



SANJHI SIKHIYA



www.sanjhisikhiya.org

Annual Report

2021 - 2022

Sanjhi
Sikhiya

The year that was..

Sat Shri Akal,

Over the last year, our team went in-depth on our work. This has also been a year of the Covid-19 pandemic that constrained efforts and threatened to alter the very existence of people and their lifestyles. It continues to severely test the world; more so the developing countries such as India.

To bring more context to the work, the team expanded its operations to one more district: Rupnagar. Partnership with the Department of School Education experienced increased co-creation and trust. All these efforts were key steps in our journey towards ensuring that all children in Punjab attain foundational capabilities in an enabling environment.

Working for the last 3 years brought along a lot of **learning**. We learned that **Dialogic, experiential learning spaces** are more effective with clear digestible follow-up steps preceded by a capacity-building session and are more likely to bring about a change in classroom practices; Mentors who get regular **Competency-based training** can support teachers more **effectively**, and SMC members take an **active part** in solving issues if they have **clarity** on their **roles** and **responsibilities** towards the school, E.g We observed an SMC chairman teaching in school when there was a teacher shortage.

The planning sheet created during each community collective contains a clear delegation of work and ownership which motivates other members to take ownership of different issues and ensure their participation in the subsequent meetings.



Scaling the principles of our work is more important than scaling the magnitude of our work. Hence, actively listening to people on the ground is critical for our mission. Consistently recognizing how everyone's work contributes to the larger mission keeps the motivation level high.

Simultaneously, what our team has collectively been able to achieve in this period of time has been remarkable. The first cohort of Young Leaders graduated followed by the onboarding of 10 new Young leaders.

- **To bring small changes in the classroom, the team has been able to engage 340+ teachers through 90+ teachers collectives** on a regular basis leading to small changes in pedagogical structure and practices in the classrooms, effective use of reading corners in the classroom, Lesson planning by teachers, designing strategies for bridging learning loss of children, and many more to come.
- **Regular Leadership sessions for Teacher mentors** (CHTs and BMTs). Streamlining school observations by Teacher mentors (parameters, data-based decision making)
- **Out of 235+ Gram Sikhiya Sabhas and 50+ SMC meetings, 90% of Gram Sikhiya Sabhas were attended by Sarpanch. Discussions in these spaces have been shifted around providing volunteers, the role of parents** in reading campaigns, building and repairing school playgrounds, and increased quality checks on mid-day meals. This is just the beginning. There's a long way to go.

At the state level, the engagement has been around co-creating the vision for school education in the state, making data-based planning and reviewing spaces using the

Insights from the school visits were documented by Teacher Mentors. This shows the openness within the system to make continuous improvements.

In this report, you will learn more about why we do what we do and how we go about achieving our outcomes. We hold a strong belief that positive change is possible, that each and every child has a huge potential irrespective of the socio-economic demographic, and that there are several leaders within the system who can move the system towards better outcomes.

It's been a heartwarming journey. So many of you have come forward to support this mission and we are really grateful for that. We hope that you will continue to support us, and that many more of you will become a part of our journey. With a deep sense of long-term commitment in our hearts, our aim continues to be moving ahead with a lot of hope and courage to create many more possibilities for Punjab.



Ishpreet Kaur
Founding Team Member

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Overview

1

The year 2021-22 was the year of great learning at Sanjhi Sikhiya. We continued the work of cluster transformation in Fatehgarh Sahib and Patiala and initiated operations in Rupnagar, reaching 850 schools and approximately 2100 teachers, which impacted about 52000 children. As the pandemic continued, we found innovative ways of engaging our partners and ensured that children kept learning and teachers felt empowered to teach through digital mediums.

This year, we turned three and bid farewell to our founding cohort of young leaders from the Punjab Youth Leaders Program (PYLP). The second cohort completed one year in this leadership program.

Additionally, ten dynamic individuals made it to the third cohort of PYLP. Outreach efforts for the fourth cohort were also initiated in the latter part of the year.

Gram Sikhiya Sabhas, or Community Collectives, a platform for communities to own the development of their schools, continued through the sustained efforts of the team in all three districts. School repairs, adding infrastructure to existing schools, plantations, and building educational parks in schools were some issues that were addressed. Follow-up meetings with the School Management Committees (SMCs) helped hold accountability and smooth resolution of issues stated above.

Supporting teachers by forming teacher collectives and conducting academic meetings at cluster levels was another intervention that continued both in physical and virtual form this year. Teachers in Fatehgarh Sahib and Patiala came together at their respective clusters, shared best practices, learned digital skills, and brainstormed on improving pedagogical practices.

In addition to our work at the cluster level, we engaged with the district officials of all three districts in different initiatives. The pandemic created an urgent need for all educators to embrace digital skills.

By engaging with district officials in all three districts, we conducted digital capacity-building sessions for teachers through a series of sessions called Digital Fridays.

The district administration appreciated the extraordinary efforts of teachers in educating children during the pandemic in the form of Super 100. A hundred teachers were presented with certificates of appreciation by the district commissioner's office.

The Sanjhi Sikhiya family saw many additions this year. We are now an 18-member strong team that continues to learn from each other and our mentors.

About Sanjhi Sikhiya

2

“

All children in Punjab will attain foundational capabilities in an enabling environment.

”

This **mission** statement keeps us at Sanjhi Sikhiya committed to supporting a robust public education system. Through the scope of our work across levels and stakeholders, we strive to ensure that each child in the government primary school in Punjab gets access to quality education.

For three years we have been working towards our **vision** to:

“

Transform Punjab into a land of hope, courage, and possibilities

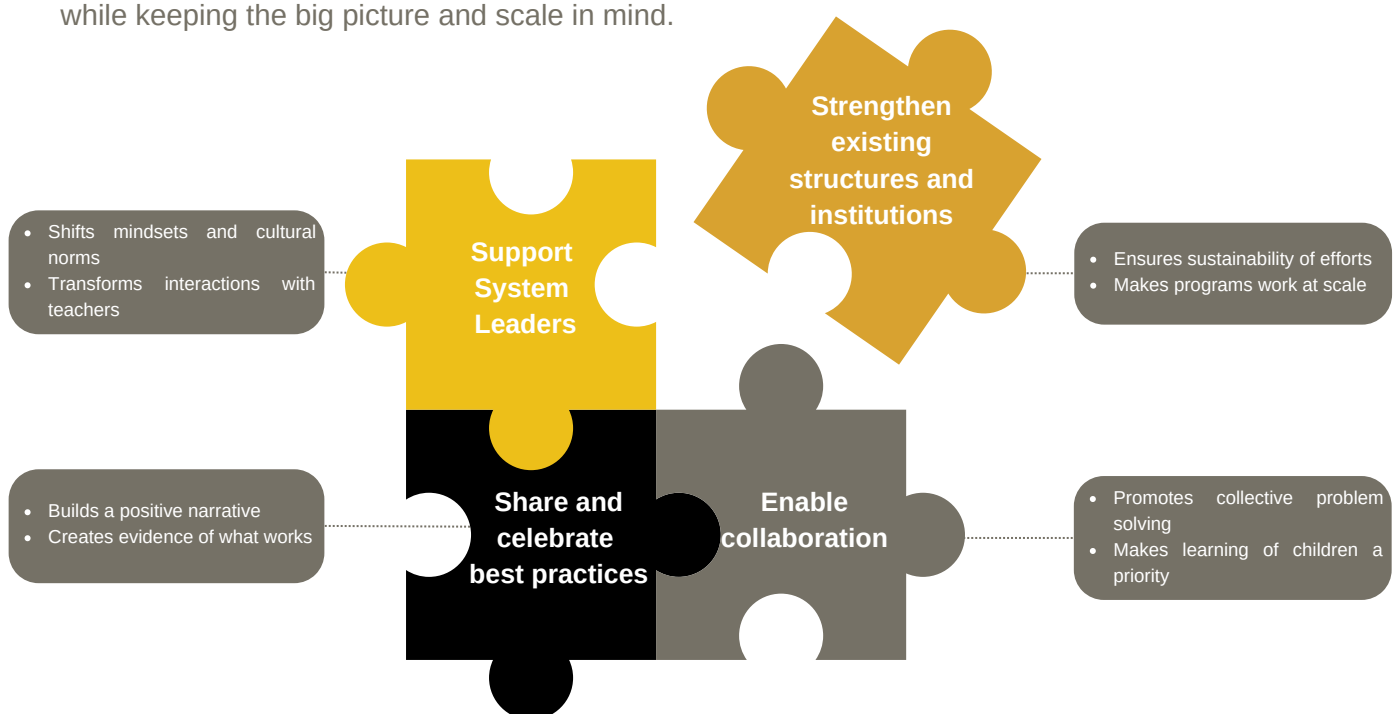
”

In this time we have gained a deep insight into Punjab's government school system, its opportunities, and challenges.

We meet changemakers across the state, work closely with the state education department, and work with teachers, parents, panchayats, and community members in three districts of Punjab.

We drive systemic change in the public education system by mobilizing local community support, filling knowledge gaps, facilitating collaborative problem solving, and enabling sharing and collaboration across a cluster of schools.

With teachers, we focus on improving teaching-learning practices, and with the community, we focus on improving local ownership of the school. The campaign that is run at the village level is 'Pind da school, Pind da maan.' This approach enables the “Learning Principles” in the classroom while keeping the big picture and scale in mind.



Focus on four System Levers

Punjab Youth Leaders Program

Punjab Youth Leaders Program (PYLP) is a program for young people to contribute to Punjab's development.

This 2-year leadership development program brings together individuals who have shown exceptional leadership potential and provides them access to the network, credibility, and resources required to lead Punjab in the 21st century.

Each Youth Leader is unique, with fascinating life stories that have brought them to PYLP. While changing the education system from within and developing others, they develop critically leadership competencies of organizing people and mobilizing resources.

With a diverse pool of experiences, this group of individuals works closely with stakeholders at the block and cluster levels. They play a crucial role in transforming the cluster of schools assigned to them by facilitating dialogues between the community and school. In addition, they support teachers by bringing them together at the cluster level to share the best practices and learn from each other. This support for the community and teachers forms the basis of our core work of cluster transformation.

Sanjhi Sikhiya aims to create a lifelong community of 100 Youth Leaders in 5 years. At the end of the two years, an incubation program will support initiatives taken up by PYLP alumni.



Cohort 1



Cohort 2

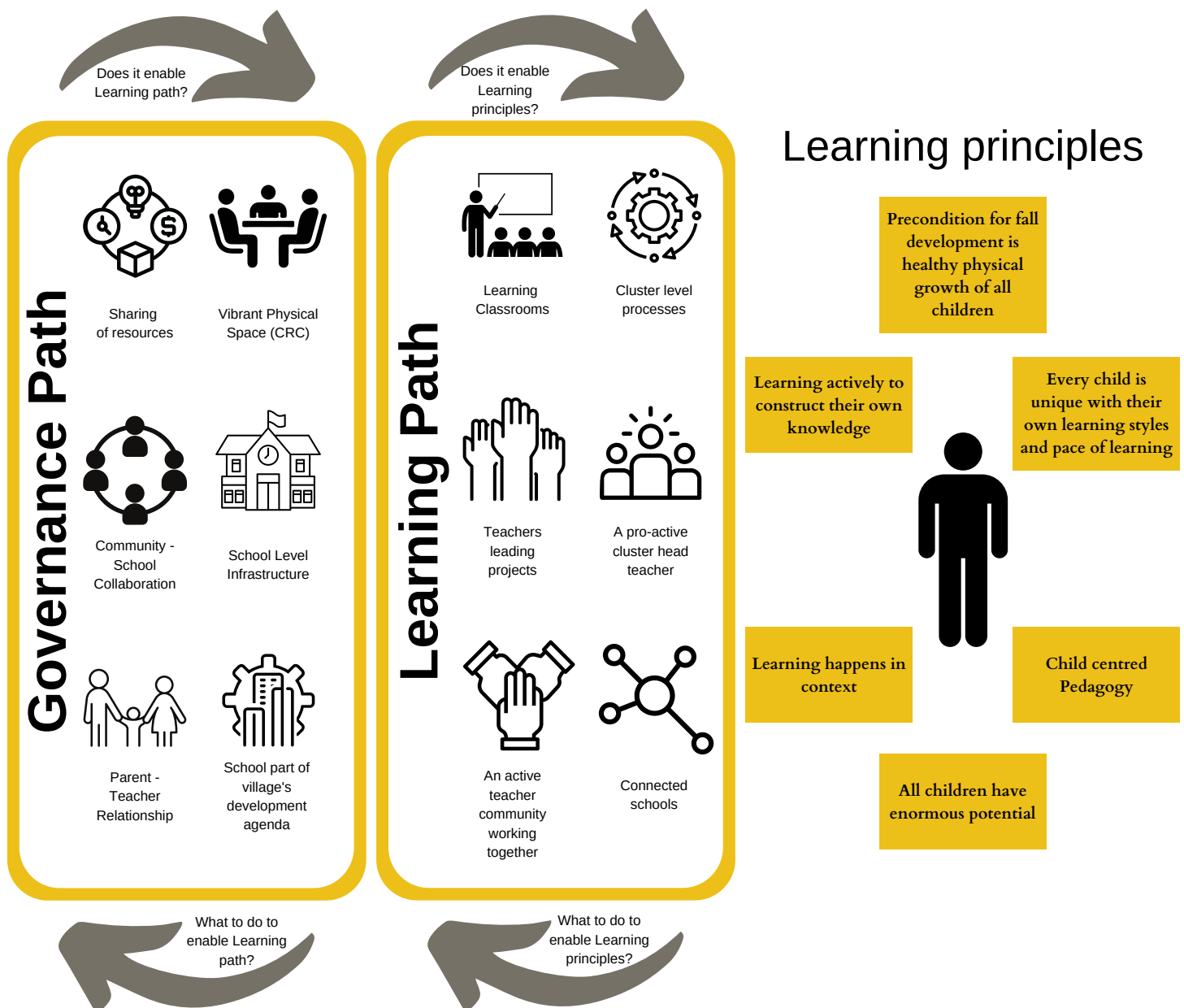


Cohort 3

Cluster Transformation Program

Cluster Transformation Program (CTP) is a multistage process and approaches transformation from a systemic lens. The unit of change in our education system is a cluster, which, if improved correctly, will impact and lead to positive change in all the schools within.

By putting the learning principles at the centre of our focus, the Cluster Transformation Program aims to improve children's learning in schools across Punjab. With the cluster acting as an organization of schools, the process enables leadership from within the system and inculcates a culture of learning and growth. By building on the knowledge and development of the **individuals** in the cluster, we believe it will directly impact the quality of education and growth of each child in those schools.



3

Our Reach

3

Districts



1. Fatehgarh Sahib
2. Patiala
3. Rupnagar

20

Education
Blocks

880

Schools

29

Education Clusters

50000+

Students

22

Youth
Leaders

Bidding adieu to the founding cohort

4

Seven dynamic young individuals came together in 2019 to commit to the development of Punjab. They pledged to support the government education system and ensure that children in rural government primary schools of Fatehgarh Sahib have access to an excellent education.

During this journey, each of them took the responsibility of transforming schools in a given cluster by spending time with the teachers and students inside classrooms and creating an understanding of the teaching-learning process. They also created a platform for teachers to collaborate at a cluster level and share best practices.

They spent most of their time on the field inside schools and communities, which equipped them with interesting insights that formed the basis of some recommendations we made at the state level.

This note will be incomplete without mentioning their role as catalysts in creating close ties between the schools and their respective village communities. This led to the mobilization of resources and effort toward school development.

Community meetings or Gram Sikhiya Sabhas conducted by these young leaders led to resolving issues surrounding mid-day meals, school repairs, and other school infrastructure needs.

Even though the pandemic threw various challenges, the Youth leaders kept at the mission and devised new ways of engaging teachers and the community. As the entire country navigated through the challenges of lockdowns, our Youth leaders ensured that children were still learning.

They started Covid Awareness Campaign in their respective clusters and created e-content for students, such as video lessons, quizzes, etc. They also organized a crowdfunding campaign to fund books, notebooks, and stationery for children.

As all students were confined to their homes, a Project-based Learning Campaign was conducted with 1000 students in Fatehgarh Sahib.

Digital capacity-building sessions for teachers were conducted, and cluster-level teacher meetings also went online.

The founding cohort of the Punjab Youth Leadership Program did some meaningful work, and we wish them all the best as they embark on the next phase of their journeys as youth leaders in the development sector.

Testimonials

"As a youth leader I gained extensive exposure to develop my understanding of education, classroom practices and learning challenges and what it means of real education.

I grew as a person to become a better version of myself and got a new perspective to see the world around me and how I can contribute to make an impact every single day to make it a better place.

My experience here helped me to reflect on my practices and provided me a direction to choose education sector as a field to work for long term."

Simranjit Singh
Young Leader
PYLP Founding Cohort



ਸਾਂਝੀ ਸਿੱਖਿਆ ਦੇ ਨਾਲ ਮੈਂ ਮੇਰੇ ਕੰਮ ਦੀ ਸ਼ੁਰੂਆਤ 2019 ਵਿੱਚ ਫਾਊਂਡਿੰਗ ਬੈਚ ਨਾਲ ਕੀਤੀ। ਜਦੋਂ ਮੈਂ ਸੰਸਥਾ ਵਿੱਚ ਆਈ ਸੀ ਤਾਂ ਸਮਾਜ ਪ੍ਰਤੀ, ਅਧਿਆਪਕਾਂ ਪ੍ਰਤੀ, ਪਿੰਡ ਦੀ ਜਾਣਕਾਰੀ ਪ੍ਰਤੀ ਮੇਰੀ ਸੋਚ ਦਾ ਦਾਇਰਾ ਕਾਫੀ ਸੀਮਿਤ ਸੀ।

ਪਰ ਜਦੋਂ ਮੈਂ ਪਿੰਡ ਦੇ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ ਵਿੱਚ ਗਈ ਤਾਂ ਉੱਥੇ ਦਾ ਮਾਹੌਲ ਦੇਖ ਮੈਂ ਦੁਨੀਆਂ ਦੀ ਅਸਲ ਸੱਚਾਈ ਨਾਲ ਰੂਬਰੂ ਹੋ ਪਾਈ। ਇਹ ਸਭ ਕੁਝ ਸਾਂਝੀ ਸਿੱਖਿਆ ਵਿੱਚ ਆਉਣ ਤੋਂ ਬਾਅਦ ਹੀ ਹੋ ਪਾਇਆ।

ਸਾਂਝੀ ਸਿੱਖਿਆ ਨੇ ਮੈਨੂੰ ਇੱਕ ਅਜਿਹਾ ਮੰਚ ਦਿੱਤਾ ਜਿੱਥੇ ਮੈਂ ਆਪਣੀ ਮਰਜ਼ੀ ਨਾਲ ਆਪਣੇ ਪ੍ਰੋਜੈਕਟ ਜੋ ਮੈਂ ਆਪਣੀ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਕਰਨਾ ਚਾਹੁੰਦੀ ਹਾਂ ਉਹ ਕਰ ਪਾਈ। ਸਾਂਝੀ ਸਿੱਖਿਆ ਨੇ ਮੇਰੇ ਵਿਕਾਸ ਲਈ ਮੈਨੂੰ ਯੋਜਨਾਬੰਦੀ ਕਰਨ ਤੋਂ ਲੈਕੇ ਇਮਪਲੇਮੈਂਟੇਸ਼ਨ ਤੱਕ ਸਭ ਕੁਝ ਸਿਖਾਇਆ ਹੈ। ਇਸ ਲਈ ਮੈਂ ਬਹੁਤ ਖੁਸ਼ ਹਾਂ ਕਿ ਮੈਂ ਹੁਣ ਤੱਕ ਵੀ ਸਾਂਝੀ ਸਿੱਖਿਆ ਟੀਮ ਦਾ ਹਿੱਸਾ ਹਾਂ।

Pushpa Advani
Young Leader
PYLP Founding Cohort

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Rupnagar

The new PYLP district



Introduction to the District

Rupnagar gets its name from an 11th-century King named Raja Rokeshwar, who called this land after his son; Roop Sen.

Rupnagar was one of the most ancient sites of Indus Valley Civilisation. It has ancient remains dating back to 5,000 years. Since the 17th century, this city has been the epicenter of Sikhs' socio-cultural and political events. This region is home to many significant Sikh shrines, namely, Anandpur Sahib, Chamkaur Sahib, and Kiratpur Sahib.

The district covers an area of 1369 sq km with a population density of 505 persons/sq Km. The sex ratio is 915, making it the district with the 3rd highest sex ratio in Punjab.

It has the highest per capita income in the state at 1,69,725 (current prices), with 74% of its population living in rural areas. It has a significant green cover with 55,000 sq Km of the forest, making it second to Hoshiarpur in total contribution to the forest cover in Punjab.

The Satluj flows through it, making it a pretty scenic place. The district is divided into ten educational blocks.

Schools affiliated with the Central Board of Secondary Education, and Punjab School Education Board are found here.

Higher education institutions such as the Indian Institute of Technology (IIT) Ropar and the National Institute of Electronics and Information Technology are also present here.



A Map of Rupnagar District

611

Panchayats

Rupnagar

Literacy Rate



86.2%

Population

6,84,627



3,57,485



3,27,142



552 Primary
Schools

10 Education Blocks

- Ropar 2
- Mianpur
- Kiratpur
- Nangal
- Takhtgarh
- Anandpur Sahib
- Chamkaur Sahib
- Jhajj
- Morinda
- Salaura

Setting up PYLP's third District

JULY

- Identified District Education Landscape
- Stakeholders Mapped
- Stakeholders prioritized
- Presented our work to the District Education Officials



AUGUST

- Conducted school visits with Block Mentor Teachers
- Interacted with teachers and children in Rupnagar
- Worked on creating a community of practice in Rupnagar
- Conducted a meeting with District Commissioner Mrs. Sonali Giri



Gurmat Sagar Trust

SEPTEMBER

- Cohort III induction
- Digital Capacity Building session for all Block Mentor Teachers in Rupnagar
- Super 100 event appreciating 100 innovative teachers of Rupnagar
- Cohort III launch event



PYLP's Cohort III

6

The newest district of Sanjhi Sikhiya welcomed the third cohort of the Punjab Youth Leaders Program.

Chosen from among 300 applicants, these 10 Youth leaders from various backgrounds committed themselves to the development of Punjab. These individuals were selected through a rigorous selection process spanning over a month.

They engaged in three weeks of residential induction between 23rd August and 11th September 2021 at Gurmat Sagar Trust, Anandpur Sahib, to equip them with the required skills to practice cluster transformation.

This induction was designed such that the participants could dive deep into the foundations of the education system and build a strong understanding of Rupnagar's education scenario and the principles and processes we use at Sanjhi Sikhiya to transform a cluster.

It also enabled these youth leaders to interact with key officials at district and block levels and gain from their diverse knowledge and rich experience.

This three-week residential induction prepared the YLs with the necessary knowledge and field experience and equipped them to embark on their journeys in Ropar.

The Youth Leaders also got an opportunity to interact with the Padho Punjab Padhao Punjab team through an orientation program and shadow them on their school visits to observe their interaction with teachers and students.

The induction was brought to a close on September 11, 2021, in the form of a Launch Event.

The event consisted of a panel discussion comprised of diverse stakeholders from the education system, sharing experiences by previous cohorts, and a short theatre performance put together by the Youth Leaders.

Under the guidance of the Padho Punjab Padhao Punjab team and the team at Sanjhi Sikhiya, these ten highly motivated individuals started working in their blocks. They will undoubtedly contribute positively to the development of Rupnagar's education system.

Cohort III's Induction Experiences

Youth leaders gained in depth understanding of our core work through sessions on Cluster Transformation Program



Youth leaders were encouraged to work in groups and learn from peers

All sessions during the induction were designed to be interactive and promoted YLs to present their learning



The new YLs also visited Patiala to learn from the work of Cohort 2 and shadow education dept officials

All field visits were concluded in a large group debrief and reflection



Cohort III's Induction Experiences

The Dy. DEO and the PPPP team Ropar were invited to the induction to forge strong bonds between the education department and the Youth leaders right from the start



Work on self is an integral part of the leadership Journey for the youth leaders. They practiced silence to centre their mind and body

Work on self continued with keeping the body fit through early morning exercise and yoga sessions throughout the 3 weeks of induction



Expression through performing arts was also an integral component of the induction. Theatre sessions were lead by Ms. Aditi Gautam from National School of Drama, Delhi

The three week induction culminated in a Launch Event for Cohort-3.



Meet Cohort III



Manya Jain, 25
M.A. Social Work
Delhi



Arwinder Singh, 25
M.A. Performing Arts
Taran Taran



Hari Om, 23
Bachelor Of Arts
Delhi



Sukhjot Singh Dhaliwal, 31
Ph.D. Education
Ludhiana



Rajesh, 23
B.A. (H) English
Delhi



Noor Bali, 24
M.A. Heritage Studies
Gurugram



Faarika Mehta, 24
M.A. Sociology
Chandigarh



Ashu Yadav, 25
B.A. Public Admin
Agra



Bhawna, 24
M.A. Heritage Studies
Delhi



MD Atif Ansari, 25
B.A. Arabic
Delhi

7

Governance Path



Governance Path

Gram Sikhiya Sabhas (GSS), a platform for communities to own their schools' development, were conducted in districts Fatehgarh Sahib, Patiala, and Rupnagar. Facilitated by Youth Leaders and the program team at Sanjhi Sikhiya, these GSSs ensure that the community invests in school infrastructure, thereby, contributing to a conducive learning environment for all children.

It also enables the community to play its part in children's learning by facilitating simple activities at home. Repairs, the addition of infrastructure to the existing buildings, planned plantations, and the construction of educational parks have been some of the improvements committed by community stakeholders. The funds committed range between 20,000-2,14,000 INR per school based on the needs. Conversations on learning losses due to the pandemic were also an agenda in many community collectives.

Each GSS concluded by creating a School Development Plan containing tasks, ownership, and signatures of the concerned stakeholder, making them accountable for their promises in a time-bound manner. Gram Sikhiya Sabha is a step to strengthen the partnership between schools and communities and ensure the participation of community stakeholders in providing quality education to each child in the school.

The Big Numbers

107

Gram Sikhiya Sabhas
Conducted

20000+

Participants from Community, SMC, and
Panchayat

15

Average Attendance
(More than 80% attended
by the sarpanch)

54

School Management
Committees mobilised

GSS process

Panchayat, SMC, Parents and teachers come together



Stakeholders take a school tour, identify gaps and discuss challenges faced in the school

Stakeholders create a School Development Plan by taking ownership, sharing responsibilities along with committing and pooling resources



They come together again to review progress and plan ahead. SMCs meetings are conducted between two Gram Sikhiya Sabhas to ensure that commitments are worked on.

Testimonials



"Gram Sikhiya Sabhas have given a platform to parents and teachers for interaction, this will bring so many changes for the betterment of schools. These meetings are not just a way to come together, it is more of talking about our dreams for the school."

Mr. Jagtar Singh, HT GPS
Ghanauri

"Through Sanjhi Sikhiya, Panchayats are able to get to know about the schools more closely and in which all the teachers played an important role and SMC also got to know its importance. Some village panchayats also helped in the basic improvement of schools and all this was due to the decisions taken in the Gram Sikhiya Sabha."

Ms Aradhana, CHT, Sauja



Learning Path

8



Learning Path

The cluster academic meetings are designed to address challenges that teachers face during the teaching-learning process. The agenda is always aligned with state and teacher priorities for the given month.

Project-Based Learning for children was the main theme of discussion among teachers in these CAMs as it was aligned with the state's objective to prepare the students for the National Achievement Survey. A core team of teachers was created and trained in Patiala which was responsible for creating the first set of subject-wise projects for the district.

India Education Collective (IEC) played a key role in the capacity building of the Sanjhi Sikhiya team to conduct both GSS and CAM in our chosen clusters.

Continuing the core of the Cluster Transformation Program, the first, post-Covid Cluster Academic Meeting (CAM) was conducted in-person in Fatehgarh Sahib. Teachers from 10 schools came together and brainstormed ways to engage students online and prepare them for the upcoming National Achievement Survey. Following in the footsteps of Fatehgarh Sahib, young leaders and the program team in Patiala conducted in-person CAMs.

Progress data

42

Cluster Academic
Meetings conducted

90000+

Students reached

16

Clusters in which CAMs
have been conducted

144

Teachers participants

CAM process

Teachers from all schools in a cluster meet once a month



Teachers share their best teaching practices with each other

Brainstorm solutions and plan interventions for their classrooms



Create teaching aids and collaterals required for the intervention planned

Review improvement in student learning



Media Mentions

ਇਕ ਨਜ਼ਰ



ਮੀਟਿੰਗ ਦੀ ਅਗਵਾਈ ਕਰਦੇ ਹੋਏ ਸੀਐੱਚਟੀ

ਸਿੱਖਿਆ ਸੁਧਾਰਾਂ ਅਤੇ ਪੜ੍ਹਨ ਮੁਹਿੰਮ ਨੂੰ ਸੁਚਾਰੂ ਤਰੀਕੇ ਨਾਲ ਲਾਗੂ ਕਰਨ ਲਈ ਉਪਰਾਲਾ ਅਧਿਆਪਕਾਂ ਨੇ ਕੀਤੀ ਕਲੱਸਟਰ ਪੱਧਰੀ ਅਕਾਦਮਿਕ ਮੀਟਿੰਗ

ਪਟਿਆਲਾ, 28 ਜਨਵਰੀ (ਰਾਜੇਸ਼ ਪੰਜੌਲਾ)- ਜ਼ਿਲਾ ਪਟਿਆਲਾ ਦੇ ਬਲਾਕ ਦੇਵੀਗੜ੍ਹ ਦੇ ਕਲੱਸਟਰ ਦਫ਼ਤਰਸਾਧਾਂ 'ਚ ਬਲਾਕ ਪ੍ਰਾਈਮਰੀ ਸਿੱਖਿਆ ਅਫ਼ਸਰ ਬਲਜੀਤ ਕੌਰ ਅਤੇ ਸਾਂਝੀ ਸਿੱਖਿਆ ਟੀਮ ਦੇ ਸਹਿਯੋਗ ਨਾਲ



ਸ਼ਰਮਾ ਅਤੇ ਬਲਜੀਤ ਸਿੰਘ ਵੱਲੋਂ ਮੁਹਿੰਮ ਨੂੰ ਹੋਰ ਵਧੀਆ ਕਰਨ ਬਾਰੇ ਅਧਿਆਪਕਾਂ ਨਾਲ ਚੰਗੇ ਅਤੇ ਵਿਭਾਗੀ ਜਾਣਕਾਰੀ ਵੀ ਸਾਂਝੀ ਕੀਤੀ ਗਈ।

ਇਸ ਮੌਕੇ ਸਾਂਝੀ ਸਿੱਖਿਆ ਟੀਮ ਵੱਲੋਂ ਹਾਜ਼ਰ ਮਨੁੱਗੀਤ ਕੌਰ ਵੱਲੋਂ

ਪੰਜਾਬ
ਕੇਸਰੀ

TUE, 01 FEBRUARY 2022

EDITION: PATIALA KESARI, PAGE NO. 1

ਕਲੱਸਟਰ ਦੇ ਸਕੂਲਾਂ में पढ़ाई को और बढ़िया बनाना और शिक्षा

मुहिम को लेकर कलस्टर

पटियाला, 31 जनवरी (राजेश पंजौला): ज़िलाक डायरेक्ट के कलस्टर सराला कलॉ में 9 स्कूलों के अध्यापकों ने सांझा शिक्षा टीम की सहायता के साथ कलस्टर अकादमिक मीटिंग की। बैठक में निपुण भात और 100 दिवसीय शिक्षा मुहिम बारे चर्चा की गई और साथ ही आने वाले 4 हफ्तों की योजना बनाई गई।



स्कूल में आया

पढ़न मुहिम नुं लै के कलस्टर अकादमिक



सकूल विच आया

पटियाला, 31 जनवरी (राजेश पंजौला)-बलक डायरेक्ट के कलस्टर सराला कलॉ में 9 स्कूलों के अध्यापकों ने सांझा शिक्षा टीम की सहायता के साथ कलस्टर अकादमिक मीटिंग की। इस मीटिंग में निपुण भात और 100 दिवसीय शिक्षा मुहिम बारे चर्चा की गई और साथ ही आने वाले 4 हफ्तों की योजना बनाई गई।

ਮੀਟਿੰਗ 'ਚ ਸ਼ਾਮਲ ਹੋਏ ਅਧਿਆਪਕ ਦੇ ਸੰਸਥਾ ਦੇ ਮੈਂਬਰ

ਕਲੱਸਟਰ ਅਕਾਦਮਿਕ ਮੀਟਿੰਗ ਕਰਵਾਈ

ਪੱਤਰ ਪ੍ਰੇਰਕ, ਪਟਿਆਲਾ: ਬਲਾਕ ਭੂਨਰ ਹੋਲੀ ਦੇ ਕਲੱਸਟਰ ਬੋਲਰ ਕਲਾ 'ਚ ਕਲੱਸਟਰ ਮੁੱਖ

ਸਕੂਲਾਂ 'ਚ ਸਿੱਖਿਆ ਦਾ ਪੱਧਰ ਸੁਧਾਰਨ ਲਈ ਅਪਣੇ ਵਿਚਾਰ ਸਾਂਝੇ ਕੀਤੇ ਗਏ।

ਸਿੱਖ ਦੀ ਅਗਵਾਈ ਅਕਾਦਮਿਕ ਮੀਟਿੰਗ ਇਸ ਮੌਕੇ ਸਾਂਝੀ ਗਰਨਦੀਪ ਕੌਰ ਤੇ

ਸਿੱਖਿਆ ਸੁਧਾਰਾਂ ਸਬੰਧੀ ਕੀਤੀ ਮੀਟਿੰਗ

ਪੱਤਰ ਪ੍ਰੇਰਕ, ਪਟਿਆਲਾ: ਬਲਾਕ ਭਾਦਸੋਂ ਦੇ ਕਲੱਸਟਰ ਸੈਜ ਦੇ ਬਲਾਕ ਮਾਸਟਰ

ਟ੍ਰੇਨ ਪ੍ਰੀਤਪ੍ਰੀਤ ਕੁਮਾਰ ਦੀ ਅਗਵਾਈ

ਗਈ, ਜਿਸ ਦੌਰਾਨ ਅਧਿਆਪਕਾਂ

ऑनलाइन पढ़ाई रही कलस्टर मीटिंग का मुख्य मुद्दा



ਦੇ ਸਦਥਾ

ਕ ਮਾਦਸੋਂ ਦੇ ਕਲੱਸਟਰ ਸੈਜਾ ਮੇਂ ਬਲਾਕ ਪ੍ਰਾਇਮਰੀ ਸਿੱਖਾ ਪੜ੍ਹਾ ਪੰਜਾਬ ਪੜ੍ਹਾਤੀ ਪੰਜਾਬ ਟੀਮ ਆਰ ਸਾਂਝੀ ਸਿੱਖਾ ਸੰਸਥਾ ਸੁਧਾਰੀ ਕੀ ਲੜੀ ਕੀ ਆਗੇ ਬਫ਼ਾਨੀ ਕਲੱਸਟਰ ਅਕਾਦਮਿਕ ਇਸ ਦੌਰਾਨ ਵਿਭਾਗ ਕੀ ਤਰਫ਼ ਸੇ ਸ਼ੁਰੂ ਕੀ ਗਈ ਸੀ ਦਿਨੋਂ ਗਫ਼ੀਆ ਬਨਾਨੇ ਸੰਬੰਧਿਤ ਸਕੂਲ ਸ਼ਰ ਪਰ ਯੋਜਨਾ ਤੈਧਾਰ ਕੀ ਰ ਅਧਿਆਪਕਾਂ ਕੀ ਤਰਫ਼ ਸੇ ਪਿਛਲੀ ਮੀਟਿੰਗ ਦੌਰਾਨ ਬਨਾਈ ਗਈ ਸੀ ਗਈ ਆਰ ਇਸ ਦੌਰਾਨ ਕੀਏ ਕਾਮਾਂ ਕੀ ਸਾਂਝੀ ਕੀਏ। ਤਰਫ਼ ਸੇ ਹਾਜ਼ਿਰ ਰਾਭਤ ਆਰ ਰੁਪਿੰਦਰ ਸਿੰਘ ਕੀ ਤਰਫ਼ ਸਿੱਖਿਆ ਲਿਏ ਗਏ ਆਰ ਆਨਲਾਈਨ ਪੜ੍ਹਾਈ ਮੇਂ ਅਧਿਆਪਕਾਂ, 5 ਰੋਲ ਪਰ ਚਰਚਾ ਕੀ ਗਈ।

शिक्षा विभाग और सांझी शिक्षा की तरफ से सुधारों के लिए कलस्टर स्तर पर योजना

पटियाला, 7 फरवरी (बीर): शिक्षा सुधारों और बच्चों को पढ़ाई मुहिम के साथ जोड़ने के लिए बलाक मास्टर ट्रेनर रणजीत सिंह, कलस्टर मुख्य अध्यापक अमनप्रीत कौर के नेतृत्व में बलाक भुनरहोली के कलस्टर बोलड़कला में अध्यापकों की कलस्टर स्तर की मीटिंग बुलाई गई। इस मौके पर पिछली मीटिंग दौरान किए फैसलों पर चर्चा के बाद अगले महीने के लिए योजनाबंदी की गई। अध्यापकों की तरफ से अपनी समस्याएं और चर्चा के बाद विभाग की सीटिंगों पढ़ने



मीटिंग में मौजूद अध्यापक।

की मुहिम को सुचारु ढंग के साथ लागू करने के बारे विचार-चर्चा हुई।

बलाक मास्टर ट्रेनर तरफ से मौजूद आ की कि कैसे अध्यापक जल्द हरेक बच्चे हैं। सांझी शिक्षा मुहिम की तरफ से और इस दौरान को माता पिता को भी पढ़ाई को जारी पर बातचीत की। सांझी शिक्षा विभाग कलस्टर स्तर पर लागू करने के लिए



पटियाला (बीर): बलाक घनौर के कलस्टर कामी कला में नौ स्कूलों के अध्यापकों ने सांझी शिक्षा टीम की सहायता के साथ कलस्टर अकादमिक मीटिंग की। इस मीटिंग में निपुण भात और 100 दिवसीय शिक्षा मुहिम बारे चर्चा की गई और साथ ही आने वाले 4 हफ्तों की योजना बनाई गई। अध्यापकों ने ऑनलाइन पढ़ाई के लिए अपने मौजूदा काम करने के तरीके सांझी किए और उनमें आ रही मुश्किलों को भी सामने रखा। मीटिंग दौरान कलस्टर हंड अध्यापक जसप्रीत कौर ने हर महीने अध्यापकों को इकट्ठा आकर स्कूलों की सुधारों पर चर्चा करने के लिए कहा, जिससे वह आपस में मिल कर अपने पूरे महीने की योजना बना सकें। इस मौके पर सांझी से पटेल और सिमरनजीत सिंह कौर हाजिर रहे और ऑनलाइन पढ़ाई में मां-बाप की शिरकत को यकीनी बनाने पर चर्चा की।

Testimonials

These spaces are helpful in a way that provides the opportunity for sharing challenges and ideas with each other. I think whenever such spaces are created, we are on the gaining side even if we learn a single small thing and it matters. If we continue holding such spaces, it will provide solutions to our problems from the group discussion only.

Gurwinder Kaur, Teacher, GPS
Nurpur Franswala



"I was skeptical during the first two CAMs because it was a new process and I could not fully understand the objective of these meetings. But later on, in the fifth CAM, the teachers discussed action plans to improve student learning skills. The targets and a timeline to achieve those targets was also fixed. This is when I realized the meaning of this space. I also felt the happiness of having a comfortable space to discuss what works for me in my classroom".

Parampreet Kaur, Teacher, GPS
Bhattian

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District Projects

- Nipun Bharat Panel Discussion

When Nipun Bharat was being introduced teachers were confused about it, so we had a discussion between the DEO and the PPDC about the mission and how it is similar to PPPP team's work. Around 180 teachers joined us.

- Project Based Learning

During the 2nd wave of covid it was noticed that the students weren't being able to learn well from the material being provided, so the team created projects which would require students to work with people around them and learn at the same time.

- Super 100

'SUPER 100' was an initiative to capture and celebrate the best practices of the teachers who went an 'extra-mile' to provide quality education to their students during the time of COVID-19.

Patiala

Fatehgarh Sahib

- Digital Friday

The idea was to create a platform & a space where teachers could come 'voluntarily' and learn something new every Friday. These applications were chosen keeping in mind the idea of empowering teachers in optimum utilization of time and resources, creating interactive classrooms and pedagogical improvement.

- Super 100

'SUPER 100' was an initiative to capture and celebrate the best practices of the teachers who went an 'extra-mile' to provide quality education to their students during the time of COVID-19.

- CHT and BMT Digital Capacity Building

The Rupnagar team took up the project to enhance the existing capacities of the Centre Head Teachers and Block Master Trainers in the district by initiating a workshop/training on various digital applications, such as Google slides, Google sheets, Zoom etc.

- Super 100

'SUPER 100' was an initiative to capture and celebrate the best practices of the teachers who went an 'extra-mile' to provide quality education to their students during the time of COVID-19.

Rupnagar

Leadership Journey

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The Leadership Journey is a two-year process for youth leaders to learn to live in Public Service.

LJ Framework has 4 parts to it. We feel that a leader must live an integrated life harmonizing their inner and outer self and cultivate awareness at the level of personal, social, and systems domains. To enable this we create a learning environment where YLs can explore the following domains -

1. Feeling Secure from within
2. Nurturing their Gifts
3. Learning to Live and Work with their community
4. Working towards Systems Change

Throughout the two years of YLs journey, we create a reflective and supportive environment where YLs can get in touch with their emotions and potential. Spaces like weekly reflections and values exploration enabled the YLs to look within and own up to the parts of themselves which are not helpful.

Practices like daily silence and body movement helped them engage with these parts and learn to nurture and care for them. Through this, they grew in self-compassion and self-acceptance.

YLs are strongly encouraged to explore their potential by engaging in short-term projects and going deeper into competencies that come easy to them.

Spaces like Purpose Discovery Program, Rural Development Workshop, and Mahabharta Immersion helped them honor their natural gifts and create practices to nurture them further.

Through a quarterly project cycle, they take up 100 hours of engagement in projects of their choice which prepared them for a longer-term engagement in social development and community service beyond PYLP as well.

Working in a community setup and leaning onto one's friends in times of stress is one of the hardest things for YLs to learn. Through spaces like belonging spaces and conflict circles, YLs learned the nuances of interpersonal dynamics and the promise of cultivating friendships with a diverse set of people in their cohorts.

The community set up at PYLP also serves as a practice ground for the values they are exploring within. They learned to extend their circle of concern to include people they don't generally engage with. Through continuous dialogues, they learned to listen and actively seek perspectives different from their own. This further fed back into their self-driven learning at PYLP.

While working with the primary schools and creating collectives as part of their work, YLs understand the power of a systems approach to bring change to the minds and hearts of people. We invested heavily both in the theory and practice of systems change through regular courses, engaging with experts, and offering sessions on building competencies like facilitation. YLs also got to put their learnings at PYLP to practice once during the mid-term internship at the end of their first year.

Key Events

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PYLP: Our Flagship program



At PYLP leadership is defined as "ability to organize people and mobilize resources towards a cause you believe in".



Sanjha Safar - Graduation Ceremony of PYLP's founding cohort

Sanjha Safar was held to felicitate the two-year journey of the founding cohort of PYLP, which had been working Fatehgarh Sahib for the last two years, having started in 2019.

It was an online event owing to the pandemic situation. Vivek Sharma, the Program Director at Gandhi Fellowship was also part of the celebration.

Team's capacity building sessions by Indian Education Collective

Sreeja and Ashish from the India Education Collective (IEC) conducted strategy sessions with our team. During these, we came up with key levers to focus on within the education system across various levels.



Mentor Connect - Sanjhi Sikhiya team learning from Dev Tayde

Dev Tayde, one of our mentors spent time coaching the program team and the young leaders on organizational identity and values



YLs with Professor Arvind, VC Punjabi University

We have been fortunate to receive support and guidance from our mentors and supporters throughout this journey. He shared inspiring anecdotes from his life and committed support to the program from the university's side.

Sanjha Safar Patiala - First work anniversary of PYLP's cohort II

Our second cohort of 10 Young Leaders working in Patiala completed a year. It's been a tough journey for them due to Covid but they managed to sail through!





Block Panchayat Meeting

Scaling up our work of strengthening local governance for the primary schools in the villages, we organized a first-of-its-kind meeting in Fatehgarh Sahib called the Block Sikhiya Sabha where Sarpanches of Block Khera gathered together to discuss the development of their village schools and created a school development plan.

Meeting with Promod Bhasin, Founder, Genpact

The team also got an opportunity to share our story with Pramod Bhasin. The Young Leaders shared what motivates them every day to go to the schools and communities. We also learned about the Punjab Innovation Mission from Somveer Anand, the Mission Director. This inspired the Young Leaders about pursuing entrepreneurship.



Sharing Sanjhi Sikhiya's work with the Education Minister of Punjab, Mr. Pargat Singh

We shared about our work with the new education leadership of Punjab. Sr. Pargat Singh (Minister of School Education), Sh. Ajoy Sharma (Secretary, School Education) and Sh. Pradeep Agarwal (DGSE).

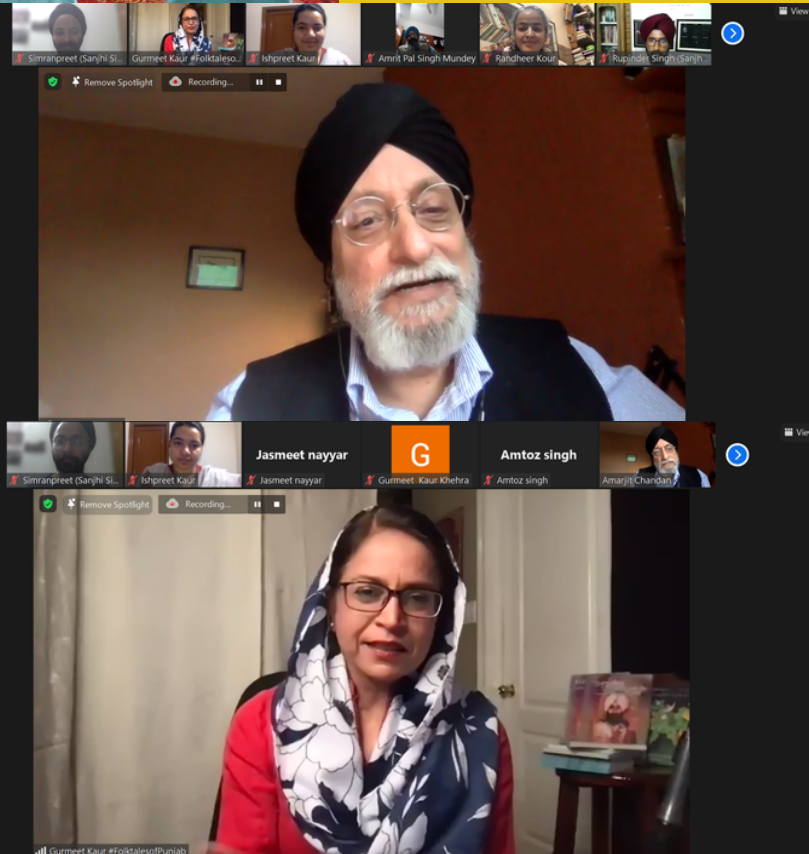


Inducting cohort III into the program on our third anniversary

One of the reasons to celebrate this year was our 3rd anniversary on 11th September 2021. We celebrated this journey with our partners and stakeholders.

Punjab Dialogues

To build a supportive ecosystem of the education transformation work and initiate dialogues around it, we restarted the 'Panjab Dialogues', a series to explore Punjab's culture, development and environment. Exploring the importance of learning in the mother tongue, we had a conversation with Gurmeet Kaur (Founder, Fascinating Folktales of Punjab) and Amarjit Chaudan (Global face of modern Punjabi poetry).





DEPARTMENT OF SCHOOL EDUCATION, PATIALA
PRESENTS



A PANEL DISCUSSION WITH
HON'BLE DEO AMARJIT SINGH SIR

OPEN TO ALL
INTERESTED IN
EDUCATION



**“WHY STUDENTS
NEED TO BUILD
FOUNDATIONAL
LITERACY AND
NUMERACY
SKILLS?”**

DATE: December 15, 2021
TIME: 4 PM - 5 PM IST




Panel Discussion with Er Amarjeet Singh, DEO Patiala

An online discussion with Sh. Amarjit Singh (DEO, Patiala) on 'Why students need to build foundational literacy and numeracy skills?' This question weighed heavy on educators' minds, especially during the Pandemic.



Representing Sanjhi Sikhiya in Canada

Taking our work global, Simranjit Singh, our Young Leader from the founding cohort and current Program Team member spoke to Jatinder Gidda on his show Roshni Live airing on FM Toronto.

Annual Fundraiser

In November, the entire team focused on the annual fundraiser, managing to raise more than 22 Lac funds during the festive period. We had Mr. Amit Chandra and Mr. Deep Kalra as our matching partners during the fundraiser.



LAST DAY TO DONATE

DONATE NOW

[BIT.LY/SUPPORTSIKHIYA](https://bit.ly/supportsikhiya)

HELP US PROVIDE ACCESS TO QUALITY
FOR EVERY CHILD IN PUNJAB



Rural Immersion Workshop for Program team and Young Leaders

The workshop focused on different aspects of development, industrialization rural livelihoods, urbanization and its various impacts on lives of people and environment. It included brainstorming simulations leading us to rethink about the concepts of colonies, self-sustaining communities, and impacts of globalization on local livelihoods etc.

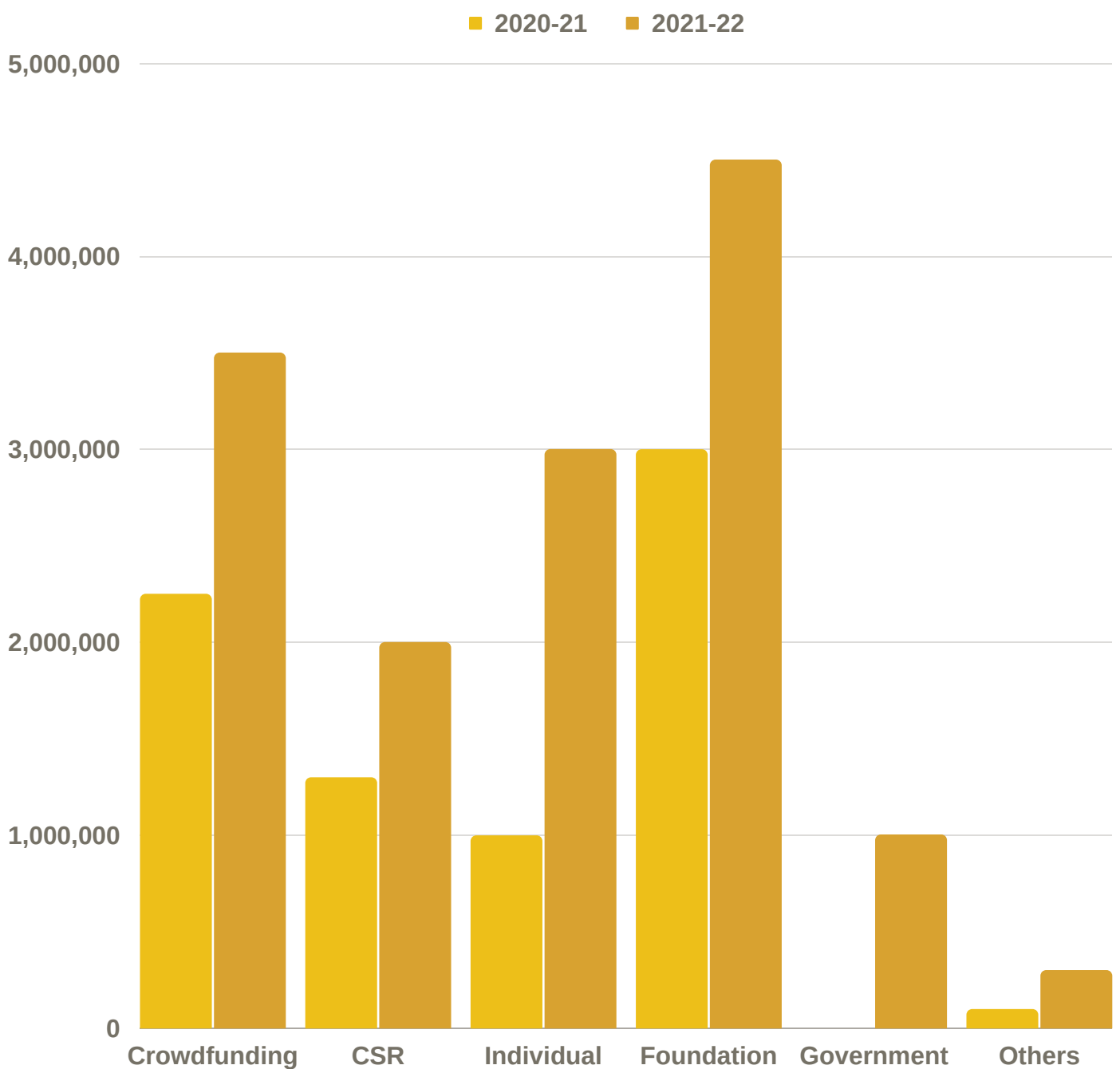


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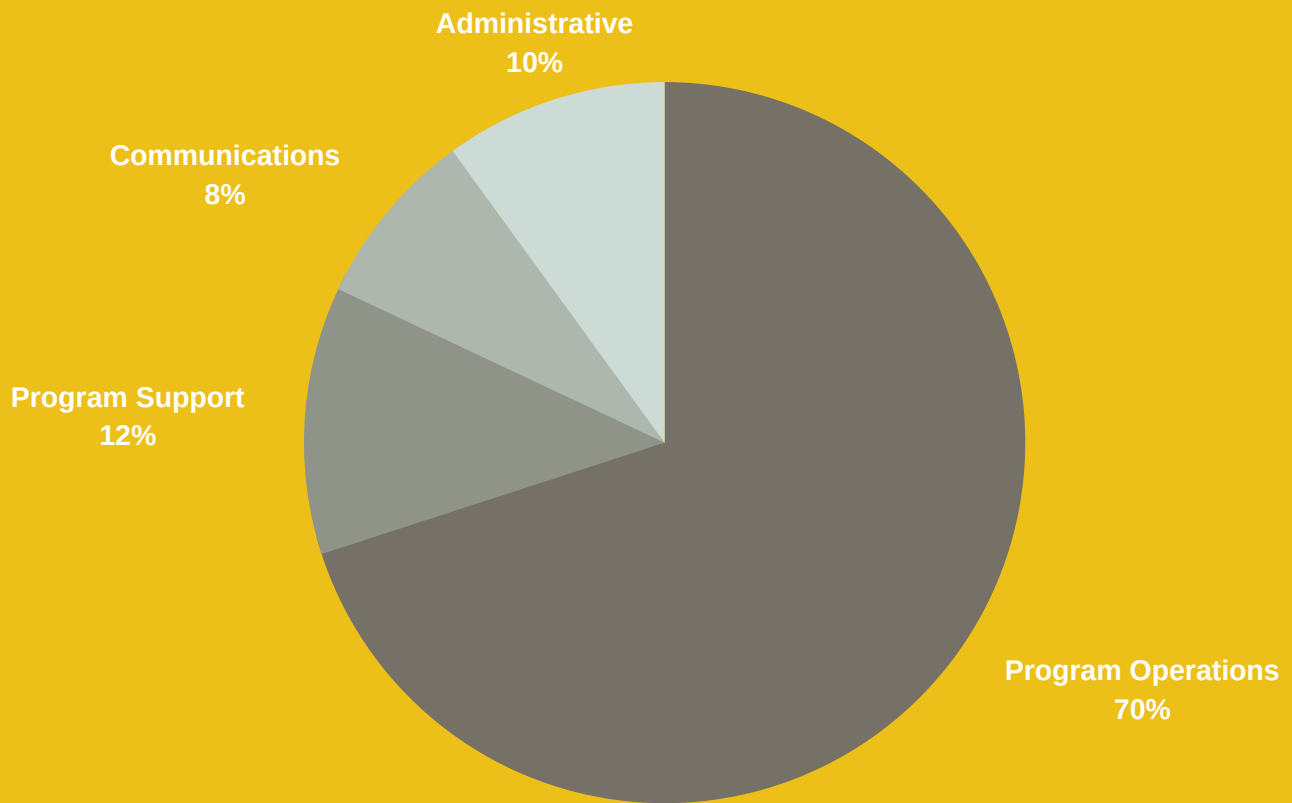
Our Partners



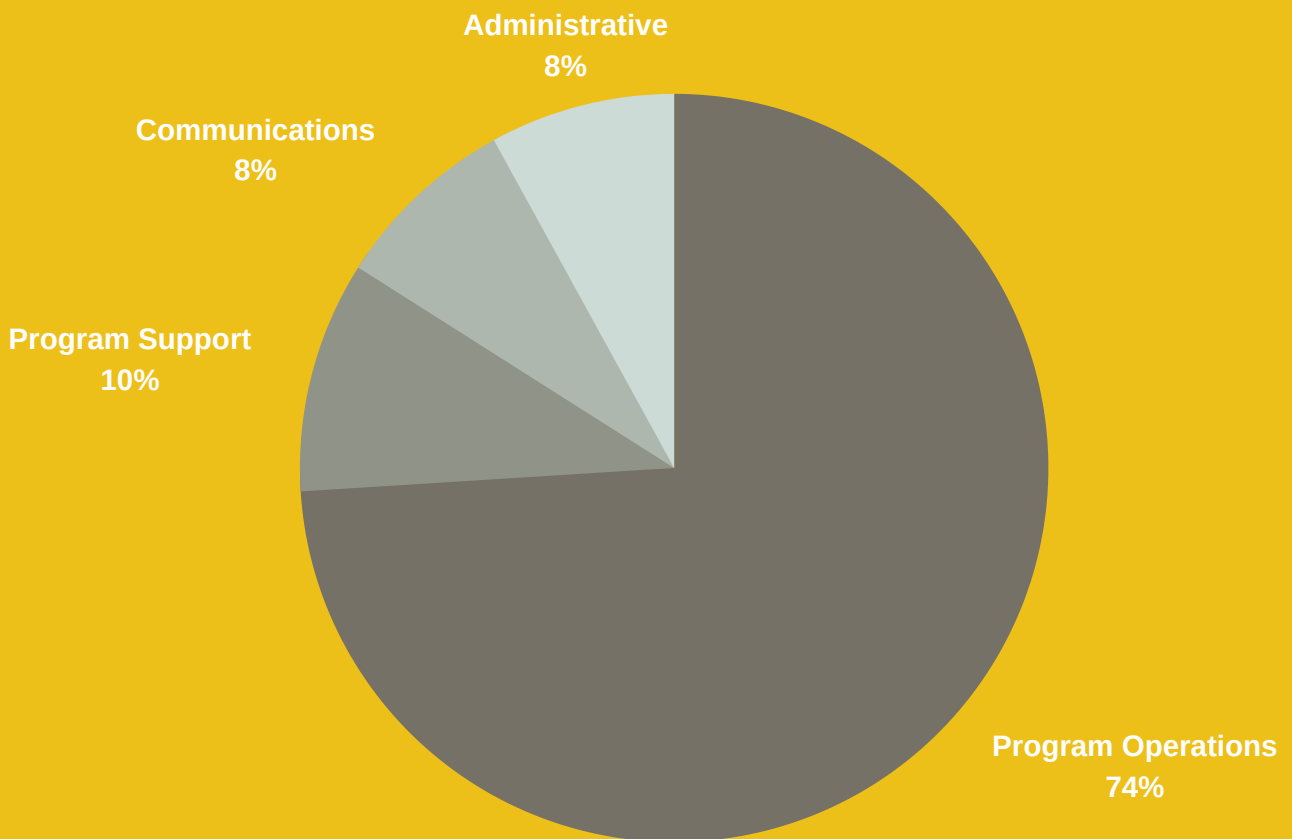
Donations



Expenditure



2020-21



2021-22



Sanjhi Sikhiya team at Healing Hill Art Space, Morni hills, in March 2022

Row 1 (standing): Mallika, Gagan, Mamta, Arwinderjit, Simranjit, Monu, Pooja, Pushpa, Akash, Atif, Shrey

Row 2 (sitting): Kanwaraj, Amandeep, Simranpreet, Rupinder, Ankit, Ankush, Harish, Gurjant, Jasmine, Abhay



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