

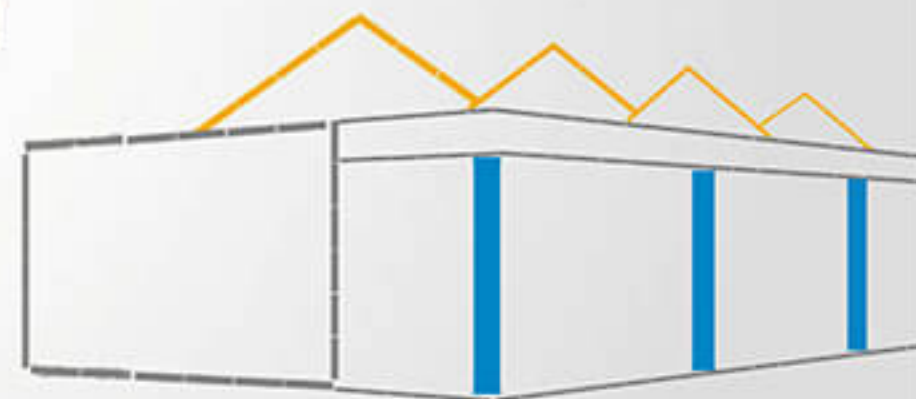
bharti
Bharti Foundation

satya bharti
school

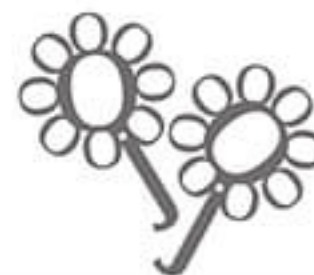
ANNUAL REPORT 2009-2010



New ways to inspire.



Index



Chairman's Message	01
Co-Chairman's Message	02
CEO's Message	03
Introduction	04
The Satya Bharti School Program	05
• Implementation Models	06-07
• Program Strategy	08-09
• Quality Education	10-23
• Sustainability	24-38
The Satya Bharti Senior Secondary School Program	39-40
Higher Education Programs	41-43
Financials	44-47
Organization Profile	48
Governing Board	49
List of Satya Bharti Schools	50-51
Our Partners	52-53

Chairman's Message



Dear Friends,

Our Government's focus and commitment towards providing education for all is truly impressive, especially given the size and diversity of the country. The Right to Education Act 2009, focus on the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for secondary education and the initiative to open 6000 high quality Senior Secondary Schools, including 2500 in public-private partnership mode, will give the needed impetus towards making India a knowledge-based economy. It is heartening that many State Governments are also inviting partnerships and encouraging innovations in the quest for quality education.

Bharti Foundation continues its journey in complementing the Nation's education agenda in a substantive and meaningful way. Within a short span of four years the Satya Bharti School Program has grown both in stature and reach, impacting over 30,000 children, their families and communities across 236 villages in five states.

In pursuit of our belief in collaborative working, sustainable partnerships are being forged with the Government, international agencies, academia and other like-minded organizations. Community participation too is a distinctive element of our program and Satya Bharti Schools have emerged as a 'symbol of positive change' in the areas that we work in.

We, through Bharti Foundation, have also made significant contribution in the area of Affirmative Action. While over 74 percent of the students in the Satya Bharti Schools belong to the disadvantaged sections of SC, ST and OBC, 47 percent of them are girl children. Of the 1200 teachers employed 48 percent are from the weaker strata of society. Such an approach has enabled us to contribute to the inclusive growth agenda of the Government.

As we push boundaries and raise the bar each time, we will continue to introduce initiatives to support the Government in breaking the vicious cycle of inter-generational poverty in the villages of India through quality education.

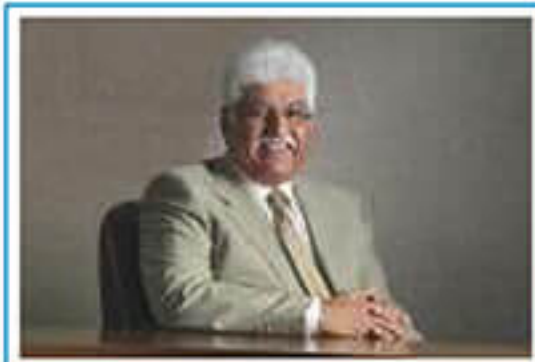
Kind Regards

A handwritten signature in black ink, reading "Sunil Mittal". The signature is fluid and cursive, with a horizontal line underneath the name.

Mr. Sunil B. Mittal
Chairman and Group CEO,
Bharti Enterprises



Co-Chairman's Message



Dear Friends,

Education continues to be a key component on the Government's agenda. While significant progress has been made towards universalization of primary education, the gap in quality continues to be a challenge. Given the enormity of the resource constraints facing the Government, its efforts need to be complemented by the voluntary as well as the corporate sector. This will ensure that lack of quality education does not become a stumbling block in our country's growth and progress.

At Bharti Foundation, we are very conscious of our responsibility to contribute to this national agenda. The flagship Satya Bharti School Program revolves around developing replicable and sustainable models of quality education. Initiatives to enhance teacher quality through training and collaborative learning are supplemented by school processes to facilitate learning levels of children. Empowerment of teachers and field staff is another key plank of our program. These efforts have

shown discernible impact on quality assurance and process excellence. Monitoring and evaluation constitute an integral part of the Satya Bharti School Program. They help us ensure accountability and impact. Our aim is to learn from and develop best practices to set benchmarks that can be adopted by like minded organizations.

The Satya Bharti Primary School Program has presence in 236 villages reaching out to over 30,000 children, providing quality education in rural India. It has provided employment to more than 1200 teachers as well as to school guardians, maids and mid-day meal vendors from these villages. Active community involvement remains the corner stone of the Satya Bharti School Program. The School Calendar includes various opportunities to connect the local people with our students to make them active participants of the program. Initiatives like Community Development Programs and Community Volunteering Week, while ensuring engagement with the community, also aid in holistic development of our students.

Continuing our journey, we have recently launched the Satya Bharti Senior Secondary School Program in partnership with the Punjab Government. The first Senior Secondary School at Chogawan in Amritsar is in its inaugural academic year. This program will also focus on providing vocational education to students to develop them into employable and contributing citizens.

Going forward we will implement education programs under the Public-Private Partnership (PPP) mode. We are working with various State Governments to develop partnership models to expand the reach of quality education to a scale that can have a nation-wide impact.

If quality education has to become an integral part of our daily lives, then an integrated approach focusing on key stakeholders - the children, the teachers and the community - needs to be adopted. At Satya Bharti Schools we will continue to be guided by this philosophy.

We look forward to another successful year of widening reach and enhanced impact.

Kind Regards

A handwritten signature in black ink, appearing to read 'R. Mittal'.

Mr. Rakesh Bharti Mittal
Co-Chairman,
Bharti Foundation



CEO's Message



Dear Friends,

The year gone by has witnessed many significant achievements and there have been numerous lessons that we have learned. The positive impact of the Satya Bharti School Program is both visible and undeniable. While it has received encouraging response and support from all our stakeholders, we remain conscious that we will continue to face challenges in our quest for creating an exemplary, affordable model of low cost quality education in rural India.

Keeping in view the various constraints of infrastructure, costs and most importantly the availability of quality teachers, a number of initiatives, focused on sustainable quality education were undertaken during the last year. Added emphasis was placed on capacity building of teachers through re-designed training programs based on our needs and experience. Special modules were run for orientation of Cluster Co-ordinators to help them guide, mentor and support teachers effectively.

A specially created Universal Curriculum modelled on the National Curriculum Framework was rolled out across all Satya Bharti Schools to promote active learning through application. The changed organization structure and introduction of monitoring tools and processes has facilitated empowerment with increased accountability and faster decision making.

We are aware that going forward we will have to meet enhanced expectations of our stakeholders and will need to ensure both sustainability and quality. Another key challenge in the coming year is to establish a strong connect with the Vision and Philosophy of our program especially amongst teachers and parents. An extensive employee and community engagement program has been created to achieve the same.

We aim to establish quality benchmarks and rely on the key principles of innovation, creativity and simplicity in all that we do to achieve our dream to help underprivileged children transform into confident, responsible and employable citizens of India.

We look forward to your continued support and engagement with the Satya Bharti School Program.

Warm Regards

A handwritten signature in black ink, appearing to read 'Vijay Chadda', written over a horizontal line.

Mr. Vijay Chadda
CEO,
Bharti Foundation



Introduction

Bharti Enterprises, being a socially conscious corporate citizen, recognizes its responsibility of partaking in the development of the country. Bharti Foundation, the philanthropic arm of the Bharti Group of Companies was set up in 2000 to take this forward.

Vision: To help underprivileged children and young people of our country realize their potential.

Mission: Committed to creating and supporting programs that bring about sustainable changes through education and use of technology.

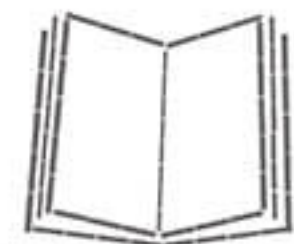
Bharti Foundation's focus currently is to bridge the education divide by creating and supporting programs that bring about sustainable change, specially in rural India. Through its flagship Satya Bharti School Program, the Foundation aims to create replicable and scalable models of end-to-end quality school education. In doing so, the program aims to reach quality education to rural India and ready the children of today as employable and responsible citizens of tomorrow, capable of becoming the forerunners of progress.

Goals:

- To improve accessibility and quality of education at school level across rural India.
- To provide education and training opportunities to the youth of our country in order to make them employable.



A Satya Bharti Primary School



Satya Bharti School Program, A Catalyst of Change

The Satya Bharti School Program was initiated to catalyze access to quality education for underprivileged children in the villages of our country. Education in these schools is completely free and is supported by additional schemes such as free school uniforms, books, copies, stationery and mid-day meals for children. It aims to learn from and create best practices and benchmarks that can be adopted by educational institutions, government schools etc., thereby creating replicable and scalable models.

Goal

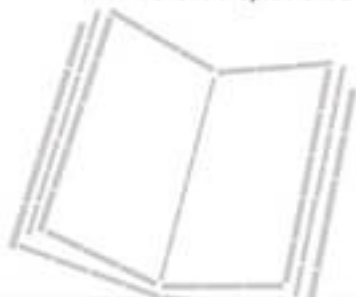
- Provide quality education to underprivileged children to develop them into confident, employable, responsible citizens of tomorrow.

Objectives

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

Direct Target Beneficiaries:

- The Satya Bharti School Program focuses on working in the rural pockets of the country to reach out to those sections of society who do not have access to quality education.
- The children enrolled at our schools belong to families of migrant laborers, first generation learners, marginalized sections of society and other backward classes.
- There is a special focus on the girl child.



Demographic Profile of Beneficiaries of Satya Bharti School Program

States	Schools (No.)	Students (No.)	Girls (%)	SC/ST/OBC (%)	Teachers (No.)	Female Teachers (%)	SC/ST/OBC Teachers (%)
Punjab	90	8305	43%	77%	428	35%	27%
Rajasthan	78	11842	50%	77%	462	37%	71%
Haryana	46	5430	45%	67%	220	54%	47%
Uttar Pradesh	12	2618	52%	63%	80	49%	18%
Tamil Nadu	10	692	49%	100%	28	96%	89%
Total	236	28887	47%	74%	1218	59%	48%

• Data as on March 31, 2010

Implementation Models

The Satya Bharti School Program currently has four models of implementation. These are as follows:

Green Field Schools

Under this model Bharti Foundation constructs and runs Satya Bharti Schools on the land given either by the Panchayat or the community members. The Foundation is responsible for the overall management, financial requirements and implementation of the program. Currently 187 schools are being run under this model across Punjab, Haryana, Tamil Nadu, Rajasthan and Uttar Pradesh.

Adoption of Government Schools

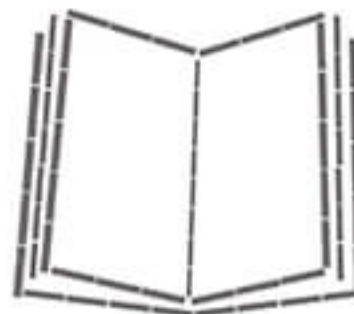
Under this model Bharti Foundation adopts government schools and manages them with its own staff and teachers. While the Foundation is responsible for the overall management, implementation and financial requirement of the program, the government provides partial financial support by extending the existing government schemes like mid-day meals, free text books etc. to the program. The Foundation undertakes end-to-end management of the schools including curriculum development and implementation, teacher training, monitoring, school equipping and maintaining quality staff. 49 government primary schools in Neemrana and Amer blocks of Rajasthan are being run under this model in partnership with the Rajasthan Education Initiative of the Rajasthan Government.

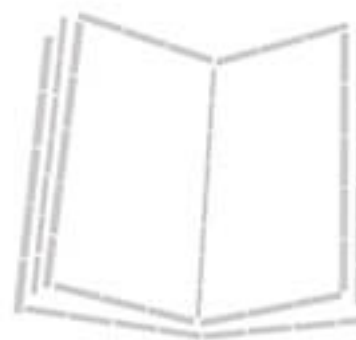
Public-Private Partnership Model

Bharti Foundation plans to set up its senior secondary schools under the Public-Private Partnership (PPP) model with various State Governments. Of this, the first Government Satya Bharti Adarsh Senior Secondary School has been set up in collaboration with the Punjab Government under its Adarsh Scheme. According to this scheme, in addition to providing land on a long-term lease, the Punjab Government is also providing 50 percent of the capital expenses and 70 percent of the operational costs per child. Apart from financial contribution, Bharti Foundation is responsible for the complete management, implementation, teacher training, introduction of innovative teaching methodologies, monitoring and evaluation of the program in the school.

Partnership with NGOs

This model involves Bharti Foundation working in close collaboration with like-minded NGOs to set up and run schools under the Satya Bharti School Program. While the land is provided by the NGO on a long term lease, Bharti Foundation bears the capital and operational costs related to the program. It also provides the necessary technical inputs for the implementation of the program. The NGO is responsible for hiring staff for the schools in collaboration with the Foundation. The NGO partner implements the program within the guidelines of the Satya Bharti School Program and reports into the Satya Bharti School monitoring and evaluation process. Two Satya Bharti Schools are operational in Anupshahr, Uttar Pradesh under this model in partnership with the Pardada Pardadi Education Society.





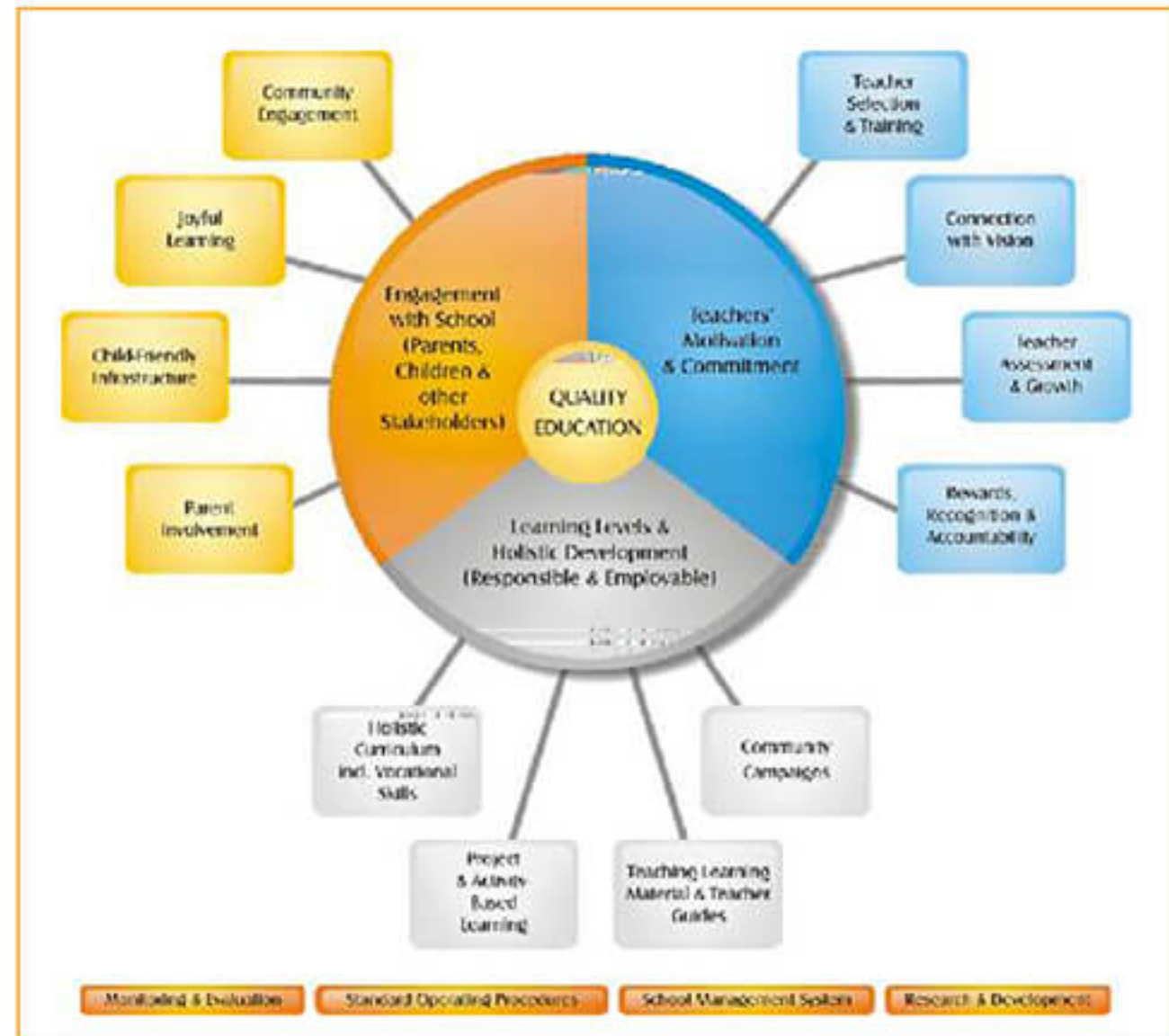
Program Strategy

The Satya Bharti Schools aim to become temples of learning, radiating knowledge and excellence. The schools, through quality and holistic education, aim to develop the students into well-rounded personalities empowered to step into the world as confident, responsible and contributing citizens.

The program focuses on three key pillars of intervention to deliver quality education: focus on age and class-appropriate learning levels and holistic development of the children, ensure teachers' motivation and commitment towards children and engage children, parents and community with the school. Measures and processes have been instituted around each of the intervention areas to ensure smooth implementation, quality and sustainability of the initiative.

Age and Class Appropriate Learning Levels and Holistic Development of Children

Given the challenge of low learning levels among children across rural India, the teaching philosophy at the Satya Bharti Schools is centred around enhancing learning through conceptual clarity and application-based activities. The assessment tools are consciously designed to evaluate students according to the different levels of Bloom's Taxonomy. It is equally important that the students acquire life skills and values and emerge as employable and responsible citizens. The academic and non-academic school calendar is created to give such exposure and learning opportunities to children.



Increased Teacher Motivation and Commitment

We remain committed to the growth and training of our teachers, the most important conduit in this journey of education. Initiatives are carefully planned to keep them motivated and to enhance their commitment levels towards fulfilling their responsibility as mentors and guides for the children.

- Recruitment process focused on required skills, personality parameters and passion for teaching.
- Engagement initiatives to align them with the organizational vision.
- Robust training and re-training ensuring professional growth.
- Reward & Recognition policy to acknowledge performance.
- Performance Management Process to ensure accountability.

Engagement of Stakeholders with the School

We try to maintain and increase the engagement of stakeholders with the school to ensure that the schools emerge as agents of progress.

Engaging Children

- Schools equipped with computers, creative learning material, playground equipment, sports kits and libraries to create a 'joyful' experience.
- Colorful and vibrant buildings for a welcoming atmosphere.
- Separate toilets for girls and boys.
- Healthy nutritious meals.
- Provision of water and electricity.

Engaging Parents

- Regular Parent Teacher Meetings (PTMs) for regular feedback.
- Regular home visits to encourage one-on-one interaction with the parents.
- Invitations to participate in school celebrations to give them a first hand feel of the school.

Engaging Community

- Engagement campaigns like Community Service Drives.
- Community Volunteering Programs to encourage community members to visit the school and provide exposure to children about local vocations, arts and craft, etc.



Students enjoy a mid-day meal at a Satya Bharti School



Quality Education



Kidsmart computers and exciting teaching learning aids are provided to students, facilitating the delivery of quality education at the Satya Bharti Schools.

Enhancing Quality of Teachers

The quality of teachers forms a fundamental component of the education and learning process of the students. Thus constant efforts are made to develop their skills to help them teach better and also contribute to their professional growth.

Teachers undergo an exhaustive training program encompassing both classroom sessions and in-class support. They are guided to prepare lesson plans and to improve classroom interaction. The training modules are designed to equip teachers with the required skills and enhance their teaching quality and reflective ability. It also enables them to hone higher order thinking skills in children and facilitate student engagement in an active learning class through the use of innovative pedagogy.

Initiatives like regular schools visits of the senior management, including the CEO, have been undertaken to keep teachers aligned with the vision of the program. A comprehensive Reward & Recognition policy appreciates teachers for their efforts and encourages them to give their best in schools.

Key interventions during the year include:

Focused Training Modules to Improve Pedagogical Skills

The 'lab approach' was adopted during the Remedial Learning Program of 2008-09. This approach focused on teaching one subject in one classroom with a subject specific teacher being constant and the students moving from one 'lab' to the other. During this program, it was noticed that the focus on one or two subjects also improved the performance of teachers. It was therefore concluded that each teacher, even at the primary level, was more effective when she taught one subject instead of all subjects for a class. Thus a conscious decision was taken to continue with the 'lab approach' of teaching and train teachers of classes III to V in specific subject areas.

The training modules were designed to focus on four main areas:

Induction Training

12 day module on pedagogical foundation for new teachers to align their mindsets and teaching practices to the educational philosophy of the Foundation.

Skill-Specific Advanced Pedagogical Training

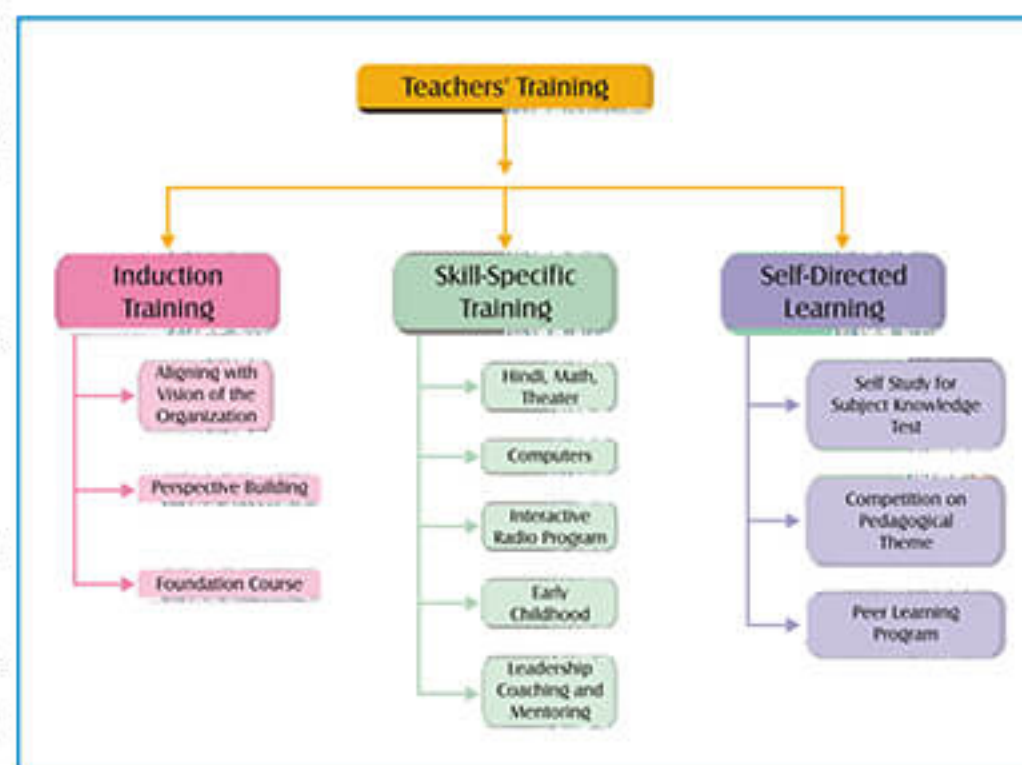
Modules on specific subjects and skills for different teaching levels.

Self-Directed Learning

Activities to promote self initiative, higher order thinking and reflective thinking abilities among teachers.

Classroom-Based Observation and Coaching

Cluster Co-ordinators undertake classroom observations and one-to-one meetings with teachers to understand their strengths, challenges and development needs. Regular coaching and mentoring by Cluster Co-ordinators help teachers implement their training programs on the ground.



Interactive Audio Instruction Program to Improve Spoken English

An Interactive Audio Instruction Program was launched across 78 Satya Bharti Schools in Rajasthan. Developed by the Education Development Centre (EDC), the program aims to improve spoken English skills in children and teachers. Originally designed to be delivered through ongoing radio sessions, the program is recorded in CDs and played on CD-players across the Satya Bharti Schools due to irregular supply of electricity and mismatch of timings with the original radio sessions.

Impact of the Program

- It has helped improve listening and speaking skills of students.
- There has been improvement in pronunciation for both students and teachers.
- It has helped increase confidence levels of students leading to increased participation in the classrooms.
- It has also helped in teaching grammar to students because it emphasizes on a better understanding of grammatical concepts like tenses, pronouns, action words, numbers etc.

This interactive learning technique has not only contributed significantly towards improving the English language skills of students but has also supported the teachers in delivering other English lessons more effectively. Delivered through stories, songs and activities, the program supports teachers in developing student-centred teaching skills. Its easy delivery format helps students understand their lessons better by allowing them to learn in groups and through various activities.

It is a very interesting (way to teach students English). It encourages learning by doing and its activities can be implemented in other subjects. (It is an) interactive system of learning. The students very keenly await the classes.

Lubna Effat, Head Teacher,
Satya Bharti Government Primary School, Balika Achrol,
Amer, Rajasthan

The program has made me feel at ease while teaching English in class. A lot of topics in the curriculum are now being covered through the Program. This has made the topics easier for the children to understand and also simpler to teach in the classroom.

Rajkumar, Teacher
Satya Bharti Government Primary School, Nangal, Neemrana, Rajasthan

Fact Sheet

Number of Teachers Trained	: 156
Number of Children	: 8000
Number of Lessons	: 65 lessons
Duration of the Program	: 5 months (Nov. '09 - Mar. '10)



A training session in progress for the Interactive Audio Instruction Program



Peer Learning Program to Facilitate Collaborative Learning

The Peer Learning Program, introduced last year as a pilot project in the Satya Bharti Schools in Kurukshetra aims to help teachers enhance their pedagogical skills by observing each other during their classroom interactions with the students. Inculcating an atmosphere of healthy exchange of ideas and collaborative learning, the program encourages teachers to observe their peers conduct classes, share lesson plans and also provide constructive feedback on each others classroom interaction. While this has increased confidence levels among teachers, it has also improved their teaching and interpersonal skills. Sharing of lesson plans has also helped the teachers add creativity into their own Teaching-Learning Materials (TLM).

The Peer Learning Program was implemented as a pilot program in schools in Kurukshetra and in some schools in Punjab. This spirit of collaborative learning and healthy interaction of peers has helped in improving teaching skills. This is now being rolled out across all 236 schools as a planned initiative.

Impact of the Peer Learning Program

- Qualitative changes in teaching skills
- Creativity in TLM creation
- Methodical lesson planning
- Increase in confidence levels
- Better inter-personal skills
- Openness to peer feedback
- Objectivity in teacher discussions

Leadership Skills Program for Head Teachers

At the Satya Bharti Schools the Head Teachers are responsible for academic, non-academic and community-related activities of the school. In addition to overseeing the academic components of the school like completion of the syllabus, lesson plan etc., the Head Teachers are also responsible for the management aspects of the school and for the mentoring and development of their teachers. In order to empower them to discharge their varied responsibilities a three day Leadership Skills Program was deployed for the Head Teachers. It focused on elements such as leadership style, supervisory skills, observation and coaching skills for peer group etc.

Regular assessments are also carried out for Head Teachers to assess their response to training programs, competencies acquired to deliver their role and further development needs. Head Teachers are grouped in categories based on their proficiency level and the degree of support required. Currently 18 percent of our Head Teachers have been rated as completely suitable as per our evaluation matrix while 57 percent have shown the potential to grow into the role.



Teachers attend a training program

Teacher Trainings Conducted - 2009-10

Kind of Training	Days (No.)	Teachers Trained (No.)
Pedagogical Foundation	12	700
Skill-Based Training		
• Hindi Language	3	400
• Mathematics	3	400
• Early Childhood Development	3	200
• Interactive Audio Program	2	156
• Computer Enabled Training	4	211
• Leadership Training	3	236

Other Trainings Conducted - 2009-10

Kind of Training	Days (No.)	People Trained (No.)
Cluster Co-ordinators Training		
Process Training	3	19
Theater Skills	1	12
Pedagogical Foundation	11	27
On the Job Support	2	39
Skill Specific Training	9	30
District Co-ordinators		
Leadership Training Modules	7	12
Trainers		
Leadership Training Modules	21	7

Special Training For Pre-Primary Teachers

Learning and development is a cumulative process and children learn best when their concept clarity and learning foundations are well established at an early age. Thus pre-primary modules become an essential component of training for teachers at the Satya Bharti Schools. Spread over three days the training prepares teachers with skills, ensuring that all physical, social, emotional and intellectual needs of children are catered to in a systemic and scientific manner. It also helps them build requisite skills to engage children in meaningful experiences at the pre-primary level.

Empowerment of Cluster Co-ordinators

A Cluster Co-ordinator usually supervises six to eight schools and supports the Head Teachers in the overall school management. Further, Cluster Co-ordinators help mentor teachers and also provide them academic and pedagogic support. Each district has also been allotted a District School Administrator to look at logistical and administrative duties for all the schools of the district. This ensures that teachers and Cluster Co-ordinators spend maximum time on child development through teaching and other extra-curricular activities.

Designation	Punjab (No.)	Rajasthan (No.)	Haryana (No.)	Uttar Pradesh (No.)	Tamil Nadu (No.)
Cluster Co-ordinator	13	11	6	2	2
District School Administrator	4	3	3	1	1
Material Co-ordinator	3	2	1	0	0

• Data as on March 31, 2010

Key Features of Satya Bharti Primary Schools

Classes	<ul style="list-style-type: none"> • Pre-Primary to Class V* • Single Section
Students	<ul style="list-style-type: none"> • PTR of 35:1
Facilities	<ul style="list-style-type: none"> • Free Education • Free Mid-Day Meals • Free Stationery, Text Books and Note Books • Free Uniforms
Infrastructure	<ul style="list-style-type: none"> • Classroom Usage Optimization through Two Shifts • Play Equipment • Separate Toilets for Boys and Girls • Availability of Water and Electricity
Curriculum	<ul style="list-style-type: none"> • State Board Curriculum Enriched • Satya Bharti School Teaching Philosophy and Methodology • Holistic Development of Children

*Twelve schools have been upgraded to Upper-Primary Schools

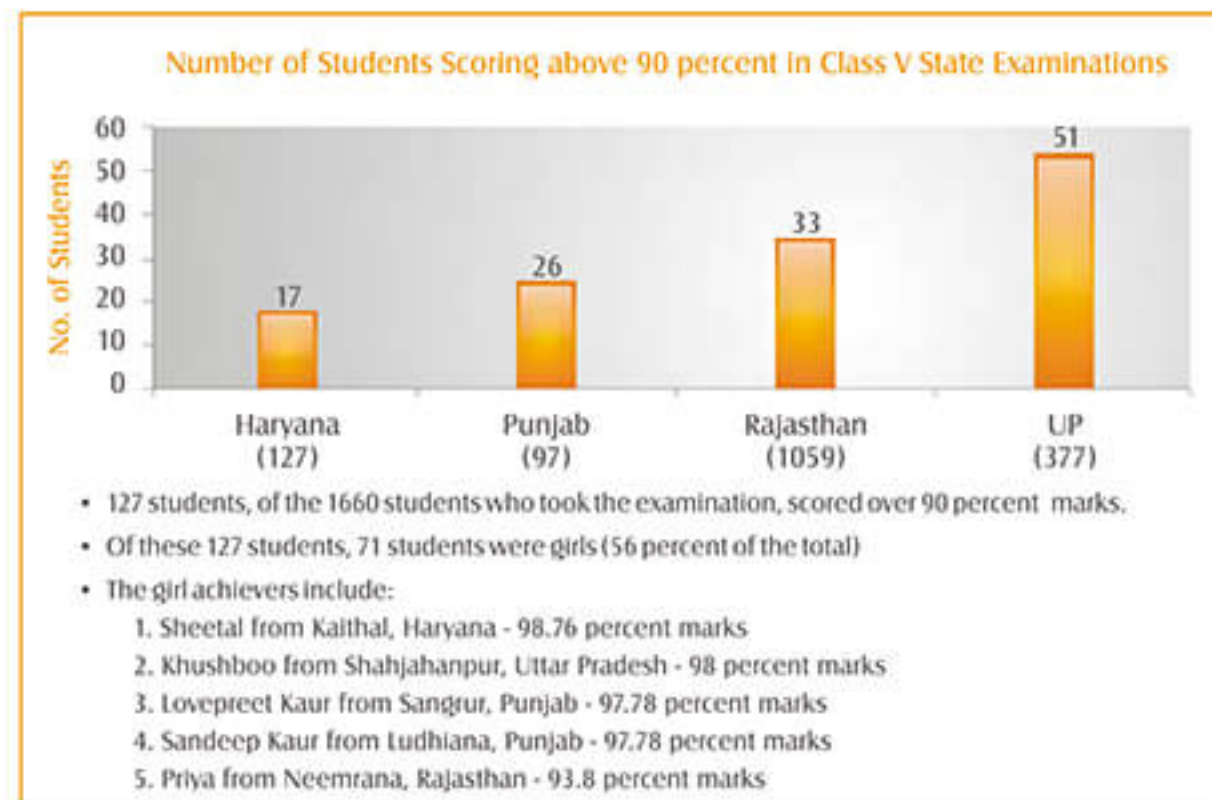


From Rote Learning To Conceptual Clarity

The Satya Bharti School curriculum uses experiential learning methodology as one of its key approaches to deliver learning. The teachers use varied tools and techniques to ensure that each type of child learner is able to receive concept clarity. Children are encouraged to explore and question. Teachers also make an effort to provide local context to teaching so that children can not only relate to it but are also able to extend their learning to real life situations. This helps build in children a conceptual clarity of the subject/topic, leading to enhanced learning levels. The teaching methodology is reinforced by the assessment tools which enable children to apply their understanding to the problems given and grade them according to questions based on concepts and conceptual clarity rather than rote learning.

Standing Tall

1660 students across Punjab, Rajasthan, Haryana and Uttar Pradesh appeared for the class V State Examination in 2010.



Girl students emerge victorious at the Class V State Examination

From Academic Education to Holistic Development of Students

At the Satya Bharti Schools we lay equal emphasis on the holistic development of our children, apart from their learning levels. Thus the school's co-curricular activities are built around the overall growth of children like motor skill development, personality development, socio-emotional development, life skills, patriotism, values and ethics etc. These aspects are not looked at in isolation but are built into everyday school activities. Children are observed for their overall development and their response to various co-curricular initiatives.



Participation in External Events

The Satya Bharti Schools encourage students to participate in external events to give them exposure and confidence and to develop a spirit of healthy competition. These events also give our students an opportunity to meet people beyond their immediate surroundings of the school and community.

Standing Tall: Emerging Winners

Sukhdeep Singh studies in class IV at the Satya Bharti School, Chapda, Punjab. He participated in a cultural program organized by Vidya Foundation, Kuhl Kalan in March 2010. Sukhdeep won the first prize for singing at the event. Other students from nearby Satya Bharti Schools who won prizes at the event included Rajbeer Singh and Balkar Singh, both from the Satya Bharti School in Gosal. Rajbeer won the first prize for the recitation of a Hindi poem and Balkar came second for the recitation of a Punjabi poem at the event.



Komal Walia awarded a prize at an event organized by Bharti Retail Ltd.



Students perform during the prize distribution ceremony of the Rang Tarang Drawing Competition

Satya Bharti School Students' Performance in External Competitions in 2009-2010

State	Village/District	Competition/Exhibition	Organized By	Position/Prize
Punjab	Ludhiana	Village Level Competition - Sport	Village Panchayat, Chimna	1st position in Kabaddi
	Ludhiana	Cluster Level Competition - Calligraphy	Government Schools, Gosal	2nd position
	Ludhiana	Singing Competition	Vidya Foundation	1st & 2nd position
	Ludhiana	Road Show	Water & Sanitation Department	1st position
	Ludhiana	Sport	Government Middle School, Gosal	1st & 2nd position
Haryana	Kurukshetra	District Level Competition - Singing	Easy Day (Bharti Retail Ltd.)	3rd position
	Kaithal	District Level Open Karate Championship	Kaithal District Karate Association	2nd position
Rajasthan	Amer	Block Level Competition - Sport	BEEO Office, Amer	1st position, Athletics
	Jodhpur	District Level Competition - Drawing	Power Grid Corporation of India Ltd.	Selected for National Level
	Pali	District Level Competition - Sport	Department of Elementary Education, Rajasthan	Qualified in Athletics and Kabaddi



Raising Responsible and Confident Citizens of Tomorrow

At the Satya Bharti Schools while we stress on the quality of education being delivered, there is an equal focus on developing the ability of students to connect with their community and emerge as forerunners of positive change in their own villages. The schools' co-curricular calendar includes activities that encourage our students to engage with their surroundings as change agents. The calendar encompasses theme-based community campaigns, school events, celebration of special days, value education etc., enabling children to experience beyond class room teaching. The objective is to link them with community and increase their participation in local societal issues. Various Community Development Campaigns addressing local issues are designed to educate self and communities, change attitudes, behavior and practices.

Girl Child Campaign Launched In May 2009 across 236 Schools; Girl Child Week in January 2010

The Satya Bharti School Program lays emphasis on educating the girl child. Operating primarily in states where the male-female ratio continues to be very discouraging and female foeticide a rampant practice (Punjab, Haryana, Rajasthan, Uttar Pradesh), the Satya Bharti Schools aim at undertaking measures that ensure enrollment of a large number of girls in its schools. It was to take this objective further that a focused Girl Child Campaign for the year 2009-10 was launched across all 236 Satya Bharti Schools in April 2009. The Campaign aimed to influence the target group of parents of girls at the time of school enrollment. It also ensured that the "Girl Child" theme was built into the school curriculum and formed a major part of all school activities for the year. While several initiatives were conducted through the year to facilitate enrollment and retention of girls at the Satya Bharti Schools, a special campaign was held across states during the Girl Child Week in January 2010 to sensitize community members to the cause.

Satya Bharti School Philosophy on the Girl Child

- Girl children in our schools will always be encouraged to believe in themselves and express and follow their dreams for the future.
- We will create special platforms for girl children - specially achievers - to be recognized in order to change the society's view about the girl child.
- We will ensure that our schools are sensitive towards the special needs of girl children such as separate toilets etc. and our schools are safe places for them.
- We will make sure that parents of girls in our schools are proud of them and will give them an equal opportunity to stand on their own feet when they grow up.
- Girls passing out of our schools will be role models and change agents in society.

Age Appropriate Learning

Jaspreet Kaur studied at the government primary school in Goslan, Ludhiana. When she was first admitted to Class III at the Satya Bharti School in the village, Jaspreet was neither able to read or write. She did not even know Punjabi, her mother tongue. The teachers spent a lot of time with Jaspreet, helping her to slowly come at par with her classmates and as per her expected learning levels. Now Jaspreet not only reads and writes in Punjabi but is slowly learning English at school.



Girl student achievers were felicitated with dictionaries in the last year

PUNJAB: Celebration of the Girl Child

To encourage the community to value girl children the students of the Satya Bharti Schools in several villages including Kandhargarh, Meemsa, Bakhtri, Sangatpura, Panwan and Dayalgarh organized rallies in the community. They composed songs and poems centred around the need for girl child education. They also invited the Sarpanches of villages to come and speak at the rallies, urging parents to send their daughters to school. Separately, girl students were also felicitated for their participation during the Sports Days held across all Satya Bharti Schools in the state. Approximately 850 girls participated in the Girl Child Campaign in the state.

RAJASTHAN: Awareness against Female Foeticide

With female foeticide being quite an important issue in Rajasthan, the students of the Satya Bharti Schools in Amer decided to tackle this issue during the Girl Child Week celebrations. Dovetailed with the Republic Day celebrations at the schools, the students performed "nukkad-nataks" and held rallies in their villages to sensitize community members about the issue. Impressed by their efforts at addressing such serious issues, the students of the nearby NIMS Medical College also joined in during the campaign and supported the students in their efforts. More than 1000 girl students participated in the Girl Child Campaign across all the Satya Bharti Schools in Rajasthan.

HARYANA: Equal Opportunity for Girls

The Satya Bharti School students across the state organized and participated in community programs, emphasizing the need for education for girls. A seminar on "Girl Child and Women's Contribution in India" was also organized at the Satya Bharti School in Khurana. Keeping in mind the theme of the seminar, Ms. Kamla Midha, D.E.O, Kaithal was invited to be the Chief Guest at the event. She spoke to the community about the importance of educating girls and emphasized the need for equal opportunity for women in all spheres of life. The students of the Satya Bharti School in Rasina also published a school newspaper with stories written primarily by girls and pertaining to the theme of the month. Many of these events were also covered by local newspapers like Dainik Bhaskar, Jagran City, Dainik Tribune etc. Approximately 2500 girls participated in various events as part of the Girl Child celebrations in the state.

TAMIL NADU: Education for Girls

The students in the Satya Bharti Schools in Tamil Nadu conducted rallies in different villages to make community members aware of the need for education for girls. Children also performed street plays and role plays to explain how the communities could benefit and progress if more and more girls were educated. In the villages of Kalakammal, Vetriyur, Ottanum, Annanagar and Thanneer Pandhal, the students interacted with small self-help groups in the village and explained to them the need for education of girls. They also composed songs and small skits as a part of their campaign. More than 100 girl students participated in this campaign.



Students raise awareness about the need of Education for Girls



Students participate in a rally as a part of the Girl Child Campaign



Special Initiative: Participation in Design for Giving School Contest in September 2009

The Design for Giving School Contest was launched as a part of the Joy of Giving Week in September 2009. Conceptualized to promote children to work together in groups and identify a problem that relates to their community, the contest saw the participation of a large contingent of urban students. The Satya Bharti School students formed a large majority of the few rural schools participating in this initiative. Our students identified various issues affecting their villages and worked out solutions to tackle them. They undertook various campaigns like Girl Child Awareness Rallies, Combating Global Warming, Literacy Drives, Health and Hygiene Drives etc. While each campaign made a positive impact in the villages, nine of the 83 campaigns were selected among the top 100 national level winners. The Child Marriage Campaign was awarded the Special Jury Award, three entries were in the top twenty awardees and five were chosen for Change Maker Awards. All the winning entries were given Minnie Grants worth Rs. 5000 each. Apart from this, the three entries in the top 20 were awarded Disney Play Areas and the Special Jury Award Winner was awarded a digital camera for the school.

16 Child Marriages Prevented by Students of Satya Bharti School, Lordi Dejgara, Jodhpur

The Campaign against Early Marriage was undertaken by 32 students of the Satya Bharti School in Lordi Dejgara, Jodhpur. Seeing the rapid increase in the number of their friends getting married at an early age, the students identified this as a serious peril affecting their community. As a part of this campaign, the students undertook rallies, performed role plays against child marriage and also organized meetings with senior community members to discuss the issue. The impact was tremendous and these students managed a mindset shift among the community members when they received pledges from them stating that they would not get their children married before the appropriate age.



Students perform a role play during the Campaign against Early Marriage



Rahul Bose and Geet Sethi felicitate winners of the contest



Letter of appreciation from Smt. Suraj Devi, Sarpanch, Lordi Dejgara



Winners of The Design for Giving School Contest, 2009

Special Jury Award			
Location of Satya Bharti School	Campaign	No. of Students Participated	Impact
Lordi Dejgara, Jodhpur, Rajasthan	Campaign against Early Marriage	32	16 child marriages prevented. Parents undertook an oath to not marry off their children before an appropriate age.
In the Top 20			
Dholeria Jagir, Jodhpur, Rajasthan	Utilization of Modern Medical Facilities	33	Signature campaign organized. More than 58 families pledged to contact the local registered medical clinic in case of an illness rather than the "bhopajis" (local medical practitioners).
Sultangarh, Neemrana, Rajasthan	Education Drive	10	More than 50 community members were taught to sign their name in Hindi.
Khurana, Kaithal, Haryana	Alcohol Prohibition	14	Community women were encouraged to join the campaign. A "Mahila Mandal" and "Bal Samiti" were formed to tackle the issue.
In the Top 100			
Belwa Ranaji, Jodhpur, Rajasthan	Heritage Monument Recognition and Maintenance	31	Students organized a "Shramdan Shivar" and cleaned the surrounding areas of the monuments.
Banthala, Neemrana, Rajasthan	Creating a Playground for Children	10	Children identified a common ground which they cleared with the help of community members. The Panchayat also demarcated some land near the school which could be added to the school ground.
Kolila, Neemrana, Rajasthan	Road Safety Measures	10	Students created awareness about road safety through rallies, posters, plays, pamphlets and banners.
Bagga Khurd, Ludhiana, Punjab	Prevention of Water-Borne Diseases through Cleanliness Drive	14	Children undertook a cleanliness drive. They visited homes with various kinds of cleaning materials. They also made community members take an oath to keep surroundings clean.
Bamanua, Shahjahanpur, Uttar Pradesh	Anti-Smoking and Anti-Drug Drive	25	The students worked closely together to convince community members to give up their bad habits. They organized community meetings and awareness rallies. They made community members take an oath against the habit and even convinced some of them to give up smoking and tobacco chewing.



Monitoring & Evaluation

Programmatic Monitoring and Evaluation through Monthly Information System (MIS)

The MIS is designed in accordance with the parameters which measures achievement of the goals of the project on a regular basis. The MIS is an easy to fill school database which captures comprehensive data relevant to the schools including enrollment of children, dropouts, attendance, girl-boy ratio, learning levels, holistic development scores, teachers' attendance, teacher quality based on assessment, pupil-teacher ratio, curriculum completion level, parent-teacher meeting etc. The School MIS is further compiled at the Cluster, District, State and National Level to understand the program in a wider perspective. This is effective in creating a road map for the management to decide and focus on required initiatives and also highlight gaps for immediate correction.

Tools for Monitoring

To assess the progress being made among the teachers, the children and the school as a whole, various assessment tools have been devised as follows:

At the Student Level

The student assessment system is a continuous process of monitoring learning, in order to determine what the learners are learning and what we have to do to achieve the desired goals by modifying the teaching and learning process. Assessment involves formative as well as summative assessment practices.

Formative Assessment Tools

- **Holistic Development Parameters and Rubrics:** Students are observed by their teachers during their class activities, in small groups, to gather feedback on the enhancement of their life skills like communication, interpersonal skills, leadership qualities, problem solving, personal development etc.
- **Assessment Worksheets:** Students are assessed at short intervals, twice in a quarter, using assessment worksheets to gather feedback on whether students are actually learning with understanding.

Holistic Development of Children 2009-10						
Category	Boys	%	Girls	%	Total	%
High	4153	33%	3753	34%	7906	33%
Medium	6590	52%	5797	52%	12387	52%
Low	1734	14%	1369	12%	3103	13%
Below	249	2%	135	1%	384	2%
Total	12726	100%	11054	100%	23780	100%

The above table includes only the grading of students from schools of Haryana, Punjab and Rajasthan.

Sample of the MIS Report						
A. Learning Achievement of Children (No. childrens) (Enrollment)						
	Total	Boys	Girls	Total		
High - > 70%	2010	1776	234	1828	87%	87%
Medium - 50 - 70%	2000	1800	200	2000	90%	90%
Low - 40 - 50%	1000	750	250	1000	75%	75%
Below - < 40%	100	75	25	100	75%	75%
Total	5000	4401	599	5000		
B. Curriculum Completion						
	No. of Students			%		
On Time	10			77%		
Behind Schedule	3			23%		
Total	13					
C. Holistic Development of Children (%)						
	Total	Boys	Girls	Total		
High	2010	1776	234	1828	87%	87%
Medium	2000	1800	200	2000	90%	90%
Low	1000	750	250	1000	75%	75%
Below	100	75	25	100	75%	75%
Total	5000	4401	599	5000		
(This includes appropriate participation in social service projects, sports, art, music, co-curricular, discipline, class participation etc.)						
D. Attendance						
	Total	Boys	Girls	Total		
Present	10000	9000	1000	10000	90%	90%
Absent	1000	900	100	1000	10%	10%
Total	11000	9900	1100	11000		
E. Student Development						
	Total	Boys	Girls	Total		
High	10000	9000	1000	10000	90%	90%
Medium	5000	4500	500	5000	90%	90%
Low	1000	900	100	1000	90%	90%
Below	100	90	10	100	90%	90%
Total	16000	14400	1600	16000		
F. Teacher Quality						
	Number and %					
1-100 (Good - Strongly to Excellent)	1000			1000	100%	100%
Total	1000					
G. Teacher Quality (Based on Assessment)						
	Male	Female	Total			
Excellent	500	500	1000			
Good	500	500	1000			
Acceptable	500	500	1000			
Needs Improvement	500	500	1000			
Total	2000	2000	4000			
H. Teacher Quality (Based on Feedback)						
	Male	Female	Total			
1-100 (Good - Strongly to Excellent)	1000	1000	2000	100%	100%	100%
101-200	1000	1000	2000	100%	100%	100%
201-300	1000	1000	2000	100%	100%	100%
301-400	1000	1000	2000	100%	100%	100%
401-500	1000	1000	2000	100%	100%	100%
501-600	1000	1000	2000	100%	100%	100%
601-700	1000	1000	2000	100%	100%	100%
701-800	1000	1000	2000	100%	100%	100%
801-900	1000	1000	2000	100%	100%	100%
901-1000	1000	1000	2000	100%	100%	100%
Total	10000	10000	20000			
I. Teacher Quality (Based on Feedback)						
	Male	Female	Total			
1-100 (Good - Strongly to Excellent)	1000	1000	2000	100%	100%	100%
101-200	1000	1000	2000	100%	100%	100%
201-300	1000	1000	2000	100%	100%	100%
301-400	1000	1000	2000	100%	100%	100%
401-500	1000	1000	2000	100%	100%	100%
501-600	1000	1000	2000	100%	100%	100%
601-700	1000	1000	2000	100%	100%	100%
701-800	1000	1000	2000	100%	100%	100%
801-900	1000	1000	2000	100%	100%	100%
901-1000	1000	1000	2000	100%	100%	100%
Total	10000	10000	20000			
J. Teacher Quality (Based on Feedback)						
	Male	Female	Total			
1-100 (Good - Strongly to Excellent)	1000	1000	2000	100%	100%	100%
101-200	1000	1000	2000	100%	100%	100%
201-300	1000	1000	2000	100%	100%	100%
301-400	1000	1000	2000	100%	100%	100%
401-500	1000	1000	2000	100%	100%	100%
501-600	1000	1000	2000	100%	100%	100%
601-700	1000	1000	2000	100%	100%	100%
701-800	1000	1000	2000	100%	100%	100%
801-900	1000	1000	2000	100%	100%	100%
901-1000	1000	1000	2000	100%	100%	100%
Total	10000	10000	20000			
K. Teacher Quality (Based on Feedback)						
	Male	Female	Total			
1-100 (Good - Strongly to Excellent)	1000	1000	2000	100%	100%	100%
101-200	1000	1000	2000	100%	100%	100%
201-300	1000	1000	2000	100%	100%	100%
301-400	1000	1000	2000	100%	100%	100%
401-500	1000	1000	2000	100%	100%	100%
501-600	1000	1000	2000	100%	100%	100%
601-700	1000	1000	2000	100%	100%	100%
701-800	1000	1000	2000	100%	100%	100%
801-900	1000	1000	2000	100%	100%	100%
901-1000	1000	1000	2000	100%	100%	100%
Total	10000	10000	20000			
L. Teacher Quality (Based on Feedback)						
	Male	Female	Total			
1-100 (Good - Strongly to Excellent)	1000	1000	2000	100%	100%	100%
101-200	1000	1000	2000	100%	100%	100%
201-300	1000	1000	2000	100%	100%	100%
301-400	1000	1000	2000	100%	100%	100%
401-500	1000	1000	2000	100%	100%	100%
501-600	1000	1000	2000	100%	100%	100%
601-700	1000	1000	2000	100%	100%	100%
701-800	1000	1000	2000	100%	100%	100%
801-900	1000	1000	2000	100%	100%	100%
901-1000	1000	1000	2000	100%	100%	100%
Total	10000	10000	20000			

Summative Assessment Tools

- Question Papers: Students are evaluated every six months through scientifically designed question papers to assess their knowledge and higher order thinking skills.

At the Teacher Level

Teachers Subject Knowledge Test (TSKT) to Strengthen Areas of Expertise

- 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. In 2009-10 a Teachers' Subject Knowledge Test (TSKT) was introduced across all Satya Bharti Schools to enable teachers to reflect upon their strengths and areas of improvement and motivate them to undertake self-directed learning. Teachers were tested in Maths, English and EVS.
- The TSKT aims to help teachers enhance their proficiency in the subjects that they teach children. It identifies gaps in content knowledge and helps teachers work on their weak concepts. It also provides a platform to identify training needs for teachers and facilitates designing of suitable trainings.
- Two rounds of assessments were conducted between September 2009 and February 2010 to assess improvement amongst teachers' content competence.

Teacher Observation Report

The Teacher Observation Report is a snapshot of teachers' performance. The report captures details like organizing and planning skills, classroom environment, student interaction, creativity and innovation, communication skills, administrative skills, team spirit and inter-personal relationship, personal discipline, respect for stakeholders, parent management etc. highlighting the efforts made by the teachers at the schools. This is used as a tool by the Cluster Co-ordinators for assessing teacher effectiveness. Cluster Co-ordinators also mentor teachers to bridge the gaps based on this tool.

Teacher Baseline and Endline Assessment of Knowledge and Skills

The baseline assessment of the teachers is done on the first day of the training in order to understand their existing level and identify areas of improvement. The endline assessment is done at the end of the academic year and completion of all trainings on the same parameters as the baseline. This is done to assess the improvement in teachers' understanding of the pedagogical aspects and their attitude towards the teaching-learning process. In addition, post-training assessments are also conducted after skill-specific trainings are deployed for teachers.

At the School Level

School Report Card

The School Report Card has been introduced to get a quantitative feedback on the overall performance of the school and create a healthy competitive spirit amongst all schools. The parameters indicated in the School Report Card are mainly student, teacher, school and community related aspects thereby covering the school's overall performance in a holistic manner. It takes into account student enrollment, dropouts, attendance, learning levels, curriculum coverage on schedule, teacher attendance, community mobilization,



A teacher helps a student understand the nuances of mathematics



regularity & quality of school program assessment, teacher assessment, teacher subject knowledge test, head teacher assessment, holistic development of students and parent feedback. Each of the schools are graded based on their performance as per the given parameters. This enables a Cluster Co-ordinator to monitor the progress of a school and focus on aspects needing further improvement.

Financial Monitoring

- **Annual Operating Plan:** It defines planned activities and corresponding monetary resources for the fiscal year, including recurring annual expenses and non-recurring investments in projects.
- **Use of Oracle Software System for Financial Accounting:** The use of Oracle system provides complete automation to all accounting at Bharti Foundation. Through this ERP application accounting and report generation across all locations is more accurate, with greater internal control and better reporting to facilitate management's decision making process.
- **Robust Monthly Information System (MIS):** Offers greater transparency, speed and accuracy to facilitate decision making.
- **Statutory Compliance Checklist:**
 - Robust checklist to ensure full compliance.
 - Quarterly Certificate provided to trustees for review.
- **Monthly Closing of Financials and Preparation of Balance Sheet and Income and Expenditure Account:** On accrual basis of accounting.
- **Internal Audits:** Quarterly internal audits by Ernst & Young on all areas of operation.
- **Donor Reporting:** Half yearly and annual financial reporting highlighting utilization of funds provided as required to all donors supporting the program.
- **Accounting Processes:** Documented accounting and financial processes to ensure good financial performance.

A Sample of a Quarterly School Report Card

S. No	Category	Category Rating (I)	Weightage (II)	Final Rating (I x II)
1	Student Enrolment	1	1	1
2	Drop-out	3	2	6
3	Student Attendance	3	2	6
4	Avg. Learning Level of Student	2	3	6
5	Holistic Development of Student	2	3	6
6	Curriculum Coverage on Schedule	3	2	6
7	Teacher Assessment / Subject Knowledge Test	1	3	3
8	Teacher Attendance	3	1	3
9	HT Assessment	2	1	2
10	Regularity & Quality of School Program Assessment	3	1	3
11	Community Mobilization	1	1	1
12	Parent Feedback	2	1	2
Total		26	21	45
Average (Total /12)		2.16		3.75

Rating	Avg.
A	50-63
B	36-50
C	22-35
D	<21

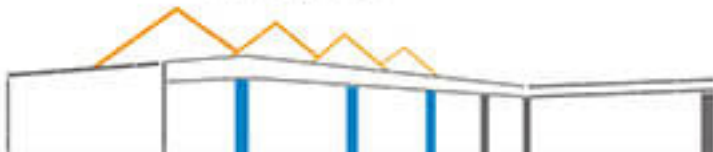
Overall Rating

B

Sustainability



Webster's definition of 'sustain' includes meanings such as 'to keep from falling or sinking' and 'to nourish or keep alive'. To focus on sustainability may be elaborated as planning with long term vision in mind so that the project can be continued indefinitely with the same quality.



At Bharti Foundation sustainability means equipping itself with systems and processes across organizational, programmatic and community levels to ensure that unforeseen circumstances do not create large scale disturbances in the smooth functioning of its programs. While financial sustainability is a key component of the Satya Bharti School Program strategy, sustainability goes much beyond, encompassing critical aspects as detailed in the following sections.

Long Term Vision

The Satya Bharti School Program is an education program from pre-primary to the senior secondary level. It is an integrated end-to-end school program that has been conceptualized in keeping with Bharti Foundation's vision to transform children into educated, confident and employable citizens. This program therefore focuses on all-round development of the students – enabling them with knowledge, skills, values, physical health and social and cultural development. While the Primary School Program helps in building strong foundations, the Senior Secondary School Program will provide vocational training to students, in addition to academic support, to help them become employable once they pass out of school.

The goal is to set up 500 primary and 50 senior secondary schools and develop models of implementation which can be replicated at a national level.

Investing In People: Delivering Our Vision Through Empowerment

Our focus is to ensure that there is adequate and efficient staff to implement the Satya Bharti School Program given its scale, quality expectations and speed of delivery. Therefore the organization has been structured to ensure that the teams at the grass-root levels are fully empowered and equipped to reach quality education to the children across rural India. The Head Office plays the role of a mentor creating policies and processes and providing support for smooth implementation.

At the Structural Level

At School Level

Each school has a Head Teacher and a class teacher for each class. Schools also have a school guardian who looks after the security and safety of both the school and the children.

At Cluster Level

Each cluster of schools is headed by a Cluster Co-ordinator who is responsible for the quality of education and overall functioning of the schools under his supervision. He is supported by a team of mobile teachers who are substitutes for absent teachers and attend to weaker students in the cluster.

Inspiring to Achieve

Mr. Laluram Yadav is the school guardian at the Satya Bharti Government Primary School in Salgawali, Amer. Laluram had studied till senior school and had no further interest in completing his higher studies. The teachers at the school were very keen that he study further and often spoke to him about continuing his education. They also told him about the school guardian at the Satya Bharti School in Dhani Maliyan who was promoted to the level of teacher because of his capability. After hearing this Laluram was interested to study further but also spoke of his financial difficulties. The teachers at the school helped him overcome his problems. It is due to their joint efforts that Laluram has managed to gather funds for his education and is now pursuing his graduation.

School Staff

Designation	Numbers
Head Teachers	221
Other Teachers	996
Mobile Teachers	8
School Guards	234
Total	1459

Data as on March 31, 2018



At State and District Level

The state office is headed by a State Head. The state office has representatives of all the critical functions such as Finance, Human Resources, Training and Quality and provides support at the implementation level. The state team, consisting of State Heads, Program Co-ordinators, District Co-ordinators and Cluster Co-ordinators directly deal with the day to day operational implementation of the program. In order to ensure single ownership in the monitoring of school progress, the erstwhile roles of School Co-ordinator and Academic Co-ordinator have been merged into the role of a Cluster Co-ordinator with emphasis on pedagogical monitoring.

Non-School Staff	
Designation	Number
State Staff including Senior Secondary Program	98
Staff at Gurgaon	42
Total	140

People Processes 2010: Capacity Development and Empowerment

Capacity development of the staff is another focus area for the organization. Our aim is to not only help them in their current job responsibility but also empower them with skills for future growth and challenges.

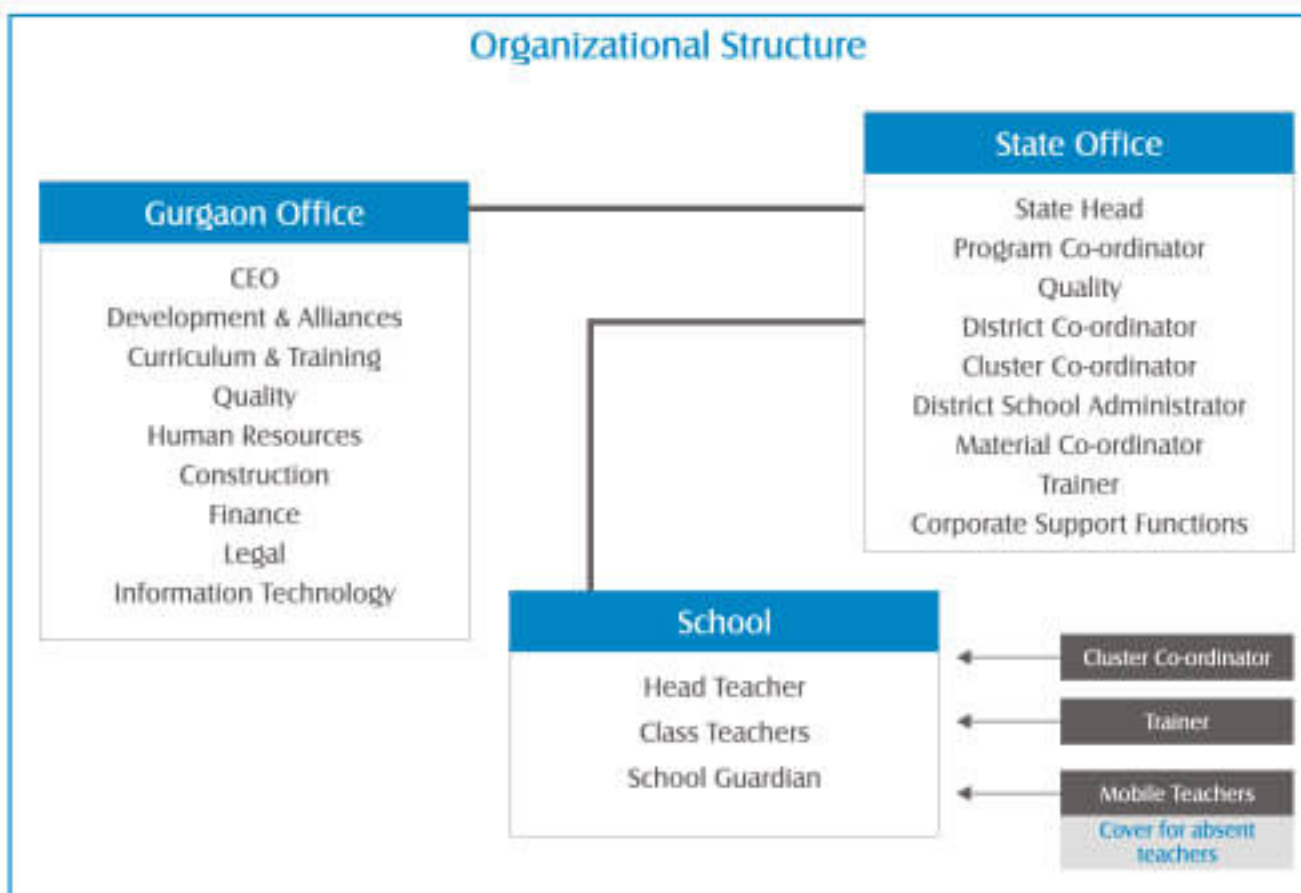
REAP (Recruit, Enable, Assess and Perform)

The REAP project was undertaken by Bharti Foundation to address the findings of a McKinsey study, focusing on teacher quality, conducted at the Satya Bharti Schools. Thus, the REAP Project focused on

- Improving Teacher Recruitment Process with the objective of hiring quality teachers.
- Formulating a Teacher Performance Management Process.
- Enabling and training Cluster Co-ordinators to mentor and positively shape teacher mind-sets.

The REAP project was started in August 2009. As a part of the initiative several processes have been improved basis the ground-level feedback.

Organizational Structure



Findings of the McKinsey Study 2009

- Need to focus on teachers mindsets/aptitudes at the time of recruitment.
- Need to close gap between on-ground coaching and the training of teachers.
- Need to institute a comprehensive teacher assessment system with relevant feedback loops.

Teacher Recruitment Process

Over 2009-2010, the teacher recruitment process was modified to ensure recruitment of suitable teachers and decrease attrition rates. In addition to testing a candidate on subject knowledge, the modified process evaluated a candidate holistically at an overall personality level. People displaying passion for education and children and commitment towards the cause were given preference.

Activities Undertaken

- Written test used during the recruitment process has been reviewed and modified.
- Apart from new formats, the new process also ensures that teachers have to qualify in all sections testing different capabilities and not only get overall qualifying marks.
- The teachers' interview and mock presentation rubrics have been reviewed and modified.
- Detailed orientation of interview teams has been done to help them recruit teachers based on criteria like pedagogic knowledge, sensitivity to children, eagerness to learn, logical thinking skills etc.

Special Training of Cluster Co-ordinators

The structure at the field level has undergone a change to include District School Administrators for logistical and administrative processes of the school. This leaves the Cluster Co-ordinators with the key responsibility of delivering upon and enhancing the pedagogical requirements of the school. Special training is being provided to help them work with the teachers and influence them to use their learning of new techniques from the training. To empower the staff at the field capacity building programs have been put in place for both Cluster Co-ordinators and Head Teachers to mentor fellow teachers in the school. The aim is to decentralize pedagogic delivery and instil a sense of ownership at the field level.

Performance Improvement Plan for Teachers

Continuing the focus on empowerment and capacity building, a Performance Improvement Plan (PIP) has been put in place for teachers who have the potential to improve with focused intervention. It helps measure the performance of teachers according to pre-defined parameters. Started in July 2009, the PIP has facilitated constructive discussion between the teacher and the Cluster Co-ordinator regarding the former's performance and also areas that need improvement. It is basis these discussions that an Improvement Plan is charted out with specific activities to help the teacher attain the desired level of performance. During the last year 57 teachers were identified for the Performance Improvement Plan.

Rubrics of Teacher Recruitment - Mock Test of Teaching Skills

S. No	Criteria	Explanation of Criteria
1.	Introduction of Topic	<ul style="list-style-type: none">• Practical relevance of the topic is created using examples.• Interesting strategies like stories, poems, real objects, role-play, questioning etc. are used for introducing the topic.• Pre-assessment of all students is done using a strategy.
2.	Usage of Teaching Aids	<ul style="list-style-type: none">• Relevant teaching aids are used in an interactive manner.• The aids include use of student learning material from the immediate environment.
3.	Interaction with class	<ul style="list-style-type: none">• The teacher is able to understand and paraphrase the responses.• Communication is two way and students get opportunities to discuss among themselves and with the teacher.
4.	Questioning & probing with Students	<ul style="list-style-type: none">• The teacher is able to ask correctly framed questions.• She processes both right and wrong answers.• Children are also given an opportunity to ask questions and clear doubts.
5.	Body Language	<ul style="list-style-type: none">• The teacher maintains a cheerful disposition.• The teacher maintains a proper posture, eye contact, appropriate gestures and facial expressions to motivate students.
6.	Content Knowledge	<ul style="list-style-type: none">• The concept taught and explained by the teacher is technically correct.• The teacher knows the sub concepts also and uses correct vertical integration i.e. builds up the concept correctly.
7.	Pronunciation & Accent	<ul style="list-style-type: none">• The teacher is able to pronounce words clearly esp: ch, sh, z, s th, dh, r sounds.• The teacher is able to speak clearly and the effect of local accent is negligible.
8.	Confidence & Energy Level	<ul style="list-style-type: none">• The teacher is confident and is enthusiastic while teaching.• Her voice does not quiver while speaking and she does not fidget or walk back and forth unnecessarily while standing.
9.	Communication Skills	<ul style="list-style-type: none">• The instructions given by the teacher are clearly understood by the students.• She is able to express her feelings, thoughts, ideas effectively using language both orally and written.
10.	Talk Time	<ul style="list-style-type: none">• The students talk and discuss and use 50 percent of the talk time.

Performance Improvement Plan:

- Performance Planning - Goals and objectives are established.
- Performance Coaching - Manager gives feedback and adjusts performance.
- Performance Appraisal - Individual performance is formally documented and feedback delivered.



Career Progression Plans for Teachers and Cluster Co-ordinators

At the Foundation a lot of importance is given to employee development and career progression of existing employees. Employees are encouraged to undertake professional courses to ensure self development. Performing employees are also promoted through inter-departmental transfers or higher positions within their existing capacity. This ensures high levels of motivation, increased performance and higher retention levels of employees.

Creating a Resource Pool of Teachers

Apart from the above, a separate process was undertaken to create a resource pool of Head Teachers for all the Satya Bharti Schools. According to this program, teachers were categorized into three different categories basis their demonstrated performance levels and potential shown. These teachers will now be considered for promotion, along with external candidates, as Head Teachers of schools when vacancies arise.

The existing Head Teachers of the schools have also been classified as per their performance levels. Specially designed training modules have been put in place to help them further upgrade their skills. Eight Head Teachers, who have shown potential to assume higher responsibilities, have also been promoted to the level of Cluster Co-ordinators and District School Administrators.

Governance and Management

Robust governance mechanisms with structured systems and processes were put in place to ensure smooth management of the program. Decentralization, a dynamic structure with clear roles, measurable deliverables, appropriate authority, standard operating procedures and policies has been put in place with the key objective of ensuring quality.

Delegation of Authority

It defines the limits of authority delegated to specified positions of responsibility within the organization and establishes the types and maximum amount of obligations that can be approved by individuals. The document clearly outlines the powers and boundary of each position.

Annual Operating Plan

It serves to lay out the objectives for the year, planned activities and corresponding financial and non-financial resources for the fiscal year, including recurring annual expenses, capital expenses, investment plans etc.

Financial Processes and Internal Controls

Process checks are a critical function to ensure constant and enduring quality in processes. A Financial Process Manual has been developed to standardize financial operations and ensure effective internal controls. Audits and compliance checklists are created to carry out comprehensive process audits and adhere to defined guidelines. Quarterly Internal Audits were conducted by Ernst & Young in 2009-10. The results were then disseminated as advisory for all schools to use as a guideline for improvement. Audit reports were also given to the process owners in order to strengthen their efficiency.

Career Growth Opportunities for High Performing Head Teachers and Teachers

- Eight Head Teachers and teachers have been promoted to the role of Cluster Co-ordinators and District School Administrators.
- One primary school teacher has been identified for the senior secondary school program.

Cross-Functional Movement of Employees

- Cluster Co-ordinators have been given the role of trainers .
- Employees have also been moved to other Bharti Group of Companies.

Salary Breakup of Staff- 2009-10

Slab for Gross Monthly Salary (in Rs.) + benefits paid to staff	Male Staff	Female Staff	Total Staff
<2500	0	0	0
<7000	749	706	1455
<15000	36	10	46
<30000	53	8	61
<50000	13	3	16
>=50000	18	11	29

As per payroll data, dated March 31, 2010

Use of Technology for Effective Management

The Satya Bharti Schools make use of technology for both administrative purposes and classroom interactions. With an aim to streamline and consolidate school administration, an IT-based Management Information System is being implemented to connect all the schools.

Standard Operating Procedures Manual

Assuring consistent quality in every classroom of our 236 operational schools is of crucial importance. A Standard Operating Procedures Manual has been created to facilitate consistency of operations and maintaining quality standards in each school. School-based policies and processes have been presented in a structured and simple manner. Teachers and field staff have been extensively trained on these processes and uniformity of application is being ensured through regular supervision.

Engaging Various Stakeholders

Partnership with the Government

The premise of the Satya Bharti School Program is to learn from and develop benchmarks of quality education. It aims to develop replicable and scalable models, the learning from which could complement the government's efforts and enhance the reach of quality education across India. Governmental support to the Satya Bharti School Program in turn contributes towards the financial sustainability of the program.

Bharti Foundation has been working in close partnership with various state governments and government officials for the Satya Bharti School Program. While 49 government primary schools have been adopted in Rajasthan in partnership with the Rajasthan Government under the Rajasthan Education Initiative, the Foundation has also set up its first senior secondary school in Punjab in partnership with the Punjab Government under the Adarsh Scheme. Under both the models, the government bears a part of the capital costs and the operational costs. The Foundation, apart from bearing the rest of the financial costs, also brings in technical and management expertise and is fully responsible for the end-to-end management and operations.

Partnership with Experts for Technical Knowledge

We work with organizations to leverage expertise and institutionalize best practices in our program. In turn our learning and modules are available for use by other organizations. Some of the organizations we have partnered with include:

Curriculum Consultants

- | | |
|-------------------------------------------------|-----------------------------------------------------------|
| • Allive Education Initiative | • Azim Premji Foundation |
| • Education Development Centre | • Ernst & Young |
| • IBM | • I Discover! |
| • Inspire Education | • Pratham |
| • Udayan Care | • Mr. Dilip Tanwar (Education Consultant) |
| • Ms. Mukta Kaushik
(Expert, Social Studies) | • Ms. Savitri Singh
(Headmistress, NCERT Model School) |



Students perform during a function at a
Satya Bharti Government Primary School in Neemrana

Training Consultants

- | | |
|-----------------------------------------------------------|---------------------------------------------------|
| • Centum Learning | • Chapters India |
| • Education Development Centre | • Horizons Unlimited |
| • Infospectrum India Pvt. Ltd. | • Jodo Gyan |
| • Latika Foundation | • Mr. Pradeep Sahni (Expert, Disaster Management) |
| • Ms. Savitri Singh
(Headmistress, NCERT Model School) | • Mr. Suresh Chandra Pant (Expert, Hindi) |

Advisory Council

Advisory Councils, both at the Head Office and the state level have been formed to leverage the existing knowledge of expert educationists and connect them with the Satya Bharti School Program. The Councils consist of renowned academicians and experts who provide strategic inputs, solutions to problems and experiences from the field to help the program set benchmarks of quality and impactful education.

Currently the Advisory Council at Gurgaon and the Council at Punjab are functional. The Councils meet every eight to ten weeks to discuss a pre-decided agenda.

Community Involvement

Community participation is an integral constituent of the Satya Bharti School Program. This stems from the belief that for the program to be successful it needs to build trust and ownership among the community. The school activities and calendar ensure that there is enough opportunity for the community to understand and be engaged with the program. Community concerns and needs are integrated into the program at a very early stage to ensure that the schools emerge as agents of progress for the entire village in which it is set up.

Engagement with the Teaching Learning Process

Parents and community members are encouraged to come and understand the way students are taught at the Satya Bharti Schools. Several contact points with the community are arranged for teachers and field staff to meet and speak to the parents about the school activities and the performance of their children. This helps in building a sense of ownership about the school among the community members. Some of the contact points identified for the community include:

- Parent-Teacher Meetings - Conducted once in two months for teachers to share learning levels with parents. This is also used as a platform by teachers to sensitize the parents about various issues like the need for education for children, need for them to send their daughters to school etc.
- Celebration of Events - Independence Days and Republic Days are celebrated at the schools with full participation from the communities.
- Events For Parents - Apart from students, parents are invited to take part in sports day celebrations. Special events like track races and other indoor activities are also organized for them.

Joining Hands with the School

Mr. Karamjeet Singh lives in Udharai, Kurukshetra. When the Satya Bharti School teachers went to his house asking him to enroll his children at the school he refused. After much persuasion he agreed to send them only on the condition that his children improved their performance in only two months time. In a recent Parent-Teacher Meeting, the teachers of the school shared the progress report of his children with Mr. Singh. Very happy at the improved performance of his children, Mr. Singh thanked the teachers for their efforts. He has also promised the teachers that he would speak to other parents in the village and ask them to enrol their children at the school.



A Parent-Teacher Meeting in progress

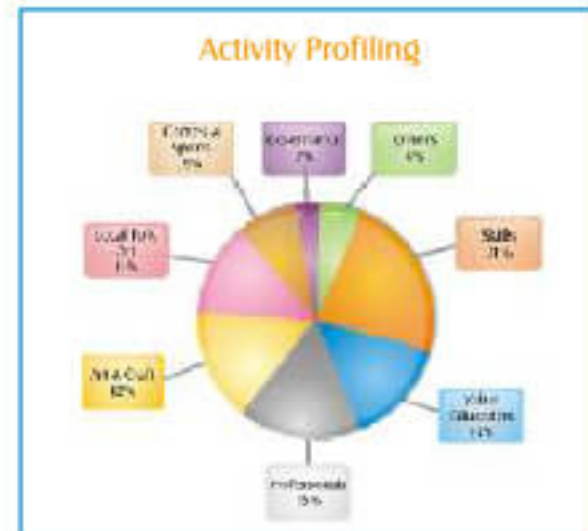


Community members felicitate a student



Direct Involvement of Community in School Activities

A Community Volunteering Week is organized across all Satya Bharti Schools during the summer break where community members visit the school and take classes. While this works towards inculcating a sense of engagement and ownership within the community, it also exposes students to various vocations, skills and project-based activities beyond the regular school curriculum.



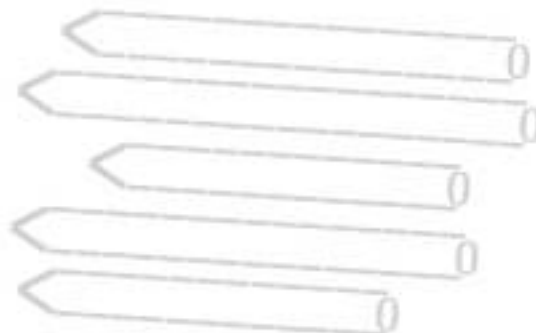
Community Volunteering Week 2009	
Number of Volunteers	1400
Number of Children	22,700
Average Volunteering Hours (per day)	3 hrs.
Average Number of Volunteers per School	9



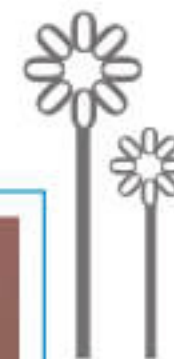
A doctor demonstrates during the Community Volunteering Week

Addressing Social Issues in the Community through Community Development Programs

Community Service Days are an integrated part of the curriculum at Satya Bharti Schools. The philosophy is that these students undertake initiatives to rid their society of social evils, helping them become forerunners of change in the true sense of the word. Saturdays are allotted to Community Development Campaigns where students conduct rallies, performances, drives etc. to spread messages against social evils in the villages. Community members are also encouraged to join the students during these campaigns, helping increase their engagement with the schools. Three of the major campaigns in the last year included a Campaign on Girl Child Education, a Plantation Drive and a Hygiene and Sanitation Drive.



Students speak to community members during a Community Development Campaign



Economic Impact on the Community- Setting Base for Future Growth

During 2009-2010, all Satya Bharti Schools (Primary) incurred an operation expense of approximately Rs. 10 lakh per annum. A significant portion of this reached the community through various employment and income generation initiatives and made an impact on the overall socio-economic structure of the village

Employment Opportunities for the Local Community

- More than 1,000 local youth have been recruited as teachers for the Satya Bharti Schools from local and neighboring communities around the school.
- All schools have a School Guardian and a "Didi" (maid) who have been engaged from the local villages.
- Community members, especially mothers, are also engaged as Mid-Day Meal vendors for the schools.

Economic Empowerment of Local Vendors

- Local vegetable vendors, grocers etc., earn a part of their sales through mid-day meal vendors for the Satya Bharti Schools.
- Local hotels also earn money as regular teacher trainings are organized near places of operation.
- Students excursions involve local bus, transport and other related agencies earning business through such trips.
- Local tent houses, flower vendors etc. earn from the events at the schools such as sports days, inaugurations, annual events, national events.
- Teaching-learning materials, stationery, construction materials etc. are also procured locally.



A Mid-Day Meal vendor at a Satya Bharti School

Goodwill through Awareness

Communicating with Stakeholders

Communication initiatives are undertaken to create awareness about the Satya Bharti School Program and sensitize a large audience towards the cause of quality education in the country. Our hope is to generate a positive attitude towards the program among its key stakeholders. We hope to motivate and mobilize large number of individuals and organizations to partner the Satya Bharti School Program for the overall education agenda of the country.

Communication Collaterals 2010: Showcasing the Satya Bharti School Program

The Foundation's first organizational brochure was released during the year. It uses real life pictures from the field to bring to life the on-ground excitement being generated by the Satya Bharti School Program.

The Annual Report 2008-09 released by the Foundation gives a complete overview of the work during the financial year and also follows strict financial reporting formats and guidelines as prescribed by the Credibility Alliance, a consortium of voluntary organizations committed towards enhancing accountability and transparency in the voluntary sector through good governance.

Additionally eight issues of Voice of Change, our monthly newsletter, were released. These have documented programmatic interventions and key initiatives of the program through the year.



Communication collaterals developed during the year

A New Look Website

A redesigned website (www.bhartifoundation.org) was introduced keeping in mind the necessity to update our stakeholders with program interventions and achievements as and when it happens. The objective is to make it informative and educational while ensuring simplicity and ease of navigation. This website also allows for direct interaction with the stakeholders through feedback forums and suggestion forms.

Media Coverage

Bharti Foundation and the Satya Bharti School Program have been receiving positive attention from the media. Over 2009-2010 we have had the privilege of being covered by prestigious channels and publications.

A Snapshot

• NDTV – Report on Satya Bharti Schools:	August 2009
• German Television Channel – Report on Satya Bharti Schools	September 2009
• Times of India – Design for Giving School Contest	October 2009
• Times of India – Satya Bharti School Students' Participation at the Airtel Delhi Half Marathon	October 2009
• Indian Express – Story on Satya Bharti Schools	October 2009
• The Tribune – Letter from Satya Bharti School Students for Copenhagen Summit	December 2009
• Business India – Story on Satya Bharti Schools	March 2010
• Economic Times – Corporate Dossier	April 2010



Snapshot of the Bharti Foundation Website



Students of the Satya Bharti Schools meet Shahrukh Khan during the Airtel Delhi Half Marathon 2009



Some media releases during the year

Creating Volunteering Opportunities: Sensitizing Individuals

Internal Volunteers from Bharti Group of Companies

Bharti Foundation encourages the employees of Bharti Group of Companies to volunteer under ACT, the Employee Philanthropy Program. Employees volunteer with the Satya Bharti School Program with an intent to connect with the underprivileged children and do their bit towards upliftment of society at large.

Leading from the Front

Employees across a majority of the Group Companies visited the Satya Bharti Schools across Punjab, Rajasthan and Haryana in the last year. Of these, two key visits of the year were those by the Airtel Management Board (AMB) and the Mobility Management Board (MMB) at the Satya Bharti Schools in Neemrana and Amritsar respectively. Not only did the senior management teams spend their day interacting with the children, they also spent time taking classes in life skills and telling them stories. They also interacted with the local community members and spoke to them about the school and the program. This was an extremely enriching experience as management across the Bharti Group got an opportunity to meet the direct beneficiaries and experience the Satya Bharti School Program first hand.

"Satya Bharti School visit was with an objective to be a part of the movement that Bharti Foundation has started in the field of education in rural areas and to contribute to the society in small measure. While the interaction with children was very humbling, what really inspired me was the commitment level of the staff present there.

The success of Satya Bharti School Program lies in the inclusion of immediate community and single minded faith in our intent and commitment. It provided me a great insight into the expectations of the villagers in the interiors of India."

Mr. Sanjay Kapoor
CEO, Bharti Airtel Ltd. , India and South Asia

External Volunteering

Bharti Foundation through its programs aims to involve people who are willing to invest in the social development sectors. We actively involve the employees, individuals and students outside the Bharti Group to use their skill and time for the benefit of the underprivileged children. Nine students of the British School in Delhi spent a day volunteering at two Satya Bharti Schools in Neemrana.

"I loved spending time with the children at Satya Bharti School... The area was totally different from our usual surroundings and was an extreme change, but I enjoyed that in a way as it was poles apart. I really want to go there again and visit those kids. It was really one of the most memorable experiences of my life."

Garima
Student of The British School, New Delhi



Airtel Management Board members interact with children at a Satya Bharti Government Primary School in Neemrana



Financial Sustainability

Availability of financial resources is a key pre-requisite for a program or an organization to be sustainable. A large part of Bharti Foundation's current expenditure is being met by the contributions from its promoters, their associates and the Bharti Group. Over 2009-2010 the Foundation has also received financial support from other like-minded organizations as well. Corpus grants from the trustees, sponsorships from the Bharti Group Companies, funds from external organizations and donations from Bharti employees form the basic pillars of financial sustainability of the program.

The following are the sources of funds for Bharti Foundation:

Through the Bharti Group

The promoters of Bharti Enterprises and their associates and supporters of Bharti Foundation have committed an initial endowment to Bharti Foundation to support its work. They have made a commitment to further build this corpus in order to make Bharti Foundation a financially sound organization.

Support from Like-Minded Organizations

In its few years of presence, the Satya Bharti School Program has received tremendous support from organizations that have education as their social agenda. The program continues to receive financial support in the form of corpus, underwriting of the operational expenses of the schools, absorbing costs for various processes like Infrastructure, teacher training, mid-day meal program, solar energy etc. and providing the required materials like books, stationery, computers and the like. The Foundation also shares its various modules of program implementation (training modules, TLM preparation modules, monitoring modules etc.) creating a network of sharing of best practices and working in collaboration with each other.

We assure our partners the feedback on their investment through periodic program and fund utilization reports. This highlights how the money is being spent and the impact their support is making to the program. Our relationships are based on complete transparency and information sharing. Keeping the interest of the partners in mind, monetary support to Bharti Foundation is given 100 percent and 50 percent tax exemption under section 35 AC and 80 G of the Income Tax ACT 1961 respectively. We also ensure that due acknowledgment is given to the partner organization on the school's "Partnership Recognition Wall", Brochure, Annual Review, Website etc. The aim is to develop a relationship of mutual trust and understanding so that these partnerships continue over a long period.

Highest Pledge Raising Charity – Two Years in a Row

The Airtel Delhi Half Marathon (ADHM) was held on November 1, 2009. World over, in addition to being an expression of joy, marathons have also become a platform to raise awareness about various social causes. Individuals and Corporate houses run the roads with enthusiastic fervour, to express solidarity towards the cause close to their hearts. A total of 17 teams ran in support of Bharti Foundation and raised an amount of Rs. 30 lakhs towards the Satya Bharti School Program at the ADHM 2009. Apart from this, the Bharti Airtel Mumbai Team ran in support of the Foundation at the Standard Chartered Mumbai Marathon. Bharti Foundation also won the Highest Pledge Raising Corporate Foundation for both 2008-09 and 2009-10.

Funds Generated during the Year (Rs. in Million)



Students interact with Allan Border during a pre-event function of the Airtel Delhi Half Marathon 2009



Partners 2009-2010

Monetary Partners	Technical and Material Partners	Airtel Delhi Half Marathon Partners
Beetel Teletech Ltd. Bharti Airtel Ltd. Bharti AXA Life Insurance Co. Ltd. Bharti Infratel Ltd. Bharti Realty Ltd. Bharti Retail Ltd. Bharti Wal-Mart Pvt. Ltd. Chapman Taylor and Family* Comviva Technologies Ltd. Deepika Mittal* DLF Ltd. Duraline India Pvt. Ltd. Ericsson India Pvt. Ltd. Essar Investments Ltd. FieldFresh Foods Pvt.Ltd. Ganges International Pvt. Ltd. Haveli Ram Bansil Lal MCKS Food For Hungry Foundation Monsanto Fund Mukul Consultants Procter and Gamble SPA Capital Services Ltd. Sunil Kumar Goyal* The British Asian Trust The Worshipful Company of Chartered Accountants in England and Wales Vidya Foundation Western Union Foundation	Education Development Centre Ernst & Young Foundation IBM India Pvt. Ltd. JHS Svendgaard Laboratories Latika Foundation Max India Foundation Metro Ortem Ltd. Microsoft Corporation (I) Pvt. Ltd. Consulting Partners Ernst & Young Pvt.Ltd JC Bhalla & Co. Pricewaterhouse Coopers	Aegis Ltd. Airtel Enterprise Services Alcatel Lucent India Pvt. Ltd. Bharti Airtel Ltd. (Telemedia Services (North) Bharti Retail Ltd. Bharti Teletech Ltd. FieldFresh Foods Pvt. Ltd. Gemalto India Pvt. Ltd. HTMT Global Solutions Ltd. Huawei India Pvt. Ltd. IBM India Pvt. Ltd. IMRB International Pvt. Ltd. Madison Communications Pvt. Ltd Schmid Telecom India Pvt Ltd. Spice Televentures Pvt. Ltd. Tejas Networks Ltd. Tekelec Systems India Ltd.

*Individual donors above Rs. 1 Lakh

"The Worshipful Company of Chartered Accountants in England and Wales' Charity has always supported education. This year, because of my long association with India, for example as Vice Chairman of the UK India Business Council, I wanted my Master's Charitable Project to support education in India. The British Asian Trust put me in touch with the Satya Bharti School Program and our trustees provided the funds to build a school in Dakha, Punjab State. The Trust was outstandingly helpful in the selection process and in the implementation phase. With the Trust's help, we now are raising funds to meet the running costs of the school for the first two years and in-kind support for teaching.

Education in Indian villages is vital to social inclusion and in the fight against poverty. It helps to raise the living standards and self respect of pupils and their families alike."

Graham Ward

CBE : Master, The Worshipful Company of Chartered Accountants in England and Wales

Efficient Utilization of Resources towards Optimum Cost per Child

One of the key objectives of the Satya Bharti School Program is to create replicable and scalable models of quality education which can be leveraged towards a larger, national impact. Therefore sensitivity towards financial implications of all our strategies and implementation processes becomes imperative. Our aim is to keep the cost per child at Satya Bharti Schools at optimum level.

The costs incurred both at the state and the Gurgaon office levels are linked to direct delivery of quality education to the underprivileged children. We constantly endeavor to resource or buy material from manufacturers, thereby reducing associated costs. Further economies of scale are worked into our procurement cycle.

ACT - A Caring Touch

ACT - A Caring Touch is an Employee Engagement Program and was launched by Bharti Foundation in 2006. The aim of this program is to encourage each employee of the Bharti Group to associate themselves with a social cause they believe in and inculcate in them a spirit of giving. With nine NGOs empanelled under ACT, this initiative allows employees to contribute their time, skill, knowledge, materials or money to any NGO of their choice. Additionally the employer organization matches every monetary donation made by an employee thereby ensuring that the contribution reaches double the mile.

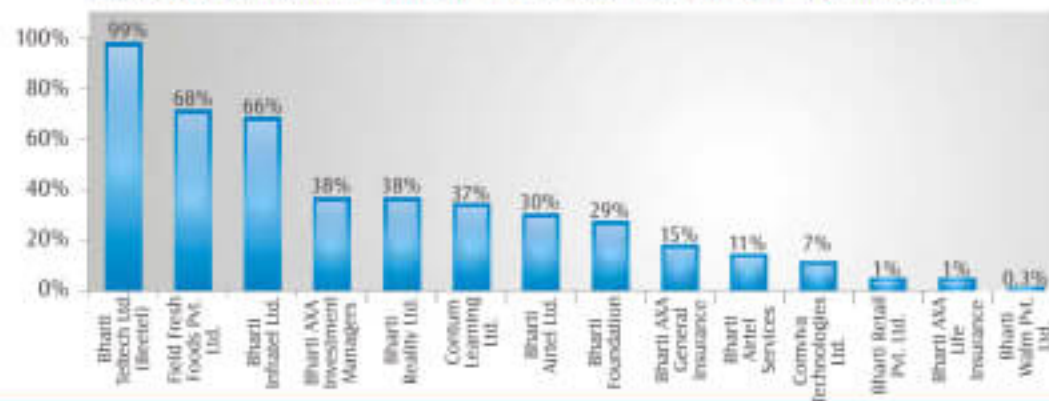
"The ACT Program captures the philanthropic spirit that envelopes all that we do at the Bharti Group of Companies. It gives employees a chance to connect with the company beyond pure business and be a part of the development initiatives being undertaken by the Group as a whole.

The program, through its varied options, actually allows each one of us to be an active participant in social transformation being brought about through the Satya Bharti School Program."

Mr. Manoj Kohli

CEO, International & Joint Managing Director, Bharti Airtel Ltd.

Bharti Group Company-wise Employee Participation under the Act Program (2009-10)



Cost Allocation 2009-10 — Satya Bharti School Program



Some ACT Campaigns of the year

Proud to be an Agent of Change

The focus of the ACT Program for FY 2009-10 was to invoke among Bharti Group employees a spirit of giving to the less privileged and develop a sense of pride in doing so. Towards this, the Foundation launched several employee engagement initiatives and in-office campaigns through the year.



Enhanced Monetary Contribution

There has been a substantial rise in the number of employees per company making financial contributions under the program with employee participation rising to 17 percent from eight percent in FY 2008-09. While the increasing employee participation percentage highlights the emotional connect of employees with the Satya Bharti School Program, it is also a strong endorsement of the underlying spirit of the Bharti family.

Making a Change Together

In a bid to engage employees with the Satya Bharti School Program, the Airtel Circle, Uttar Pradesh and Uttaranchal (UPU) launched a campaign during the year to raise Rs. 12 lakh within one month to adopt one Satya Bharti School. All employees were divided into four teams and a competition was launched to see which team could raise the maximum amount of money and enrol the maximum number of donors. E-mailers, teasers and SMS campaigns were launched to add excitement to the competition. Mr. Rohit Gothi, CEO of the Circle also supported the campaign and encouraged all employees to participate whole-heartedly. At the end of the month the UPU Circle had managed to raise Rs. 12 lakh to adopt one Satya Bharti School. The winning team was also awarded the CSR Trophy for 2009-10.

Challenges of the Satya Bharti School Program

The Satya Bharti School Program has been operational for the last four years and as the program evolves so do the challenges associated with it. While the program has started to create and imbibe good processes to address issues like girl child enrollment, community involvement, teachers' motivation, orientation towards systems and reporting, there are still many challenges that our teams face on the ground.

Children Related	<ul style="list-style-type: none">• Help students achieve conceptual clarity in order to apply the knowledge gained.• Instill in students a yearning to learn at every stage in their life.• Develop a holistic development program to turn students into responsible citizens.
Teacher Related	<ul style="list-style-type: none">• Inculcate in teachers a drive to excel and innovate at every step.• Develop in them a continued commitment and accountability to their role.• Conduct impactful and effective trainings for teachers.
Parents/Community Engagement Related	<ul style="list-style-type: none">• Help community members, opinion leaders and parents understand the changing paradigm in education.
Organization Related	<ul style="list-style-type: none">• Create a plan for long term sustainability of the program.• Develop truly replicable and scalable components of the program to impact quality of education at the national level.

Mid-Day Meal Program

Bharti Foundation partnered with the Akshaya Patra Foundation at Vrindavan to set up a kitchen to provide nutritious and healthy mid-day meals for underprivileged children studying in government schools. The program reaches out to approximately 1,55,456 children.



Satya Bharti Senior Secondary School Program



Bharti Foundation plans to open 24 Satya Bharti Senior Secondary Schools for the operational 236 Satya Bharti Primary Schools in Phase I. Essentially one senior secondary school will be set up for every cluster of 10 feeder primary schools. To ensure sustainability of these schools the Foundation aims to set them up under the Public-Private Partnership model with state governments.

Taking the Primary School Program Forward

The Satya Bharti School Program arose from the need to provide children in rural India with an end-to-end schooling solution in quality education, helping transform them into educated and employable citizens of the country. Thus while the primary school initiative took care of children till class V, there was a need to provide students with a complete K-12 schooling solution, providing them with quality education for the entire span of their schooling. There was also a definite need from the community to provide their children with both education and vocational training that would help children become independent and employable. Thus it was to address both these concerns that the Satya Bharti Senior Secondary School Program was launched.

The Philosophy

The Satya Bharti Senior Secondary School Program is aimed at all-round development of students. The schools are being designed to provide students with both academic support and training in vocational skills. Students will be provided with special training and support as per their area of interest. Thus students interested in higher education will be provided with special coaching classes for higher education while others will be put through market oriented courses in vocational skills, facilitated by skill certification, to ensure employability for all. Apart from this the school will also focus on English, computer education, life skills, value education and social and cultural development of students. The end aim of the program is to help transform students into employable and responsible citizens of the future.

The Government Satya Bharti Adarsh Senior Secondary Schools - In Partnership with the Punjab Government

Bharti Foundation has entered into a partnership with the Government of Punjab to set up six senior secondary schools under the Adarsh Scheme of the Punjab School Education Board. Of these the first school has already been made operational in Chogawan. The other five schools will be set up in Amritsar, Ludhiana and Sangrur and will be operational from April 2011. Initially all the six schools will be from Pre-Primary to Class VI. One new class will be added each year till Class XII. Affiliated to the CBSE Board, the schools will focus on bridging the learning gap of children and helping them acquire proficiency in English, Computers and vocational skills. The schools will also have laboratories, libraries, innovative teaching aids, sports facilities and teacher training facilities.

"Bharti Foundation's Satya Bharti primary schools are already reaching out to over 8300 underprivileged children in Punjab. These senior secondary schools will be an extension of this initiative and help us deliver our promise of free quality education across the learning curve."

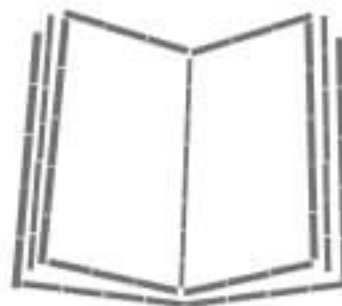
Rakesh Bharti Mittal
Co-Chairman, Bharti Foundation

The First Satya Bharti Senior Secondary School - The Government Satya Bharti Adarsh Senior Secondary School, Chogawan Amritsar

The Government Satya Bharti Adarsh Senior Secondary School at Chogawan, Amritsar is the first of the 24 senior secondary schools to be set up by Bharti Foundation in the current phase. It was inaugurated on April 8, 2010 by Dr. Upinderjit Kaur, the Hon'ble Minister for Education, Punjab. Starting operations on 19th April 2010, the school had an enrolment of 265 students by end of April, 2010.

No. of Students	265
% of Girls	42
% of SC/ST/BC/OBC	69

Data as on April 30, 2010



Higher Education



Amb. Nicholas Burns, Professor of the Practice of Diplomacy and International Politics at the Kennedy School of Government, Harvard University and Former Under Secretary, US Department of State delivered a lecture on the theme of "The Future of India - U.S. Relationship" on 15th January 2010

Bharti School of Telecommunication Technology and Management, IIT Delhi

The Bharti School of Telecommunication Technology and Management was set up in 2000 in partnership with IIT Delhi. Aimed at developing Young Telecom Leaders, the School has emerged as a premier education institute over the last nine years, offering courses in various facets of telecommunication. It also provides its students with a conducive environment to conduct research in the field of telecom.

Highlights of 2009-2010:

In addition to the regular academic initiatives, the year was characterized by two major milestones.

- Recognition as a member of the India-UK Advanced Technology Centre on Next Generation Systems and Services (IU-ATC).
- The Wireless Laboratory hosting MHRD sponsored Virtual Labs Initiative, making expensive laboratory infrastructure and equipment available in virtual mode to students across the world.
- Participation in the Women-in-Science (WOS) Program of the Department of Science and Technology to enhance opportunities for women scientists and engineers. The program allows women who have had a break in their career to propose projects which are then executed in the Bharti School of Telecommunication Technology and Management as per the norms of IIT Delhi
- Regular lectures to help provide students an environment to learn from industry leaders.
- The Bharti Merit Awards are given to the top three students of M.Tech and MBA. The Award recognizes and encourages excellence among students.

Students of Another World

The last year also saw students from the Bharti School of Telecommunication Technology and Management venturing beyond their world of telecom and into the Satya Bharti Schools in Neemrana. 11 students visited the Satya Bharti School in Neemrana in July 2009.

Bharti Centre for Communication, IIT Bombay

The Bharti Centre for Communication was set up in partnership with IIT Bombay and inaugurated in January, 2009. The Centre promotes research in communication theory and systems and fosters technical collaboration between the research and user groups. Some of the broad research areas include 4G Technology, RF MEMS, Next-Generation IP/MPLS Services, Optical Fiber Communication, Networking, Communication and Signal Processing. The Center also houses state-of-the-art laboratories and infrastructure that enables a rich research environment and attracts the best faculty and students. Eminent professors from several foreign universities like the Deptt. of Electrical Engineering and Computer Science, MIT, Cambridge USA, the Deptt. of Mathematics, Bristol University UK, the Deptt. of Electrical and Computer Engineering, University of Waterloo, Waterloo Canada etc. visited the Centre in the last year.

Quick Facts

- 26 students pursuing M.Tech and Ph.D from Dept. of Electrical Engineering
- 15 seminars conducted globally by faculty associated with the Center.
- 14 publications have resulted from the research activities at the Center.
- Two series of seminars organized
 - Seven under Bharti Centre Talk Series
 - Five under Expositions series

Quick Facts

- 10 years of partnership.
- Programs offered in M.Tech, MBA, M.S (Research), Ph.D in Telecommunications.
- 200 students per year
- Three state-of-the-art laboratories
 - Telecom Software Lab
 - Wireless Communications Lab
 - Telecom Networks Lab
- All classrooms equipped with multimedia projectors
- Eight Airtel Lectures and two Bharti Lectures held in the year.



Mr. Nripendra Mishra, Former Chairman, Telecom Regulatory Authority of India delivered a lecture on the "Politics and Economics of Telecom" as a part of the Bharti Lecture Series on October 1, 2009.

Bharti Scholarship and Mentorship Program

The Bharti Scholarship Scheme supports academically bright youth from financially weak families in completing their higher education. While Bharti Foundation is responsible for managing and implementing the program, various Bharti Group Companies and their business partners like Ericsson have stepped in to partner the Foundation and provide financial support for the program.

Apart from merely funding scholarships, the program also provides opportunities to young scholars to interact with senior professionals from the Bharti Group of Companies through the Mentorship Program, an integral component of the Scholarship Program. The mentors help the scholars in various aspects of personality development like communication and planning skills, confidence, positive thinking, self-assessment, conflict handling, managing stress, clarity on career choices, leadership skills, etc.

Quick Facts

- Started in 2006-07
- 301 scholars supported so far
- Presently 225 scholars being supported
- Maximum amount of Rs. 50,000 p.a provided per scholarship
- 112 mentors

Bharti Centre for Entrepreneurial Initiatives

The Bharti Centre for Entrepreneurial Initiatives (BCEI), a joint initiative of Bharti Foundation and Entrepreneurship Development Institute of India (EDI) was set up in the year 2002 with an objective to promote entrepreneurship among students and youth. The Centre conducts programs to develop, facilitate and encourage students to explore avenues of entrepreneurship and inculcate in them unique entrepreneurial traits and competencies.

Highlights of 2009-10

- Bharti Entrepreneur of the Year Award, 2009 awarded to Mr. Dilip Joshi, Managing Director, Shree TNB Polymers Ltd. Silvassa.
- 5th EDI-Bharti Annual Lecture delivered by Mr. Arun Shourie, MP Rajya Sabha on 'The Opportunities for Indian Business and its Responsibility towards our Country'.
- Bharti Student of the Year Award, 2009 awarded to Ms. Sruthi R., student of Post Graduate Diploma in Business Entrepreneurship and Management.
- Two Fellowships for Post Graduate Diploma in Business Entrepreneurship and Management awarded to Mr. Asher Ben and Mr. Manish Bansal.

Total Beneficiaries	
Program	Beneficiaries (No.)
Satya Bharti School Program	28887
Mid-day Meal Program	155456
Bharti School of Telecommunication Technology and Management	200
Bharti Centre for Communication	26
Bharti Scholarship Program	225
Bharti Centre for Entrepreneurial Initiatives	4
Total Number of Beneficiaries	184798

Data as on March 31, 2010

Balance Sheet as at 31st March, 2010

	As at March 31, 2010 (Rs.)	As at March 31, 2009 (Rs.)
SOURCES OF FUNDS		
Corpus Fund	1,638,734,500	1,343,734,500
Reserves and Surplus	431,923,580	378,987,848
Total	2,070,658,080	1,722,722,348
Application of Funds		
Fixed Assets		
Gross Block	391,448,713	263,377,615
Less: Depreciation	64,779,572	27,085,357
Net Block	326,669,141	236,292,258
Add: Capital Work in progress	10,628,051	51,997,099
	337,297,192	288,289,357
Current Assets, Loans and Advances		
Cash and Bank Balances	1,753,674,943	1,447,141,150
Loans and Advances	19,981,918	38,040,617
	1,773,656,861	1,485,181,767
Less: Current Liabilities and Provisions		
Current Liabilities	26,714,801	45,312,432
Provisions	13,581,172	5,436,344
	40,295,973	50,748,776
Net Current Assets	1,733,360,888	1,434,432,991
Total	2,070,658,080	1,722,722,348
Significant Accounting Policies and Notes to the Accounts		

Statutory Auditors: M/s Price Waterhouse
Chartered Accountants
Building 8, 7th & 8th Floor,
Tower B, DLF Cyber City, Gurgaon,
Haryana, India

Internal Auditors: Ernst & Young Pvt Ltd
Golf View Corporate Tower B,
Sector - 42, Gurgaon, Haryana, India

Bankers: ICICI Bank Ltd.
Kotak Mahindra Bank Ltd.



Income and Expenditure Account

for the year ended March 31, 2010

	year ended March 31, 2010 (Rs.)	year ended March 31, 2009 (Rs.)
Income		
Donations Received	206,034,213	82,655,444
Interest Income	129,512,355	153,004,537
Other Income	259,698	342,880
Total	335,806,266	236,002,861
Expenditure		
Donations and Scholarships Paid	10,584,307	11,719,869
Personnel Expenses	160,591,510	114,258,468
Operational Expenses - Schools	54,957,723	51,674,778
Administration Expenses	19,022,223	42,280,517
Depreciation	37,714,771	24,084,893
	282,870,534	244,018,525
Excess of Income over Expenditure/ (Expenditure over income)	52,935,732	(8,015,664)
Add: Excess of Income over Expenditure brought forward from last year	378,987,848	387,003,512
Balance Excess of Income over Expenditure/ (Expenditure over Income) transferred to the Balance Sheet	431,923,580	378,987,848



Personnel Cost

- Amount of Rs. 74.84 million spent on teacher salary for 1226 teachers.
- Amount of Rs. 9.99 million spent on salaries of school guardians.
- An average of 45 training staff were hired in the financial year to enhance the quality of teaching and an amount of Rs. 10.56 million was spent on their salaries.

School Operating Expenditures

- Mid-day meals were provided to all students for a total cost of Rs. 25.88 million.
- School uniforms including winter uniforms and shoes were provided to students at a total cost of Rs. 7.01 million.
- Teachers' training was done at a total cost of Rs. 4.22 million and teaching and learning material school resources were procured at Rs. 4.58 million during the year.
- An amount of Rs. 6.18 million was spent on community participation and school hygiene.

Other Highlights

- Corpus Fund of Rs. 1638.74 million and other unutilized funds were mostly invested in fixed deposits with scheduled banks, giving an interest earning of Rs. 129.51 million during the year.
- 54 school buildings were capitalized during the year and the total addition to building was at Rs. 119.87 million.
- One senior secondary school was under construction during the year forming part of capital work in progress.

Significant Accounting Policies & Notes To Accounts



Basis of Accounting

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

Fixed Assets

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

Depreciation

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

Income

- Donations received are recognized as income on the date on which the donation is received by the trust.
- Donations received in kind are not valued or accounted for in the books of account except for donations which are capital in nature, which are capitalized as Re. 1.

Foreign Currency Transactions

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

Expenditure

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

Provisions

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

Notes to Accounts

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

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

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

Auditors' Report

To The Board Of Trustees Of Bharti Foundation

We have audited the attached Balance Sheet of Bharti Foundation ('the Trust') as at 31st March, 2010 and the related Income and Expenditure Account for the year ended on that date annexed thereto, which we have signed under reference to this report. These financial statements are the responsibility of the Trust's management. Our responsibility is to express an opinion on these financial statements based on our audit.

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

We report that:

- We have obtained all the information and explanations which to the best of our knowledge and belief, were necessary for the purposes of our audit.
- In our opinion proper books of account have been kept by the Trust so far as appears from our examination of these books.
- The aforementioned Balance Sheet and Income and Expenditure Account are in agreement with the books of account.
- In our opinion, the Balance Sheet and Income and Expenditure Account dealt with by this report have been prepared in compliance with the applicable accounting standards issued by the Institute of Chartered Accountants of India.

In our opinion and to the best of our information and according to the explanations given to us, the said accounts read with the notes thereon/attached thereto and the Statement on Significant Accounting Policies, give a true and fair view in conformity with the accounting principles generally accepted in India:

- In the case of the Balance Sheet, of the state of affairs of the Trust as at 31st March 2010 and
- In case of the Income and Expenditure Account, of the excess of Income over Expenditure for the year ended on that date.

Place: Gurgaon
Date: July 13, 2010

For Price Waterhouse
Firm Registration Number:
Chartered Accountants

Usha Rajeev
Partner
M No. F-87191



Organization Profile

Name of the Organisation	Bharti Foundation
Registered Office Address	Bharti Crescent, 1 Nelson Mandela Road, Vasant Kunj, Phase II, New Delhi - 110 070
Address for Communication	Plot No. 16, Airtel NCR Campus, 'A' Wing (UGF), Udyog Vihar, Phase IV, Gurgaon - 122015, Haryana
Phone & Fax Numbers	Telephone: +91 124 4248655/56 Fax: +91 124 4248899
Email	bharti.foundation@bhartifoundation.org
Website	www.bhartifoundation.org
Name And Designation of Chief Functionary	Mr. Vijay Chadda Chief Executive Officer
Registration Details	
Act under which Registered	"Deed of Trust" dated August 7, 2000, registered at New Delhi under the Registration Act, 1908
Date of Registration	August 25, 2000
FCRA No.	231660584
12A Registration	DIT (E) 2000-2001/B/826/2000/648
80G Certification	DIT(E)2006-2007/B-826/3133
35AC Certification	F.No-NC-270/143/2006, Notification No-247(E) Updated by S. No. 648(E) Dt. March 25, 2010
Employee Details	
Total Number of Employees	1599 (March 31, 2010)
Total Number of Male Staff	858
Total Number of Female Staff	741



Governing Board

Trustees of Bharti Foundation

Mr. Sunil Bharti Mittal	Mr. Rakesh Bharti Mittal	Mr. Rajan Bharti Mittal
Mr. Badri Agarwal	Mrs. Manju Bharat Ram	Mr. V.V. Ranganathan

Board of Governors

Serial No.	Name of the Member	Designation	Current Profession
1.	Mr. Sunil Bharti Mittal	Chairman	Chairman and Group CEO, Bharti Enterprises Ltd.
2.	Mr. Rakesh Bharti Mittal	Co-Chairman	Vice-Chairman and Managing Director, Bharti Enterprises Ltd.
3.	Mr. Rajan Bharti Mittal	Member	Vice Chairman & Managing Director, Bharti Enterprises Ltd.
4.	Mr. Anajit Singh	Member	Chairman, Max India Group
5.	Mr. Anil Kumar	Member	General Partner, Mindspirit, LLC
6.	Mr. Anil Nayar	Member	Managing Director, Prerna Centre for Learning and Development Pvt. Ltd.
7.	Mr. Badri Agarwal	Member	Former President, Bharti Foundation
8.	Mr. K.N. Memani	Member	Chairman, KNM Advisory Pvt. Ltd. (Former Chairman and CEO, Ernst & Young, India)
9.	Mrs. Manju Bharat Ram	Member	Chairperson, The Shri Ram School
10.	Mr. Niranjan Ajwani	Member	Group Director, Ajwani Group
11.	Mr. Sunil Kant Munjal	Member	Chairman, Hero Corporate Service Limited
12.	Mrs. Syeda Bilgrami Imam	Member	Member, National Commission for Minorities, Writer & Communication Specialist
13.	Mr. Vinod Dhall	Member	Head, Dhall Law Chambers and Former Secretary, Govt. of India
14.	Prof. V. S. Raju	Member	Former Director, IIT Delhi and Prof., IIT Madras
15.	Mr. V. V. Ranganathan	Member	Founder and Chairman, Pinnacle Opportunities (Formerly Senior Partner, Country Head, Strategic Growth Markets - Ernst & Young, India)

No Governing Board member is paid any remuneration or honorarium for their services.
Four Governing Board Meetings were held during FY 2009-10.

List of Satya Bharti Primary Schools

Punjab - 90 Schools	
District	Village
Amritsar	Bhatti Ke, Chanan Ke, Dhulka, Khidu Wali, Purana Tanel, Abdal, Chawinda Devi, Waryam Nangal, Bagga, Sialka, Uddoke Kalan, Bath, Nassar, Bhangali Kalan, Jijjeani, Mardi Kalan, Umar Pura, Bohlian, Gujja Peer, Bhilowal Kacha, Chak Misri Khan, Kakar Tarin, Lodhi Gujjar
Ludhiana	Khanpur, Satiana, Behlolpur, Lakhawal, Mithewal, Ramgarh, Gobindpura, Cheema, Ghungrali Rajputana, Hario Kalan, Mallkpur, Lalori Kalan, Goslan, Jogi Majra, Chapda, Sirthala, Fatehpur, Rauni, Harnampura, Bishanpura, Balliyewal, Pirthipur, Madpur, Hathur, Tunga Heri, Jallaldiwal, Jattpura, Kamalpura, Ramgarh Sivian, Sohian, Dakha, Pamal, Mohie, Raqba, Sudhar, Chimna, Bhaini Ariyan, Buzarg, Gursingh Makhan, Malsian Bajan, Pona, Sherpur Kalan, Bagga Khurd, Hussainpura, Ladhowal, Talwara, Goora Hoor, Hambran
Sangrur	Ballial, Jhanneri, Phaguwala, Khurani, Kamalpura, Saffipur Kalan, Bakhtari, Dyalgarh, Panwan, Sangatpura, Kandhar Garh, Meemsa, Laddi, Kaheer, Kanjall, Akol Sahib, Bhamabadhi, Fatehgarh Channa, Kila Hakima
Haryana - 46 Schools	
Jhajjar	Sunderhati, Nogaon, Bithla,
Kaithal	Ahmadpur, Rasina, Saanch, Barsana, Karora, Teek, Sheru Khedi, Khurana, Chakku Laddana, Sair, Southa, Budha Khera, Saungri, Kheri Gulam Ali
Kurukshetra	Beer Kalwan, Sunarian, Bhookhri, Dhanaura Jattan, Bakali, Barrondi, Adhon, Ajarana Kalan, Udharai, Gorkha, Sudhpur
Mahendergarh	Gahra, Talwana, Kharkadawas, Mohanpur, Mori, Gomla, Khairana, Bachini, Meghanwas, Kalwari
Rewari	Nangal Mundi, Balawas Jamapur, Mandliya Khurd, Tehna Dipalpur, Babroli, Surkhpur, Bhala, Kohrar



Rajasthan - 78 Schools	
District	Village
Alwar	*Banthala, Dausod, *Rewana, Kaysa, Doomroli, *Nareda Khurd, Sultangarh, Khundrooth (Boys), *Khundrooth (Girls), *Dhikswar, *Viranwas (Girls), Viranwas (Boys), Majra, Dhani Dabadwas, *Dabadwas, *Basai Bhopal Singh, Dhani Nangal, Nangal, *Vijay Singh Pura, Kali Pahari, Kolila, *Fatehpura, Pipli, *Madho Singh Pura, Rodwal
Jaipur	Dhani Malyan, Dhani Minan, Bodhani, Labana, Bolyawala, Balawali Talai, Adarsh Achrol, Balika Achrol, Anhi, Salgawali, Dhani Pipliyan, Bodiya ki Dhani, Kalwad Kala, Sangawala, Balyakala, Syari Balak, Baniya Wala, Chapar ka Bas, Harvar ki Dhani, Harvar, Bangro ki Dhani, Bas ki Dhani, *Gunawta, Bhomiya ji Ka Mandir
Jodhpur	Tena, Shergarh, Himmatsingh Pura, Bhom Sagar, Gumansingh Pura, Devrajgarh, Lordi Dejjara, Joliyali, Tulesar, Surani, Ram Nagar, Kanasar, Panditon Ka Was, Hari Nagar, Jatti Bhandu, Judiya, Rajgarh, Belwa Ranaji, Bhalu Kumbhaniyan, Solankiya Tala, Dassaniya, Ramsar Kalao, Gilakor, Sadul Nagar, Lorta Haridasot, Bawarla, Sopara
Pali	Dholeria Jagir, Manihari
Uttar Pradesh - 12 Schools	
Bulandshahr	Bichola, Anupshahar
Shahjahanpur	Bari Khas, Bhojpur, Majhila, Ramnagar, Bamanua, Kurrian Kalan, Marena Wangar, Gadhia Rangin, Gurgawan, Jindpura
Tamil Nadu - 10 Schools	
Sivaganga	Alampattu, Panangudi, Satharasanpatti (Aranmanai Siruvayal), Petachikudiirrupu, Pethanandhal, Pudhu Kandanur, Thenkarai, Papakudi, Vadakudi, Managiri

*Primary Schools upgraded to Upper-Primary Schools

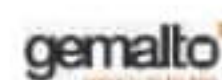
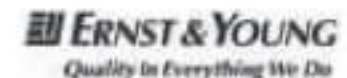
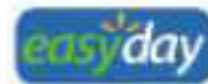
List of Satya Bharti Senior Secondary Schools

Punjab - 1 School	
District	Village
Amritsar	Chogawan



Bharti Foundation Thanks Its Partners

bharti







Bharti Foundation
Airtel NCR Campus,
Wing A, Upper Ground Floor,
Plot No: 16, Udyog Vihar, Phase 4, Gurgaon-122015
E-mail: bharti.foundation@bhartifoundation.org
Website: www.bhartifoundation.org