaged in volunteer community service. The objective is to encourage the efforts of these children and hold them up as role models for all young Indians.

Some 557 students participated in the award across eight states – 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.**

Fighting Child Marriage

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

Campaign

Addressed the issue of '**Bal Vivaah**' (Child Marriage) and its detriments by encouraging the community to fight against this evil.

Process and Impact

Child marriages are a common practice in the villages of North India especially in Rajasthan. Kiran 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. This inspired Kiran to 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 organised 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.





Towards Healthy Living

Jyoti Tanwar, Class VIII
Satya Bharti Government Upper
Primary School, Fatehpura, Neemrana

Campaign

Dealt with the issue of 'Alcoholism' in the community and in her own family by motivating the village community to stop producing alcohol.

Process and Impact

Alcoholism was a major problem in Jyoti's village. Her father had also become an alcoholic, causing trouble and unrest in the family. Like her house, there were several other houses in the village where the men not only drank on a regular basis but also made alcohol at home. Jyoti realised that if she needed to tackle this issue, she would not only have to curb alcoholism but also prevent its production in the village.

To address this issue, Jyoti took the help of senior members of the village along with some of her classmates. She with the supporters of the campaign, visited the homes of people where alcohol was being made and drunk. She spoke to them about the illeffects their behaviour was having on the village as a whole. She also discussed with them the detriments of alcohol making and encouraged them to look at alternate options of livelihood.

Jyoti's campaign created awareness in the village about the ill effects of alcoholism. Many people engaged in alcohol production promised Jyoti that they would stop making alcohol at home and would take on some other profession. They also realised the ill effects their habits had on the children and younger generation in the community. People also took an oath to never touch alcohol again. While this is a long-term process, Jyoti's campaign initiated a change of mindset in the community.



Education for All

Vijendra Kumar, Class VIII
Satya Bharti Government Upper
Primary School, Fatehpura,
Neemrana

Campaign

Helped 'street children get enrolled in school' to use their time in a meaningful manner and integrate such needy children into mainstream education.

Process and Impact

While Vijendra went to school everyday, he noticed that there were a lot of children in and around the village whiling away their time and not going to school. Their parents were daily wage earners and not worried about their children's education or their safety. This, in turn, led to these children indulging in antisocial activities and habits. Vijendra was very disturbed by this and felt that children of his age should attend school or be engaged in some kind of productive activity.

As a first step, Vijendra spoke to the parents of these children and urged them to send their children to the Satya Bharti School in the village. He accompanied several children himself and ensured that they attended school on a regular basis. Once the children started attending school, they enjoyed being amidst several other children and learning with them. Seeing the children happy, the parents also started valuing education and the positive effect it was having on their children.

Written by Gargi Kapoor
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Mrs. Deepika Mittal hands over an award to one of the winners

Rang Tarang

Bharti Foundation held its second edition of Rang Tarang across 208 Satya Bharti Schools in March 2011.

The event, conceptualised in 2010 by Mrs. Deepika Mittal, Trustee, Bharti Foundation and supported by her thereafter, helped recognise the creative skills and instill a love for arts in the minds of the students at the Satya Bharti Schools.

The competition, now an annual affair, has evolved into a cultural festival of the school. This year, the event encompassed a drawing competition, an English quiz competition and also provided children a platform to showcase their talent in singing, dancing, poem recitation, etc. in front of the entire community.

Rang Tarang has successfully reached over 26,500 children and community members directly and indirectly in 2011 and has become a much sought after event in the Satya Bharti Schools.

Written by Puja Trisal
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Mr. Vijay Chadda, CEO, Bharti Foundation receives the Indian Education Award 2011 for Best NGO for Excellent Work in Elementary Education

Bharti Foundation wins the Indian Education Award 2011

Bharti Foundation was awarded the Indian Education Award 2011 in the category of Best NGO for Excellent Work in Elementary Education.

The award aims to recognise and felicitate achievers, innovators and suppliers, who have contributed significantly towards excellence in the education sector.

Presented by Franchise India and Zee Business in association with KPMG, the Knowledge Partner, **the Indian Education Awards honoured Bharti Foundation and its flagship initiative, the Satya Bharti School**

Program, for providing quality education to underprivileged children in rural India, especially the girl child.

Bharti Foundation has also received various national and international acclaims for its social initiatives in the past. The most recent has been the Economic Times Corporate Citizen of the Year Award 2010. Some others include: the Asian

CSR Award for the Support and Improvement of Education, 2008, the Indian NGO Award, Joint Regional Finalists (North, Large Category), 2008 and the Social and Corporate Governance Award for Best Practices in Corporate Social Responsibility, 2008. The Foundation also won the Golden Peacock Award for Corporate Social Responsibility (CSR) in 2006.

OUR JOURNEY SO FAR

SATYA BHARTI PRIMARY SCHOOL PROGRAM	
Number of Schools Operational	242
Number of States	6 (Punjab, Rajasthan, Haryana, Uttar Pradesh, West Bengal, Tamil Nadu)
Number of Children Enrolled	30076
% of Girls	48%
% of Children from SCT/ST/OBC Categories	76%
Number of Teachers	1198
SATYA BHARTI SENIOR SECONDARY SCHOOL PROGRAM	
Number of Schools Operational	5
Number of States	1 (Punjab)
Number of Children Enrolled	1184
% of Girls	47%
% of Children from SC/ST/OBC Categories	59%
Number of Teachers	44

All data as on April 15, 2011

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Photo Credit: Kunal Sen, Shashanka Nanda, Amit Bhatia

Drawings used on the main cover have been made by the students of the Satya Bharti Schools

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