



DIRECTOR'S MESSAGE, MARCH 2022

BALLOON SATELLITE LAUNCH

On February 27, Chaman Bhartiya School launched a high- altitude balloon satellite in the early morning at 3:45 am at the Center for Research and Education in Science and Technology (CREST). Grades 6 and 7 were briefed about the payload during school hours. They have spent 33 sessions to complete the payload. They built the entire payload in-house with the support of teachers specialising in space education.

The students were taught the basics of electronics, physics, mathematics and space education to understand the entire process of the project. The objective behind the launch is to build a scientific payload that can collect pollution radiation data through sensors and cameras and send a biological experiment to near space (25-30 km). This space program is designed to facilitate the development of leadership competencies such as problem-solving and collaboration.

The balloon crossed the Troposphere layer of the earth's atmosphere, and the flight duration was for 4 hours. The payload measured the pollution level and background radiation during the flight and recorded them for later study. The technical team tracked the balloon through GPS trackers, and it was estimated that the payload had crossed the troposphere and descended on Narsapura lake and then proceeded towards Kolar. The payload was retrieved & analysed by the students.

CENTER OF CREATIVITY AND INNOVATION

The CBS Space education program demonstrates important elements ideas in our **"We Lead"** curriculum and pedagogy. We believe that students learn deeper when they apply scientific concepts to the world outside the school. We want our learners to understand problems in the real world and create solutions for those issues.

Design thinking is a method and a model that guides learners through the journey from identifying a problem to creating a solution. The method includes the following steps:

1. Empathise
2. Define
3. Ideate
4. Prototype
5. Test.

We implement this model in subject-based projects and interdisciplinary projects.

We are now designing learning spaces equipped for every stage in the design thinking model. We call it the Center of Creativity and Innovation (CoCai), and it will be ready for our next academic year. There will be a variety of spaces for creation: LEGO land, carpentry, robotics, space education, coding and app creation, gardening, audio and video editing, arts and craft, dance and drama. There will be a learning space for any design the learners need in their projects.

IB CANDIDACY

It gives me great pleasure to inform you that:

Chaman Bhartiya School is a candidate school for the IB MYP Program.

Warm Regards

Allan Andersen

Director, Chaman Bhartiya School.

GRADE 2 STUDENTS UNIQUE 'CEREALS VS PULSES' EXPERIMENT

Grade 2 learners recently conducted a biology experiment where they compared the growth of cereals to pulses. By growing each of these in similar conditions, they observed the changes in their respective leaves, stems, root and branches. Through these experiments, the goal is to allow learners to apply the theoretical concepts they learn in the classrooms to real life activities. Their observations were presented to the facilitators (pictures below).



ALLAN ANDERSEN FEATURED IN THE INDIAN EXPRESS AND TIMES OF INDIA

Our Director Allan Andersen commented on the use of ed-tech platforms for young students amongst other industry stalwarts at the Indian Express . Allan stated that he welcomes the use of technology to increase accessibility for students but emphasised that education must also encompass the strong interpersonal relationship between facilitators and students.

Allan was also featured in the Times of India sharing his views on the PM eVidya initiative and how it could impact the future of digital education.



PM eVIDYA could be a giant step in expansion of digital education

Though we will have to move mountains to bridge the digital divide, say academics

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Budget 2022 is aiming to expand the 'One class, one TV channel' programme of PM eVIDYA from 12 to 200 TV channels. The proposal will enable all states to provide supplementary education in regional languages for classes I to XII. Talking about the decision, Parmeshwar Iyer, dean, Public Relations, IIT Guwahati says, "The move will help the marginalised sections especially from the rural areas, who do not have good internet connectivity. For many families, the entire household has only one smartphone. Due to this, many students face difficulties in attending online classes."

Teaching through TV had always been a part of information and broadcasting and every Gram Panchayat or household has a television set, notes Silpi Sahoo, chairperson, SAI International Education Group. The pandemic-induced closure of learning centres across India resulted in huge learning losses. Therefore, to address the issue, expansion of TV channels from 12 to 200 will prove to be a great move, she adds.

Appreciating the decision, Allan Andersen, director, Chaman Bhartiya School, Bengaluru, says, "While the move should be seen as a one



step ahead towards digitising education in India, it, however, does not solve the problem of the digital divide until the internet reaches the villages as one cannot have real online learning with television."

Through television as a learning medium, students can watch a pre-recorded programme and complete relevant assignments but there is no interaction. Interaction is what makes learning engaging for a child. In that sense, it is a first step towards digitising education," he says.

As for the benefits of teaching in regional languages, Jai Parkash, lecturer, Deptt of Education Govt of Delhi, says, "The learning outcome remains maximum in mother tongue and regional languages. However, one needs to focus on the learning of English to harness the fruits of globalisation."



We have been featured in the Times Of India!

SPECIAL GUEST SESSION ON LOCAL GOVERNANCE

Recently, as part of one of our Problem Based Learning sessions, a workshop was conducted by Prarthana Ramesh, head of Civic Literacy Programme at Balajanagraha, an NGO. The Grade 1-6 learners were given an understanding on the functioning of BBMP and on local governance. This allowed us to provide our learners with a deeper insight into civic issues.

