



## DIRECTOR'S MESSAGE

Chaman Bhartiya School has been awarded the All India Merit Award by Education Today Magazine under the 'Best Emerging school' category. We are, of course, proud. But we are also humble. We know that we haven't unfolded the school's potential yet, because of the lockdown prevailing in schools.

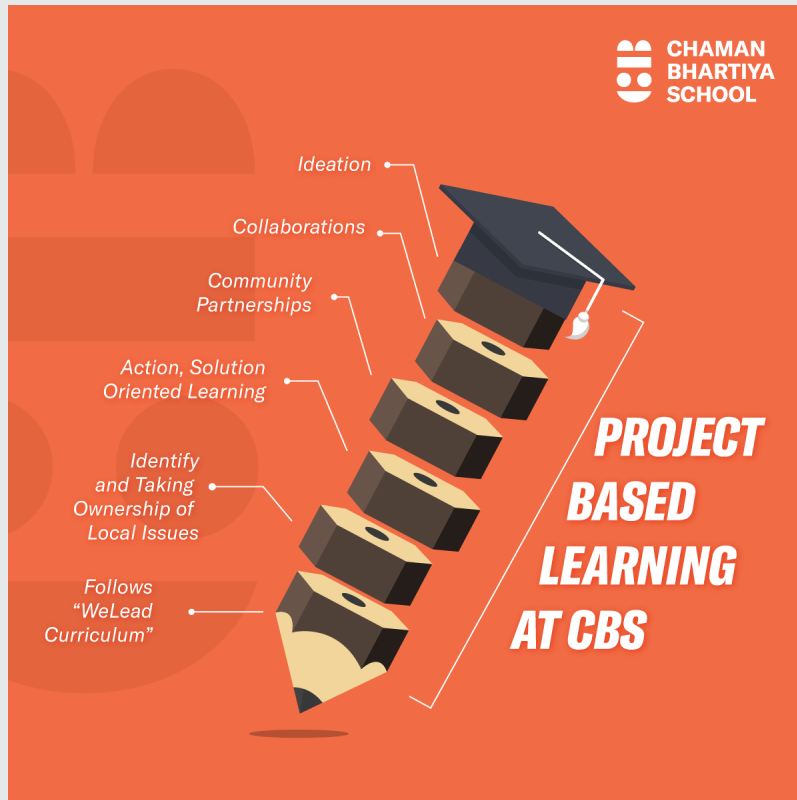
But even more important than awards is our relationship with our parent community. We can create an engaging learning environment for the learners only in partnership with our parents. We appreciate highly, how our parents have supported the learners and the facilitators during the difficult period of the lockdown. Online teaching can only be efficient if parents support their children and the facilitators.

For the spring term, we have extended the daily school schedule. We know that children will be spending long days in front of a screen, but we have tried to organize the sessions with a great variety of subjects and activities.

To further extend our partnership with our parents- We continue to organize coffee mornings, and the next step will be to establish a parents' advisory board. We view feedback from our learners and their parents as learning for us so that we can continue to develop and improve the quality of our education.

Project-Based Learning (PBL) is an essential pedagogical tool for us. Our vision is to make learning engaging and relevant for the learners by designing learning activities where the learners solve real-life problems. Because of remote learning implementation, we have not done as much PBL as we would have wanted. From February, we will have PBL sessions with the theme "Sustainable community". We are excited to see how PBL can function in an online setting. We strongly believe that our learners are ready for it. You can read an article about PBL in this newsletter.

**Allan Andersen**  
Director



PBL is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning (Duch et al, 2001).

PBL exposes learners to real world scenarios and not preempt problems but face the challenges head-on as they present themselves along the way and try solving them as opposed to acquiring all the knowledge prior to the launch of a Project.

An analogy that would explain PBL aptly, is that of a toddler being given a bicycle and asked to try cycling. Just like parents add stabilisers to it in the beginning and take it away once the toddler is confident to cycle on their own, similarly, mentors help in scaffolding and withdraw once the students can work independently. Just like the toddlers will figure out how to cycle through trial and error, stumbling and falling and getting back on track through repetition, PBL replicates the same methods.

At CBS, the PBL theme for this term is "Sustainable Community" and will be carried out for a period of 2 months between February-April 2021. In this time period, we aim to conduct a Community Needs Assessment and identify some of the issues in OUR COMMUNITY. Students will work in groups based on their leanings towards addressing some of the issues identified and provided with mentors. Learners, mentors and community members (including parents) will be a part of this 8-week journey which will eventually culminate into a Public Event where the findings of their research as well as the solutions which they have formulated will be displayed and communicated to an audience including community members and experts in a Panel.

Group members are expected to acquire, refine and display the 21st century skill sets of 4C's also outlined in the CBS curriculum – Creativity, Critical thinking, Collaboration and Communication. In addition to the typical literacy skills, learners are exposed to various life skills like flexibility, leadership, taking initiative, being productive and social skills. This learning approach also incorporates our five leadership pillars.

## CBS AWARDED “INTERNATIONAL EMERGING SCHOOL” AT INDIA'S SCHOOL MERIT AWARDS 2020.

India's School Merit Awards 2020 was held on January 23rd, 2021 to felicitate India's top school winners. We were nominated under the category 'International Emerging School' in a survey conducted by Education Today. The top schools were selected out of 2375 survey forms received by Education Today. The schools were categorised under 10 parameters:

- Academic Reputation
- Individual Attention
- Infrastructure Provision
- Innovative Teaching
- Safety and Hygiene
- Sports Education
- Value for Money
- Holistic Development
- Leadership Management Quality and Co-curricular activities.
- India's School Merit Award 2020 were based on jury rating, parent's votes and Education Today team analysis (perception based, survey and nomination based)

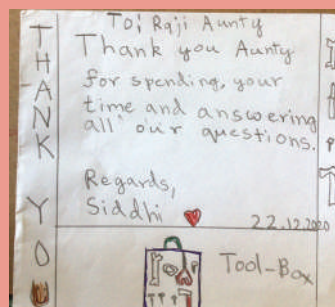
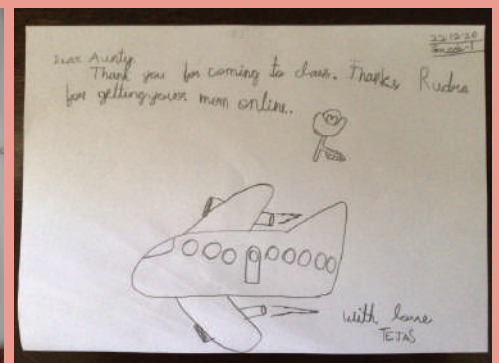
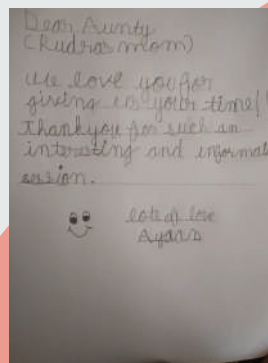


Ranjini Sridhar, Head of IT, receiving the award



## INVOLVEMENT OF PARENT COMMUNITY AT CBS

Parents are an essential part of the learning process of students at CBS. Grade 1 students are currently learning about the community and to aid this process, parents from different walks of life were invited to showcase what they do and how they contribute in helping the community. Some of the parents who participated and shared their experiences included Ms. Rajeshwari Reddy, who is an aeronautical engineer, and parent of Rudra Saboji. She indulged in a discussion revolving around the importance of both pilots and aeronautical engineers. Dr. Hana Hameed, who is a dentist and parent of Mohammed Ayaan, presented on the role of being a dentist in society and emphasised on oral hygiene. Children were also thrilled to hear from Mr. Nagcharan Khure, parent of Triaksha N Khure, who explained how art is also a key subject. He took children through an activity where they made masks out of ordinary paper.



**Thank you notes made by thrilled students to thank parents after an enjoyable day.**



## PROJECT BASED LEARNING TRAINING

Our Project Based Learning Training focused on giving facilitators an overview of the program. The objective of the training session was to empower the facilitators with the knowledge, skills and disposition required to implement Project Based Learning. To kick start the PBL program, a brainstorming session was conducted on how it would be implemented in February. Regular brainstorming sessions are carried through for developing the necessary tools to implement the PBL programme. Discussions are ongoing in order to draft our final strategy for execution.



**Facilitators brainstorming and planning ahead for the Project Based Learning programme**

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## COFFEE MORNING AT CBS

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We hosted our second Coffee Morning, which saw a huge turnout from our parent community. The premise of this week's Coffee Morning was Kirsten Olson's 'Learner's Bill of Rights'. In this activity, parents underwent a journey of learning, unlearning and relearning prioritising the development of children. Each parent took a resolution to act in a way that benefits their respective children. This resolution could either be something they would do to help their children or something they would avoid that was previously affecting their children in a negative way. The parents left elated after this fun and engaging session with our facilitators. Coffee Mornings are important as the involvement of parents is key to a child's development and hence we plan on hosting many more Coffee Mornings going forward.



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## MEET OUR STAFF

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Mr. Maxime D. is an accomplished and highly-organized French and German Faculty (certified with a Triple Graduation in Applied Psychology, Literature and Civilizations and Public Relations). He has over 10 years of professional experience in various multinational companies and Educational Institutions. Maxime has trained more than 2500 trainees who are currently working today in various parts of the globe.

He is an accomplished French and German facilitator. He is a native French speaker as he hails from the Ivory Coast where French is the national language. His dream is to make students proficient in the language so that they can survive in any part of the world. He has worked as a clinical psychologist and he applies the techniques he has learned through this experience to the learning process of a child.

Mr. Maxime D. is a relationship-driven language facilitator professional who nurtures and empowers his students to deliver unprecedented results. His hobbies include martial arts & playing football.