





# From the CEO's Desk

Dear Friends,

Teaching is one of the noblest professions in the world. In our country the tradition and position of "Guru" has always been very special. A teacher not only shapes the life and future of her students but also instills values and ethics in them. It is the teacher who prepares us to lead our lives in a responsible and productive manner, and to do our share of work in contributing to the growth of society.

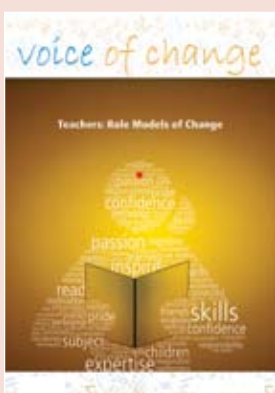
At Bharti Foundation, we believe that teachers are key pillars of the Satya Bharti School Program and torch-bearers of our vision. All teachers in our schools are role models for students as well as for parents and the larger village community. Our teachers have shown exceptional commitment over the years to deliver quality education and have enthusiastically embarked on a journey to impact the lives of all children in our schools.

Our students are mainly first generation learners belonging to disadvantaged communities. It is, therefore, imperative that our teachers are trained to handle challenges with sensitivity and patience. The teachers' training program focuses on effective methodologies and encompasses all spheres of teaching from pedagogy to life skills, and helps develop them into life-long learners. We also prepare them for leadership roles within the community and to engage with parents in a meaningful manner.

The passion and enthusiasm of our 1500 plus young teachers in their mission is indeed a matter of great pride and happiness. They are helping build our Nation. It remains my fervent hope and desire that young people who have had the good fortune of privileged education will also join this movement by devoting some part of their lives for uplifting rural India through education.

Jai Hind

**Vijay Chadda**  
Chief Executive Officer  
Bharti Foundation



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# At a Glance

The Satya Bharti School teachers are not only responsible for the academic and holistic development of children but are their mentors, guides and role models. Teachers at the Satya Bharti Schools are mostly recruited from the local community, which not only inculcates in them a sense of ownership for the school but also makes them accountable.

The recruitment drive for Satya Bharti School teachers spreads to not only the village where we operate but also to feeder villages to increase the pool of prospective suitable candidates. The recruitment process focuses on a holistic assessment of a teacher's personality and potential. Mock teaching sessions, group discussions, personal interview and interactive sessions have been introduced to review communication, presentation and leadership skills of the candidates. We are able to attract a large number of talented youth driven by the credibility of Satya Bharti Schools and the immense exposure provided to the teachers under the program.

## Teacher Engagement Model



Our 'Teacher Engagement Model' is designed to enhance a teacher's experience and understanding of the objective of the program. It encompasses induction, training, building connect and reward and recognition in their various life cycle stages as a teacher. Satya Bharti School teachers are provided many learning and growth opportunities within the system. A multi-pronged approach is adopted to equip teachers with pedagogy knowledge, skills and attitude for them to be successful teachers. A comprehensive training-cum-coaching model helps teachers enhance their skills, to enable each child to acquire conceptual knowledge through experiential learning methodology.

We encourage our teachers to be evangelists of quality education, inspire others, remain committed to teaching and be role models for society and country at large within or outside of Satya Bharti Schools. Our teachers have done us proud over the years and we look up to them for their commitment, dedication and passion for the program.

### Mamta Saikia

Head – Development & Alliances  
Bharti Foundation



## Teacher Recruitment

*Teaching is not a profession limited by time or space. It is a pledge to bring up the next generation with utmost care, dedication and sincerity. Teachers are central to a school program and Bharti Foundation recognizes the importance of teachers in the lives of children and good schooling system.*

**38**  
No. of recruitment drives  
**April-September**

**2125**  
No. of candidates appeared  
**April-September**

**230**  
No. of teachers joined  
**April-September**  
excluding Education  
Volunteers

Data for the year 2013

*At Satya Bharti Schools, the teacher is a role model for the students and the community in the villages where our schools are. In villages and surrounding areas, it remains a challenge to recruit teachers who are pedagogically sound, capable of teaching multiple subjects as well as multi-grade/multilevel classes. We also require teachers to be capable of organizing extra-curricular activities, which are given equal importance in our education program. The focus of our teachers' recruitment is, therefore, on adaptability, passion, trainability, willingness to learn and to take responsibility in addition to basic subject knowledge.*



## Recruitment Process

Bharti Foundation's Human Resource (HR) team uses various methods to generate candidates' Curriculum Vitae (CV) and evaluate responses in order to hire qualified and committed individuals. The Bharti Foundation recruitment process involves rigorous screening at every level to ensure hiring of best suitable candidates.

### Candidate shortlisting and finalizing steps:

1. **Requisition:** The schools at the beginning of the academic year share subject/class-wise requirement of teachers for the coming year.



In Satya Bharti Schools, teachers are selected through a transparent and fair process.

Skills, knowledge and experience all are given due weightage in the selection process. It gives confidence to the community and parents that teachers in our schools are professional and competent.

**Ms. Harpreet**  
Satya Elementary School  
Dhulka, Amritsar

2. **CV Generation:** HR generates CVs of potential candidates through employee referrals, newspaper advertisements, employment exchange, B.Ed colleges, posters, banners and pamphlets distributed in the village and feeder villages. Also, many interested candidates drop in their applications at our schools.

3. **CV Screening:** Once the CVs are received, initial screening is done on the basis of qualification and location of the candidate, and only shortlisted candidates are called for a written test.

4. **Written Test:** Written tests are conducted in our schools, district offices or a community centre, depending on the expected number of candidates appearing for the test.

- **Level I Test:** The test consists of questions on General Affairs, General English, Quantitative Aptitude, Reasoning and Pedagogy. This is the elimination round and only qualifying candidates reach the next level.
- **Level II Test (Not for Primary):** This is a subject specific test. Candidates are required to appear in the test for two subjects of their choice. They can choose from Math, Science, or English as first choice and Social Studies, Hindi, Punjabi, Sanskrit, English, Mathematics and Science as a second choice. Subject Experts (external/internal) evaluate the Level II answer sheets of the candidates.

5. **Demo:** Candidates are required to give a demo teaching test covering all elements of a lesson plan for a minimum of five to ten minutes. The concept/theme chosen for the demo is as per level (Primary, Elementary and Senior Secondary). Candidates are evaluated by a trainer through



a 'Teacher's Recruitment Rubric' (Table1). Teaching ability is judged on various factors like usage of teaching aid, instructional and classroom management skills, content knowledge, introduction of topic, questioning and probing, communication skills, level of confidence and energy.

6. **Competency Based Panel Interview** (For Primary & Elementary): The Panel Interview is the final stage of the selection process wherein pedagogical knowledge, teaching and behavioral traits are assessed (Table2). Candidates for Head Teacher position are additionally assessed on leadership traits.

### Teacher's Recruitment Rubric

*Definition:* The Teacher's Recruitment Rubric was created to monitor and score the performance of teaching candidates. The rubric divides the assigned work into components and provides clear description of the characteristics of the work associated with each component, at varying levels of mastery. The rubric helps the HR department in scoring and grading applicants, while providing formative feedback to support ongoing learning efforts. The teachers give the demo-class with other applicants participating as students.

**Table1: Teacher's Recruitment Rubric**

Criterion	Explanation of Criteria
Introduction of Topic	<ol style="list-style-type: none"> <li>1. Practical relevance of the topic is created</li> <li>2. Interesting strategies are used for introducing the topic</li> <li>3. Pre-assessment of all students is done</li> </ol>
Usage of Teaching Aids	<ol style="list-style-type: none"> <li>1. Relevant teaching aids are used</li> <li>2. The aids include use of student learning material</li> </ol>
Interaction with Class	<ol style="list-style-type: none"> <li>1. The teacher is able to understand and paraphrase the responses</li> <li>2. Communication is two way and students get opportunities to discuss</li> </ol>
Questioning & Probing with Students	<ol style="list-style-type: none"> <li>1. The teacher is able to ask correctly framed questions</li> <li>2. The teacher processes both right and wrong answers</li> <li>3. Children (other candidates posing as children) are also given an opportunity to ask questions and clear doubts</li> </ol>
Body Language	<ol style="list-style-type: none"> <li>1. The teacher maintains a cheerful disposition</li> <li>2. The teacher maintains a proper posture, eye contact, appropriate gestures and facial expressions</li> </ol>

Communication Skills	1. Instructions given by the teacher are clearly understood 2. The teacher is able to express her feelings, thoughts, ideas effectively using language both orally and written
Pronunciation & Accent	1. The teacher is able to pronounce words clearly esp: ch, sh, z, s, th, dh, r sounds 2. The teacher is able to speak clearly and the effect of local accent is negligible
Content Knowledge	1. The concept taught and explained by the teacher is technically correct 2. The teacher knows the sub parts or sub concepts also and uses correct vertical integration
Talk Time	The students talk and discuss and use 90% of the talk time
Re-capitulation	The teacher is able to revise and recapitulate the concept taught to reinforce learning



The system of selection of teachers in Satya Bharti School is quite good. Candidates who have passion for teaching and love for children are given preference besides having the right pedagogy expertise and experience.

**Md. Aslamuddin**  
Satya Bharti School,  
Patkeldanga,  
Murshidabad

**Table2: Interview Evaluation Sheet**

S.No.	Attributes
1	<b>Subject Knowledge</b> Language, Mathematics, Environmental Studies, etc.
2	<b>Subject Knowledge-Pedagogy</b> Curriculum, Lesson planning, Assessment methodology, Remedial program, Ability to monitor progress of students
3	<b>Passion &amp; Dedication for Teaching</b> Is in profession by choice, Feels for the cause of education
4	<b>Understanding Children</b> Bonding, Friendliness, Concern for their growth & development
5	<b>Openness to Learning</b> Willingness to learn new techniques, Receptive to feedback and new ideas
6	<b>Logical Thinking</b> Uses logic and intuition to arrive at solution
7	<b>Patience</b> Believes in giving time & opportunity to different types of learners especially slow learners
8	<b>Interpersonal Relationship &amp; Team Spirit</b> Relates well, Treats others with respect, Resolves conflict
9	<b>Personality, Grooming &amp; Social Etiquettes</b>

Recruiting is only the first stage of the workplace journey for Satya Bharti School teachers. We strive to create a conducive environment through employee-friendly policies, innovation and learning opportunities, scope of career growth, special acknowledgments, etc. for teachers' retention and development. Regular and need-based trainings are provided to all teachers for capacity building and strengthening their subject knowledge. As a result of it all a Satya Bharti School teacher takes pride in her job and contributes to the larger education goals of the country. ■



# Teacher Training

*To translate Bharti Foundation's philosophy and vision for its schools and students, it becomes imperative that the Satya Bharti School teachers have the prerequisites to lead the process of learning and change. Therefore, it requires teachers to undergo a paradigm shift in their perspective and approach towards the teaching learning process. Teachers need to have a positive attitude, possess knowledge about their subjects, be thinkers and learners themselves before they equip students with the much desired knowledge and skills for the 21st century.*



The first generation learners need extra support as part of their learning needs. A teacher must undergo trainings in order to be effective in such an environment. Bharti Foundation provides us the best training by which difficult topics can be made easy to learn for children.

**Sudipa Pal**

Satya Bharti School,  
Pomia, Murshidabad

Hence, the teachers' training program at Bharti Foundation is planned with an objective to equip teachers with the desired skills and attitude enabling them to address the learning needs of all students. It focuses on aligning a teacher's mindset to the evolving perspective of 'How learning happens' and encompasses upgradation of all aspects of 'Knowledge, Skills and Attitude' in pursuit of providing a highly conducive learning environment to nurture every child.

## Training Objectives

- To align all teachers with the educational philosophy of Bharti Foundation
- To enable teachers to use the methodology as outlined in the philosophy document
- To equip teachers to respond appropriately to the educational needs of learners
- To provide exposure to teachers on pedagogical best practices with an aim to implement in the classroom
- To train teachers on topics such as Life-skills, Continuous Comprehensive Assessment, Physical Education in Curriculum and Theatre in Education



## The Multi-pronged Approach to Teacher Development

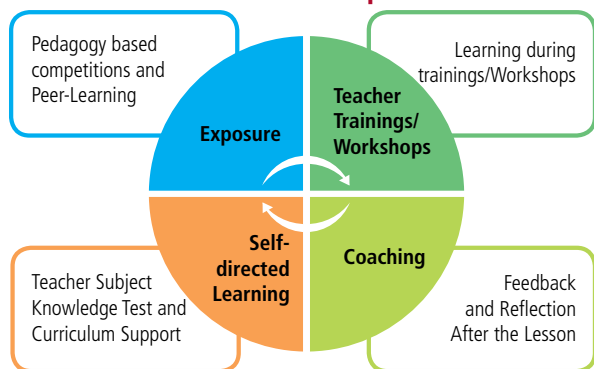


Diagram 1

## Training Approach

Training of teachers focuses upon improving pedagogical practices and classroom processes to enable every child acquire a difficult concept in a simple and natural way through experiential learning opportunities. Bharti Foundation has adopted a multi-pronged approach to build the capacity of its teachers as well as non-teaching staff involved in supporting the education process. This applies to all teachers, Cluster Coordinators\* and trainers.



### Focus Areas of Coaching

1. Managing Classroom Environment
2. Organizing Skills and Planning
3. Student Interaction
4. Creativity and Innovation
5. Communication Skills
6. Classroom Practices and Management
7. Use of Teaching Aids
8. Lesson Beginning and Closure

- **Exposure:** Teachers have ample opportunities to learn and upgrade their skills during their tenure in Satya Bharti Schools through exposures of various kinds like 'Peer-Learning' participating in skill based competitions like 'Question Making', 'Lesson Planning', 'Organizing Information' etc.
- **Teacher Trainings/Workshops:** These are organized to address large groups. Teachers are taken through structured training modules mapped to the classes and subjects that they teach.
- **Coaching:** One of the most important activities geared towards building capacity of the teachers happens to be personalized mentoring and in-school coaching of teachers by their respective Cluster Coordinators. While teachers are trained on subject and 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 with the help of their curriculum under the mentorship of their Cluster Coordinators. Every Cluster Coordinator makes a minimum of three mentoring visits every month to every school in his cluster during which he reviews and plans lessons with them, observes teachers' lessons in their class, assesses them on the predefined criteria for effective lessons and helps teachers reflect on their strengths and challenges.
- **Self-directed Learning:** This is practiced by encouraging teachers to use curriculum material for lesson preparation. They are also required to update their subject knowledge in the course of preparing themselves for Teacher Subject Knowledge Test conducted annually.

\* A group of six to seven schools in a compact geographic area is looked after by a Cluster Coordinator.



## Model of Training

Cascade Training Model has been adopted in order to address the ongoing training needs of more than 1,500 teachers in our system. The training team consists of a central pool of around 10 to 13 trainers. Trainers train the teachers on basic pedagogy and subject pedagogy (primary and elementary level) for which they get specialized trainings by experts.

### Cascade Model of Training

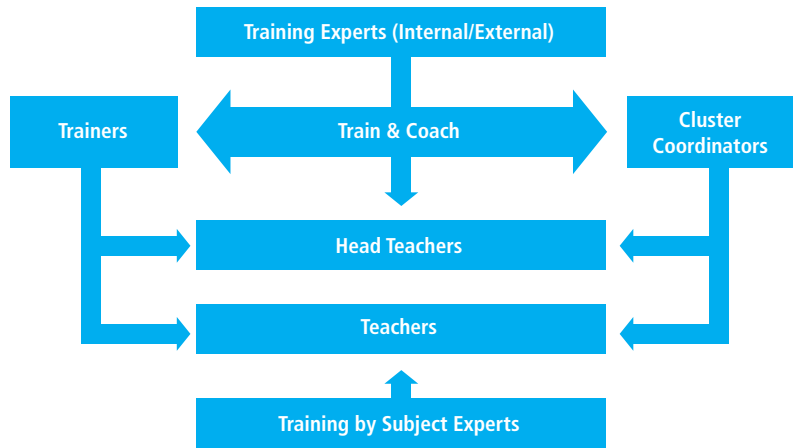


Diagram 2

Trainings increase our knowledge and helps with day to day teaching. Teachers stay abreast with the latest developments and teaching methodology. It also helps teachers move beyond any inhibitions and improves self-confidence.

### Harpreet Singh

Satya Bharti School,  
Chak Misri Khan, Amritsar

## Training Content and Methodology

Our training modules address the needs of a rural environment, profile of the staff and yet taking into account the emerging themes in teaching and learning. The training content helps to develop in participants an array of key soft and hard skills:

- Attitude of love and care towards children
- Understanding social, cultural and political environment as applicable to the school, community and children
- Appreciation of the learning process and how to create a conducive environment in the school
- The process of reflective learning which is created through discussion, interaction – evaluation, explanation, comparison and contrasts, and various types of experiences
- Professional orientation and a constantly learning attitude
- Understanding of active learning in which the learner is an active participant

## Training Content Creation Process

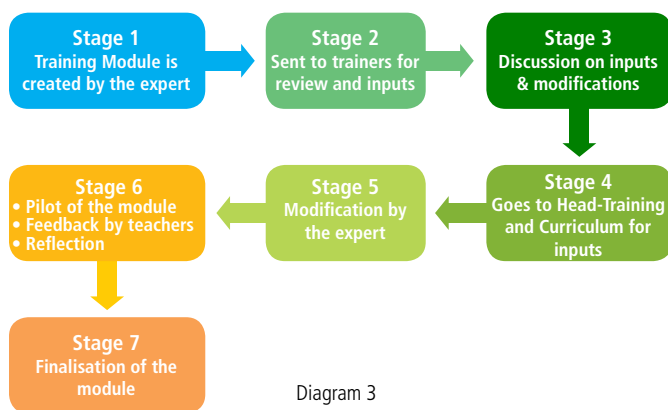


Diagram 3

## Training Content Creation and Evaluation

The training content is created and evaluated from the perspective of relevance, context, readiness and level of the teachers by the content specialist and lead trainers. Training sessions are interactive by design. Teachers are provided with the very experience that they are expected to provide to their students. Use of interactive material, hands-on activities and visual aids make the day long workshops engaging for the trainees.



“ Refresher trainings are very helpful in examining our assumptions and views about teaching. We are familiarized with latest tools and techniques to become more effective. We already have the passion and the training gets the best out of us. I have already seen the improvement that we have brought about with children in Class II. ”

**Sridevi**

Satya Bharti School,  
Alampattu, Sivaganga

Sessions include curriculum based example to ground learnings, provide opportunities to the teachers to work in groups, generate ideas, reflect on their current practices, generate thought provoking discussions, make presentations and to overall help them experience constructivist form of learning, thus creating relevance for the teachers to bring about a paradigm shift in their teaching learning practices.

### Types of Training

**I. Induction of Newly Appointed Teachers:** Foundation training of seven days is planned for all teachers who enter the system, in two phases of three and four days across one academic session. This training focuses on enabling every teacher to realign their teaching practices of “Chalk & Talk” methodology and understand the purpose of education in view of the changes in society, acquire new skills and renew their belief systems through introspection and interaction.

It aims at -

- Teachers’ alignment: To Bharti Foundation’s vision, curriculum philosophy, policies and practices.
- Personal effectiveness: Reflecting upon their changed role as a facilitator, their responsibility as a role model, focus on effective communication and grooming
- Professional competency: Building Pedagogical Perspective
  - Understanding the process of experiential learning
  - Develop teachers’ understanding and skills about innovative tools of teaching for increasing student engagement and learning
  - Understanding the importance of assessment for learning

## New Program – Satya Bharti Learning Centres

Education Volunteers - Since Satya Bharti Learning Centres play a very significant role in equipping 'Out-of-School-Children' with the knowledge and skills required to get into mainstream schooling. The role of Education Volunteers becomes extremely critical, as in a very short span of time they have to prepare the students for the next level. To help them meet this challenge, a seven days' training program has been designed, which focuses upon accelerated learning of the students. Education Volunteers are trained on how to teach subject specific bridge course classes.

## Training Design

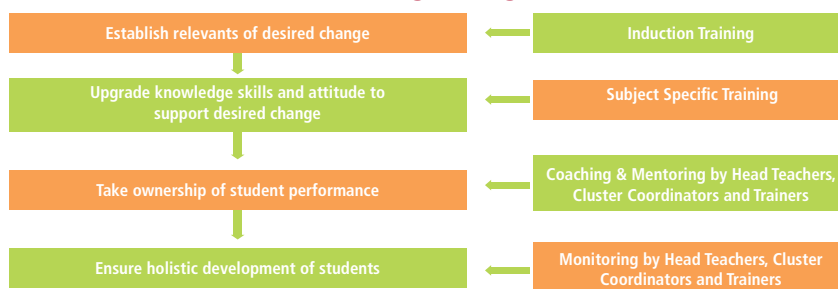


Diagram 4

### II. Skill and Level (Primary, Elementary and Senior Secondary) Specific Sessions:

Approximately eight to ten days of subject/level specific trainings are conducted for all teachers. The focus of these trainings is to understand the subject pedagogy at different levels (Table3).

**III. Head Teacher Empowerment:** Head Teachers are responsible for supervising and monitoring all school processes. Trainings are conducted to provide hands-on learning experience of contextualized roles and functions of school leadership. Every Head Teacher undergoes an average of five days of training over and above the week to ten days of training mandated for all teachers.



**Table3: Skill and Level Specific Sessions**

S.No.	Focus Group	Focus Areas
1	Pre-primary Teachers	Early Childhood Education
2	Class I & II Teachers	Language 1(Hindi/Punjabi/Bangla/Tamil), English, Mathematics and Phonics
3	Class III-V Teachers	Language 1(Hindi/Punjabi/Bangla/Tamil), English, Mathematics, Environmental Studies, Physical Education Curriculum, Interactive Radio Instructions
4	Class VI–VIII Teachers	English, Hindi, Mathematics, Social Studies & Science
5	Primary, Elementary and Senior Secondary	Theatre, Assessment, IT, Life-skills, Multi-grade Teaching etc.
6	Need-based Across Levels	Level (Primary, Elementary and Senior Secondary) and subject specific refresher trainings



The focus of Head Teacher training aims to achieve the following objectives:

- Enable Head Teachers to perform as 'School Leaders'
- Sensitization towards 'Quality' in education
- Helping schools act as 'Change Agents'
- Management of change
- Active leadership in student involvement and community partnership
- Optimization of available resources
- Mentoring and coaching teams
- Counseling students

## Assessment of Training Impact

A continuous Training Impact Assessment is the key to success of any training program. At Bharti Foundation it is done in following areas:

- Building upon individual knowledge, skills and attitudes for becoming effective professionals
- Making participants understand perspectives, identify and apply tools, techniques and approaches to make teaching-learning a joyful experience



**Table4: The Four Levels of Training Evaluation (Based on Kirkpatrick's Learning Evaluation Model)**

Level	Evaluation Type (What is Measured)	Evaluation Description and Characteristics	Examples of Evaluation Tools and Methods
1	Reaction	Reaction evaluation is how the delegates felt about the training or learning experience	<ul style="list-style-type: none"> <li>• Feedback forms</li> <li>• Verbal reaction, post-training surveys or questionnaires</li> </ul>
2	Learning	Learning evaluation is the measurement of the increase in knowledge - before and after	<ul style="list-style-type: none"> <li>• Pre and post training assessment</li> <li>• One to one talks</li> <li>• Teacher Subject Knowledge Test( TSKT)</li> </ul>
3	Behaviour/Skills	Behaviour evaluation is the extent of applied learning back on the job - implementation	<ul style="list-style-type: none"> <li>• Classroom observations and one to one talks by Cluster Coordinators and Trainers</li> <li>• Lesson reflection</li> <li>• Teacher portfolios</li> <li>• Anecdotal evidences-Student note books, Class décor, Lesson plans etc.</li> </ul>
4	Results	Results evaluation is the effect on the environment by the trainee	<ul style="list-style-type: none"> <li>• School assessment</li> <li>• Students' learning levels assessment</li> <li>• Parent feedback</li> </ul>



## Training Needs Analysis

Analyzing training needs is vital for any effective training program. Training needs analysis enables to channel resources into areas where they will contribute most to teacher development, enhancing the morale of the teachers and performance of students. In our Program, training needs of teachers are identified by Head Teachers, teachers themselves, the trainers and Cluster Coordinators periodically. The feedback is used in the annual training calendar for prioritizing trainings.

*Training familiarizes teachers with the curriculum and various innovative teaching techniques making learning a joyful experience for our students. By providing teachers with regular trainings, we help them significantly expand their learning, knowledge and approach. ■*



# Reward and Recognition

*We, at Bharti Foundation, support and facilitate a positive environment enabling employees to get more out of work personally and professionally. Freedom to innovate, job security, sense of ownership, gender policy, scope of growth, respect as a professional are some of the many ways through which we try to achieve this goal. We inculcate in our teachers pride in being part of the larger objective of changing the lives of children for a productive and honorable life. The recognition programs at Bharti Foundation aim to galvanize the inherent talent of our teaching staff.*



**12**  
Outstanding  
Head Teachers

**12**  
Outstanding  
Teachers

**71**  
Teachers  
Excellence  
Awardees

**100**  
Top Talent  
(identified)

Data for the year 2013

One Head Teacher and Teacher from each district. There are total of 12 districts where our program is operational.

## Growth Plan

The structure of the system to Empower, Reward, Recognize and Grow are organized along the following mechanisms that aim to groom teachers to the level of managers.

### Best Teachers identified to be groomed as the Head Teacher

By identifying teachers who possess the qualities, skills and ability to become Head Teachers, we create a reservoir of potential Head Teachers. Such identified teachers are provided with the necessary training and grooming to help them reach the next level in their career. Assessment for such selection is based on the following criterions:

- Demonstrated leadership skills
- Handled larger responsibility and bigger role
- Demonstrated self-deployment towards quality education
- Taken own initiatives towards Satya Bharti School Program

### Teacher to a Manager

Teachers and Head Teachers who have shown managerial and administrative potential are given the opportunity to grow as Cluster Coordinators who are responsible for six to seven schools in their district.



## Awards

Schemes such as 'Spot the Hero', 'Top Three Schools', 'Teacher Excellence Awards', 'Outstanding Teacher' and 'Head Teacher' recognize schools and individuals who excel during the year. By rewarding schools that have shown improvement in result, attendance, best practices, etc., we are able to create an environment where each school competes for the 'Best' title.

### Parameters for some of the awards

#### Internal

##### I. Outstanding Teacher for the Year

- Creativity/Innovation that has a visible impact
- Differentiating contribution towards additional teaching aids/curriculum related methodology



I have been working with Bharti Foundation for more than three years and had worked with a few organisations before joining here. I felt very happy when I was rewarded for my work to improve English teaching in my school. This has encouraged me to do even better.



**K. Dhanabal**  
Satya Bharti School,  
Panangudi, Sivaganga

- Going the extra mile to help peers, students and community
- Students performance in mid-term/yearly
- Significant contribution towards resource mobilization
- Any other achievements/contributions

##### II. Teacher Excellence Award

- Students assessment score
- Teacher attendance/Punctuality
- Proactiveness in remedial classes
- Students' retention/Dropout
- Contribution towards community outreach
- Number of projects given and implemented for improvement
- Other initiatives/Special contributions

##### III. Innovative Practices Awards

#### External

**STIR Micro Innovation Awards:** The award has been introduced in association with STIR Education. Out of 160 entries of Bharti Foundation 25 entries were short-listed under pre-defined themes and most were awarded under various categories.

**Magic Pathshala Awards:** A total of 10 case studies were short-listed from the nominations for STIR Micro Innovation Awards. These case studies were selected on the criteria of innovative teaching practices. Out of these entries, one received the Grand Prize while another initiative qualified under the Other Five Winning Entries.

*The awards aim to encourage and acknowledge initiatives that enhance the quality of education and bring innovation in teaching to help children with improved learning. The central goal is to enhance and improve overall school performance. ■*

# Case Studies

## Ensuring continued education of girl child

Bharti Foundation identified education as one of most important tools for social and economic development in India. Its flagship initiative, the Satya Bharti School Program, aimed at holistic development of children is intended at delivering free quality education to underprivileged children with special focus on the girl child. Some of the key areas emphasized to support and encourage girl child enrollment are – safe and secure school environment for girls, recognising achievement of girl students in extra-curricular activities, monitoring attendance and follow up of girl students with low attendance, promoting participation in external competitions, separate toilets, etc. Satya Bharti School teachers at the time of training are sensitized towards encouraging, empowering and supporting girls to ensure their continued education.

Sonam a student of Satya Bharti School, Kohrar, Rewari went through an emotional trauma on seeing some disturbing news on television. The shock was so severe that she refused to attend school or even talk to anyone besides her parents. As the school staff and teachers found out about the incident, they went to meet up with her. Initially she showed much reluctance to meet but with constant counseling, mentoring and lot of love and affection shown by the teachers and staff she opened up and joined the school back. Even after her starting normal day to day activities at school, everyone ensured that she was comfortable and well adjusted. The impact of the efforts of school staff and teachers can be measured by the fact that today she is a House Captain in her school and a very confident girl, ready to take life in her stride.





## Providing employment and growth opportunities to the rural youth

Bharti Foundation through its various programs provides scope for financial empowerment to the village communities. Nearly 1500 rural youth are employed as teachers in Satya Bharti Schools, giving equal opportunity to both young men and women to grow in the system.

As exposure and experience in rural set ups are limited, it is important that teachers go through robust training and mentoring to impart quality education in the classrooms. These trainings focus on enabling every teacher to understand the purpose of education in view of the changes in society, acquire new skills and renew their belief systems through introspection and interaction.

The Head Teacher of Satya Bharti School, Sopara, Jodhpur is a true example of hard work and determination meeting opportunity. He once visited a Satya Bharti School and was very impressed seeing the teaching and learning methodology used in the school for the students. He wanted to become a part of the system and contribute to the cause. He joined the school as School Guardian as that was the only opening available at that time. He went on to apply for the post of school teacher but couldn't clear it in his first attempt. He equipped himself with the academic and non-academic skills required to become a Satya Bharti teacher. He qualified the second time and became teacher in the same school. With his hard work, immense dedication, training, pedagogy guidance and skill enhancement sessions provided at Bharti Foundation he has moved on to become the Head Teacher of the school. The school and students have won various awards under his guidance.



## Positive transformation brought by Satya Bharti School teachers

Community Development Campaigns are an integral part of the Satya Bharti School curriculum. Over the years, teachers along with students have addressed issues like empowerment of girls, respect for widows, child marriage etc. The teachers are made aware of their social responsibilities and to create a social evil-free society. Our teachers are role models for children as well as the community and are competent enough to stand for what is right.



The teachers and staff members of Satya Bharti School Bhatti Ke, Amritsar noticed absence of a Class V girl in school for a few days. On visiting her home, teachers found that the girl was being forced to marry someone much older than her. The teachers took support of Panchayat members and made rigorous follow up until they succeeded in convincing the parents to stop the marriage. The girl joined back school and her classmates are happy to have her back. She is now able to continue her education. The efforts of teachers successfully prevented the marriage of the girl and now she hopes for a brighter future.

# Bharti Foundation's Initiatives

**Satya Bharti School Program** aims at delivering free of cost, quality education to underprivileged children with a special focus on the girl child. The Foundation intends to ensure that children are provided quality education to become employable and responsible citizens of tomorrow.

Statistics	
Number of Schools	254
Primary	187
Elementary	62
Senior Secondary	05
Number of States	06
Number of Students	38,508
Percentage of Girls	49%
Percentage of children from SC/ST/OBC Categories	75%
Number of Teachers	1,498

## New Programs

**Satya Bharti Learning Centres Program** launched in partnership with 'Educate a Child', a global initiative providing bridge courses to out of school children for mainstreaming them into age-appropriate classes in Government schools.

State (Rajasthan)	Number of Centres	Current Enrollment	% of SC/ST/OBC	% of Girls	Mainstreamed	Total Impact
Jodhpur	71	1561	87	50%	254	1815
Barmer	102	2414	90	50%	0	2414
Total	173	3975	89	50%	254	4229

**The Quality Support Program** focuses on mentoring Government schools to enhance the quality of education through need-based interventions along with ensuring optimal utilization of Government resources.

Implementation Status	Number of Schools	Number of Teachers	Number of Students
Schools under Quality Support Programme	16	217	6,554
Schools under implementation	6	135	3,627

\* All data as on 31<sup>st</sup> December 2013

# Manmohan Singh Bursary Fund

Supporting the cause of bright Indian students going abroad to pursue higher studies, Bharti Airtel made a one-time grant to Manmohan Singh Bursary Fund. The scholarship programme extends financial support to students who pursue undergraduate programmes in Christ College, St. John's College, Queen's College, etc. at the University of Cambridge.

Since the inception of the programme in 2010 nine students have benefited from the financial assistance and have pursued courses in Economics, Natural Sciences, Engineering, Computer Science, etc.

We wish them all the very best in their future endeavors!

## Case Study: Airtel Africa



Airtel Africa has adopted 44 primary schools in rural corners of 17 African countries, reaching out to 563 teachers and 22,598 students.

Under its initiative 'Adopt a School Program', Airtel Africa adopted Community Primary School, Amumara where there are currently 300 children and 16 teachers in the school. Ever since Airtel Africa has taken over the operations of the school, the teachers and children are delighted to see the positive turnaround the school has undergone.

### **Some of the key initiatives undertaken:**

- Two blocks of 10 classrooms overhauled in the school
- Furniture such as whiteboards, desks, tables, ceiling fans and fluorescent tubes upgraded
- Hundreds of school uniforms, bags, notebooks, exercise books and pens donated to the school
- Provided a brass band set and water borehole for the school
- The offices of the teachers also renovated, providing them necessary furniture and appliances

# Teacher's Oath

1. First and foremost, I will love teaching. Teaching will be my soul.
2. I realize that I am responsible for shaping not just students but ignited youths who are the most powerful resource under the earth, on the earth and above the earth. I will be fully committed for the great mission of teaching.
3. As a teacher, it will give me great happiness, if I can transform, an average student of the class to performance exceedingly well.
4. All my actions with my students will be with kindness and affection like a mother, sister, father or brother.
5. I will organize and conduct my life, in such a way that my life itself is a message for my students.
6. I will encourage my students and children to ask questions and develop the spirit of enquiry, so that they blossom into creative enlightened citizens.
7. I will treat all the students equally and will not support any differentiation on account of religion, community or language.
8. I will continuously build the capacities in teaching so that I can impart quality education to any student.
9. I will celebrate the success of my students.
10. I realize by being a teacher, I am making an important contribution to all the national development initiatives.
11. I will constantly endeavour to fill my mind, with great thoughts and spread the nobility in thinking and action among my students.

**By Dr. A.P.J. Abdul Kalam**



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