



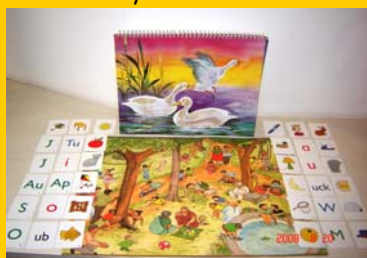
Voice of change

Issue 3 Sep 2008

A Bharti Foundation Program Update

GOING TO SCHOOL- THE BHARTI FOUNDATION WAY

Teaching Learning Materials used at the Satya Bharti Schools



English Language Books



Library Books and CDs



Jodo Gyan- Math Learning Material

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*I Hear and I Forget
I See and I Remember
But I Do and I Understand*

It is these three lines that aptly summarize the teaching learning processes at the Satya Bharti School. And it is these three lines that lay the foundation for the innovative Bharti Curriculum used here. Focusing on questioning and exploration as one of the key tools of the academic process, the curriculum is a unique amalgamation of innovation and expertise. Moving away from the conventional methods of teaching, the curriculum encourages children to explore, question, reason and construct knowledge on their own.

The Bharti Curriculum follows the process of activity based learning where teachers create opportunities for students to learn by engaging them in hands-on activities. So while they might be outdoors, collecting flowers and leaves for fun, these sessions are actually a process of learning colours and number concepts. **"Pehle school mein mujhe kitaab padhna nahin aata tha,iss school mein aane se maine kitaab padhna seekha- ..iss school mein computer bhi hai"**(I did not know how to read in my last school...I have learnt to read in this school...they also have computers here) says Leekha Chaudhary, a Class 4 student at the Satya Bharti School in Lordi Dejgara village in Rajasthan. Designing the curriculum in a way that children spend more than 50 % time outdoors, the curriculum minimizes dependence on rote learning and ensures that students learn through fun-filled and interesting activities.

The Bharti Curriculum is designed to address the varying learning levels and capacities of children, treating each child as a unique individual. It has been designed to provide holistic education to children, aiming to transform them into educated and self reliant individuals with a deep sense of commitment to their society. The curriculum is supplemented by interesting, innovative and useful teaching aids that have been incorporated from other educational institutes and organizations working in the field of education. So while CDs have been sourced in partnership with Azim Premji Foundation and Pratham, educational books have been sourced from Eklavya, National book Trust, Panchatantra etc. A number of worksheets, have been created by experts as well as teachers to support student learning. Picture cards, alphabet cut outs, posters, student created salt dough models and interactive charts are also used to make learning easy and fun. With special focus on the English language, our schools have bilingual books, phonics cards, rhymes, puppets and word cards to make students proficient in the language.

The fresh approach of the curriculum has also made teachers take interest in the teaching learning process. For all the teachers, these innovative pedagogical processes are a far cry from conventional education procedures.. **"Hume to training ke baad pata laga ki hume pehle kuch nahin aata tha"** (After the training we have learnt a lot of things we did not know earlier), says Deepa Bisht, teacher at a Satya Bharti School.

TRANSFORMING YOUNG LIVES...

Hanumansingh Chouhan is a 9 year old boy, living in the Syari Balak village in Amer block in Rajasthan. Hanumansingh did not have a commendable reputation at his school. Known for his abusive language and the affinity to beat up fellow students, he was reprimanded on a daily basis by his teachers for his bad behaviour. He was expelled from his school and started spending his time herding cattle around the village.

It was during the Community Outreach Program conducted by teachers of the Satya Bharti School in the village that Hanumansingh was spotted by the teachers. The teachers realized that Hanumansingh was at his happiest when he was not confined indoors. Hanumansingh was soon admitted to the Satya Bharti School in the village. Spending a lot of his time learning through fun and games, Hanumansingh is a changed person today. He loves outdoor activities and is a quick learner. According to his teachers, he is also slowly mending his habits and trying to make friends with children in his class. His parents are extremely happy with the progress and accounts their son's improvement to the teaching methods adopted at the Satya Bharti Schools.



"Freedom to Learn"

campaign launched in August '08 across all Bharti Group Employees, Corporate Donors and Partners

1144 donors & 7000 signatures

....and still counting!!!



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For more information on how to donate or volunteer, write to:
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VOLUNTEER SPEAK

Anurag Prashar, Chief Officer, PMO, Bharti Airtel Ltd, shares his experiences of visiting the Satya Bharti Schools in Punjab as a part of the volunteering Program under ACT

There is a restlessness which simmers deep inside all of us, the answer to which does not lie in professional success and personal well being. It is the need to contribute, get engaged and do things for the larger good of the society and the country. And it is this need that drove me to visit the Satya Bharti Schools set up Bharti Foundation in the deepest pockets of Punjab to do a photo shoot for the Foundation.

It was the days spent with the children of the schools that I saw a different India. I saw a world of genuine, simple, loving and intelligent children. I saw love and sharing, not contrived by greed or want but borne out of deep affection for the other. When there were not enough plastic spoons to go around during lunch at the school, there were neither complaints nor push to snatch from the other. The children who finished first rushed to wash theirs and handover to those waiting. These were children who were proud of their knowledge and their culture and recited Punjabi and English rhymes with equal enthusiasm. They waited, uncomplaining, for the whole afternoon for load shedding to end, not for the fan, but to attend one session on the PC in the classroom. Seeing these children I knew that this endeavour by the Foundation was indeed making a mark.

The two days of heat, little food and water was physically tough. But the love and respect that we got from each member in the village made me believe that this trip was worth more than anything I could ever contribute in charity. I would not say I felt guilty of the life we lead, but it made me acutely conscious of the wastages I could avoid, of how any contribution from me could make a change. Today I stand here believing in the value of simple needs and wants, of the importance of devoting personal time and building bridges between worlds which will come together as one. With more girl students than boys in every school, the program has initiated a fantastic multiplier effect in generations to come. Whether for the country or for myself it is a long journey; but what a beautiful beginning it has!

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