



DIRECTOR'S MESSAGE

We have now conducted online classes with learning activities in between for nearly a month. It has been our ambition to implement as much as possible of our holistic learning approach. We are very thankful for the support from the parents, without which this would not have been possible. Although it is an awkward way of opening a school, we feel that our remote learning concept has been successful. I have been surprised to see how much bonding between the learners and the facilitators has already happened.

We still do not know when we will be allowed to open the school for face-to-face teaching in the school building. I guess that it could take another month before schools are allowed to open for early years and grades 1-5.

We will, therefore, extend the number of weekly online sessions for grades 1-5, so that the weekly time table becomes more like a regular school week. We will call all the parents about the new time table, which will also be visible on the CBS portal.

For early years we will take inputs through a parent survey and have a discussion with the parents about the best way of combining online sessions with activities in between. We know it can be a burden for the parents and hence we will not extend the number of online sessions without having this discussion.

Since April, I was stuck in Copenhagen, Denmark, but now I am back. I have been able to lead the school from afar due to digital contact, and I have been involved in all decision making. But it is quite a different experience to be here in the great new school building and to feel the immensely positive vibe between the facilitators and the learners. I hope I will soon be able to meet the parents and the learners for real.

Allan Andersen,
Director

OUR FIRST WHOLE SCHOOL ONLINE ASSEMBLY



The entire Chaman Bhartiya family joined with whole-hearted enthusiasm in our very first online assembly. The entire school dressed up as pirates to celebrate this grand occasion. The décor within the school premises all echoed the event theme. Each of our young students had a message to share with our commander – Allan Andersen. Some of our little ones sang songs and shared their thoughts with our facilitators. All our facilitators put up a rocking dance performance – to celebrate the launch of the learning journey at Chaman Bhartiya School.

Ahoy! All aboard for a great learning journey ahead!

COMPLETION OF SCHOOL BUILDING

Recently a pooja was completed to mark the completion of the school building. Once the government gives permission we are ready to welcome learners to the brand new school building.





MEET OUR FACILITATORS

Triveni Nagraj is our Early Years facilitator at Chaman Bhartiya School who is child-like and loves being with little ones. She has completed her graduation and Master's in Financial Management from Bangalore and has worked in companies like ANZ Grindlays, Wipro Infotech and Bosch Ltd for over 15 years. These experiences have taught her to be meticulous and enjoy every bit of each working day. Learning is an intrinsic part of her personality and she has embraced each one of her roles with immense joy and passion. She views each day as a new beginning and feels there is so much more she needs to achieve. Her passion for teaching and love for little children led her towards completing her Diploma in Montessori Training.

Working with little children brings her immense joy and satisfaction. She feels young children need to be dealt with a lot of love and compassion...the innocence within each one of her students makes her feel that each one of us is still a child from within. Watching her students blossom, motivates her to do better every time.

Chaman Bhartiya School's vision and philosophy inspired her to join here as a facilitator. Also, she felt that as she was involved in curriculum development as well, she would have plenty of scope to value add as a facilitator.

During these challenging times, she is constantly innovating and brainstorming to make learning interesting and engaging for her students. This is very evident from the myriad of activities that have been covered in early years from the past couple of weeks.

She has worked in quite a few cities apart from Bengaluru and this has not only expanded her perspective but has also exposed her to various customs & traditions. Triveni is a very social person who loves being amongst people and she enjoys dancing. She is an excellent cook, has a passion for cooking and loves trying out new recipes.

SCHOOL UPDATE:

Parents of students from **Grades 1 to 3** can pick up their child's iPad on **2nd & 4th September 2020** from **10:00a.m. to 4:00p.m.**

Parent orientation on Schoolworks for **Grades 1 to 3** will be on **5th September 2020** from **11:00a.m. to 1:00p.m.**

Parents of students from **Grades 4 and 5** can pick up their child's iPad on **17th & 18th September 2020** from **10:00a.m. to 4:00p.m.**

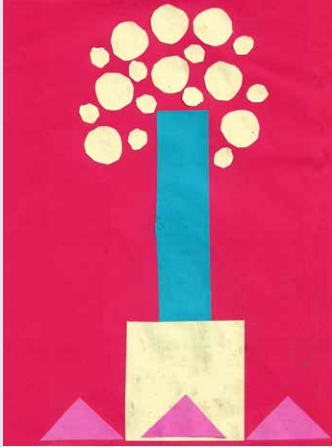
Parent orientation on Schoolworks for **Grades 4 and 5** will be on **19th September 2020** from **11:00a.m. to 1:00p.m.**

From **1st October 2020**, all parent communication will be from the iCreate portal.

WHAT'S HAPPENING AT EARLY YEARS?

Our Chaman Bhartiya early years members from the little ones, our enthusiastic parents and our motivated facilitators have proven that learning can take place pandemic or no pandemic.

Learning is on full swing from concept-based activities to hands-on learning. Some of the exciting activities which took place include...learning about Coronavirus through a puppet-show and grandparents participating in our online sessions.



A Concept based activity which also facilitates development of Creativity – by Vivaan Kiran Honakeri.



Language classes commence in Early Years.



An activity which merges learning about festivals & creativity – by Shreyansh C.R.



An Independence Day Activity which was linked to Self- Reliance – by Shourya Sailesh Duvvuri



Twins Kiara & Aanya Chawla with their Grandmother on grandparents' day



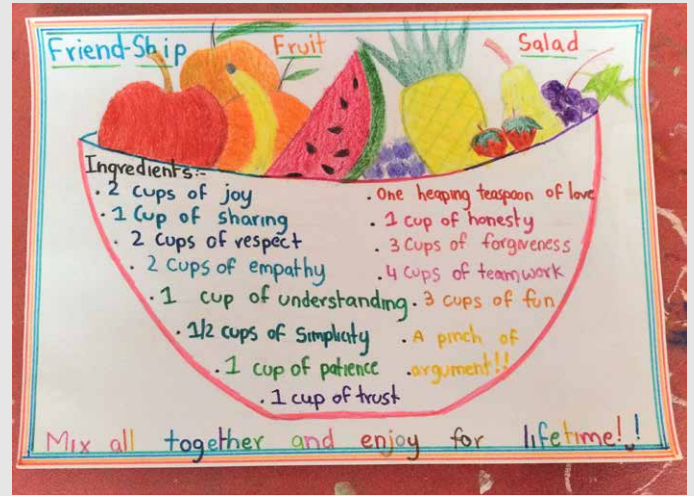
Learning about coronavirus through a puppet show

GETTING TO KNOW EACH OTHER

The first week of the academic year was dedicated towards settling down, bonding with your facilitator and your classmates.



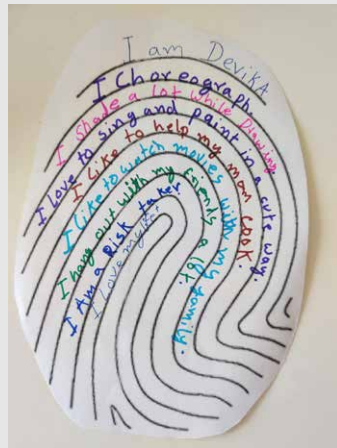
Pre-school facilitators interacting with young learners



Friendship bowl recipe
- by Grisha Ashwini Vinay, Grade 4



Time Capsule
- by Sristhi Sethi, Grade 5



I am Unique
- Finger print activity
- by Devika Singh, Grade 4



All about me
- by Virat Mehta, Grade 5



Reflective journal
- by Yuktha R K., Grade 5

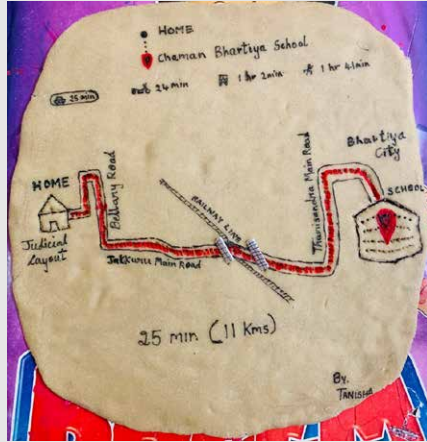


BLENDING LEARNING - THE CHAMAN BHARTIYA PHILOSOPHY COMES ALIVE.

Our unique integrated approach of merging academic rigour, 21st century competencies and leadership skills is coming alive even in these challenging times.



Clay Map
- by Arnav Mukund,
Grade 5



Map made of wheat dough
- by Tanisha Bhairavi Gautam,
Grade 5



Social Studies Project of Grade 5

Grade 5 had the privilege to time travel back to 700 BC as they were exploring the history of maps and cartography (study and construction of maps). Learners became Babylonian cartographers and constructed maps on clay and wheat dough. Children have very aesthetically captured direction, distance, and labelled major landmarks on their maps from their homes to Chaman Bhartiya School. The project is interdisciplinary in nature and merges elements of history and social studies. In addition it also facilitates development of creativity and links knowledge to the world around us.



Explaining how a balloon can be inflated using vinegar & baking soda.
- by Siddhi Hegde,
Grade 1

Students in grade 1 recently explored and presented experiments online. This is geared towards development of in-depth conceptual understanding, critical thinking, presentation skills and self-confidence.



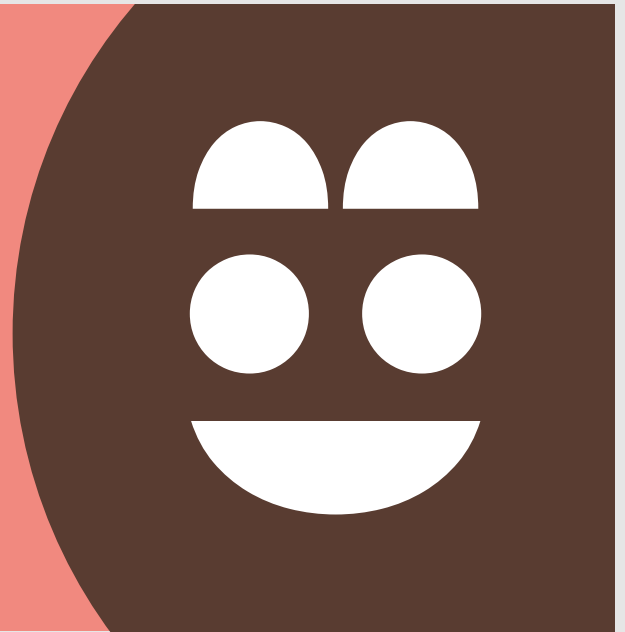
Yuktha R.K. from Grade 5 proudly displays her Maths Project.

Maths Project in grade 5

In order to reinforce the concept of reading and writing numbers up to 1 billion or 10 crores, grade 5 learners made a place value learning model using paper cups. This model allows them to generate innumerable 10 digit numbers and practise reading and writing numbers in words and figures.



National Education Policy — 2020 —



HOW CHAMAN BHARTIYA'S WE LEAD CURRICULUM IS ALIGNED TO THE NEP 2020 WAY

Chaman Bhartiya School & NEP 2020 – A Vision for the Future

The National Education Policy, 2020 has been a path breaking step toward envisioning a kind of education, hitherto, unthought of in India. The people who got together in envisioning the Chaman Bhartiya School concept (Our Chairman, Director & Head of Pedagogy & Professional Development), were already ahead in their thinking about the kind of education the children, and the world needs today, as precisely stated below by the NEP.

“The world is undergoing rapid changes in the knowledge landscape. With the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for skilled labour, particularly involving mathematics, computer science and data science, in conjunction with multi-disciplinary abilities across the sciences, social sciences and humanities, will be in rapidly increasing demand. With climate change and rapid depletion of natural resources, there will be a sizable shift in how we meet the world's energy, water, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, and climate science. There will be a growing demand for humanities and art, as India moves towards becoming a developed country and among the three largest economies in the world”. (NEP 2020, MHRD)

The educators and the academic team responsible for the design of the WE LEAD Curriculum have been studying the NEP since its drafting phase in the past year. As such, the document incorporates all the elements stated, in the NEP 2020, and more.

THE 5+3+3+4 PEDAGOGICAL STRUCTURE

It must be understood that traditionally, the 'school' referred to an institution catering to ages 6 to 16 (Grades 1-10). However, the NEP framers have realised that just bracketing this diverse group of children under one fold, has distorted the understanding of how children learn. Children in different age groups have different goals for, and styles of learning. Hence this categorization is simply a recognition of the fact that children have different milestones in different phases of their cognitive, socio-emotional and physical development. The WE LEAD Curriculum defines academic goals grade wise as cognitive development goals have a distinct set of milestones in each grade and subject.

That said, the purpose of and approaches to teaching, learning & assessment is personalised, differentiated and implemented based on the learners' current readiness, profile and interest of the learners in Literacy & Numeracy and in the Natural & Social Sciences. To this end, we will administer a diagnostic assessment in these fundamental areas before they start actual academics.

On the other hand, Leadership Competencies and the 4 skills of the 21st century are clearly defined in the WE LEAD curriculum, age range wise (Preschool to Grade 2, Grades 3-5, Grades 6 to 8 & Grades 8 to 12), as stated by the NEP.

It is important to note that programs like 'CREATE & CODE', 'PASSION PROJECTS' and LEADERSHIP ACADEMY' are aimed at giving the learners a variety of career options early on, and as such, a head start to their vocational and career choices, before they leave school.

THE 'WE LEAD' HOLISTIC CURRICULUM & NEP 2020

We can confidently state that we are WAY AHEAD in this regard. From the very beginning (the visioning stage), we were clear about what kind of person would walk out of Chaman Bhartiya School at the end of schooling. Our curriculum & implementation approaches shows complete alignment & adherence to the values that NEP stated in its 'Principles' section of the document. I'm quoting it here for your reference. In fact, our project-based learning approach to academics even incorporates the United Nations Sustainable Development Goals, with the aim of encouraging children to not only pay attention to both local, and global issues that plague the world today but find real-time solutions for them, through real time project-based learning.

“The principles on which this Policy is based are: flexibility, for learners to choose their learning trajectories and programmes... choose their paths in life according to their own talents interests; no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic, etc., to ensure the integrity and unity of knowledge and eliminate harmful hierarchies and silos...; multi-disciplinary and a holistic education (across the sciences, social sciences, arts, humanities, and sports)...; emphasis on conceptual understanding ..., on creativity and critical thinking (to encourage logical decision-making and innovation), on ethics and human & Constitutional values (e.g., empathy, respect for others, cleanliness, etiquette, courtesy, democratic spirit, spirit of service, scientific temper...equality and justice), and on life skills (e.g., cooperation, teamwork, communication, resilience); regular formative assessment for learning rather than...'coaching culture'; a respect for diversity and respect for the local context in all curriculum, pedagogy, and policy...; full equity and inclusion as the cornerstone of all educational decisions, to ensure all students are able to thrive in the education system... without any compromise on equity and quality; teachers and faculty as the heart of the learning process – their rigorous recruitment and preparation, continuous professional development, positive working environments and service conditions must be assured.” (NEP 2020, MHRD; Pg. 5)

What may be interesting to note that to implement the vision of NEP 2020 is going to take at least 4-5 years, and still the government may not be able to adhere to the spirit of the policy, though extremely well-intended. This is going to be a challenge in many school systems in India. While the right kind of teacher education is being considered as a crucial step in the implementation of the policy, it is equally important for school managements to realise that they too, have to change their mindsets about how education is perceived currently, and make systemic changes in their teaching and learning processes. There must be less power distancing in schools, more democratic and inclusive approaches to communication and decision making.

Chaman Bhartiya school is ahead in the sense that, we are actually IMPLEMENTING elements of the NEP through our WE LEAD curriculum. We have set, and are creating processes that give facilitators a democratic environment, plenty of autonomy, and a say in all the decisions taken in areas pertaining to academics and learners' holistic development. The seamless and transparent communication and collaboration between the management team, the academic team and the administration team is one of the key strategies that helped us materialize the WE LEAD vision, and the expectations listed in the policy.

The Chaman Bhartiya Parents, Facilitators, Management and the Environment form a well-connected and integrated community, with learners' well-being and development at the core of its purpose. With support from all the stakeholders of Chaman Bhartiya school, we hope to present a creative model of an education system to the rest of the country and schools - to let them know that if executed in the right spirit, academic excellence and holistic development of the learner must, and can go hand in hand.


By:
Sandhya Gatti
Head of Curriculum, Pedagogy & Professional Development

TALKING POINT

Do primary school students need e-learning

Better than no learning

Karnataka imposed a ban on online classes for students up to class V, as the students need to develop holistically which is not possible in one-sided online learning. However, with a prolonged period of nationwide lockdown, where education for young learners has been paused, online classes as a tool will help deliver learning and social contact. At the moment with the rising cases in the country, digital learning is better than no learning. If online learning in schools is banned, parents will approach private digital portals which could give rise to a dangerous trend of homeschooling combined with online classes.



ALLAN ANDERSON
DIRECTOR, CHAMAN BHARTIYA SCHOOL, BANGALORE

Education Times
Monday, July 6, 2020

Distance dilemmas

• **Monika Monalisa**

Online classes, missing friends and a disrupted routine... it's been an uncertain time for many students. One would then expect child counsellors to be busy, but the reality of the situation is quite different. With classes being held at home, the resultant lack of confidentiality has led to a decline in numbers. Kala Balasubramanian, a child psychologist at Inner Dawn Counselling and Training services, says, "Earlier, the session used to be between a student and the counsellor, but now with things going digital, parents and teachers are involved too." The counsellor with 10 years experience believes the transparency of a session is questionable when too many people are involved. According to her, children are not just affected by stress from studies but also from their immediate surroundings. "Parents facing job-related issues, loss of revenue, confinement at one place, etc can also affect the child who is staying with them. But a child might not be comfortable speaking about it in the presence of the parents," adds Balasubramanian.



Limited hours for online classes can also be an issue. Supriya (name changed on request), a child counsellor who has been associated with many schools, says, "These sessions tend to take a backseat with many schools following strict guidelines related to timings." Group and individual sessions also play a role. "At school, although there were group sessions, children could also approach us directly, but now it's not the same," she adds.

Owing to the new normal, many schools are trying to find ways to fit in all these sessions. Sheeba John, student facilitator at Chaman Bhartiya School, says they are adding more individual sessions. "We are trying to squeeze in one-on-one sessions every fortnight. For confidentiality, we try to keep the parents away unless there is a threat to the child," says John.



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