

voice of change

ISSUE 10, OCTOBER 2014



**SOCIAL IMPACT ASSESSMENT
OF
SATYA BHARTI SCHOOL PROGRAM
(A STUDY BY ERNST & YOUNG)**

From the CEO's Desk



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Dear Friends,

Launched in 2006, the Satya Bharti School Program has responsibly spearheaded the cause of delivering quality education free of cost, while maintaining its focus on the holistic development of each child in the classrooms of 254



Satya Bharti Schools across six Indian states.

Through this newsletter we would like to share some interesting facts and findings that illustrate the impact of Satya Bharti Schools on students, parents and communities where the schools are operational. These findings have been researched by Ernst & Young LLP (EY) as a part of their study on the Satya Bharti School Program.

This issue contains a compendium of key findings that will showcase how our school program is creating a brigade of change agents, whose reach is not limited to the four walls of the classroom. Witness how our schools are spreading a culture of positive values and mutual respect among our children, while imparting 21st century education. The report reinforces the fact that our program is enabling students to become self-reliant, responsible and employable citizens, who have a deep sense of social commitment.

Hope you find this an interesting read.

Jai Hind!

Vijay Chadda
Chief Executive Officer
Bharti Foundation

1. About BHARTI FOUNDATION

Bharti Foundation was set up in 2000 as the development arm of the Bharti Group of Companies, to bridge the existing education divide and make quality education accessible to underprivileged children in rural India. It implements and supports programs in the fields of primary, elementary, senior secondary and higher education, with an aim to transform the children into educated, employable and responsible citizens of tomorrow with a sense of commitment to the communities in which they live.

1.1 Satya Bharti School Program

Flagship initiative, 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.



Satya Bharti School

Current Status	
Number of Schools	254
Primary/Elementary	249
Senior Secondary	5
Number of States	6
Number of Students	41,278
Percentage of Girls	48%
Percentage of Students from SC/ST/OBC Categories	74%
Number of Teachers	1,635
Percentage of Female Teachers	53%

All data as of 31st October 2014

1.2 Satya Bharti Learning Centres

Launched in partnership with 'Educate A Child', a global initiative, the Satya Bharti Learning Centres are providing special training to out of school children for mainstreaming them into age-appropriate classes in Government schools.

Rajasthan	Number of Centres	Current Enrollment	% of SC/ST/OBC	% of Girls	Mainstreamed	Total Impact	Number of Education Volunteers
JODHPUR	75	1,186	89.4%	51.4%	1,236	2,422	87
BARMER	195	4,568	96.3%	52.2%	1,583	6,151	277
TOTAL	270	5,754	92.8%	51.8%	2,819	8,573	364

All data as of 31st October 2014



Satya Bharti Learning Centre

1.3 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.

Number of Schools	Number of Teachers	Number of Students
9	198	4,348

All data as of 31st October 2014



Quality Support Program

2. Processes Impacting SOCIO CULTURAL ECONOMIC ASPECTS in the Village

Satya Bharti Schools operate on a model of holistic development (introduced in 2009) to make children responsible citizens, capable of taking the country ahead on the path of development. To transfer this vision of holistic education into reality, Bharti Foundation has institutionalized a host of activities in the schools. These activities are further translated into processes that touch different aspects of development needs of the child and impact functioning of the schools. Some of these processes are:

2.1 The Holistic Development Framework:

It is integrated into the school curriculum and is aimed at developing personal, intellectual, emotional, social and physical potentials of a child. The methodology adopted is to move beyond classroom theory by providing children with practical learning opportunities, enhancing their interaction with the community, and by instilling humanitarian values. The academic calendar is designed in a way to create these opportunities through monthly themes, values, campaigns and focused events such as Bal Sabhas, Sports events, Art and Craft competitions and community development campaigns. We have also introduced Student Leadership Council in all our schools to encourage responsibility and promote leadership among students.

2.2 Girl Child Policy:

The policy is specifically designed to ensure that no girl child remains out of school and that the school environment is sensitive towards effective inclusion of girls. This process not only helps in accelerating girls' enrollment but also supports in spreading awareness on the significance of education of the girl children in the community. Various activities and campaigns are defined for this in the annual school calendar. The community is involved as a major stakeholder in this program.



Satya Bharti Schools have a special focus on the girl child (48% students are girls).

2.3 Community Connect

It is aimed at cultivating a partnership between school, parents and community, that supports all-round development of children. Parents are involved at all levels of school life through active participation in regular academic and non-academic activities of the school. Forums to involve parents and the community are designed, developed and included in the annual academic calendar. Schools also organize a Community Volunteering Program annually, during which community members take over the role of teachers and share their know-how about local arts, crafts and folklore unique to their community with the students. These forums aim to ensure that the community members feel respected and believe that their knowledge and skills are meaningful for the children. Through this process the children develop an all round perspective and understanding of their culture.

2.4 Community Service

This process is meant only for students of Class III and above. It is aimed at acquainting the students with a desire for serving the community through various student led social campaigns. The issues taken up by students include girl child education, environment protection, social rituals and taboos, etc. The overall objective is to make children responsible citizens and ambassadors of change in their own communities.



Students across Satya Bharti Schools sensitize communities through active community campaigns.

2.5 Mid-Day Meal (MDM) Process

The schools follow a rigorous mechanism for the provision of mid-day meals to students. This process is not only aimed at providing tasty and healthy food to the students, but it also promotes a culture of maintaining hygienic practices in the minds of children, such as hand washing, no wastage of food, cleaning of utensils, etc. All the students irrespective of their cast, class or religion eat the same mid-day meal together inculcating the value of respect and equality for all among the young minds. 75% of mid-day meal vendors are parents or family members of the students of Satya Bharti Schools.



Mostly mothers of students are engaged as Mid-Day Meal vendors which helps ensure delivery of healthy and hygienic meals to them.

2.6 Parent Teacher Meeting (PTM) Process:

These meetings are not only aimed at informing the parents about the progress of their children but these also help in bringing parents closer to the schools, thereby increasing scope for active engagement. Through this process parents get a chance to share their expectations and feel respected as their voice counts. This makes parents become part of the growth process of their children and the school's development.



Creating forums for active engagement of parents and community, the Program format aids in building their trust and ownership with the Satya Bharti Schools.

2.7 Housekeeping and Hygiene:

Under these processes, the program tends to imbibe right knowledge, attitude and practices among students and communities towards cleanliness and hygiene. The activities range from personal hygiene to sensitizing the community at large on healthy sanitation and cleanliness practices.

2.8 Tree Plantations and Maintenance of Saplings:

Every year, plantation drives are organized in the schools and villages during the monsoons, in which community members are also invited to take part. This is aimed at inculcating love and respect towards trees and wider environment in the minds of the children.

- Curriculum components such as life skills training and extra-curricular activities seek to empower children with skills that will hold them in good stead, as responsible members of a larger community and as active participants in the workforce.
- The schools' staff is gender and caste balanced and the entire educational machinery attached to the program works with an ideology of equity and inclusivity.
- The program is based on the model of considering the community set up as a network that holds its children at the center of its functions.



The Satya Bharti School Program is engaging parents and communities through a range of student activities to ensure active connect and accountability towards raising educated citizens of tomorrow.



3. Evaluation by ERNST AND YOUNG LLP (EY)

EY conducted a study to evaluate the impact that the program has had on the children and in turn on their families and the community. It seeks to examine whether the program's emphasis on holistic development, value education, life skills, extracurricular activities, better health and hygiene practices and its thrust towards grooming responsible citizens has achieved its intended impact. The evaluation was also aimed at understanding whether the Satya Bharti School Program's impact on children has extended its way to their families and the community at large.

3.1 Methodology

3.1.1 The program's impact was evaluated by creating a dynamic case and control methodology. A total of 15 schools from the program were selected for case while the same numbers of schools were selected for control group. Selection of control groups was done in a manner to ensure that they most closely emulate the case village/community and at the same time could not have received any transmitted impact that originates from the schools covered in program.

3.1.2 Also, the study has been conducted under a strong social network theory hypothesis, according to which the impact on children can easily transmit to their families and in turn to the community at large.

3.1.3 All quantitative data collected as a part of the study was gathered under a strong statistically significant framework and the resulting analysis/insights can be considered statistically significant at a 95% confidence level with p-values ranging between 0.055 and 0.125.

3.2 Key Findings

3.2.1 Socio Cultural Impact of Satya Bharti Schools

a. Strengthening the value fabric of children in the community: Children studying in Satya Bharti Schools were observed to be more respectful towards their elders and were found to be mature in their response to conflict situations. The children were also observed to be more forthcoming in accepting their mistakes and were found to be more prepared to work towards rectifying the same.

This becomes evident when one examines the behavioral response of children to different situations. When asked about how a child from the village would respond if he/she accidentally knocked over a basket of groceries being carried by a villager; 68.3% of the families whose children study at Satya Bharti School said that children would tend to own up to their mistake and immediately begin working towards rectifying the same. The corresponding figure for families of children studying at other schools is moderately lower and stands at 43.3%.

This strengthened value fabric is further made evident by the fact that while 93% of the families whose children study at Satya Bharti Schools reported that their children regularly wish the elders in their family and community; the corresponding figure for families whose children study at other schools is 61.1% (**Figure 1**).



Figure 1: Percentage of families reporting that their children regularly greet their elders

b. Instilling greater confidence in children: The Satya Bharti School program's model of holistic education has a heavy thrust towards instilling greater confidence in the students studying at the schools. This impact was very evident when the field enumerators were administering the questionnaires to the children. The enumerators were asked to mark a confidence battery (tool to assess confidence level) after completing their communication with each child. As per the enumerators, 84.7% of the children studying at Satya Bharti Schools were certain of their responses and clear in their communication of the same. The corresponding figure for children studying at other schools was 38.9%. Also, 98% of the parents of the children studying at Satya Bharti Schools feel that their children have become more confident after joining the school while the same figure for parents who send their children to control group schools was 46.7% (**Figure 2**).

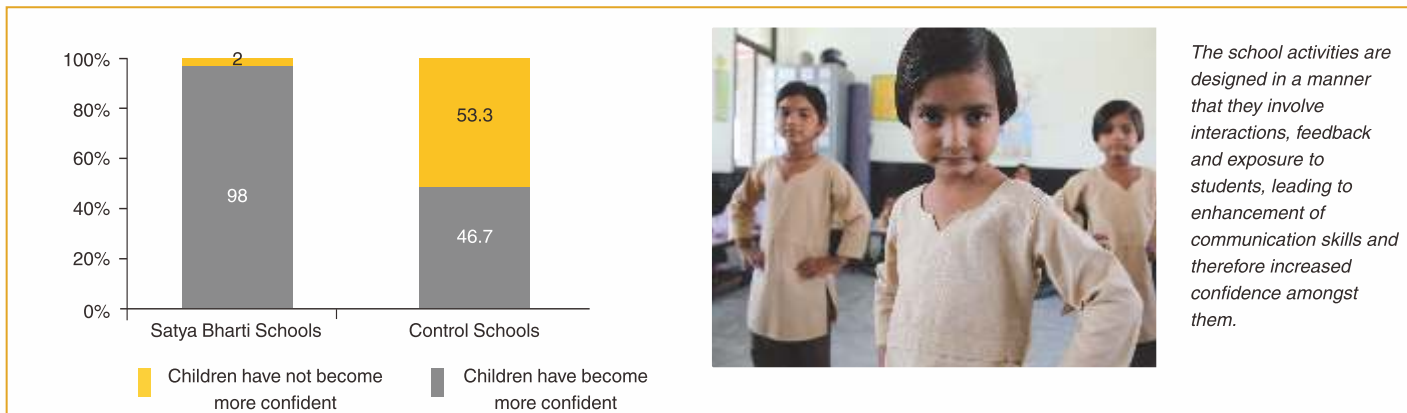


Figure 2: Parents perception of changes in the child's confidence level post joining school

c. Building cohesiveness into communities: The Satya Bharti School program works with a one for all approach wherein every child is provided with access to the same infrastructure, given the same amenities and resources and expected to be treated as an equal by the school staff. The schools work with a philosophy where there is no space for caste or income based profiling. The fact that schools treat every child equally is observed to be making a positive impact on the children studying in the schools. As a result, it was observed that a student studying at a Satya Bharti School is likely to have a friend circle where at least 40% to 80% of his/her friends belong to other community groups. The corresponding figure for children studying at other schools was noted to be around 20% to 40%.



Students at Satya Bharti Schools come from different backgrounds and study together. The culture here teaches them to become responsible citizens.

This increased cohesiveness amongst children was observed to be slowly transmitting to the community. As schools operate under a model that welcomes all parents to contribute and participate in the school's functioning, it has resulted in the opening up of communication channels among the various groups in the community. Communities where certain sections were shy to attend or were not allowed to attend community meetings are now working with an approach that opens community dialogue to all households/residents (**Figure 3**).

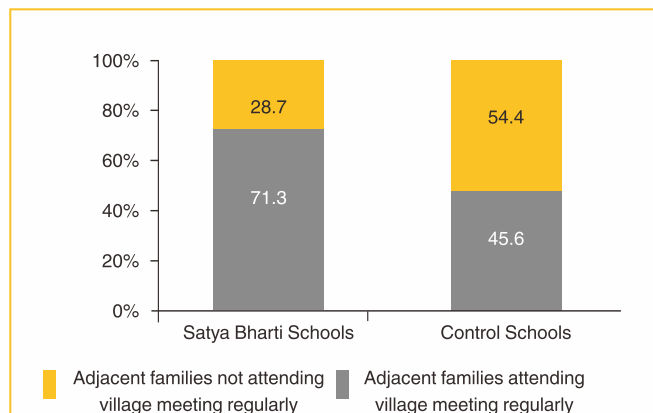


Figure 3: Percentage of families reporting regular attendance at village meetings

d. **Inculcating better health and hygiene practices:** The Satya Bharti Schools covered under the study were observed to be very pleasant in terms of cleanliness and overall hygiene standards.

Health and hygiene on their mind

Yusuf Ali is a student of Class III at the Satya Bharti School in Kanasar village in the Jodhpur district of Rajasthan. According to his father, Yusuf loves going to school and is very fond of his uniform. He says that Yusuf is so particular about his health and hygiene standards, that every morning he wakes up on his own, brushes his teeth and asks his mother to help him get ready and comb his hair. His father says that the impact of the school on his son is very deep rooted and visible. He says that the concept of health and hygiene has become so deep seated in Yusuf's mind, that he makes sure that his younger sibling (not of school going age) also washes his hands (before and after meals) and brushes his teeth (before sleeping at night and after waking up in the morning).

As per the standard operating guidelines to be followed by the schools, children are expected to wear clean uniforms, regularly cut their nails and trim and comb their hair, etc. This has had an obvious and direct impact on the children. The seriousness with which children take care of their health and hygiene standards was observed to have reached a point where they have started expecting the household members to follow the same. In fact at a number of households, family members have already started adopting these practices (Figure 4).

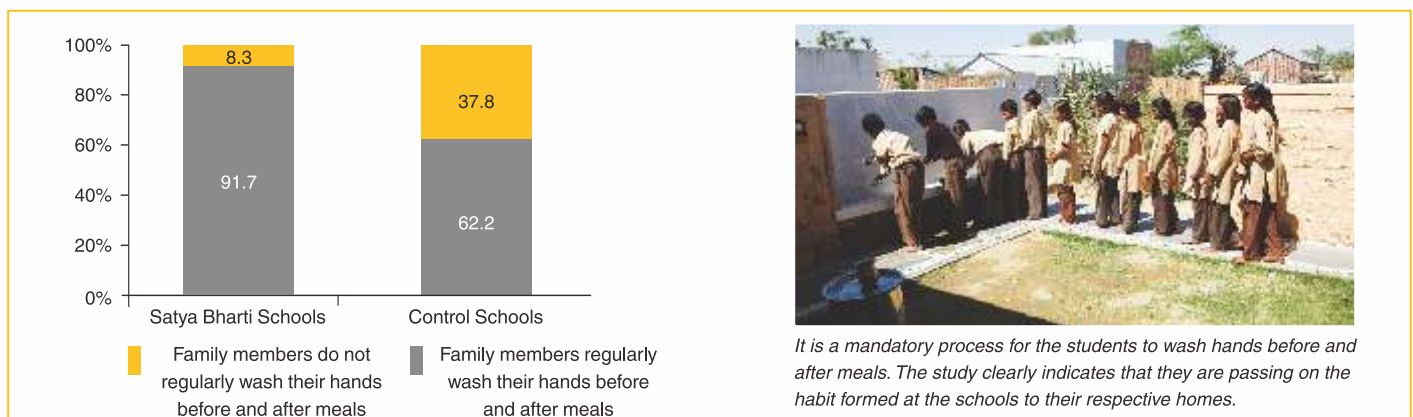


Figure 4: Percentage of households reporting that family members regularly wash their hands before and after meals

e. **Developing a deeper appreciation for the environment and for public resources:** Just as in the case of health and hygiene practices; the children's awareness of their responsibility towards conserving natural resources and maintaining common goods/property has also made its way to their households and in turn to the community. The families of children studying at Satya Bharti Schools are more responsible in maintaining the property/resources that they share with the rest of the community. (Figure 5).



Figure 5: Percentage of families reporting that they dump the household solid waste at a designated dump site

Valuing every drop of life

Baljit Singh is a student of Class VI at a Satya Bharti School in Balial village in Sangrur district of Punjab. Baljit likes to lend a hand with household chores and on weekends he is usually seen bathing the buffaloes that the family owns. When talking to the field enumerators, Baljit's father pointed out that sometime around the middle of 2013, Baljit started using a bucket to bathe the animals and stopped using the hose pipe. He says that when the family spotted this change, they asked him for the reason for doing the same. Baljit responded that his teacher had guided students on the importance of conserving water and it being a limited and precious resource. He said that he was simply drawing from that lesson.

- f. **Delivering quality and developing a greater value for education:** Another indication of the positive cumulative impact of the Satya Bharti School Program and its model of structured teaching-learning transactions, is that parents have also begun noticing its impact and believe that it is important that children take part in extra-curricular and sports activities. They believe that value education and training of life skills should be an integral part of the school curriculum.

The Satya Bharti School Program's impact on the children's lives is further evident from the fact that their parents have begun saving for their future education (Figure 6).

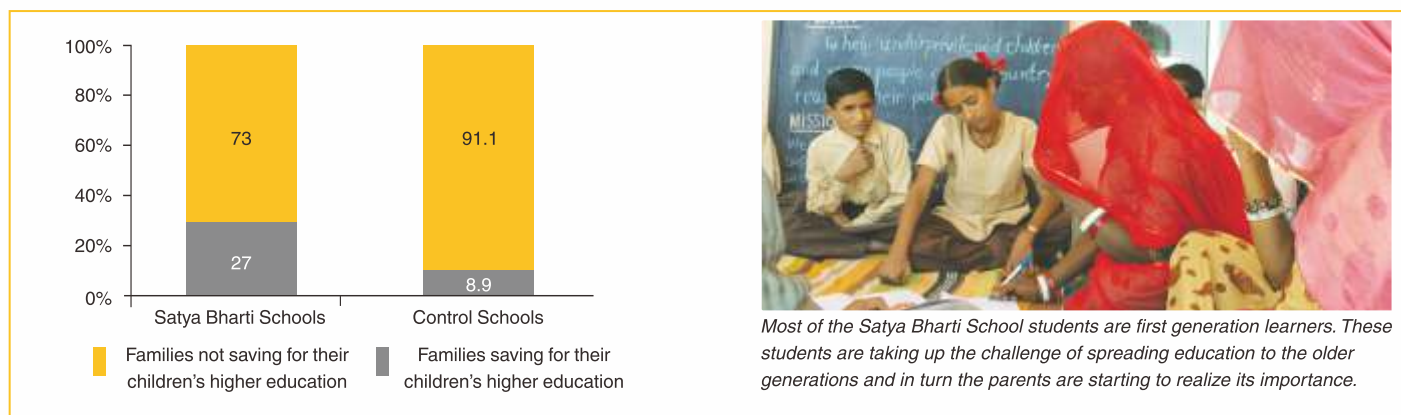


Figure 6: Percentage of families saving for their children's higher education

- g. **Socio-cultural impact on teaching staff:** The selection mechanism used for staff recruitment, training and progression does not require information at any point on caste, culture, religious, income related parameters. The teachers from the SC/ST and OBC backgrounds pointed out that the program's model of engagement with teachers empowered them for their future, as it provides confidence in the fact that they can find employment at their own merit. The level of involvement of staff from marginalized groups and the comfort with which they exist and operate within the Satya Bharti School Program, is made clear by the fact that about 48.5% of the teaching staff attached to the schools belong to marginalized groups (Figure 7).

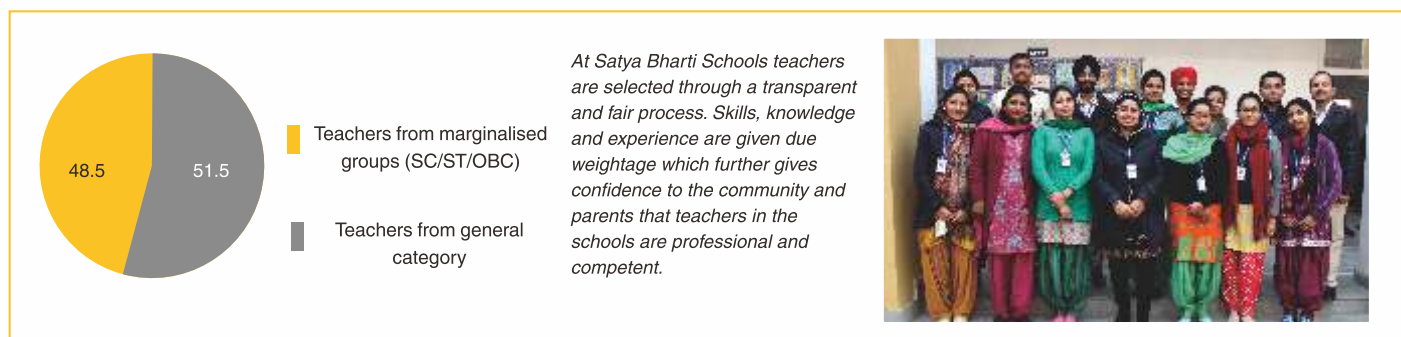


Figure 7: Percentage of teaching staff from marginalized groups

Further, the staffing model also encourages the gender balance of teachers and as a result 53% of the teachers at Satya Bharti Schools are women. This is important as women staff are fulfilling the role of instruments of change in the community.

h. **Socio-cultural impact on vendors and service providers:** The model of vendor selection/procurement followed by the Satya Bharti Schools closely emulates its model of staffing. Interactions held with these vendors reveal that all of them are from the community and were selected under a competitive process. All the Mid-Day Meal vendors at the schools visited under the study were women and at twelve of the fifteen schools visited, the vendors belonged to the SC/ST/OBC community. During their interactions with the field teams, the vendors said that the process of selection was transparent and gave them an equal opportunity to compete. They said that this was the primary reason why they chose to compete for the opportunity to be a vendor to the school.

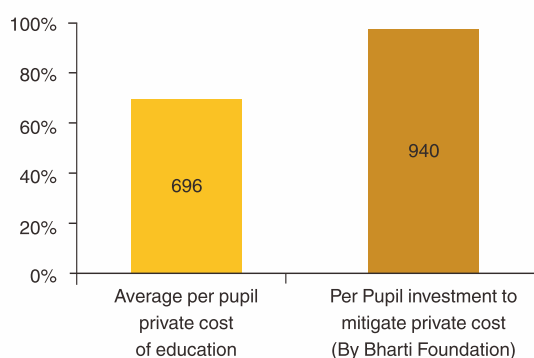
Overturning age old practices

The Mid-Day Meal vendor at the Satya Bharti School in Jatibandhu village in Jodhpur district of Rajasthan reported that being from a lower caste family she found it very rewarding to become the Mid-Day Meal supplier at the school. She acknowledged that teachers provided her with continued support and confidence in discharging her functions as an MDM vendor. She is happy that even the community acknowledges her contribution to their children's lives.



3.2.2 Economic Impact of Satya Bharti Schools

a. **Economic impact on students and their families:** As per NSSO 2007 data, the average annual per pupil cost of education in India is INR 696. Compared against this figure, the Satya Bharti School program is making an annual investment of INR 940 to mitigate this private cost (**Figure 8**).



Satya Bharti Schools provide for all educational requirements of the students – uniforms, textbooks, stationery, classroom furniture, computers etc. at completely no fees from the students.

Figure 8: Per pupil annual private cost of education in India and the effective subsidy being provided by the program

These investments (INR 940) are being made towards providing children with access to books, notebooks, uniform, sweaters, etc. and thereby mitigating the private cost. It is important to remember that these investments are over and above the expenditure which is being made on Mid-Day Meal and tuition fee. The difference between the per pupil private cost of education and the per pupil effective subsidy, (INR 244), being provided by the program highlights its thrust on quality.

Given that the schools work on an 'access to free education' model, besides the annual per pupil investment of INR 940, the program is also making the annual expenditure of INR 4,585 towards the children's Mid-Day Meal and the per pupil tuition fee (**Figure 9**). This expenditure is also serving as an effective subsidy being provided to the students and their families. Therefore, the twin expenditures, in the form of access to free of cost education (INR 4,585) and subsidies towards negating the private cost of education (INR 940), are effectively significant savings for the families.



Figure 9: Per pupil investment towards mid-day meal and tuition fee subsidy (in Rs.)

b. **Economic impact on vendors and service providers:** Given the aggregate per school expenditure on the Mid-Day Meal component, each vendor earns an annual profit of up to INR 24,000. Interestingly, almost all the vendors in 254 schools are women. This sum may sound small but it is helping in providing support to the families of these women while developing the entrepreneurial spirit in them. Besides, the vendors have been made to open bank accounts, which has resulted in initiating financial inclusion while inculcating saving habits.

3.3 Policy Lessons

3.3.1 The program's impact on families and the community highlights the importance of the social network model and illustrates how behavioral changes in children have resulted in the transmission of behavioral changes into the community and families of the children.

3.3.2 The program's focus on good habits of children also translates into better health and hygiene standards for all family members and the community at large.

3.3.3 Sensitizing the children at school level not only improves their own ability to manage the precious natural resources but it also makes the community aware about the importance of these resources.

3.3.4 The program's strategy of utilizing the local talents and human capital from the community has not only created job opportunities for locals but it has also improved the confidence of marginalized sections to compete for the available opportunities.

3.3.5 An effective school program not only provides quality schooling to the children but it also brings a change in the parental choices with regard to the education of their children. This is evident from the fact that many parents have started saving for their children's higher education.



Notes: All findings have been taken from the detailed report presented by EY on their Social Impact Assessment of the Satya Bharti School Program. All figures and case studies mentioned in the evaluation section are provided by EY as a part of their study.

4. Higher Education PROGRAMS

In addition to the school-based initiatives, Bharti Foundation works in partnership with various renowned institutes across the country to implement higher education initiatives such as:

4.1 Bharti School of Telecommunication Technology and Management, IIT Delhi

Helps develop Telecom Leaders through excellence in education and research, offering specialized courses in Computer Science, Management Studies, Communication and Signals, Networking, Laboratory Course Work and PhD programs in telecommunications.

4.2 Airtel IIT Delhi Centre of Excellence in Telecommunications (AICET)

Set up under a public-private partnership mode by the Department of Telecommunication, Government of India, Indian Institute of Technology Delhi and Bharti Airtel Ltd. functioning as an integral part of Bharti School of Telecommunication Technology and Management, IIT Delhi.

4.3 Bharti Centre for Communication, IIT Bombay

Set up in association with the Indian Institute of Technology (IIT), Bombay to generate fundamental knowledge in telecommunication and allied systems.

4.4 Bharti Institute of Public Policy, Indian School of Business, Mohali

Set up as a partnership between ISB Mohali and Bharti Enterprises with an MoU with the Fletcher School of Law and Diplomacy, Tufts University (USA), with the objective of promoting high quality research to guide policy formulation and implementation in India to train students in formulation and implementation of policies as well as to engage with and inform policy formulation and implementation in developing country settings.

4.5 Manmohan Singh Bursary Fund

Recognizes and awards exceptionally talented students to pursue studies at the Cambridge University, UK. Manmohan Singh Bursaries are awarded to outstanding school leavers from India, who would not otherwise be able to fund their studies at the University. Since the start of the scholarship program in 2010, eleven meritorious students have received the Bursary under this program.



Envisioning future telecom leaders at Bharti School of Telecommunication Technology and Management, IIT Delhi.

5. News and UPDATES

5.1 'LMA – Hari Chand Award' for Corporate Citizen of the Year 2013

Rakesh Bharti Mittal, Vice Chairman, Bharti Enterprises and Co-Chairman, Bharti Foundation was conferred the 'Hari Chand Award for Corporate Citizen of the year 2013' by the Ludhiana Management Association. He was awarded for his outstanding contribution in the field of education for the underprivileged children through Bharti Foundation. The Ludhiana Management Association honours business leaders and leading personalities who have contributed towards social transformation in the 'Corporate Citizen' category.



Mr. Mittal receiving the award by H.E. Shri Balramji Dass Tandon, Governor of Chhattisgarh.

Rakesh Bharti Mittal has been awarded the Honorary Doctor of Civil Law Degree by Newcastle University, UK and also serves as the Honorary Consul for Republic of Sierra Leone in India

5.2 Bharti Airtel (Africa): CSR Initiatives

Bharti Airtel (Africa) undertakes impactful CSR initiatives in various countries of the continent. Its key programs are as mentioned below:

5.2.1 Adopt a School Program

- Airtel Africa's core initiative: 44 schools adopted in 17 countries; impacting 24,807 children; through 637 teachers.
- Partnership with Government largely towards school infrastructure and facilities.



5.2.2 Telecommunication Services to Millennium Villages

Telecommunication services to Millennium villages located in rural pockets in six countries (Ghana, Malawi, Tanzania, Nigeria, Uganda and Kenya).

5.2.3 Various other initiatives like:

- Airtel Africa and Kenya Airways sign pan-African CSR partnership.
- Youth Development: Training of 6000 Chadians in the ICT sector.
- Monetary, material donations to various organizations.

AIRTEL AFRICA

<h3>Before</h3> 	<p><i>Airtel Africa adopts and provides support to identified schools in vulnerable communities through provision of school requirements.</i></p>	<h3>After</h3> 
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Schools upbeat over Bharti move

Organisation has adopted Ludhiana for its rural sanitation programme

CHARANJIT SINGH TEJA
THE HINDU NEWS SERVICE

LUDHIANA, AUGUST 19
Government Schools including, middle, high and senior secondary, which were awaiting construction of toi-

does not exist at present. According to the data available at district office of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) more than 250 toilets are required in senior secondary, high school of the district, the information emanated high government sen-

need toilets. There are total 526 upper primary schools in the district. The schools receive funds for construction of toilets or rooms only under centre sponsored scheme Rashtriya Madhyamik Shiksha Abhiyan. RMSA used to pay Rs 75,000 for a single toilet.

RMSA construct the building of toilet carpeted with tiles and arrange the fitting of water connection. This year district authorities did not received any fund under the RMSA. The district office had sent several proposals, including a recent proposal of Rs 3.75 lakh for construction of

RMSA, said, "We need around 300 toilets in the district. Some NRIs showed concern in this regard but nothing happened. It is worth mentioning here that Bharti Foundation has decided to adopt Ludhiana District, the home district of its founders, for a rural sanitation

TCS, Bharti pledge ₹200cr for toilets

TIMES NEWS NETWORK

New Delhi: Responding to PM Narendra Modi's call to corporates to take up building toilets in schools as a priority under their corporate social responsibility (CSR), Tata Consultancy Services (TCS) and Bharti Foundation, an arm of Bharti Enterprises, on Monday announced a total expenditure of Rs 200 crore for the government's "Swachh Bharat" campaign.

TCS announced it would finance hygienic sanitation facilities for girl students at 10,000 schools across the

Bharti Foundation to adopt Ludhiana

Bharti Foundation, the development arm of Bharti Enterprises, on Monday said the company had decided to adopt Ludhiana district, home district of its founder Sunil Bharti Mittal, as its focus area for improvement of rural sanitation.

Bharti Foundation has launched a major initiative - 'Satya Bharti Abhiyan' - to improve rural household sanitation facilities in Punjab. Inspired by the Hon'ble Prime Minister's call to the corporate sector in his Independence Day 2014 speech to strengthen Government's initiative on this score, the Foundation has decided to adopt the Ludhiana District - home district of the Founders - as its focus area for improvement of rural sanitation. As part of this program, the Foundation will invest upto Rs. 100 crores in constructing toilets while reaching out to every rural household lacking such facilities in the District, over the next three years.

In addition to rural household sanitation, the 'Satya Bharti Abhiyan' will also invest in improving sanitation facilities in Government schools in rural Ludhiana by building new toilets for girls, where no such facilities exist. Lack of proper sanitation facilities, particularly for girls in rural schools has been an important factor leading to large scale drop outs, thereby negating the substantial improvement in enrolment that the country has achieved in recent years. This program is supported by the two Bharti group companies - Bharti Airtel Limited and Bharti Infratel Limited.

पहल: दिखने लग्य मोदी की अपील वर असर

स्वच्छ भारत मुहिम से जुड़े टाटा, मित्तल

नई दिल्ली, 19 अगस्त: स्वच्छ भारत मुहिम के तहत प्रधानमंत्री नरेंद्र मोदी की अपील का असर दिखने लगा है। उर्जा बड़े बिल्डर संस्थानों ने टाटा और मित्तल के बीच मिलकर 200 करोड़ रुपये का निवेश करने का फैसला किया है।

- 10,000 स्कूलों में शौचालय बनाएँ टाटा/मि
- 10000 स्कूलों में शौचालय बनाएँ टाटा/मि

सुधियाना ग्रामीण क्षेत्र का

Bharti set to invest ₹100 cr for building toilets in Ludhiana

NEW DELHI In a bid to improve household sanitation in rural Punjab, Bharti Foundation on Monday said it will invest up to Rs 100 crore in constructing toilets in Ludhiana over the next three years. The Foundation, which is the development arm of

TCS, Bharti pledge ₹200 cr to Modi's Clean India drive

The corporate sector has responded positively to Prime Minister Narendra Modi's Independence Day call that it build toilets in schools as part of corporate social responsibility (CSR) programmes. Two of India's biggest corporates, Tata Consultancy Services and Bharti on Monday committed 200 crore each to build toilets in schools for girls. Coca-Cola said it hoped to further build on its ongoing sanitation programme to construct toilets in schools.

Bharti Foundation adopts Ludhiana dist

To spend ₹100 cr on toilets for rural households, schools

ANURAG BHARGAVA

LUDHIANA, AUGUST 19
The Bharti Foundation has decided to adopt Ludhiana district, the home district of its founder, for a rural sanitation programme. A development arm of Bharti Enterprises, the foundation today announced its initiative 'Satya Bharti Abhiyan'.



It is our commitment that no single household or school in rural Ludhiana remains without a toilet. We will achieve this target by the end of this tenure.

Sunil Bharti Mittal, Chairman, Bharti Enterprises

Separate toilet facilities for girls in village schools can bring down the dropout rate drastically.

DEO, Ludhiana, says...

Principal Kaur, DEO, Secondary, Ludhiana, said: "During inspection of government schools, we observed that most schools in the district have separate toilets for boys and girls. The condition of toilets is good in most schools. We receive grants under centrally sponsored schemes such as the Sarva Shiksha Abhiyan and the Rashtriya Madhyamik Shiksha Abhiyan to construct toilets for girls and boys. It is good if a corporate house is lending a helping hand for the cause."

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यूपी कंपनियों-भारती एयरटेल और भारती इन्फ्राटेल इस कार्यक्रम को बैंगी समर्थन

आजीवन पढ़ाया में सफल-सफल

सरकारी स्कूलों पर रहेगा पूरा फोकस



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TCS, Bharti booster for Clean India call

K. T. Jagannathan
CHENNAI: The Clean India call given by Prime Minister Narendra Modi from the ramparts of Red Fort in his maiden Independence Day speech has drawn corporate queue up to commit funds. IT major TCS (Tata Consultancy Services), telecom service provider Bharti, and public sector Indian Overseas Bank (IOB) have stepped in quickly to announce fund support for setting sanitation facilities for girl students. IOB was the first to respond. It said it would finance construction of toilets in 59 schools across the country. "The decision of this CSR initiative to construct toilets in one school in each of the 59 regions of the bank was taken at the bank's board meeting held on August 16," said a release. On Monday, TCS and Bharti, too, joined in. TCS said it would earmark Rs.100 crore to finance sanitation facilities for girl children across 10,000 schools in the country. In a statement, N. Chandrasekaran, CEO and Managing Director of TCS, said provision of hygienic sanitation for girl students "will have tangible impact on the level of education achievement and development of India's next generation." The telecom major said Bharti Foundation, a development arm of Bharti Enterprises, would invest up to Rs.100 crore in construction sanitation facilities for girls in Ludhiana over the next three years. "It is our commitment that no single household or school in rural Ludhiana will be without a toilet by the end of this tenure," a release quoted Sunil Bharti Mittal, Chairman of the Foundation, as saying. With top-notch firms such as TCS and Bharti leading the way, the Prime Minister's 'Clean India' is expected to see India Inc step in a major way.

Bharti Foundation Adopts DR. KALAM'S TEACHERS' OATH for SATYA BHARTI SCHOOL TEACHERS

Bharti Foundation has adopted the Eleven Point 'Teachers' Oath' authored by Dr A P J Abdul Kalam, Former President of India. The oath was administered by Dr. Kalam to the teachers of Satya Bharti School at Satya Bharti Adarsh Senior Secondary School, Sherpur Kalan, Ludhiana (Punjab). His Oath intends to instil positive behavioural change and a sense of ownership among the teachers, towards the holistic development of their students. The standards in the Oath embody not just delivering lessons, but also ensuring education where a student develops in body, mind and spirit matching with Bharti Foundation's belief in building

confidence, passion and motivation among teachers. The Oath has been initiated to catalyse the movement of a strong education system in the schools run by the Foundation and is being adopted across all Satya Bharti Schools and Satya Bharti Learning Centres.

“The oath serves as a fundamental reference for all teachers of India, and with Bharti Foundation facilitating its absorption into its teaching programs, I am hopeful of realising a resurgent India through the citizens of tomorrow.”

- Dr. A P J Abdul Kalam



Teachers take the Oath along with Dr. A P J Abdul Kalam, Former President of India.



Dr. Kalam and Mr. Mittal interacting with the students of Satya Bharti Schools during their visit.

Bharti Foundation

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