

***Let's Discover the
Leadership Potential
in Your Child***



WE
PLAY

WE
LEARN

WE
LEAD

WE
ACT



Dear Parent, Welcome to Chaman Bhartiya School!

That you are considering us and our learning philosophy for your child means a lot to us and we hope this document can guide you along the journey as you make crucial decisions about your child's future.

At Chaman Bhartiya, it is our belief, and purpose, that all children can be leaders given the right environment, tools, and support. This is why everything we do here is aimed at helping the child discover their leadership potential through learning, play, and practical implementation. You'd be interested to know that we have an open classroom model where all children learn

Why do we do this?

Our chairman's message perfectly sums this up- we need leaders not just in the corporate segment but leaders in politics, science, spirituality and the arts. We genuinely believe that Chaman Bhartiya is a maker of such leaders.

together while also learning to respect individual boundaries. We also do not restrict teaching to a teacher-led model and instead, our teachers are facilitators who design every lesson based on the students they teach, the lesson itself and whether it lends itself to a group activity or an individualized one. We amply supplement this teaching method with a host of tools and media which you will discover as you read along.





From The Chairman's Desk

“Brilliant.” Ask any dean of the world’s most reputed colleges, ask the CEOs of the world’s cutting edge organizations, and that’s how Indian students are often described, thanks to a culture that believes that educated minds are the greatest assets of the society.

We have been blessed with the ability to back the expectations heaped upon us. Our students have grown up to become the brains behind the significant technological progress made by mankind and delivered much of the goods in the past 20 years.

The world we are in is changing at an accelerating pace. While academic excellence is at the core of our teaching; as the world transitions, there are going to be further demands made on our children. No one can put a finger on the demands time will make in, say, 2040 when our children will be putting their learnings to work.

What the world will need then is leadership. Be it in Politics or Spirituality, the Sciences, the Arts or in the world of Business, the real change makers of tomorrow will be those who can take risks and dare to ask the right questions, and come up with solutions for the collective good.

There is no greater potential pool of candidates who will rise to the demands made than among the 1.3 billion of us.

As parents and educators, we need to prepare our children to become the leaders of the era that is fast approaching. We will need to unlearn the impact of 500 years of invasions into our country and believe we can be leaders.

But leaders aren’t made overnight. Passing examinations can’t prepare you to be one. It is a journey that begins at the age when a child is just learning to walk. Leadership needs nurturing. It needs an environment conducive to developing the latent traits of leadership. The future of the world will be determined by how we impart education to our future leaders.

At Chaman Bhartiya, we are the makers of leaders. Join us on this extremely enriching journey and help us mould your child into the leader of tomorrow.



From The Director's Desk

The two essential questions that every human being can ask are:

“Why am I here?”

“What can I do to pursue this purpose?”

Asking these questions and answering them is, of course, a personal matter. If a school wants to be relevant for the children and young people of today, it must create an environment that stimulates the learners to find and pursue their passion. It must support them in developing the personal qualities and competencies that are needed.

Chaman Bhartiya is a school that focuses on nurturing the passion in every learner so that they can become a leader in their area of passion. We create a positive environment for the development of the personal and social qualities as well as skills and competencies that are crucial to be a person, a citizen and an employable person in the world of today.

We live in a rapidly changing and uncertain world. Many children and young people don’t thrive today and schools do not support them. They are not equipped with the personal and social qualities and the competencies that are needed to be happy. More than ever, it is crucial that a school helps the learners to live and thrive and have a positive impact on this world.

The school can only do so with a holistic approach to education. Chaman Bhartiya focuses on leadership as a concept for developing generations that can thrive in the contemporary world and that have the ambition to take on a leading role in changing the world for the better.

We believe that school should be relevant for the learner here and now. Life does not start when school is over. We want to substitute the content and test focused school, with a school for life. We want to create a school that is relevant for the learner here and now and prepares them for the challenges of the future.





About Allan Andersen

Originally from Denmark, Allan has over 3 decades of experience as an educator; and over a decade of experience in senior administrative positions in Denmark. He is armed with an M.A. in Danish language, literature, and history as well as a Master's in Public Administration. He has taught Danish language and literature as well as communication and IT.

Allan is a visionary leader in the field of education and believes that Preparing students to succeed in a rapidly changing 21st-century environment begins in schools.

He is the Founder and Principal of the globally recognized Ørestad Gymnasium School in Copenhagen, Denmark. The school's architecture and innovative teaching practices have been featured in reputed publications such as The Guardian and the Wall Street Journal. The school is renowned for its innovative learning environment with open spaces instead of traditional classrooms, its strong emphasis on media skills, fully digitalized teaching material and innovative teaching practices.

Says Allan "What's important is for the teacher to talk less and let the students work more. The teacher has to organize processes that encourage that to happen. The architecture of the school forces the teacher to do just that."

He has been an active participant in public debate in Denmark on topics related to education and challenges faced by youth. He has also presented at international seminars and conferences on 21st-century learning spaces and learning, technology in teaching and the "why of education" in the 21st century. He is also a member of the Global Schools' Alliance which is a select gathering of innovative schools.



WE LEAD CURRICULUM

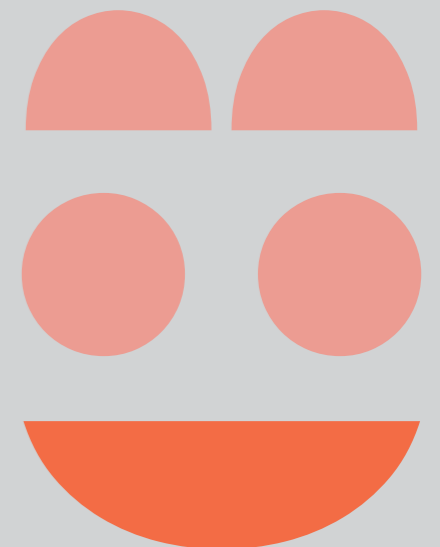
The leadership concept is not a business concept. It is much broader than that. Every child has the potential to lead. Every child is a born visionary, who will flower when placed into a creative and nurturing environment. Every child can, in their way, become the type of leader our country needs to make the changes that are needed in today's world.

If we dream of a better future, we need our children to grow into leaders who can take charge of their lives, are committed to their communities and are dedicated to promoting positive change in India and the world. In our view, leadership is the key to making this happen. We create a learning environment where every learner can unfold their leadership potential and passion.

The WE LEAD profile will encompass:

- Five leadership pillars
- Academics and literacies
- 21st-century competencies

We have created the WE LEAD profile, that describes the personal qualities, foundational literacies and 21st-century competencies of a model leader. The learning activities in the school will aim at developing all the areas of the WE LEAD profile. To develop future leaders is ambitious, and our learners will need to work hard. But we will design learning activities with academic rigor that are fun and playful.



Learn to Lead

For each student, we identify and nurture their potential to grow into someone who will make a difference in India and the world. We strive to develop their confidence, independence, excellence, and leadership and encourage them to become leaders.

Learn to Learn

The core of our efforts is in promoting academic excellence and superior performance among our students. To achieve this, we have designed a curriculum where learning is a collaborative process.

Learn to Act

We want to develop doers as well as thinkers. We want our students to realize that through academic excellence and practical problem-solving skills, they can act in their own lives, in their communities and in the world we live in.

Learn to Live Together

We will develop empathy and cultural understanding and appreciation of community and nature. We believe that change can only happen if we understand and respect each other, in spite of differences, and if we succeed in collaborating.

Learn to Live

We will make every learner flourish as a being, find his/her passion, develop identity and character, resilience and happiness. We believe that personal wellbeing and a strong character is the basis for thriving in a rapidly changing world.

THE FIVE LEADERSHIP PILLARS

Our Five leadership pillars will be the basis for all learning activities at Chaman Bhartiya. We will not define the basic values for our learners, but we will create an environment and design learning experiences where the learners can develop their leadership potential.

ACADEMICS

The Chaman Bhartiya School will follow the national and international curriculum. As such, learning approaches in all the programmes are aligned to international teaching and learning practices. The WE LEAD curriculum will integrate elements of the national and international curriculum, focusing on subject knowledge and conceptual clarity, that will help our learners to meet academic rigor that these boards demand at all levels.

The academic programme is divided into four levels –


- Pre-school & Lower Elementary Programme (Nursery to Grade 2)
- Upper Elementary Programme (Grades 3 -5)
- Middle School programme (Grades 6-8)
- The High School Programme (Grades 9-12)

Numeracy, literacy, language and STEM (science and mathematics) are covered by the integration of national and international curriculum under the WE LEAD model.

The WE LEAD curriculum will also cover the following foundational literacies:

- Digital literacy
- Literacy for sustainable living
- Cultural and intercultural literacy
- Civic literacy and global citizenship
- Financial literacy
- Aesthetic literacy





21ST CENTURY COMPETENCIES — THE 4 C'S

Critical Thinking — 1st C

The link between critical thinking and education is obvious: one can't learn well without thinking well. Critical thinking contributes to career success, but also success in higher education. Teaching critical thinking and problem solving effectively in the classroom is vital for students. Learning critical thinking leads students to develop other skills, such as a higher level of concentration, deeper analytical abilities, and improved thought-processing. Critical thinking has long been a valued skill in society. Today, every student—not just the academically advanced—needs it. While critical thinking and problem solving used to be the domain of gifted students, now it's a critical domain for every student.

Communication — 2nd C

Students must be able to effectively analyze and process the overwhelming amount of communication in their lives today. Which information sources are accurate? Which ones are not? How can they be used or leveraged effectively? The power of modern media and the ubiquity of communication technologies in all aspects of life make teaching strong communication skills even more important. While education has always emphasized fluent reading, correct speech, and clear writing, there is evidence that students are not mastering these most basic skills.

Collaboration — 3rd C

Sites like Wikipedia highlight how interconnected our world has become and emphasize the benefits of collaborative work. The resulting products are those to which millions of users have contributed. The comprehensive nature of these articles reflects the collaborative culture of the site and demonstrates how people working together can produce extremely inclusive and valuable resources. Collaboration is essential in our classrooms because it is inherent in the nature of how work is accomplished in our civic and workforce lives. Fifty years ago, much work was accomplished by individuals working alone, but not today. Much of all significant work is accomplished in teams, and in many cases, global teams. Generally, collaboration has been accepted as a skill that's essential to achieve meaningful and effective results. In the past decade, however, it has become increasingly clear that collaboration is not only important but necessary for students and employees, due to globalization and the rise of technology.

Creativity — 4th C

The future belongs to a very different kind of person with a very different kind of mind—creators and empathizers, pattern recognizers and meaning makers. If students leave school without knowing how to continuously create and innovate, they will be under-prepared for the challenges of society and the workforce. Successful individuals are those who have creative skills to produce a vision for how they intend to make the world a better place for everyone; analytical intellectual skills to assess their vision and those of others; practical intellectual skills to carry out their vision and persuade people of its value; and wisdom to ensure that their vision is not a selfish one.



WE LEAD PEDAGOGY

Personalized learning in a team-based context.

Every learner will have his/her individual learning goals, and every learner will have his/her mentor. Most learning activities will be a combination of collaboration and individual activities. The learner will learn to lead his/her learning with reflection, self-assessment, and feedback.

Learning through projects

Learning through projects based on real-life problems is important. The learners will reach the objectives of the progression plan through projects. The facilitators help the students solve real-life issues. We will use the UN Sustainable Development Goals as an inspiration and framework for projects.

Learning through play

Play is vital for the personal and social development of a child. We think that playful activities are an engaging way to learn in school. Therefore we work with LEGO to integrate their "serious play" model in our "WE LEAD" curriculum. Serious Play will be crucial in the early years and elementary school.

Innovative Learning spaces

At Chaman Bhartiya, the building supports the use of a great variety of teaching methods that ensure that the learner will learn, with open learning spaces, an innovation center, maker spaces, urban garden, etc.

Learning with technology

At Chaman Bhartiya, every child will have a personal digital gadget, an iPad, and the school will be well-equipped with digital technology. To ensure seamless integration of technology in our learning activities, we have a partnership with Apple and LEGO.

The world is our classroom

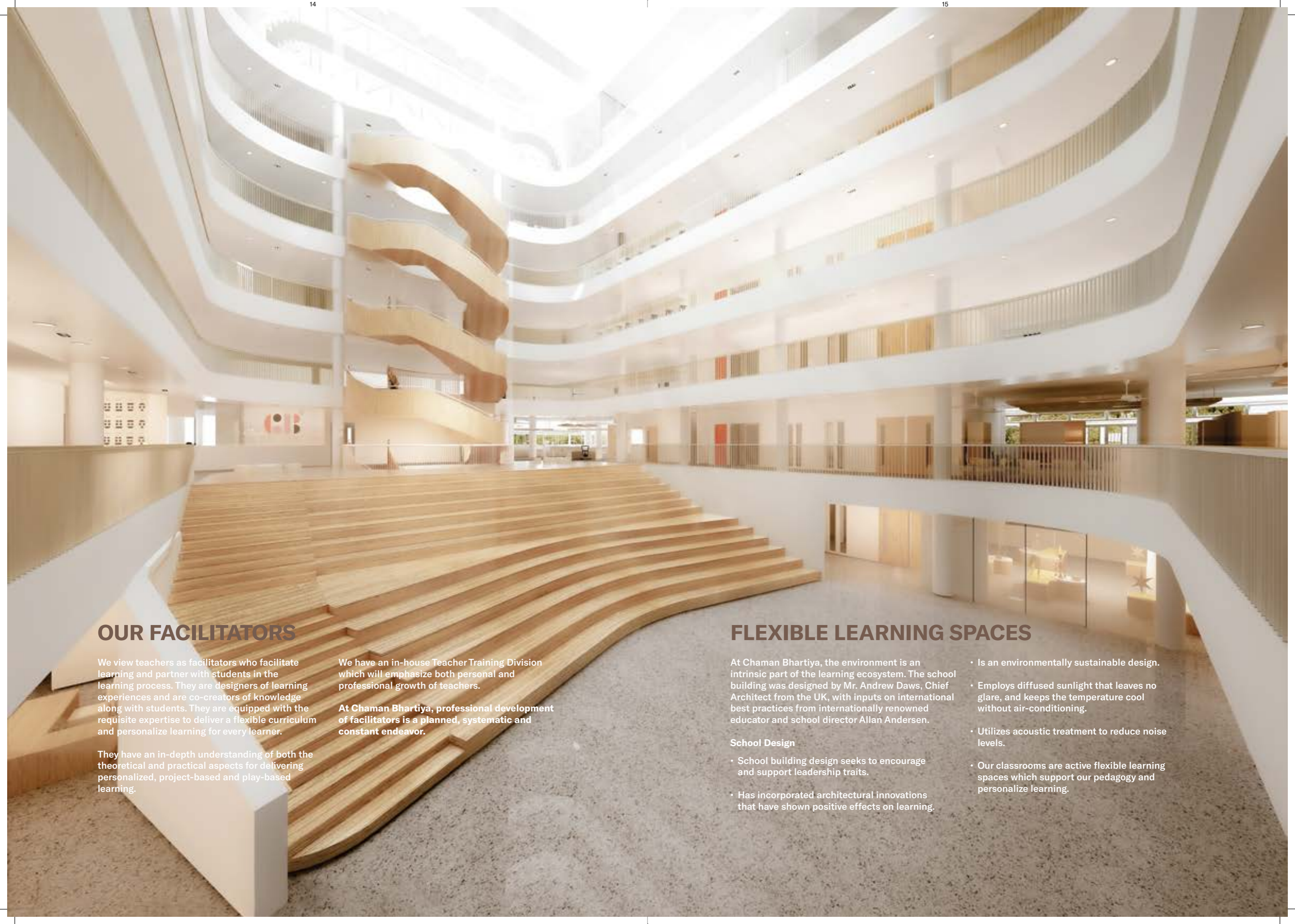
Chaman Bhartiya is an open school- open to the local community, open to India and open to the world. When we work on real-life problems we connect to people outside the school and work with problems that are real to them.

This approach is percolated in our facilitators' professional development programmes. Plans are underway to collaborate with high quality teacher education institutions, in the hope to make our educators develop as thought leaders, and cater to 21st century teaching and learning needs.

Assessment and data

At Chaman Bhartiya, assessment is a systematic and ongoing process. All learners are assessed against academic and leadership goals. A comprehensive qualitative and quantitative assessment report will be shared with the learners & parents at regular intervals.





OUR FACILITATORS

We view teachers as facilitators who facilitate learning and partner with students in the learning process. They are designers of learning experiences and are co-creators of knowledge along with students. They are equipped with the requisite expertise to deliver a flexible curriculum and personalize learning for every learner.

They have an in-depth understanding of both the theoretical and practical aspects for delivering personalized, project-based and play-based learning.

We have an in-house Teacher Training Division which will emphasize both personal and professional growth of teachers.

At Chaman Bhartiya, professional development of facilitators is a planned, systematic and constant endeavor.

FLEXIBLE LEARNING SPACES

At Chaman Bhartiya, the environment is an intrinsic part of the learning ecosystem. The school building was designed by Mr. Andrew Daws, Chief Architect from the UK, with inputs on international best practices from internationally renowned educator and school director Allan Andersen.

School Design

- School building design seeks to encourage and support leadership traits.
- Has incorporated architectural innovations that have shown positive effects on learning.

- Is an environmentally sustainable design.
- Employs diffused sunlight that leaves no glare, and keeps the temperature cool without air-conditioning.
- Utilizes acoustic treatment to reduce noise levels.
- Our classrooms are active flexible learning spaces which support our pedagogy and personalize learning.

WHY FLEXIBLE ACTIVE LEARNING SPACES?

Brain-based research shows that a space that allows for movement can reduce student fatigue and improve student performance and collaboration.

In 2016, a study using brain imaging revealed the effects of standing desks on high school students- improvement in working memory as well as in a student's ability to plan, organize and finish tasks.

How do Active Flexible Learning Spaces aid learning?

They allow a teacher to personalize learning depending on the student's style of learning. Teachers can assign suitable spaces more conducive to different tasks (small group, individual learning, etc.). Learners are more engaged in their work and learn to respect the space around them where their peers are also working. The flexible layout promotes collaboration and communication, and aids in developing leadership competencies such as creativity and critical thinking.

Examples of learning spaces at Chaman Bhartiya:

Hydroponics Garden:

A hydroponics terrace garden within the school premises is an example of learning spaces at Chaman Bhartiya. Hydroponics is a method of growing plants without using soil. This learning space will be utilized to give hands-on learning to children on aspects such as germination, photosynthesis, the life cycle of a plant, etc.

Podcast Studio:

The Podcast Studio is fitted with equipment for audio and video recording including state-of-the-art equipment such as the Yeti Blue USB microphone which helps create impeccable, studio-quality recordings. Professional lighting provides the right environment to create diverse studio recordings. Soundproofing acoustic foam is built in the sidewalls to reduce echoes and background noise.

A Mac Mini Computer with software for editing is also part of the setup. Podcast studio will be utilized in project-based learning to enable students to produce content such as films and videos which can communicate their learning to a larger audience.

The school also plans to have its podcast channel which will be operated and managed by students.

Innovation Lab:

This is a flexible space dedicated to practice design thinking which helps develop creativity and problem-solving skills. Students will go through the entire process of design thinking from ideation and planning to prototype production.



PARTNERSHIP WITH LEGO

Knowledge is helpful to children only when they can apply and build on it. A child who has not grasped the concepts of plus and minus stands very little chance of understanding equations. Without a doubt, theoretical knowledge is important but equal emphasis should also be given to a deep conceptual understanding that allows children to connect concepts and skills, apply knowledge to solve real-life problems and inspire creativity. We see playful experiences as an optimal medium for engaging in this type of deeper learning. To enhance the experience of play for our learners, we have partnered with LEGO so our learners get to explore a system that combines structure, logic

and creativity. It's a great platform to stimulate creativity and provides several avenues for students to express their imagination.

This will also stimulate vital skills like coding, empathy, communication and problem-solving.

At Chaman Bhartiya, this is one of the media we provide for learners to explore and experiment to gain new knowledge.

The LEGO 4C process for learning consists of:

- Connect
- Construct
- Contemplate
- Continue





PARTNERSHIP WITH APPLE

For every member of the Chaman Bhartiya school, the virtual environment is very important. Technology is a vital component of the teaching-learning process. Learning at our school is personalized and developed according to the needs and requirements of the learner. Our digital backbone enables our teacher to create personalized learning experiences for learners. Technology not only creates an inspiring environment for learning but also supports teachers in designing learning experiences for students.

Apple's partnership with Chaman Bhartiya School will encompass the following aspects:

Integrating Technology

Support our leadership philosophy by integrating technology into the curriculum.

Curricular Framework

Draw upon appropriate curriculum frameworks to plan lessons and activities that integrate technology.



1:1 iPad Program

Every student at Chaman Bhartiya will have an iPad to do his academic work. The iPad inspires creativity and hands-on learning that makes learning more powerful. It also personalizes learning. It gives students instant access to digital books and multimedia resources. The iPad fosters critical thinking skills as well as communication and literacy. It expands students' working knowledge of effective methods to complete tasks.

The Mac Lab

The lab aims to equip the students in various domains like presentations, video-editing and app development. It also enables students to generate ideas and think innovatively. It imparts the students with knowledge on Apple technologies and gives them a hands-on experience on the incredibly powerful Mac OSX operating system. The vast variety of applications from Apple will foster their creativity and provide a platform for students to come up with ground-breaking projects.

Apple Podcast Centre

The studio is fitted with equipment for audio and video recording. It will stimulate creativity and act as a medium to enable learning. It can be used for various projects such as filmmaking, mixing, mastering, etc. It is equipped with a Panasonic 4K camera ideal for professional video recordings. The studio is equipped with professional lighting facilities and soundproofing acoustic foam is built in the side walls which reduces echoes and background noise. It is provided with a ceiling-mounted projector as well as a Mac Mini computer with software for editing.

Everyone can Code

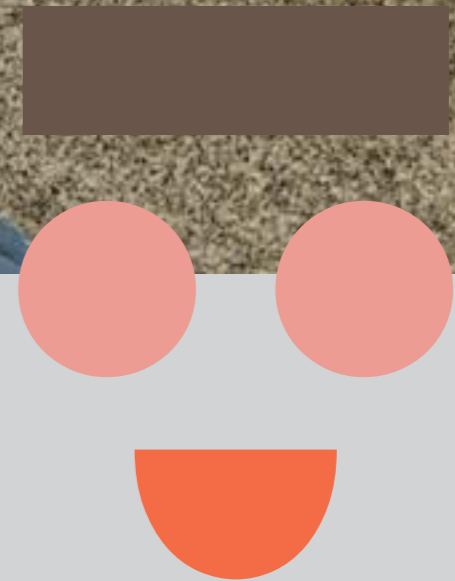
We believe everyone should be able to master the digital language. Learning to code improves collaboration, problem-solving and critical thinking skills. At Chaman Bhartiya, students from the age of six will learn how to code.

Everyone Can Create

Every student learns differently, finds inspiration in different places and communicates ideas in their own ways. The projects under this program guide students to develop and communicate ideas through drawing, photography, video, and music. They help ignite creativity by giving teachers fun and meaningful ways to bring these skills into any lesson, topic or assignment.

Digital Professional Development

Apple Education Trainers in partnership with Chaman Bhartiya's Teacher Training Division will conduct Digital Professional Development workshops for teachers which have been developed in line with our educational philosophy.



COLLABORATION WITH GLOBAL SCHOOL ALLIANCE

Exclusive Member of Global Schools Alliance: We are one of the few schools globally who are a member of the Global Schools Alliance (GSA) and membership is by invitation only. Member schools are among the highest rated schools in their respective countries and have agreed to bring together their experience and knowledge to work together to improve the standards of education globally. Members are invited to reach out for advice, support and peer critique to sustain the innovative child – centred edge.

Why a GSA?

In an increasingly interconnected world, it is important that students and learners nurture an international perspective and a global outlook. GSA's international outreach will enable students to develop worldwide connections.

How do students and faculty at Chaman Bhartiya benefit from the GSA membership?

- Connects students with their peers in other member schools to encourage transnational projects and international collaborations. They will work together and present their findings to real world authentic audiences.
- This type of an interaction enables students to get first-hand knowledge of different cultures and traditions across the globe.
- This membership allows students to get introduced to global sensitivities and attitudes.
- At Chaman Bhartiya, we plan to leverage this network and offer international exchange programs to our students.
- Pair learners with internships and other opportunities where member schools operate.
- The GSA supports teachers with a wide range of professional development opportunities including international workshops and teaching fellowships in GSA member schools.

Arts

Arts are an intrinsic aspect of the WE LEAD learning model.

Arts are a medium through which skills are developed at Chaman Bhartiya. Art will be an intrinsic aspect of project-based learning. It will be a medium for students to express their learning. This will aid in developing creativity and design skills in students.

We also nurture latent talent in students by exposing them to various art forms such as music, dance and drama. Through these media students also learn to think, create and express in a better way.

Students are also given several platforms to exhibit their talent through which they develop self-confidence.

Fitness and Wellbeing

We strongly believe in the adage that a sound mind resides in a sound body. Particularly in children, sports and fitness activities build kinesthetic intelligence, teach them to work in groups, strengthen their growing bodies, and to build a lifelong appreciation for movement.

In order to give your children the best possible sporting facilities, we have partnered with XLR8, a world class multi-sport facility close to the school premises. Children have the opportunity to participate in Badminton, Swimming, Skating, Football and Cricket.

XLR8 has four wooden badminton courts in a 10,000 sq.ft. area and a 25m, 6-lane, temperature controlled swimming pool.

The school is equipped with a multipurpose hall where games such as badminton & table-tennis can be played.

Healthcare Facilities

Our well-equipped infirmary is manned by experienced staff to ensure your child's well-being. An ambulance is always present on the premises to cater to emergency situations.

Wholesome Nutrition

Good nutrition is important for children to grow healthy and live a healthy life. We want our children to be healthy, free from sickness, and certainly without any growth issues. Our well-equipped cafeteria provides nutritious, organic and a well-balanced diet which has been recommended by an expert dietician. The meals will be cooked in an eco-friendly manner.

We plan to expose our children to different food cultures, Indian as well as Western, but the Indian food culture will be the foundation. Through project-based learning we educate students about nutrition and food culture in different countries. Students will participate in growing vegetables and there will also be a collaboration between the learners and the chefs in preparing food.

We will be happy to explain more, in case you are interested in details.

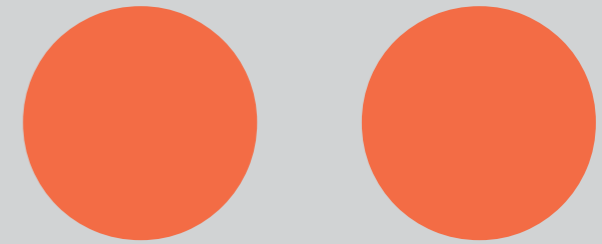
Safety Measures

We place very high emphasis on the safety and security of your child at all times whether they are on the school premises, school-appointed transportation or at places where they are taken to for curricular/ extracurricular engagements by the school. We ensure round-the-clock security at the campus through several strategically located CCTV cameras monitored continuously by our security personnel.

The transport facility will include buses that are equipped with a Vehicle Tracking System and on-board cameras. This allows us to monitor the speed and location of the route. This effectively ensures safety and security of the students.

A bus parent will be appointed to take charge of the safety and security of each school bus. A female caregiver is always present on the bus to pick and drop children from their designated bus stops. Since the safety of your child is of utmost importance to us and to you, we request your full cooperation in ensuring that we are able to provide a safe schooling experience.

Detailed information on this aspect can be found in the parent manual you will receive once your ward is admitted to the school.





Sapna Mehrotra

Head of Early Years and Elementary School

Sapna, a passionate educator, has joined Chaman Bhartiya with a rich experience of 15 years in India as well as countries like Thailand, China, and Indonesia. She has worked in authorized IB schools in India and abroad, which has given her an insight into different teaching-learning pedagogies along with different assessment criteria.

Sapna has undergone extensive training in the International Baccalaureate Organisation's Primary Years Programme, focusing on the development of leadership curriculum and planning. She has attended many specialized workshops on different modules of curriculum development and teaching strategies.

Before joining Chaman Bhartiya, Sapna has worked as an Academic Coordinator and PYP Coordinator at Manchester International School and Indus International School and as a curriculum consultant at Sharanya Narayani International School. She has been responsible for teacher training and development of curriculum in the early years and primary sections.

She has a sound knowledge of phonics and the way trans-disciplinary and leadership skills should be inculcated amongst all students. When it comes to assessments, she feels that students should be assessed for their learning and not of their learning.

She believes that Education should not be content-based- rather it should aim at developing the contextual understanding among students and develop the 21st-century skills that students need for life beyond the classroom. She believes in positive reinforcement, cooperation, and collaboration.

Sapna places a high emphasis on developing a spiritual quotient amongst students and is committed towards excellence in education.



Sandhya Gatti

Head of Pedagogy and Teacher Professional Development

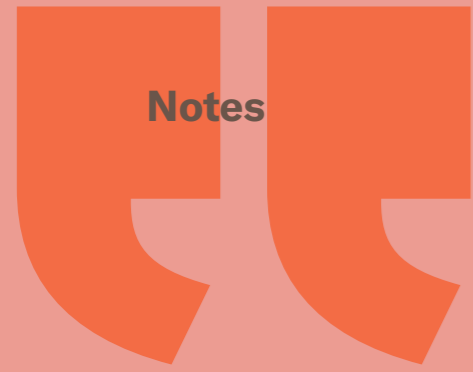
Sandhya has been journeying the teacher education space for over three decades. She holds a Bachelor's degree in Education and a Master's degree in Social Work, and true to her belief in lifelong learning, she has pursued several courses to strengthen her understanding of education and life.

She holds two International Baccalaureate Certificates in IB Philosophy and Planning, Teaching and Assessment. She is a Certified Programme Leader for the Cambridge International Diploma in Teaching and Learning and Educational Leadership (Cambridge, U.K). She has designed, implemented and taught international teacher education programs for several years. She holds a Globally Standardized Certificate in Master Training and Facilitation from Bodhi Training Solutions, Delhi. She is certified by the Centre of Assessment, Evaluation, and Research as a trainer for Assessments, Differentiated Instruction and CBSE's Continuous Comprehensive Evaluation (CCE). She holds the Master Trainer Certificate for the Intel Teach to the Future Programme and the Coordinators'

Training Certificate from the Intel Computer Clubhouse Network, MIT, Boston, U.S.A.

Having started her career as a teacher of Social Sciences and English, at primary and high school, for the past fifteen years, she has been actively involved in Teacher Education (International Courses), designing and facilitating modules in creative classroom practices, on a national and international level.

Trained in the Whole School Quality Circle Time Model (U.K.), she headed an experimental, research-based project that looked at transforming the transactional and didactic culture of interaction in Indian schools.



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A member of



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