



SANJHI
SIKHIYA

ANNUAL REPORT

2019-20



WWW.SANJHISIKHIYA.ORG

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INTRODUCTION



Foreward

Dear Reader,

Thank you for taking the time out to go through this update. The last year has been a year of many firsts for all of us. It began with the Founding Cohort of PYLP getting onto an exciting journey, and then the formation of the Punjab Education Collective with a long-term partnership with the education department. Both of these were key steps in our journey towards ensuring a great foundational education for all children in Punjab.

As with the firsts, they bring along a lot of learnings. Some of them for us have been:

- The importance of working at every level to bring in lasting systemic change
- There is immense power to bring about change in local institutions like the panchayat
- In order for the formal system to adopt a program, it has to be scalable, and for it to be scalable it has to be simple
- Scaling the principles of our work is more important than scaling our work itself
- Putting in mechanisms to ensure consistent listening to people on the ground is critical
- Consistently demonstrating how everyone's work is adding up to the larger mission is important to keep the motivation levels high

At the same time, what our teams have collectively been able to achieve in a short period of time has been remarkable. Just the fact that in the first six months of their journey, the

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10 Young Leaders collectively mobilized 1000+ community members and made education a priority for them tells us that this spirit of Saanjh is very much there

”

it just needs to be nurtured. Even at the state level, the solutions that were introduced have ensured lakh+ school visits to be properly documented and analyzed. This tells us of the openness within the system to make continuous improvements.

In this report, you will be able to learn more about why we do what we do and how we go about achieving our outcomes. We are moving ahead with a strong belief that change is possible, that each and every child, irrespective of his/her background has a huge potential, and that there are several leaders within the system who can move the system towards better outcomes.

It's been a heart-warming journey. So many of you have come forward to support this mission and I'm really very grateful for that. Hope that continues and many more of you become a part of this. With a deep sense of long-term commitment in our hearts, a curious mind open to always learning, and an intent to act with integrity, there is absolutely no doubt that we shall soon see Punjab transforming into a land of hope, courage, and possibilities.

SIMRANPREET SINGH OBEROI
CO-FOUNDER

Our Story

In August **2017**, a bunch of us, driven by the idea of collective responsibility and our shared dream of a Chadhda Punjab, joined hands for the first time. We started working on the ground and soon realized that, in addition to the education sector, there are other areas that were equally challenging. Problems such as substance abuse, polluted groundwater, depleting soil quality, excessive migration of the youth, etc. were and still are intertwined in the form of a vicious circle. While the challenges are largely systemic in nature, we found that current interventions are isolated and focus on symptoms rather than the root cause. We also met many young people who came together to support us. They had a first-hand experience of the challenges we were only discovering. It was very inspiring to meet those who despite their struggles and hardships had refused to go to a foreign land or take the easy way into drugs. They are leaders of future Punjab who are taking initiatives at their own level to create a society they want to live in. They gave hope, acted with a lot of courage, and showed possibilities of what can happen if we support them. With the support of the district administration, we started from Fatehgarh Sahib in 2018.



After a year of working directly with primary schools, we contextualised a Cluster Transformation Approach along with our partners Mantra 4 Change and IEC, to improve the governance and learning processes. In the same time period, our first cohort of 10 young leaders also joined us to take this work further. PYLP which was just an idea so far, thus, became a reality with a 30-year vision for the future of Punjab.

Our Vision

To transform Punjab into a land of ***Hope, Courage, and Possibilities.***



Our Goal

Effective Learning and Governance practices across all government primary schools of Punjab by 2025.



22

DISTRICTS

13K

SCHOOLS

100

YOUNG LEADERS

Our Guiding Principles

We strongly believe that, in order to bring change at any level, different stakeholders have to collaborate and work collectively towards a common vision. In our daily work we are guided by our principles of Come, Learn, Work and Grow Together.



COMING TOGETHER

The process of change starts when we recognise our shared humanity and treat others with same trust and respect that we desire for ourselves. It creates a safe space where open enquiry is possible and a shared vision is co-created.



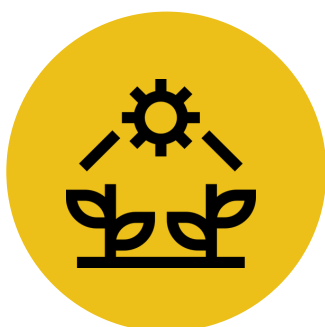
LEARNING TOGETHER

Once we are aware of each other's nature and strengths and accept them whole-heartedly, we begin the process of learning from each other. As we progress, learning becomes a collaborative responsibility, new knowledge is created and the whole group moves forward. Learning is visible in the change in beliefs and behavior of individuals.



WORKING TOGETHER

Work, at Sanjhi Sikhiya, is a context for growth. It provides a practice field where you can apply your learnings and deepen your understanding with mutual support. Working together also provides a membership of a community with shared beliefs and experiences which further strengthens the whole process.



GROWING TOGETHER

Growth, with us, is aimed at consistently shedding your limiting beliefs and expanding from within. In the learning community, where everyone is striving for the same purpose, one's growth is intricately linked to the growth of the whole. This turns the process of change inwards and everyone feels fully supported to work on oneself in the company of others.

Why Punjab?

Located on the north-western range of India, Punjab is one of the relatively less populous states of India, with the projected population for 2019 being 3.05 Crore, contributing to a little over 2% of India's population, as per Census 2011. Naturally rich with fertile soils and rich water sources, it is primarily an agricultural state. It also has a rich cultural history, though the issue of drug abuse persists. 65% of Punjabi households have at least 1 drug addict, resulting in drug consumption which is 18 times higher than the national Indian average. Further, the unemployment rate has been on the rise in Punjab currently at 8.4% (of which 16.5% is comprised of the rural youth) while the national unemployment rate is about 7.2%. Factors such as these further the need for focusing on education and enabling value based holistic development of children.

50%

Students in Grade 5 can't comprehend basic mathematical operations

40%

Students failed their X and XII board exams in 2017

36%

Grade 3 students only, can read Grade 2 level text

70%

Students between 14-18 years of age cannot identify their own state on a map

Source: Annual status of Education Report (ASER) of 2017 and 2018



About Fatehgarh Sahib

Fatehgarh Sahib (FGS) District was constituted on April 13th 1992 by carving out portions of Ludhiana, Sirhind and Ropar districts. The district derived its name from its headquarters place, Fatehgarh Sahib named after the name of historic Gurdwara Fatehgarh Sahib which is said to have derived its name from Sahibzada Fateh Singh, the youngest of the martyred sons of Guru Gobind Singh who were bricked alive at this place in 1704 by Wazir Khan, the then Fauzdar of Sirhind. According to another version, the name is also on account of Fateh (means victory) of Garh (means Fort) of Sirhind by Sikhs under the command of Banda Bairagi. The fort was built by Ferozeshah Tuglaq. A memorial with the name of Fatehgarh Sahib was raised in 1710 during days of Banda Bairagi over the remains of the fort.



446
VILLAGES

8 **EDUCATION
BLOCKS**

Bassi Pathana Khamano Khera Fatehgarh Sahib
Tarkhan Majra Jakhwali Amloh Mandi Gobindgarh

POPULATION*

6,00,163

LITERACY

79.4%

SEX RATIO

871 : 1000

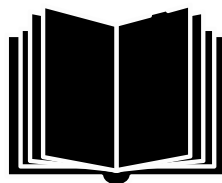


MALE
320,795



FEMALE
279,368

STATE AVERAGE-75.8 %



FEMALE



MALE

Selecting Fatehgarh Sahib

A SWOT analysis was conducted in 22 districts of Punjab, out of which 6 districts were shortlisted for a deeper analysis. Primary research was conducted in the shortlisted districts based on 11 criteria points. The district for the founding batch of the Punjab Youth Leaders program (PYLP) was finalized after the summation of all district's objective ratings.

The founding cohort of PYLP is currently operational in the FGS district across 4 education blocks (out of 8). Each leader begins his/her journey by building relationships with stakeholders in one cluster. The leader implements the programs based on need assessment in the areas of governance, learning processes, and eventually moves on to other blocks. Currently, 10 young leaders are collectively operating in 94 government primary schools in 10 clusters and aim to cover all 440 by the end of their two-year leadership program.

With the intention of 'learning by doing', the team met stakeholders at the district, cluster, and school level to complete the need assessment. After evaluating the needs of the district, we invited the teachers and members of the community to contribute towards the program design with an objective to improve student learning in primary schools.

1	DISTRICT	4	EDUCATION BLOCKS
10	YOUNG LEADERS	94	SCHOOLS
10	CLUSTERS	440	TARGET SCHOOLS



Our panchayat collaborated with the Young Leaders from Sanjhi Sikhiya for the development of our village school. With their motivation and constant efforts, our village school is now completely transformed. Our panchayat has invested a sum of about 2 lakhs for BALA work, school grounds, and other amenities for the children. The young leaders have helped us in the ideation as well as implementation of this developmental work.

Ashok Kumar
Sarpanch , Village - Sangatpur sodhian
Block - Sirhind 2



“

"The team behind Sanjhi Sikhiya is a highly committed one and they have a proven track record. I am amazed at the kind of support they have been able to mobilize for their homeland, Punjab, from all across the world in such a short amount of time. We all know education has a lasting impact on society and I'm quite confident that their program on the ground will be able to cause a significant dent in the public education system of Punjab."

SANJAY PUROHIT

Chief curator, Societal platforms

OUR PROGRAMS



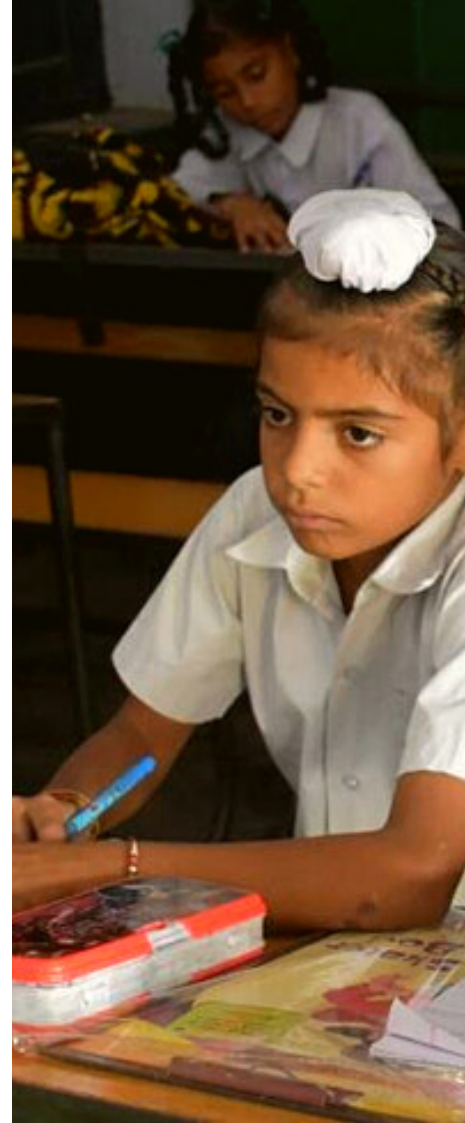
(A) Punjab Youth Leaders Program

PYLP is a program for young people to contribute towards Punjab's development.

This 2-year long 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 one of them is unique, with fascinating life stories that have brought them to PYLP. While changing the education system from within and developing others, they develop critical leadership competencies of organizing people and mobilizing resources.

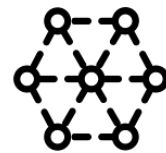
Along with this, a lifelong community of 100 Youth Leaders would be built in 5 years. An incubation program at the end of the program will support initiatives taken up by PYLP alumni.



Build leadership competencies



Work with the Education Dept



A lifelong network of young leaders



01
APRIL
2019

PYLP Founding Cohort's Result Announced

- 10 Young Leaders Onboarded
- 2 are from Outside Punjab (Mumbai and West Bengal)

02
JUNE
2019

PYLP FOUNDING COHORT'S INDUCTION BEGAN

- Residential 1.5 month induction program in Fatehgarh Sahib and Chandigarh
- Interacted with faculties from Punjab Engineering College, Panjab University and Indian School of Business

14
JULY
2019

PYLP Launch Event

- Hosted by Punjab Engineering College, Chandigarh
- 200+ supporters including family members of Young Leaders gathered

31
OCT.
2019

Increased Capacity

- 2 clusters per Young Leader
- 1 direct impact, 1 scale cluster

13
SEPT.
2019

First Round of Gram Sikhiya Sabhas Organized

- 7 schools - cluster resource centers
- Cluster Teams formed

31
JULY
2019

First Enrolment Drive Conducted

- 129 out-of-school children identified
- 36 children enrolled in GPS

15
NOV.
2019

Mastering Gram Sikhiya Sabha process

- 55 GSS conducted
- 800 community members involved
- INR 20 Lakh committed by community for school transformation

4
JAN.
2020

1st Immersion Completed

- Self-designed, focused on competencies
- Diverse fields - organic farming to religious studies

8
JAN.
2020

First Cluster Academic Meetings

- 2 clusters
- Teachers' voices recorded

30
MARCH
2020

Second Enrollment Drive Begins

- 10 enrollment ideas pitched to the district
- Aim is to increase district's enrollment by 10% to 25000 children

15
FEB.
2020

Second Round of Gram Sikhiya Sabhas Organized

- 11 Follow-up Gram Sikhiya Sabhas
- Enrollment and quality education as key agenda items



Our Approach

The root cause of the education crisis is **leadership deficit** at the school and community level. We identify high potential young change makers and place them with a cluster of government schools for two years (a cluster typically comprises 8-10 schools in a particular district, and within a specific radius). They drive **systemic change** in the public education system by mobilizing local community support, filling knowledge gaps, facilitating collective problem solving, and thereby enabling sharing and collaboration across the cluster.

With teachers, they focus on improving teaching-learning practices and with the community they focus on improving local ownership of the school. The campaign that is run at the village level is - ***'Pind da school, Pind da maan'***.

In 2018, we launched operations in the district of Fatehgarh Sahib (FGS) with support from the education department at the state as well as the district level. Before we began, we met several stakeholders at the district, cluster, and school levels. With the intention of "learning by doing", we began by understanding the needs. Post the need assessment, we started designing a transformation process at a cluster level in partnership with the teachers and members of the community. We devised an approach whose objective is to enable the **"Learning Principles"** in the schools while keeping the big picture and scale in mind.



Cluster Transformation Program (CTP)

Cluster Transformation Process (CTP) is a multi-stage 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 it.

By putting the learning principles at the center of our focus, the Cluster Transformation Program aims to improve the learning of children in the 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 learning and growth of the individuals in the cluster, we believe it will directly impact the quality of learning and growth of each child in those schools.

HOW DOES A TRANSFORMED CLUSTER LOOK ?



Streamlined cluster level processes



Improved School Level Infrastructure



A vibrant physical space where teachers and community members gather



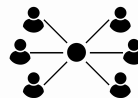
Effective Sharing of Resources



An active teacher community working collaboratively



Teachers leading multiple projects involving local community and external organizations



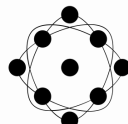
A supportive and engaged community with strong linkages to school



A proactive Cluster Head Teacher



Parents become an important partners of teachers for the child's learning outcomes and wellbeing



Schools that communicate with each other

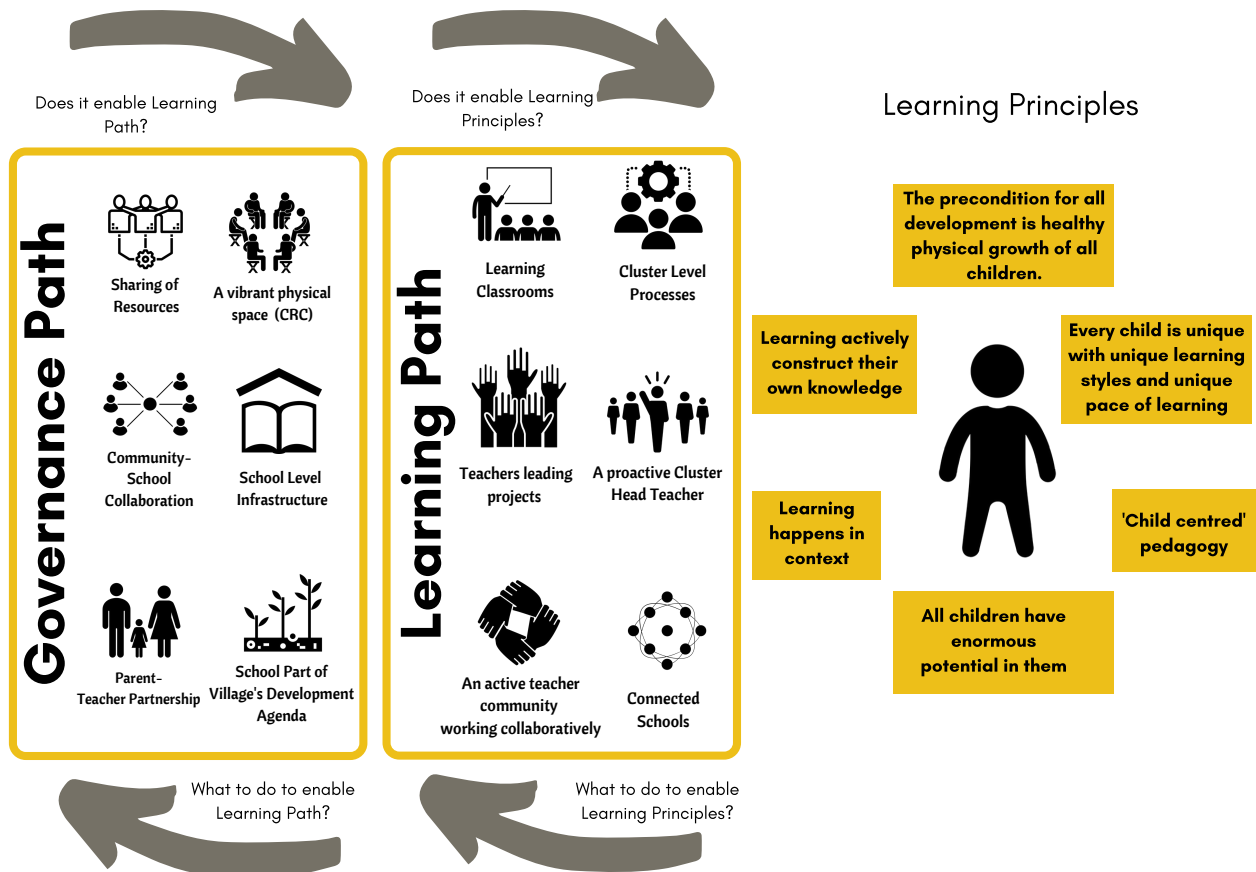


Government schools being considered an integral part of villages development agenda, teachers become key participants in framing such agendas



Learning in each classroom is happening as per the Learning Principles

Basic Framework



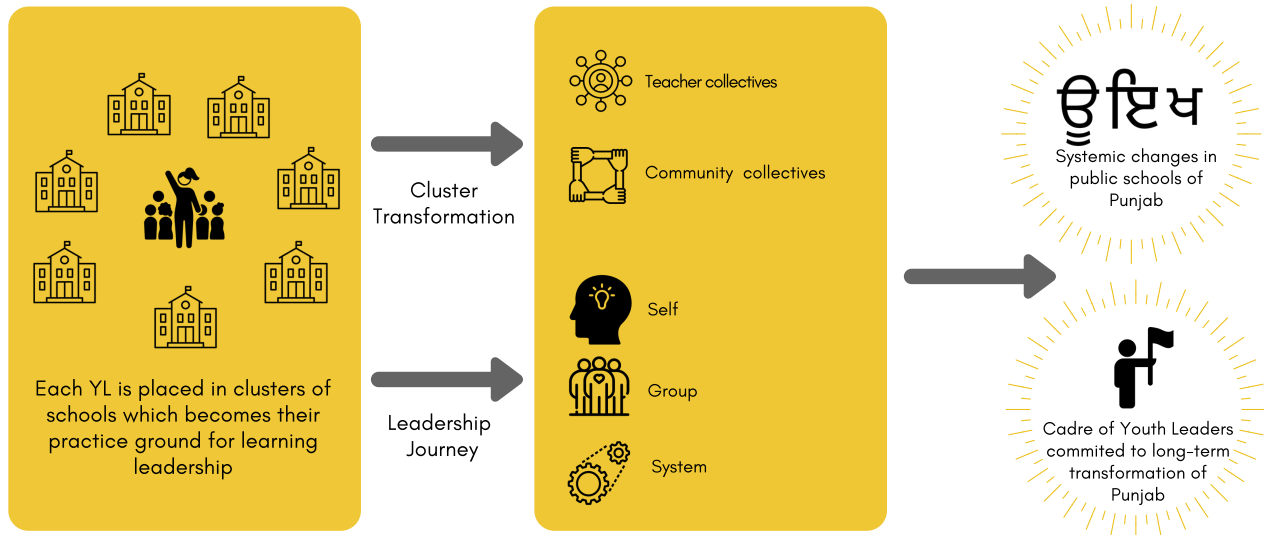
“

In February, all the teachers, Panchayat members, SMC members and parents participated in a Gram Sikhiya Sabha conducted at our school. The main purpose of this meeting was to encourage all village members to be partners in the development of the school along with the teachers. This is the first time we had a meeting of this kind where everyone kept their views on school development. It became possible only due to Pushpa's great efforts, as she is the one who coordinated with the all the members and brought us all together.



Kanwarbir Singh - Headteacher
Govt Elementary School,
Taj Pura, Block Khera

Young leaders as catalysts



“

When I got transferred to a new school as a cluster head teacher, I asked my staff about member of Sanjhi Sikhiya foundation who comes to our school. I have witnessed the school transformation initiated by the young leaders of the foundation in other schools and was very impressed. The first thing I did after coming to this school was making a list of work, we need to do in the school by collaborating with the Young leaders and our gram panchayat.



**Swarnkaur - Cluster Headteacher
Government primary school Kharoda
Block - Sirhind 2**

Having a conversation with Gurpreet from Sanjhi Sikhiya helped me learn that Village Sarpanch has an important role in forming a village Education committee. We are now planning to make an education committee for the development of school in our village which will support to create the best school and a much better learning environment in our village.



**Sarpanch - Er Gurdeep Singh
Village -Mandaur
Block -Sirhind 2**

Gram Sikhiya Sabha (GSS): Governance path

The Governance path focuses on enabling the Panchayati Raj structure to support government schools. Keeping the community and the local government system as the focus, the governance path aims to bridge the gap between the stakeholders and create a sense of ownership towards the school in the community.

The idea that the community ownership towards their school also plays an integral role in the quality education of the child drives the program to engage with the stakeholders, bringing to light the issues faced in the school, creating a platform for the teachers and the community to interact and work together.

Gram Sikhiya Sabhas are organized by the teachers, supported by the Young Leaders, with the objective of building ownership of the community towards the school, empowering the School Management Committee (SMC) for improved governance in the school, and to make education the priority of the panchayat, making it a part of their village development plan.

To date, the Young Leaders and teachers have organized a total of 77 GSS across the 10 clusters they work in. The YLs mobilized over 1100 community members, 200 panchayat members, and 360 SMC members, to commit over 20 Lac Rupees to be used to improve and maintain the infrastructure of their local government schools.



CTP

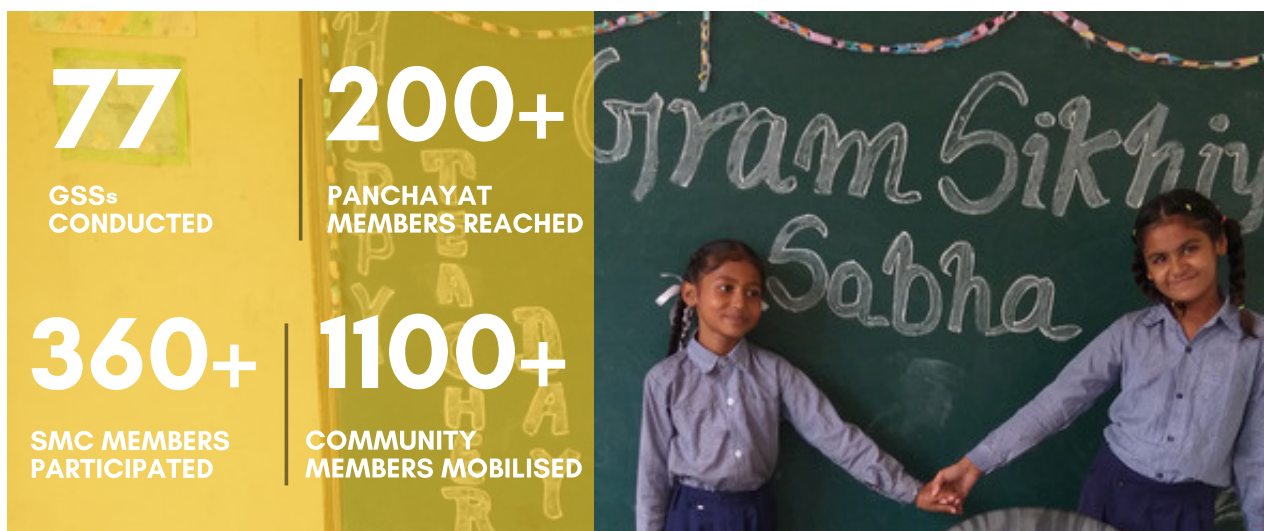
Gram Sikhiya Sabha

IMPACT



44% Panchayat participation, 40% SMC participation, 45 schools where MNREGA has been appointed, INR 20,50,000+ Committed by Panchayats and Community members.

School Infrastructure score has moved from 51% to 58% with major improvements around 'Safety & Hygiene', 'Stimulating School Environment' and 'Smart School Facilities' for children.



ਅੱਜ ਮਿਤੀ 16.10.2019 ਨੂੰ ਸਰਕਾਰੀ
ਮੈਨੇਜਮੈਂਟਰੀ ਸਕੂਲ ਪੱਤੇ ਵਿਖੇ ਸਾਡੀ
ਸਿੱਖਿਆ ਦੀ ਮੀਟਿੰਗ ਹੋਈ, ਜਿਸਦੀ
ਵਿੱਚ ਸਕੂਲ ਦੀ ਸਫਾਈ, ਸੰਤਾਪ
ਅਤੇ ਜਲੀ ਕੰਮਾਂ ਤੇ ਯੋਜਨਾ
ਬੀਤੀ ਗਈ।

ਜਿਸਦੀ ਨੂੰ ਸੰਤਾਪ ਨਾਲ ਨਵਾਂ
ਸਾਡੀ ਸਿੱਖਿਆ ਦੇ ਮੈਂਬਰਾਂ ਨੇ
ਸਾਡੇ S.M.C ਮੈਂਬਰਾਂ ਨੂੰ motivate
ਕੀਤਾ ਅਤੇ ਸਕੂਲ ਪੱਤੇ ਨੂੰ

ਨਵਾਂ ਢੰਗ ਨਜ਼ਰ ਨੀਤ।
ਸਾਡੀ ਸਿੱਖਿਆ ਦੇ ਮੈਂਬਰਾਂ ਨੇ ਸਾਡੇ
S.M.C ਮੈਂਬਰਾਂ ਨੂੰ target ਕੀਤਾ ਅਤੇ
ਸਕੂਲ ਦੇ ਭਰੋਸੇ ਸਾਡੀ ਮੈਂਬਰਾਂ ਵਿੱਚ
ਜਲੀ ਕੰਮਾਂ, ਸਾਡੀ ਸਿੱਖਿਆ ਦੇ ਮੈਂਬਰਾਂ
ਦੇ ਵਿਚਾਰ ਨੇੜੀ ਭਾਗ ਲਿਆ।

ਸਕੂਲ ਮੈਨੇਜਰੀ ਸਕੂਲ
ਪੱਤੇ, ਸਾਡੀ 1000-1, ਰੋਡ (ਪ.ਸ.ਮ.)

ਤਸਵੀਰ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ਕਿ ਅੱਜ ਮਿਤੀ 18/10/19 ਦਿਨ ਸਕੂਲ ਪੱਤੇ ਦੀ ਇੱਕ ਤਸਵੀਰ
ਵਿਖੇ ਸਾਡੀ ਸਿੱਖਿਆ, SMC ਮੈਂਬਰਾਂ, ਪਿੰਡ ਵਿੱਚ ਮੈਂਬਰਾਂ, ਸਰਕਾਰੀ ਮੈਂਬਰਾਂ
ਵਿਚਾਰ ਵਿੱਚ ਹੋਈ ਜਿਸ ਗ੍ਰਾਮ ਸਿੱਖਿਆ ਸਭਾ ਕਰਦੀ ਰਹੀ। ਜਿਸ ਦੌਰਾਨ
ਸਕੂਲ ਦੀ ਇੱਕ ਰਿਪੋਰਟ ਬਣਾਈ ਗਈ ਉਹ ਸਭ ਨਾਲ ਸਾਂਝੀ ਕੀਤੀ ਗਈ ਤਾਂ
ਇਸ ਵਿੱਚੋਂ ਹੀ ਕੁਝ ਮੁੱਦੇ ਸਕੂਲ ਦੇ ਮਿਸ਼ਨ ਕਾਰਨ ਲੱਗੇ ਸਾਹਮਣੇ ਆਏ
ਜੋ ਕਿ ਨਿਮਨਲਿਖਤ ਅਨੁਸਾਰ ਹਨ -

- * ਸਕੂਲ ਦੇ ਗਰਾਊਂਡ ਸਾਫ਼ ਕਰਵਾਉਣ ਦੀ ਜ਼ਰੂਰਤ ਹੈ।
 - * ਛੱਤਾਂ ਦੀ ਮੁਰੰਮਤ ਦੀ ਜ਼ਰੂਰਤ ਹੈ।
 - * ਠੀਕ ਰੋਡ ਦੀ ਜ਼ਰੂਰਤ ਹੈ।
 - * ਮਿੱਟੀ ਦਿਵਸ ਕਰਨ ਦੀ ਜ਼ਰੂਰਤ ਹੈ।
- ਇਹਨਾਂ ਸਮੱਸਿਆਵਾਂ ਨੂੰ ਹੱਲ ਕਰਨ ਦੀ ਜ਼ਰੂਰਤ ਹੈ ਕਿਉਂਕਿ ਇਹਨਾਂ ਨੂੰ ਹੱਲ ਕਰਨਾ ਹੈ।

- * ਗਰਾਊਂਡ ਤੇ ਮਿੱਟੀ ਦਿਵਸ ਕਰਨ ਦੀ ਜ਼ਰੂਰਤ ਹੈ ਕਿਉਂਕਿ ਇਹਨਾਂ ਨੂੰ ਹੱਲ ਕਰਨਾ ਹੈ।
- * ਠੀਕ ਰੋਡ ਲਈ ਮਾਪਿਆ ਫੰਡੇ ਸਕੂਲ ਆਇਆ ਕਿ ਅਸੀਂ ਸਾਰੇ ਸਕੂਲ
ਸਾਹਿਬ ਦੇਲ ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਕੂਲ ਦੇਲ ਸਕੂਲ ਦੇਲ
- * SMC ਦੀ ਮੀਟਿੰਗ 18/11/19 ਨੂੰ ਹੋਵੇ ਕਿਸੇ ਦਿਨ ਤੋਂ ਹੀ ਸਕੂਲ ਦੇਲ
- * ਸਕੂਲ ਦੀ ਮੀਟਿੰਗ 18/11/19 ਨੂੰ ਹੋਵੇ ਕਿਸੇ ਦਿਨ ਤੋਂ ਹੀ ਸਕੂਲ ਦੇਲ

CS Scanned with CamScanner

ਵੱਲ :
ਦਿੱਖਾਵੇ
ਸਰਕਾਰੀ ਮੈਨੇਜਮੈਂਟਰੀ ਸਕੂਲ, ਭੱਲਮਾਜਰਾ
ਕਲਮਟਰ: ਬਲਾਕ ਸਰਹਿੰਦ-2
ਜ਼ਿਲ੍ਹਾ ਫਤਿਹਗੜ੍ਹ ਸਾਹਿਬ

ਵੱਲ :

ਪੱਤਰ ਨੰ. : _____ ਮਿਤੀ : 23-10-19
ਵਿਸ਼ਾ : ਸਾਂਝੀ ਸਿੱਖਿਆ ਮੀਟਿੰਗ

ਅੱਜ ਮਿਤੀ 23-10-2019 ਨੂੰ ਸ. ਮੈਂਬਰੀ. ਸਕੂਲ ਭੱਲਮਾਜਰਾ
ਵਿਖੇ ਸਕੂਲ ਦੇ ਅਧਿਆਪਕਾਂ ਅਤੇ ਸਾਂਝੀ ਸਿੱਖਿਆ ਵੱਲੋਂ
ਗ੍ਰਾਮ ਸਿੱਖਿਆ ਸਭਾ ਕਰਵਾਈ ਗਈ। ਜਿਸ ਵਿੱਚ ਸਾਂਝੀ
ਸਿੱਖਿਆ ਮੈਂਬਰਾਂ, ਗ੍ਰਾਮ ਪੰਚਾਇਤ, ਮੈਂਬ. ਮੈਂਬ. ਜੀ. ਮੈਂਬਰ, ਬੱਚਿਆਂ
ਦੇ ਮਾਤਾ ਪਿਤਾ ਹਾਜ਼ਰ ਹੋਏ। ਇਸ ਮੀਟਿੰਗ ਵਿੱਚ ਸਰਕਾਰੀ
ਸਕੂਲ ਵਿੱਚ ਬੱਚਿਆਂ ਦੇ ਬੁਨਿਆਦੀ ਢਾਂਚੇ, ਗੁਣਾਤਮਕ
ਸਿੱਖਿਆ ਸੁਧਾਰ ਅਤੇ ਬੱਚਿਆਂ ਦੇ ਬਹੁਪੱਖੀ ਵਿਕਾਸ ਲਈ
ਵਿਚਾਰ ਚਰਚਾ ਹੋਈ। ਸਰਪੰਚ ਅਤੇ ਸਕੂਲ ਮੈਂਬਰਾਂ ਦੇ
ਸਕੂਲ ਦੀਆਂ ਸਮੱਸਿਆਵਾਂ ਨੂੰ ਹੱਲ ਕਰਨ ਲਈ
ਜ਼ਿੰਮੇਵਾਰੀ ਲਈ ਹੈ।

- 1) ਬੱਚਿਆਂ ਦੀ ਅਨੁਮਤੀ
- 2) ਅਧਿਕਾਰੀ ਬਿਨਾਂ
- 3) ਖੋਰ ਦੇ ਮੈਂਬਰਾਂ ਦੀ ਕਮੀ

ਸਕੂਲ ਮੈਨੇਜਰੀ ਸਕੂਲ
ਪੱਤੇ, ਸਾਡੀ 1000-1, ਰੋਡ (ਪ.ਸ.ਮ.)

CS Scanned with CamScanner

Outcomes of GSS



Cluster Academic Meeting (CAM): Learning Path

The focus of the Learning Path is on the capacity building of the teachers and strengthening cluster level structures. It primarily operates around Cluster Academic Meetings (CAMs) and Big Projects led by teachers, with the aim of enabling the classroom learning process, developing the project leading capacity in teachers, and promoting professional learning communities.

Regular Cluster Academic Meetings are organized in association with the Block and Cluster level academic officers, which provides a platform for the teachers and Cluster Head Teacher (CHT) to come together and work on improving and strengthening the interventions within the classroom. These meetings are facilitated by the CHTs, giving the teachers the opportunity to also share their concerns and challenges and get support which directly impacts the teaching in the classroom and learning of the students.

Monthly CAMs also provide a platform for the teachers to engage the Cluster Head Teachers in daily planning and getting feedback based on certain classroom observations conducted.

These CAMs play an integral role not only in the learning of the students but also in the process of peer learning amongst teachers. The opportunity to share best practices, and provide support to each other in the creation of school development plans and daily lesson plans makes the teachers feel connected, heard, and become a part of a community, thereby increasing their ownership towards student's learning.



100% CHT participation, 40% Teachers Participation, schools have started implementing peer learning/small group learning methodology. (Head Teachers Orientation at Naugawan and Mustafabad clusters of Bassi Pathana block has been conducted). YLs also conducted seven parent-teacher meetings, which is in addition to the state-mandated and organized PTMs through the year.



Learning journey

The World in Transition: A New Social Contract for Sustainability report reviews historical examples of social change and suggests that individual actors and change agents are essential drivers of cultural transformation. Learning Journey (LJ) is a unique component of the two-year journey at PYLP. Over the next five years, we aim to nurture 100 young leaders who can lead to transformation in Punjab over the next 30 years.

LJ at PYLP is driven by the five values of Grit, Compassion, Awareness, Continuous Learning, and Collaboration. We focus on inner-work by setting daily intentions and balancing our time in action, reflection, and silence. We engage in projects and learning sessions to build our competencies and skillsets. As a community, we are learning to live and work together so that we can go long and strong.



Learning journey

It's only been a year, and we seem to have come far. We have survived six weeks long, intense induction period, settled in our new roles and identities as young leaders, and learned to resolve conflicts through inner-transformation. At least five of us have also found our calling. From a digital storyteller to an aspiring politician, setting up a school to promote sustainable living, our YLs have realized the promise of diversity and interdependence. As we complete our year 1, we will go on our learning journeys to expand our horizon and start thinking beyond the two years. We will invest the whole of the second year in delving deeper into two questions -

How can I continue to live my life in public service?

How does our collective vision for PYLP and our aspirations come together in the long term?

It's been a delight to learn together and grow together. We are discovering the power of community, exploring systemic lenses, and collecting many new perspectives. During the session at Sultanpur Lodhi during the 550th-year celebration of Guru Nanak, we engaged in a dialogue on living fearlessly and lovingly. Learning to let go of our previous baggage right from induction until that session had been a struggle. Since the beginning of this year, we have increased the rigor to up to 15 hours a week on self, group and systems work. We stumble and fumble, but we have learned to pick ourselves and each other up. We keep walking and keep marking the small milestones we cross on the path.

As we go into year two, we will engage in 4 quarterly projects and invest up to 25 hours per week. Our primary focus is going to induct the new batch in the rituals and practices we have and lead an integrative experience for the two cohorts together.

As we come closer to the end of year one at PYLP, we are grateful to our friends and mentors who have supported us in both design and execution.





“

"I see *Punjab Youth Leaders Program* as an exceptional platform for anyone who wants to contribute towards sustainable development of *Punjab*. The state, as we see it today, suffers from a number of problems and it's imperative that the youth take charge and work towards building a *better future*. I am really excited to see how it is shaping."

AMIT CHANDRA

Chairman, Bain Capital

(B) PUNJAB EDUCATION COLLECTIVE (PEC)

The Punjab Education Collective has been working closely with the Department of School Education in the state since August 2019. Four organizations - Mantra4Change, Sanjhi Sikhiya, Samarthya and ShikshaLokam - came together to identify challenges faced by the stakeholders on the ground, co-create solutions to effectively address these challenges and improve the education experience of 23 lakh students across 19,000 government schools in Punjab. The organizations in the collective bring their expertise, a variety of ideas and solutions and develop a deeper understanding of the needs of the system. The program aims to create value for the 1.3 lakh plus education leaders in the system by strengthening their interactions and interventions with the schools, thereby impacting the learning outcomes of the students. Aligning with the goals of the 'Padho Punjab Padhao Punjab' initiative of the state government, the collective is working towards creating a better performing education system through capacity building initiatives and data-backed strategies. Over the last year, we have been able to create a ripple in the public education system through rapid digital transformation, adoption, and assimilation. These concerted efforts have also helped improve the image of public education as perceived by the people of Punjab - from the ministerial level to the grassroots.



Focus Areas



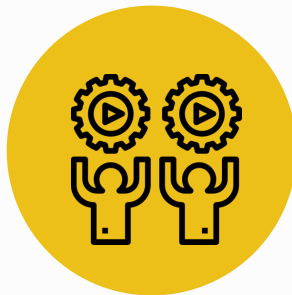
Streamline administrative process



Optimise academic processes and institutional support



Make teaching practices effective



Bring clarity on roles and responsibilities



Ensure supportive home environment

5 year partnership with Department of Education, Punjab



The Department of Education has been introduced to a platform called Darpan, a societal platform, which allows the different leaders across the system to record their school visits and observations, helping them identify the needs of the schools and gaps in the system, thereby allowing for data-based planning for interventions and support required to be given to the schools and teachers - all in line with the goals of Padho Punjab Padhao Punjab.

Since September 2019, a total of 82,224 school visits have been recorded on Darpan till March 31st, with 986 individual users registered on the app. Designed capacity building of 5,000 education leaders in the state, including instructional support and coaching skills.

Supported in organizing 3 statewide Parent Teacher Meeting (PTMs) across 19000 schools. Launched 2 social media campaigns aimed at increasing enrollment in schools and sharing testimonials of parents and community under the 'Proud Parents Campaign'.

Re-designed the School Observation forms against a common quality framework. Devised recommendations to re-imagine existing state programs on tech platforms in order to improve effectiveness and efficiency.

ACADEMIC LEADERSHIP

Introduction to Darpan, a tool used for recording school visits and activities, opened many layers to redefine 'academic support', driving data-based decision making in the system. The collective helped set up and train 2 teams at the state level to assist in creating learning content, and engaging with teachers and students to constantly collect feedback.

**OVER 1 LAKH SYSTEM LEADERS
HAVE BEEN ONBOARDED ON
THE PLATFORM**

COMMUNITY ENGAGEMENT

Aiming to strengthen school community relations and bringing forward parent voices, the collective ensured Parent-Teacher Meetings become consistent. We started 2 statewide PTMs in pre-COVID times which continued during COVID through Virtual PTMs. Other community-facing campaigns include self-made smart schools and state-wide enrollment drives.

**3-DAY VIRTUAL PTM FOR 6000
SECONDARY SCHOOLS WITH 5
LAKH+ PARENTS IN MAY 2020**

STUDENT LEARNING

The collective has been constantly supporting the department by ensuring cohesiveness in learning resources for students for the 'Learn from Home' campaign that started during the pandemic. We have streamlined content for the students, and provided easy access to online learning materials through 'Daily Schedules'; a one-stop platform for students to use multiple resources.

**900+ LEARNING RESOURCES
SHARED SINCE JUNE THROUGH
DAILY SCHEDULES.**



I am amazed at the speed with which Sanjhi Sikhiya is moving towards its mission of transforming Punjab. Bringing about a systemic change in education through high potential youth is something that hugely interests us. At Genpact, we have always believed in supporting initiatives that are bold, have the capacity to have a huge impact, and are driven by a team with exceptional execution capabilities. We are grateful to be supporting this endeavor since the beginning and will continue to do so.

LAVANYA SHRINAGESH
CSR and D&I LEADER, GENPACT

A story of hope

From a school struggling to get the support of the Panchayat to now becoming a model school in the block with the support of their Sarpanch, the story of Government Primary School, Sangatpur Sodhia is an inspiring one.

The first 'Gram Sikhiya Sabha' (GSS) was organized on 1st September 2019, which was led by the teachers of the school and attended by members of the Panchayat, the School Management Committee (SMC), and few parents. This was the perfect opportunity to bring to the table the challenges faced by the school and appeal to the community and Panchayat for support. For a number of participants, this was their first visit to the school, including the Sarpanch. A walk around the school gave the participants the chance to identify the needs of the school and to brainstorm around finding solutions. The community, motivated by the dedication and efforts shown by the teachers, decided to pool in money and support the school staff with getting the infrastructure fixed, along with re-painting the school with art that would aid in the learning of the students. The Sarpanch led the discussion, committing to ensure the work would start and get completed on time.

As the work began in the school, it grabbed the attention of the entire community who were not only curious about the changes in the school but also inspired to support them. The Sarpanch played his role by mobilizing the community to come together and build ownership towards the school. He has not only motivated his community but also provided support in motivating the Sarpanchs of neighboring villages to do the same.

Today, the Sangatpur Sodhia School stands tall with a beautiful playground for the students, art across the walls which is used during lessons, a separate room for e-learning, all thanks to the efforts of the teachers, and the ownership of the community!



Key events

Youth for Punjab: Held in Mohali

A panel discussion organized to discuss the role the youth is currently playing in creating impact and finding solutions to issues being faced in Punjab. The panelists were Dr. Arvind, professor at IISER Mohali, Dr. Ramanjit Kaur Johal, professor at PU, Ms. Monika Kumar, Dept of English RIE, and Sh. Kahan Singh Pannu, IAS. The discussion revolved around the changing trends in the state, how the focus is now on migrating for a better life, and the need for creating awareness about initiatives running in the state, to celebrate and amplify them. This brought together individuals who were keen to understand the work being undertaken across the state, as well as explore options and ways through which they could contribute towards Punjab's development.



Info-session about PYLP: Held in Amritsar, Bathinda, and Patiala

A series of events were organized across cities, where the PYLP team got the opportunity to interact with youth who were keen and passionate about engaging in social change. The discussions were aimed at not only informing about the work PYLP was engaged with, but also exploring ways in which the youth could get involved in contributing towards a cause, and their role in the future of the region.

Launch Event - COHORT I

PYLP's founding cohort was officially launched on 14th July 2019, at PEC Chandigarh, after completing their six-week long boot camp. The Young Leaders participated in a series of workshops and activities which gave them insight into the educational landscape of the state, helped them learn and engage with the history and evolving culture of Punjab, along with building on other important competencies needed to effectively work on the ground.





They all bring in so much positivity and hope for a brighter Punjab. The entire team of Sanjhi Sikhiya has been a great support to my own social initiative in my village – Bajwa Kalan in Punjab. While I see most of the youth running after the pleasures of life, this young and dynamic bunch is driven by a very higher purpose. I have no doubt that anyone who comes and works with the team, as a volunteer or a Young Leader will learn a lot and grow tremendously as a person.

INDER BAJWA

Model, Actor and Social reformer

PEOPLE OF SANJHI SIKHIYA

PROGRAM TEAM



Simranpreet Singh Oberoi
Organisation Lead
Young India Fellowship, Genpact



Mamta Bisht
Operations
TISS, Gandhi Fellowship



Ankit Chhabra
Leadership Coach
NIT, Indus Action



Rajat Madan
Program Design
NIT, TISS, Tata Trusts



Aayushi Maira
Communications
Chevening Scholar, Jai Vakeel Foundation



Shiv Poojan
Operations
NIT, Teach For India



Ishpreet Kaur
Govt. Relations
Thapar University, Teach For India

COMMUNITY OF PRACTICE

Abhay Punjabi
Ambidextr Studios

Ashish
India Education
Collective

Ashveer Pal Singh
Stanford University

Chakshu Chhabra
Genpact

Gauri Mahendra
UMEED

Gurbani Dugal
Essai Education

Gurdeep Dhaliwal
Kirrt

Gurjinder Singh
Chhoti Si Asha

Gurleen Kaur
National University
of Singapore

Gurneet Kaur
Swaraj University

Harsh Kothari
Har Hath Kalam

Inder Bajwa
Apni Khoj

Jaspreet Singh
Shell

Jagnoor Grewal
PCS Officer

Jasdeep Singh
Kirrt

Japinder Chawla
Barclays

Jatinder Mann
Chhoti Si Asha

Kohima Goyal
MHRD

Komal Goyal
ATE Chandra
Foundation

Naina Rai
Ashoka University

Navroz Singh
Delhi University

Pahulmeet Singh
UC Berkley

Parabul Partap Singh
Edumust

Ritwik Chatterjee
Kaivalya Education
Foundation

Ruby Kandola
King's College

Saahil Sood
Co.Labx

Santosh More
Mantra 4 Change

Sarabjot Singh
Microsoft

Srimoyee Das
Swadhyay

Suneet Singhi
Master Ram
Chand Foundation

Tejinder Sidhu
Three 13 Social
Foundation

Tripat Singh
Charmboard

Varinderpal Sandhu
Shramik Bharti

Kawaljeet Kaur
Teach For India

Gurqbal Singh
Ashoka
University

PYLP Cohort I



Sarmandeep Singh
MA Religious Studies
Ludhiana, Punjab

"I WANT TO ENSURE EQUAL EDUCATION FOR ALL"



Gurleen Kaur
B.Com
Gurdaspur, Punjab

"I HAVE SEEN FRIENDS AND FAMILY ABANDON THEIR ROOTS, AND I WANT TO CHANGE PEOPLE'S PERSPECTIVE ABOUT PUNJAB"



Jaspreet Kaur
MA Economics
Fatehgarh Sahib, Punjab

'I FACED GENDER DISCRIMINATION, AND WANT TO ELIMINATE ALL DIVIDES IN SOCIETY'



Simranjit Singh
MBA (HR)
Taran Tarn, Punjab

"I WANT TO RID THE SOCIETY OF ALL EVILS"



Sital Baraik
MA Education
Siliguri, West Bengal

'I GREW UP IN THE TEA GARDENS WITH THE CHALLENGE OF CHILD LABOUR, AND WANT TO MAKE EDUCATION AVAILABLE FOR ALL'



Ikwinder Kaur
MA Punjabi and Social Work
Hoshiarpur, Punjab

"HAVING HAD LIMITED OPPORTUNITIES, I WANT TO ENSURE OPPORTUNITIES ARE AVAILABLE TO FUTURE GENERATION"



Jyoti Chauhan
B.Com in Economics
Mumbai, Maharashtra

"HAVING GROWN UP IN DIRE CIRCUMSTANCES, I WANT TO LIBERATE SOCIETY FROM PLAYING INTO STEREOTYPES"



Gurpreet Singh
MA Punjabi Literature
Ropar, Punjab

'I HAD A TROUBLED EDUCATION, AND WANT TO MAKE SURE EVERY CHILD HAS ACCESS TO HIGHER EDUCATION'



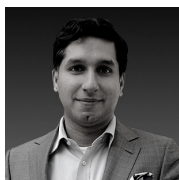
Pushpa Rani
MA Economics and B.Ed
Fatehgarh Sahib, Punjab

'HAVING BEEN BROUGHT UP IN THE SLUMS, I WANT TO EMPOWER THE UNDERPRIVILEGED'



Manpreet Singh
MA Defence and Strategic Studies
Malerkotla, Punjab

'I HAD A TROUBLED EDUCATION, AND I WANT TO REVOLUTIONIZE LEARNING AND EDUCATION'



Akshay Munjal
President
BML Munjal University



Arun Maira
Former Chairman
BCG India



Balkrishnan Kalra
Global Business Leader
Genpact



Darshan Bhat
Founder,
Creatnet Education



Amit Chandra
Chairman
Bain Capital



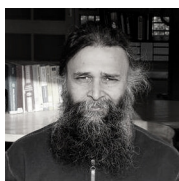
Dr. Dheeraj Sanghi
Director,
Punjab Engineering College



Pranav Gupta
Founder and Trustee,
Ashoka University



Rajesh Magow
Co-Founder & CEO-India,
MakeMyTrip



Dr. Arvind
Professor
IISER Mohali



Deep Kalra
Founder and Group CEO,
MakeMyTrip



Sreeja
Chief functionary and Secretary,
India Education Collective



Suman Kant Munjal
Chairman & Managing Director,
Rockman Industries



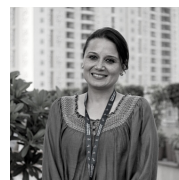
Suparna Diwakar
Founder,
ISDM



Ujwal Thakar
Former CEO,
Pratham



Venkat Krishnan
Founder,
GiveIndia



Lavanya Shrinagesh
CSR and D&I Leader,
Genpact



Vineet Gupta
Managing Director,
Jamboree Education



Vivek Sharma
Founding Member,
Gandhi Fellowship



Ravi Sreedharan
Founder and Director
ISDM

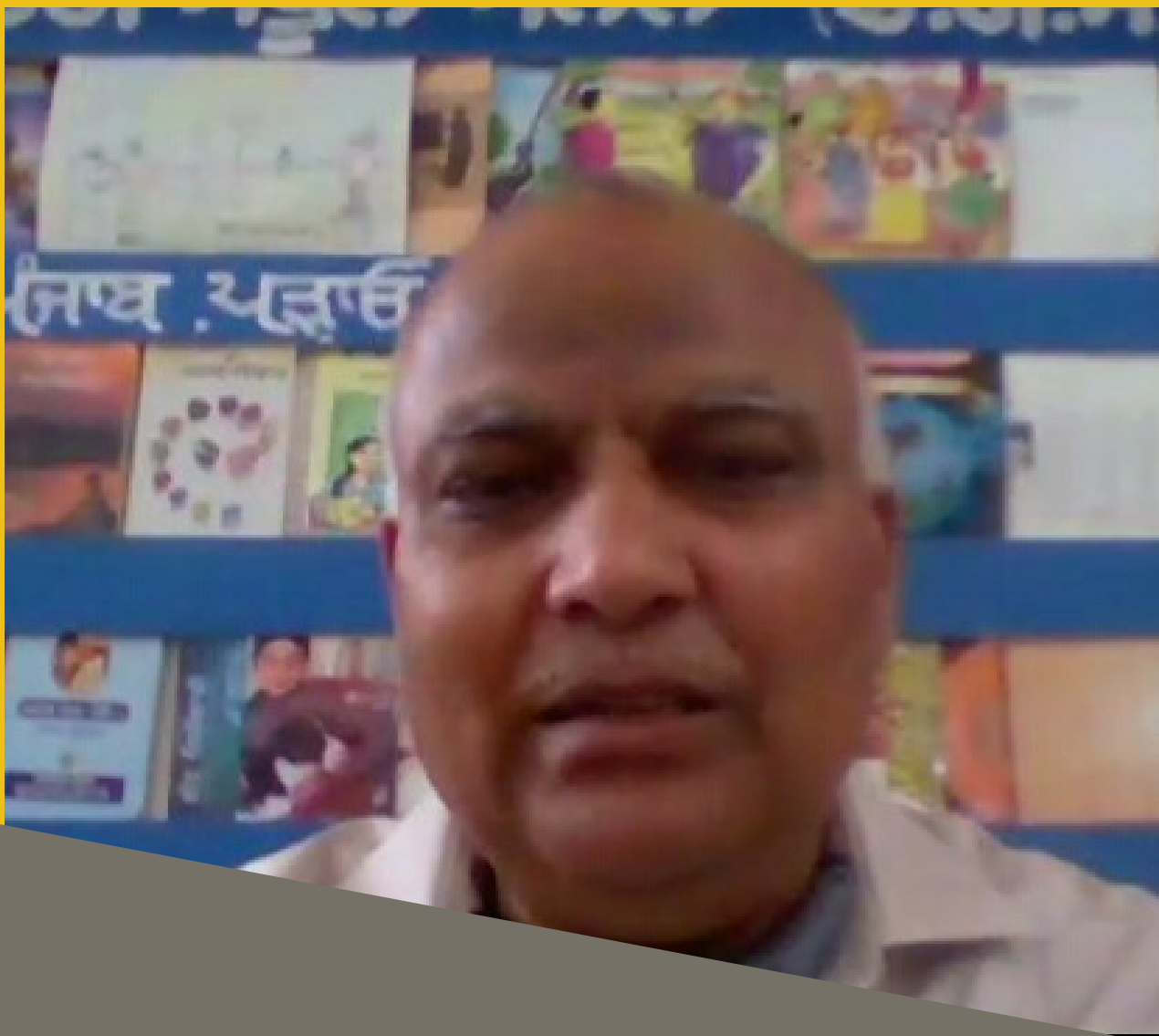


Sanjay Purohit
Chief Curator,
Societal Platform



Sasha Sanyal
Global Business Leader,
CSR and D&I, Genpact

Our mentors & advisors



I have been associated with the team from Sanjhi Sikhiya for more than a year. I am quite amazed by the level of dedication and commitment that their entire team has demonstrated towards improvement of government primary schools in District Fatehgarh Sahib. Their young leaders visit the field everyday and engage with our teachers through regular teachers' collectives, and community members including the panchayat and SMC members through community collectives. They motivate everyone to work and contribute towards the betterment of the schools. Their activities on the ground have significantly helped in improving the relationship between parents and teachers. Their innovative methods have also improved the classroom practices. I hope to see them continue working like this for times to come.

SH. DINESH KUMAR

District Education Officer (Elementary)
District Fatehgarh Sahib

Media Mentions

ਮੈਂਟਰ ਦੇ ਜਰਿਏ ਮਿਲੇ ਪਾਂਚ ਸਾਥੀ, ਅਬ ਫਤੇਹਗੜ੍ਹ ਸਾਹਿਬ ਮੈਂ ਏਜੂਕੇਸ਼ਨ ਪਰ ਕਰ ਰਹੇ ਕਾਮ, 5 ਸਾਲ ਮੈਂ 100 ਯੰਗ ਲੀਡਰਜ਼ ਤੈਧਾਰ ਕਰਨਾ ਮਕਸਦ

ਪੇਕ ਮੈਂ ਖੁਰੂ ਛੁਆ ਟ੍ਰੇਨਿੰਗ ਪ੍ਰੋਗਰਾਮ: ਸਾਂਝੀ ਸਿਖਿਯਾ ਫਾਊਂਡੇਸ਼ਨ ਦੇ ਯੰਗਲਰਜ਼ ਕੋ ਫੀ ਜਾਧੀ ਤਕਨੀਕੀ ਟ੍ਰੇਨਿੰਗ ਤਾਕਿ ਬਚੋ ਕੋ ਸਿਖਾਏਂ

ਨਰੂ ਭੰਗਿਰ ਸਿੰਘ | ਚੰਡੀਗੜ੍ਹ

ਧਰ ਮੈਂ ਜਿਥਾ ਕੋ ਦੇਖਤੇ ਏ ਅਪਨੇ ਅਸਰਾਧਸ ਦੇ ਅਨਾਧੁ ਲੋਗੋ ਕੀ ਮਦਦ ਕਰਤੇ। ਬੈਂਕ ਮੈਂ ਖਾਤਾ ਖੁਲਵਾਨੇ ਸੇ ਲੇਕਰ ਸਮੀ ਓਟੋ-ਮੋਟੋ ਕਾਮ ਜਿਨਕੇ ਲਿਫ਼ਾ ਪਿਥਾ ਕੇ ਪਾਸ ਕਰੇਂ ਨੂੰ ਕੋਝੇ ਖੋਭੀ, ਸਫਾਈ ਵਾਲਾ ਥਾ ਏਸਾ ਹੀ ਕੋਝੇ ਯਕਿਨ ਬੈਠਾ ਰਹਤਾ। ਤਨਕੀ ਏ ਅਦਰਤ ਪ੍ਰੇਰਣਾ ਬਨੀ ਔਰ ਆਈਆਈ ਟਿਚਰਾਪਲੀ ਸੇ ਡੀਜੀਨਿਯਰਿੰਗ ਕਰਨੇ ਵਾਲੇ ਰਜਤ ਮਦਨ ਨੇ ਬੇਸ਼ੁਰੂ ਮੈਂ ਨੀਕਰੀ ਕਰਤੇ ਖੁਰ ਮੇਕ ਅ ਡਿਕਲੇਸ ਨਾਮਕ ਸੰਥਾ ਮੈਂ ਕਾਮ ਕਰਨਾ ਸ਼ੁਰੂ ਕਰ ਦਿਥਾ। ਰਜਤ ਕੇ ਸਾਥ ਤਨਕੇ ਸਾਥੀ ਫਤੇਹਗੜ੍ਹ, ਸਿਮਰਨਾਸੀਤ ਸਿੰਘ, ਅੰਕਿਤ ਭਾਗਵਤ, ਰਿਖ ਪੁਜਨ ਆਦਿ ਕੋ ਭੀ ਏਸੀ ਹੀ ਕਹਾਨੀਆਂ ਹੈ।

ਫਤੇਹਗੜ੍ਹ ਸਾਹਿਬ ਮੈਂ ਏਜੂਕੇਸ਼ਨ ਦੇ ਲਿਫ਼ਾ ਕਾਮ ਕਰ ਰਹੀ ਸਾਂਝੀ ਸਿਖਿਯਾ ਫਾਊਂਡੇਸ਼ਨ ਦੇ ਲਿਫ਼ਾ ਟ੍ਰੇਨਿੰਗ ਪ੍ਰੋਗਰਾਮ ਸੰਬੰਧਤ ਕੋ ਪੇਕ ਮੈਂ ਸ਼ੁਰੂ ਹੁਆ ਹੈ। ਏ



ਸੰਕਲਪ ਏਕ ਕੰਪਨੀ ਕੇ ਟੀਚਾ ਪਰ ਰਜਿਸਟਰਡ ਸੰਥਾ ਹੈ ਜੋ ਫਤੇਹਗੜ੍ਹ ਸਾਹਿਬ ਜਿਲੇ ਮੈਂ ਖ਼ਾਸੀ ਏਜੂਕੇਸ਼ਨ ਪਰ ਕਾਮ ਕਰ ਰਹੀ ਹੈ। ਫਤੇਹਗੜ੍ਹ, ਨਵੀਂ ਦਿਲੀ ਆਦਿ ਆਗੇ ਦੇ ਸਮੀ ਯੰਗ ਪ੍ਰੋਫੈਸਰਜ਼ ਅਸਟਰਜ਼ ਕੇ ਪ੍ਰੀਤਮਰ ਮੈਂ ਮਿਲੇ। ਯਹਾਂ ਪਰ ਤਨਕੇ ਮੈਂਟਰ ਦੇਵ ਮਿਲੇ। ਮਦਨ ਤਸ ਕਾਮ ਰਖਦ ਭਾਰਤ ਅਭਿਯਾਨ ਮੈਂ ਕਾਮ

ਕਰ ਰਹੇ ਏ ਤੇ ਜਿਥਾ ਪੁਜਨ ਆਦਿ ਫਤੇਹਗੜ੍ਹ ਸਾਹਿਬ ਦੇ ਲਿਫ਼ਾ ਕਾਮ ਕਰ ਰਹੇ ਏ। ਟੀਚਾ ਮੈਂ ਮਿਲ ਕਰ ਕਾਮ ਕਰਨਾ ਸ਼ੁਰੂ ਕਿਥਾ ਤੋ ਕਲਸਟਰ ਟੀਚਸ ਕੀ ਜ਼ਰੂਰਤ ਮਾਹਸੂਸ ਹੁਏ ਆਰ ਇਸ ਦਿਸ਼ਾ ਮੈਂ ਕਾਮ ਕਰਨਾ ਸ਼ੁਰੂ ਕੀਯਾ। ਕੁਝ ਯੰਗਲਰਜ਼ ਸਾਥ ਮੈਂ ਜੁੜੇ। ਏਕ ਪ੍ਰੋਗਰਾਮ ਮੈਂ ਡਾਕਟਰ ਪ੍ਰੋ ਸਾਥੀ ਸੇ ਸੁਝਾਕਾਰ ਹੁਏ ਤੋ ਤਨਕੇ

ਮਦਰ ਕਾ ਅਧਿਯਾਸਨ ਦਿਥਾ। ਯਹੀ ਸੇ ਕਲਸਟਰ ਟੀਚਸ ਕੀ ਟ੍ਰੇਨਿੰਗ ਕਾ ਪ੍ਰੋਗਰਾਮ ਸ਼ੁਰੂ ਹੁਆ ਹੈ। ਏ ਸਮੀ ਵਾਲਟਿਜ਼ ਮੈਂ ਪੰਜਾਬ ਯੂਥ ਲੀਡਰਜ਼ ਪ੍ਰੋਗਰਾਮ (ਯੂਥ ਲੀਡਰਜ਼) ਦੇ ਤਹਤ ਆਓ ਰਿਕਲੀਫ ਟ੍ਰੇਨਿੰਗ ਪ੍ਰੋਗਰਾਮ ਸ਼ੁਰੂ ਹੁਆ ਹੈ। ਸਾਂਝੀ ਸਿਖਿਯਾ ਫਾਊਂਡੇਸ਼ਨ ਏ ਟ੍ਰੇਨਿੰਗ ਪ੍ਰੋਗਰਾਮ ਦੋ ਸਾਲ ਦੇ ਲਿਫ਼ਾ ਕਰਨੇ ਵਾਲੀ ਹੈ। ਤਨਕਾ ਮਕਸਦ ਅਗਲੇ ਪਾਂਚ ਸਾਲ ਮੈਂ ਸੀ ਯੰਗ ਲੀਡਰਜ਼ ਤੈਧਾਰ ਕਰਨਾ ਹੈ ਜੋ ਸਟੇਟ ਮੈਂ ਕਾਮ ਕਰੇ। ਪ੍ਰੋਗਰਾਮ ਕੇ ਤਹਤ ਵਾਲਟਿਜ਼ ਕੋ ਪੰਜਾਬ ਦੇ ਕਲਚਰ, ਇਤਿਹਾਸ, ਏਜੂਕੇਸ਼ਨ ਲੈਂਡਸਕੇਪ, ਟੈਕਨੋਲੋਜੀ, ਫਿਨਾਂਸਿਯਲ ਆਰ ਆਦਿ ਕੇ ਬਾਰੇ ਮੈਂ ਬਤਾਯਾ ਜਾਯਾ।

ਕਲਾਸਿਕ ਮੈਂ ਡਾਕਟਰ ਪ੍ਰੋ ਖੋਜਤ ਸਾਥੀ ਨੇ ਏਜੂਕੇਸ਼ਨ ਕੋ ਬੋਲਦਾ ਕਰਨੇ ਮੈਂ ਇਨੇਮਲ ਕੀ ਜਾਨਕਰੀ ਦੋ। ਕਾਮਪੂਟਰ ਸਾਫ਼ਟਵੇਰ ਕੋ ਡਿ ਡਿਕਾ ਬਨਦ, ਬਿਦਰ ਆਰ ਸਕਿਨਾ ਸਿੰਘ ਨੇ ਸੰਸਦ ਆਰ ਕਲਾਡ ਕੇਸ ਆਈਟੀ ਟੂਲਜ਼ ਕੇ ਬਾਰੇ ਮੈਂ ਬਤਾਯਾ।

ISB hosts Punjab youth leaders

MOHALI: Students and faculty members from the Indian School of Business (ISB), Mohali, hosted the Punjab youth leaders and some students from Punjab Engineering College (PEC) during the ongoing Young Leaders Programme here on Friday. The students discussed on topics ranging from communication to innovation. Students also pitched their start-up ideas to the audience.

PU profs give talks during programme in PEC

CHANDIGARH: The second day of the Punjab Youth Leaders Programme in PEC was devoted to the understanding of Punjab's culture and society. Ronki Ram, faculty at the department of political science, PU, gave a lecture on structural violence and dalits in Punjab. Praveen Kumar, faculty at the Punjabi department, PU, gave a talk on Punjabi language and globalisation.

Youth leaders' programme commences at PEC

CHANDIGARH: A seven-day Punjab Youth Leaders Programme (PYLP) commenced at Punjab Engineering College (PEC), Sector 12, on Monday. During the programme initiated by Sanjhi Sikhiya Foundation, several workshops on the evolution of Punjab's culture, history, education landscape, technology and problem solving will be conducted by faculty and local subject experts.

ਗਰਾਮ ਪੰਚਾਇਤ ਮੈਂਬਰ ਨੇ ਸਰਕਾਰੀ ਐਲੀਮੈਂਟਰੀ ਸਕੂਲ 'ਚ ਕੀਤੀ ਮੀਟਿੰਗ

ਫਤੇਹਗੜ੍ਹ ਸਾਹਿਬ, 12 ਮਾਰਚ (ਮਨਪ੍ਰੀਤ ਸਿੰਘ) - ਸਰਕਾਰੀ ਐਲੀਮੈਂਟਰੀ ਸਮਾਰਟ ਸਕੂਲ ਮੰਦਰ ਵਿਖੇ ਪਿੰਡ ਦੀ ਪੰਚਾਇਤ ਵਲੋਂ ਸਕੂਲ ਦੇ ਵਿਕਾਸ ਲਈ ਅਧਿਆਪਕਾਂ ਨਾਲ ਮੀਟਿੰਗ ਕੀਤੀ ਗਈ। ਜਾਣਕਾਰੀ ਦਿੰਦਿਆਂ ਪਿੰਡ ਦੇ ਸਰਪੰਚ ਇਸ਼ੀ: ਗੁਰਦੀਪ ਸਿੰਘ ਨੇ ਦੱਸਿਆ ਕਿ ਸੂਬਾ ਸਰਕਾਰ ਵਲੋਂ ਸਰਕਾਰੀ ਸਕੂਲਾਂ 'ਚ ਸਿੱਖਿਆ ਦੇ ਮਿਆਰ ਨੂੰ ਹੋਰ ਉੱਚਾ ਚੁੱਕਿਆ ਜਾ ਰਿਹਾ

ਹੈ ਤੇ ਸਕੂਲਾਂ ਨੂੰ ਪ੍ਰਾਈਵੇਟ ਸਕੂਲਾਂ ਵਾਂਗ ਹੀ ਬਣਾਇਆ ਜਾ ਰਿਹਾ। ਸਕੂਲਾਂ ਤੋਂ ਮੁਹੱਈਆ ਕਰਵਾਈਆਂ ਜਾ ਰਹੀਆਂ ਹਨ ਤਾਂ ਜੋ ਵੱਧ ਤੋਂ ਵੱਧ ਬੱਚੇ ਸਰਕਾਰੀ ਸਕੂਲਾਂ 'ਚ ਸਿੱਖਿਆ ਪ੍ਰਾਪਤ ਕਰ ਸਕਣ। ਉਨ੍ਹਾਂ ਦੱਸਿਆ ਕਿ ਸਕੂਲ ਵਿਖੇ ਸਰਪੰਚ ਇਸ਼ੀ: ਗੁਰਦੀਪ ਸਿੰਘ ਨੇ ਦੱਸਿਆ ਕਿ ਸੂਬਾ ਸਰਕਾਰ ਵਲੋਂ ਸਰਕਾਰੀ ਸਕੂਲਾਂ 'ਚ ਸਿੱਖਿਆ ਦੇ ਮਿਆਰ ਨੂੰ ਹੋਰ ਉੱਚਾ ਚੁੱਕਿਆ ਜਾ ਰਿਹਾ

ਹੈ ਤਾਂ ਜੋ ਬੱਚਿਆਂ ਨੂੰ ਬਣਦੀਆਂ ਸਹੂਲਤਾਂ ਦਿੱਤੀਆਂ ਜਾ ਸਕਣ। ਇਸ ਮੌਕੇ ਹੋਰਨਾਂ ਤੋਂ ਇਲਾਵਾ ਅਧਿਆਪਕ ਕਰਮਜੀਤ ਕੌਰ, ਚਰਨਜੀਤ ਕੌਰ, ਸਤਪਾਲ ਵਰਮਾ ਪੰਚ, ਸਪਿੰਦਰ ਸਿੰਘ ਭੇਗੂ, ਬਰਿੰਦਰ ਭੇਗੂ, ਰਸੀਦ ਖ਼ਾਨ, ਸਤਿੰਦਰ ਸਿੰਘ, ਫਿਦਰ ਸਿੰਘ, ਜਗਜੀਤ ਸਿੰਘ, ਬਰਿੰਦਰ ਸਿੰਘ, ਫਿਦਾ ਸਿੰਘ ਅਤੇ ਕਮਲੇਸ਼ ਰਾਣੀ ਆਗਣਵਾੜੀ ਵਰਕਰ ਆਦਿ ਹਾਜ਼ਰ ਸਨ।



ਚੰਡੀਗੜ੍ਹ | ਪੰਜਾਬ ਡੀਜੀਨਿਯਰਿੰਗ ਕਾਲਜ (ਪੇਕ) ਸੈਕਟਰ 12 ਮੈਂ ਰਵਿਵਾਰ ਕੋ ਪੰਜਾਬ ਯੂਥ ਲੀਡਰਜ਼ ਪ੍ਰੋਗਰਾਮ ਕੋ ਲੌਨਚ ਕੀਯਾ ਗਯਾ। ਏਨਜੀਓ ਸਾਂਝੀ ਸਿਖਿਯਾ ਫਾਊਂਡੇਸ਼ਨ ਕੀ ਆਰ ਸੇ ਕਰਵਾਏ ਗਏ ਇਸ ਪ੍ਰੋਗਰਾਮ ਮੈਂ ਏਨਜੀਓ ਕੋ ਕੋ-ਫਾਊਂਡਰ ਸਿਮਰਨਪ੍ਰੀਤ ਸਿੰਘ ਓਬਰਾਏ ਨੇ ਪ੍ਰੋਗਰਾਮ ਕੇ ਬਾਰੇ ਮੈਂ ਵਿਸਤਾਰ ਸੇ ਬਤਾਯਾ।

Punjab Youth Leaders Program launched at PEC

Punjab Youth Leaders Programme (PYLP), a two-year leadership development program launched by Sanjhi Sikhiya Foundation announced its founding batch at the city's premier institution Punjab Engineering College (PEC) recently. The launch event was the culmination of a 45-day long intensive boot camp organised for the young leaders. The boot camp was hosted by premier educational institutes like PEC, PU and ISB Mohali campus. Workshops on the evolution of Punjab's culture, history, the education landscape, technology, problem solving and the likes were led by faculty and local subject experts.

ਪੇਕ ਮੈਂ ਦੋ ਵਰਸ਼ੀਯ ਲੀਡਰਸ਼ਿਪ ਡਿਵੈਲਪਮੈਂਟ ਪ੍ਰੋਗਰਾਮ ਲੌਨਚ: ਪੰਜਾਬ ਕੀ ਸੰਸਕ੍ਰਿਤੀ, ਇਤਿਹਾਸ ਆਦਿ ਸਿਖਾਏ ਜੈਸੇ ਵਿਸ਼ਯੋਂ ਪਰ ਕਾਰਜਕਰਮ



ਚੰਡੀਗੜ੍ਹ, 14 ਜੁਲਾਈ (ਐਫ ਐਸ) - ਪੰਜਾਬ ਡੀਜੀਨਿਯਰਿੰਗ ਕਾਲਜ (ਪੇਕ) ਮੈਂ ਪੰਜਾਬ ਯੂਥ ਲੀਡਰਜ਼ ਪ੍ਰੋਗਰਾਮ (ਯੂਥ ਲੀਡਰਜ਼) ਦੇ ਲੌਨਚ ਸਮੇਂ ਸਾਂਝੀ ਸਿਖਿਯਾ ਫਾਊਂਡੇਸ਼ਨ ਕੋ ਪੇਕ ਮੈਂ ਚਲਾਏ ਗਏ। ਏਨਜੀਓ ਸਾਂਝੀ ਸਿਖਿਯਾ ਫਾਊਂਡੇਸ਼ਨ ਕੀ ਆਰ ਸੇ ਕਰਵਾਏ ਗਏ ਇਸ ਪ੍ਰੋਗਰਾਮ ਮੈਂ ਏਨਜੀਓ ਕੋ ਕੋ-ਫਾਊਂਡਰ ਸਿਮਰਨਪ੍ਰੀਤ ਸਿੰਘ ਓਬਰਾਏ ਨੇ ਪ੍ਰੋਗਰਾਮ ਕੇ ਬਾਰੇ ਮੈਂ ਵਿਸਤਾਰ ਸੇ ਬਤਾਯਾ।



ਚੰਡੀਗੜ੍ਹ, 14 ਜੁਲਾਈ (ਐਫ ਐਸ) - ਪੰਜਾਬ ਡੀਜੀਨਿਯਰਿੰਗ ਕਾਲਜ (ਪੇਕ) ਮੈਂ ਪੰਜਾਬ ਯੂਥ ਲੀਡਰਜ਼ ਪ੍ਰੋਗਰਾਮ (ਯੂਥ ਲੀਡਰਜ਼) ਦੇ ਲੌਨਚ ਸਮੇਂ ਸਾਂਝੀ ਸਿਖਿਯਾ ਫਾਊਂਡੇਸ਼ਨ ਕੋ ਪੇਕ ਮੈਂ ਚਲਾਏ ਗਏ। ਏਨਜੀਓ ਸਾਂਝੀ ਸਿਖਿਯਾ ਫਾਊਂਡੇਸ਼ਨ ਕੀ ਆਰ ਸੇ ਕਰਵਾਏ ਗਏ ਇਸ ਪ੍ਰੋਗਰਾਮ ਮੈਂ ਏਨਜੀਓ ਕੋ ਕੋ-ਫਾਊਂਡਰ ਸਿਮਰਨਪ੍ਰੀਤ ਸਿੰਘ ਓਬਰਾਏ ਨੇ ਪ੍ਰੋਗਰਾਮ ਕੇ ਬਾਰੇ ਮੈਂ ਵਿਸਤਾਰ ਸੇ ਬਤਾਯਾ।

Appreciation letters from stakeholders

ਸਰਕਾਰੀ ਅੰਤਰੀਮਤਰੀ ਸਕੂਲ ਅਗਰੀ ਮਾਜਰਾ
ਬਠਾਰ - ਬੋਧਾ ਫਤਹਿਗੜ੍ਹ ਸਾਹਿਬ

ਮੇਰੇ ਮਿਤੀ 25.10.19 ਨੂੰ ਸ.ਅੰ.ਸ. ਮਾਜਰੀ ਮਾਜਰਾ ਵਿਖੇ
ਸ਼੍ਰੀਮਤੀ ਸਿੱਖਿਆ ਸ਼੍ਰੀਮਤੀ ਵਿੱਚ ਸਕੂਲ ਸਮੇਤ (ਸਕੂਲ ਮੈਂਬਰਾਂ: ਸੇਵਾ) ਦੇ
ਮੈਂਬਰਾਂ ਅਤੇ ਸਾਥੀਆਂ ਲਈ ਸ਼ਾਇਦ ਇਹ ਬੇਨਿਸ਼ਾਨ
ਦੇ ਸਫਲਤਾਵਾਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਵਿੱਚ ਬਿਨਾਂ ਬਿਨਾਂ ਵਿੱਚ
ਸਾਂਝੇ ਕੀਤੇ ਗਏ ਉਨ੍ਹਾਂ ਵਿੱਚ ਸਕੂਲ ਮੈਂਬਰਾਂ ਅਤੇ ਬੋਰਡਾਂ ਦੇ
ਆਪਣੇ ਨੇ ਬੜੀ ਹੀ ਉਤਸ਼ਾਹ ਨਾਲ ਸਕੂਲ ਦੇ ਬੱਚਿਆਂ
ਤੇ ਵਿੱਚ ਕੀਤਾ ਅਤੇ ਜਿਵੇਂ ਹੀ ਕੋਈ ਕੋਈ ਹੀ ਬੱਚੇ ਦੀ
ਉਸਤਰਾ ਹੋਣ ਲਈ ਦੇ ਸੁਝਾਅ ਦਿੱਤਾ ਗਿਆ। ਇਸ ਤੋਂ ਇਲਾਵਾ
ਸ਼੍ਰੀਮਤੀ ਸਿੱਖਿਆ ਸ਼੍ਰੀਮਤੀ ਦੇ ਵਰਤੋਂ ਨੂੰ ਵੀ ਆਪਣੀ ਸੁਝਾਅ
ਦੀਆਂ ਤਰੀਕੇ ਨਾਲ ਸਿੱਖਾਈ ਗਈ। ਸਕੂਲ ਦੇ ਸੁਝਾਅ ਬਾਰੇ
ਬਹੁਤ ਵਧੀਆ ਗੱਲਾਂ ਉੱਤੇ ਕੇ ਸਕੂਲ ਦੇ ਸਾਥੀਆਂ। ਸਕੂਲ
ਮੈਂਬਰਾਂ ਅਤੇ ਪੇਸ਼ਾਵਰੀ ਹੋਰ ਵੀ ਬਹੁਤ ਵਧੀਆ ਸੁਝਾਅ ਦਿੱਤੇ ਗਏ।
ਇਸ ਤੋਂ ਇਲਾਵਾ ਸ਼੍ਰੀਮਤੀ ਸਿੱਖਿਆ ਫਤਹਿਗੜ੍ਹ ਦੇ ਮੈਂਬਰਾਂ ਨੂੰ ਕੇ
ਸਕੂਲ ਸਾਥੀਆਂ ਪਰ ਲਈ 'ਮਿਲ ਕੇ ਕੰਮ ਕਰੋ' ਬਾਰੇ ਵੀ ਬਹੁਤ ਵਧੀਆ
ਸਿੱਖਾਈ ਮਿਲੀ। ਫਤਹਿਗੜ੍ਹ ਦੇ ਮੈਂਬਰਾਂ ਨੂੰ ਕੀਤੇ ਗਏ ਬਹੁਤ ਹੀ
ਪ੍ਰਸ਼ੰਸਾ ਯੋਗਤਾ। ਮੈਂਬਰਾਂ ਨੂੰ ਬਹੁਤ ਵਧੀਆ ਕੰਮ ਕੀਤਾ ਜਾ ਰਿਹਾ
ਹੈ।

ਹਰਜਿੰਦਰ ਕੌਰ
ਮਿਤੀ: 25.10.19
ਸਕੂਲ ਵਿਖੇ ਸੀ ਸਕੂਲ ਅਗਰੀ ਮਾਜਰਾ
ਬਠਾਰ - ਬੋਧਾ ਫਤਹਿਗੜ੍ਹ ਸਾਹਿਬ

ਸੁਰਗਲੇ ਦਾ ਮੱਤਰ

ਮਿਤੀ 24-10-2019

ਮੈਂ ਮਿਡਲੇ ਰਈ ਇਨਾਂ ਤੇ ਸਾਥੀ ਸਿੱਖਿਆ ਫਤਹਿਗੜ੍ਹ ਦੀਮ ਨਾਲ
ਜੁੜੀ ਹੋਈ ਹਾਂ, ਇਨ੍ਹਾਂ ਦੇ ਕੰਮ ਕਰਨ ਦਾ ਭਰੋਸਾ ਅਤੇ ਦੁਨਿਆ
ਨੂੰ motivate ਕਰਨ ਦਾ ਕੰਮ ਸਕੂਲ ਬਹੁਤ ਵਧੀਆ ਲੱਗਿਆ,
ਇਨ੍ਹਾਂ ਦੇ motivate ਕਰਨ ਨਾਲ ਪ੍ਰਭਾਵਿਤ ਮੈਂਬਰ, ਪ੍ਰਭਾਵ ਮੈਂਬਰ
ਅਤੇ ਬੱਚਿਆਂ ਦੇ ਸਾਰੇ ਪ੍ਰਭਾਵਿਤ ਹੋਏ, ਅਤੇ ਉਨ੍ਹਾਂ ਨੂੰ ਆਪਣੀਆਂ
ਜ਼ਿੰਮੇਵਾਰੀਆਂ ਬਾਰੇ ਪਤਾ ਲੱਗਿਆ, ਮੈਂ ਆਸ ਕਰਦੀ ਹਾਂ, ਕਿ ਇਸ
ਦੀਮ ਦੀ ਸ਼ਾਨ ਨਾਲ ਕੀਤੇ ਗਏ ਕੰਮ ਨੂੰ ਮਲਦੀ ਸਫਲਤਾ ਮਿਲੇਗੀ,
ਤੇ ਜੇਕਰ ਅਜੀ ਇਨ੍ਹਾਂ ਨਾਲ ਮਿਲ ਕੇ ਖਿੱਚੇ ਵਾਲਿਆਂ, ਅਤੇ ਬੱਚੇ ਦੇ
ਮਾਪੇ, ਅਤੇ ਪੇਸ਼ਾਵਰੀ ਮੈਂਬਰਾਂ ਨੂੰ ਸਕੂਲ ਨਾਲ ਜੋੜਨ ਵਿੱਚ ਕਾਮਯਾਬ
ਹੋਵੇਗਾ, ਇਸ ਆਸ ਨੂੰ ਅੱਗੇ ਵਧਾਉਣ ਤੋਂ, ਅਧਿਆਪਕ ਸੁਰਗਲੇ ਦੇਵੀ

24/10/2019

ਸਰਕਾਰੀ ਅੰਤਰੀਮਤਰੀ ਸਕੂਲ, ਤਾਜਪੁਰਾ

ਮੈਂ 'ਕੋਵਿਡ-19' ਸਿੱਖ ਸ.ਅੰ.ਸ. ਤਾਜਪੁਰਾ 'ਚ ਸਫਲਤਾਵਾਂ
ਮਾਰਚ-1 (ਮੇਰਾ) (ਕਰਮ) ਵਿਖੇ ਬਹੁਤ ਹੋਰ ਵੀ ਸਫਲਤਾਵਾਂ ਮਿਲੀਆਂ ਹਨ। ਮੈਂ
ਮਿਤੀ: 18-10-2019 ਦੇ ਸਕੂਲ ਦੇ ਸਕੂਲ ਵਿਖੇ 'ਸਾਂਝੀ ਸਿੱਖਿਆ' ਸਕੂਲ ਮੁੱਖ
ਸਾਥੀਆਂ ਸਕੂਲ ਸਾਥੀਆਂ ਸਕੂਲ ਮੈਂਬਰਾਂ, ਸਕੂਲ, ਮੈਂਬਰਾਂ, ਮੈਂਬਰਾਂ ਅਤੇ
ਸਾਥੀਆਂ ਦੀ ਹਜ਼ੂਰੀ ਵਿੱਚ ਇਹ ਸਕੂਲ ਮੈਂਬਰਾਂ ਨੂੰ ਕੇ ਸਕੂਲ ਕੀਤੀ ਗਈ। ਸਿੱਖ ਸਕੂਲ
ਦਾ ਕੰਮ ਸਕੂਲ ਸਕੂਲ ਦੇ ਵਿੱਚ ਇਹ ਸਾਥੀਆਂ ਦੇ ਕੰਮ ਸਕੂਲ ਉੱਪਰ
ਮੈਂਬਰਾਂ ਨੂੰ ਹਜ਼ੂਰੀ ਦੇ ਕੰਮ ਕੀਤੀ ਗਈ ਸੀ। ਮੈਂਬਰਾਂ ਮੁਖੀਆਂ ਦੀ
ਦੀ ਕੋਵਿਡ ਕਰਮ ਵਿੱਚ ਸਕੂਲ ਦੇ ਕੰਮ-ਕਾਜ ਹੋਰ ਸਕੂਲ
ਮੈਂਬਰਾਂ ਨੂੰ ਬਹੁਤ ਹੋਰ ਕੀਤਾ। ਇਹ ਸਕੂਲ ਦੇ ਸਾਥੀਆਂ ਵਿੱਚ ਵਧੀਆ
ਤਾਜਪੁਰਾ ਮੇਰਾ ਕੀਤਾ। ਸਕੂਲ ਦੇ ਮੁਖੀ ਸਕੂਲ ਦੇ ਹੋਰ ਹੋਰ ਕੀਤਾ। ਮੈਂ
ਨੂੰ ਬਹੁਤ ਵਧੀਆ ਕੰਮ ਕੀਤਾ ਜਾ ਰਿਹਾ। ਮਿਤੀ 25.10.19 ਤੋਂ ਹੋਰ ਹੋਰ ਕੰਮ ਕੀਤਾ

ਹਰਜਿੰਦਰ ਕੌਰ
ਮਿਤੀ: 25.10.19
ਸਕੂਲ ਵਿਖੇ ਸੀ ਸਕੂਲ
ਤਾਜਪੁਰਾ (ਬਹਿਰਮਪੁਰ ਸਾਹਿਬ)

ਸਰਕਾਰੀ ਅੰਤਰੀਮਤਰੀ ਸਕੂਲ ਅਗਰੀ ਮਾਜਰਾ
ਬਠਾਰ - ਬੋਧਾ ਫਤਹਿਗੜ੍ਹ ਸਾਹਿਬ

ਮੇਰੇ ਮਿਤੀ 25.10.19 ਨੂੰ ਸ.ਅੰ.ਸ. ਮਾਜਰੀ ਮਾਜਰਾ ਵਿਖੇ
ਸ਼੍ਰੀਮਤੀ ਸਿੱਖਿਆ ਸ਼੍ਰੀਮਤੀ ਵਿੱਚ ਸਕੂਲ ਸਮੇਤ (ਸਕੂਲ ਮੈਂਬਰਾਂ: ਸੇਵਾ) ਦੇ
ਮੈਂਬਰਾਂ ਅਤੇ ਸਾਥੀਆਂ ਲਈ ਸ਼ਾਇਦ ਇਹ ਬੇਨਿਸ਼ਾਨ
ਦੇ ਸਫਲਤਾਵਾਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਵਿੱਚ ਬਿਨਾਂ ਬਿਨਾਂ ਵਿੱਚ
ਸਾਂਝੇ ਕੀਤੇ ਗਏ ਉਨ੍ਹਾਂ ਵਿੱਚ ਸਕੂਲ ਮੈਂਬਰਾਂ ਅਤੇ ਬੋਰਡਾਂ ਦੇ
ਆਪਣੇ ਨੇ ਬੜੀ ਹੀ ਉਤਸ਼ਾਹ ਨਾਲ ਸਕੂਲ ਦੇ ਬੱਚਿਆਂ
ਤੇ ਵਿੱਚ ਕੀਤਾ ਅਤੇ ਜਿਵੇਂ ਹੀ ਕੋਈ ਕੋਈ ਹੀ ਬੱਚੇ ਦੀ
ਉਸਤਰਾ ਹੋਣ ਲਈ ਦੇ ਸੁਝਾਅ ਦਿੱਤਾ ਗਿਆ। ਇਸ ਤੋਂ ਇਲਾਵਾ
ਸ਼੍ਰੀਮਤੀ ਸਿੱਖਿਆ ਸ਼੍ਰੀਮਤੀ ਦੇ ਵਰਤੋਂ ਨੂੰ ਵੀ ਆਪਣੀ ਸੁਝਾਅ
ਦੀਆਂ ਤਰੀਕੇ ਨਾਲ ਸਿੱਖਾਈ ਗਈ। ਸਕੂਲ ਦੇ ਸੁਝਾਅ ਬਾਰੇ
ਬਹੁਤ ਵਧੀਆ ਗੱਲਾਂ ਉੱਤੇ ਕੇ ਸਕੂਲ ਦੇ ਸਾਥੀਆਂ। ਸਕੂਲ
ਮੈਂਬਰਾਂ ਅਤੇ ਪੇਸ਼ਾਵਰੀ ਹੋਰ ਵੀ ਬਹੁਤ ਵਧੀਆ ਸੁਝਾਅ ਦਿੱਤੇ ਗਏ।
ਇਸ ਤੋਂ ਇਲਾਵਾ ਸ਼੍ਰੀਮਤੀ ਸਿੱਖਿਆ ਫਤਹਿਗੜ੍ਹ ਦੇ ਮੈਂਬਰਾਂ ਨੂੰ ਕੇ
ਸਕੂਲ ਸਾਥੀਆਂ ਪਰ ਲਈ 'ਮਿਲ ਕੇ ਕੰਮ ਕਰੋ' ਬਾਰੇ ਵੀ ਬਹੁਤ ਵਧੀਆ
ਸਿੱਖਾਈ ਮਿਲੀ। ਫਤਹਿਗੜ੍ਹ ਦੇ ਮੈਂਬਰਾਂ ਨੂੰ ਕੀਤੇ ਗਏ ਬਹੁਤ ਹੀ
ਪ੍ਰਸ਼ੰਸਾ ਯੋਗਤਾ। ਮੈਂਬਰਾਂ ਨੂੰ ਬਹੁਤ ਵਧੀਆ ਕੰਮ ਕੀਤਾ ਜਾ ਰਿਹਾ
ਹੈ।

ਹਰਜਿੰਦਰ ਕੌਰ
ਮਿਤੀ: 25.10.19
ਸਕੂਲ ਵਿਖੇ ਸੀ ਸਕੂਲ ਅਗਰੀ ਮਾਜਰਾ
ਬਠਾਰ - ਬੋਧਾ ਫਤਹਿਗੜ੍ਹ ਸਾਹਿਬ

Partners

PROGRAM SUPPORT



INCUBATION & FUNDING



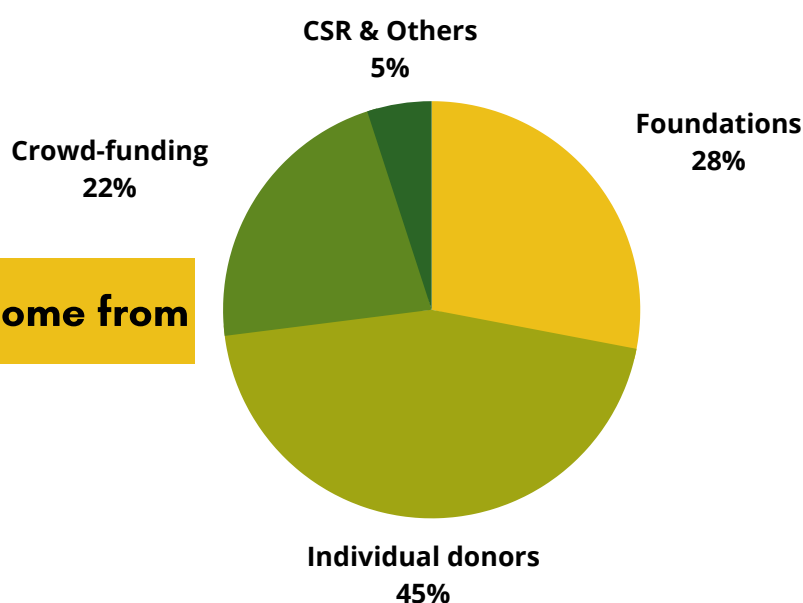
COLLABORATIONS



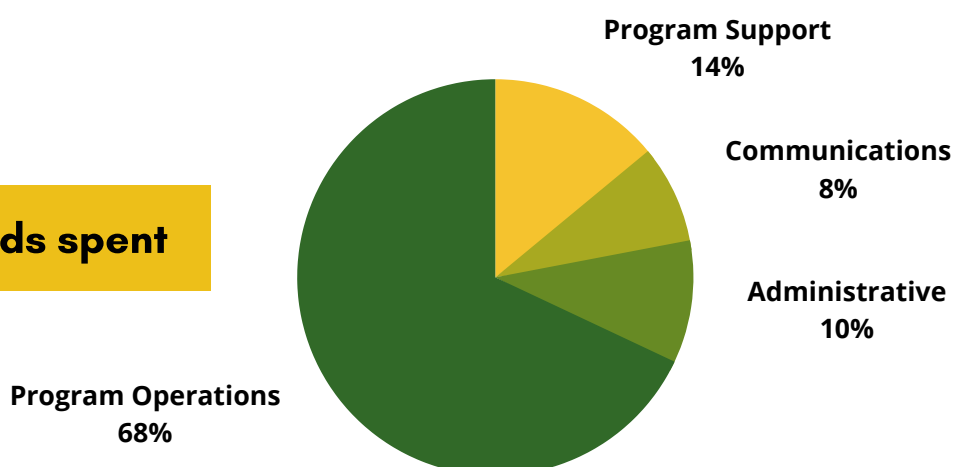
Financial Summary

Our aim has usually been to mobilize resources from the community (or system) itself for the work that is to be done in the schools. So that we have to raise funds primarily for the time and intellect of people needed to make this happen. At this point in time, the majority of our fund requirements are being fulfilled by several individual supporters and ATECF. Apart from this, we are grateful to have received in-kind support from corporates like Wipro, Genpact, and institutions like BML Munjal University, Punjab Engineering College.

Where did the funds come from



How were the funds spent



We experimented with crowdfunding for the first time in November 2019 as part of 550th birthday of Guru Nanak. We were quite fortunate to have received a tremendous response in that campaign where the funds were being matched by ATE Chandra Foundation. That campaign became a best practice and has even been mentioned as a case study in this report by Sattva: <https://www.sattva.co.in/publication/matching-contributions-in-india/>

PYLP Anthem

Translated version

ਮੁੜ ਪੰਜਾਬ ਨੂੰ ਸੋਨੇ ਦੀ ਅਸੀਂ ਚਿੜੀ ਬਣਾਵਾਂਗੇ
ਫਿਰ ਜੀ ਇਸਦੇ ਅੰਦਰ ਆਪਾਂ ਆਸ ਦੀ ਕਿਰਨ ਜਗਾਵਾਂਗੇ
ਇਹ ਪੰਜਾਬ ਜੋ ਡੁਬਦਾ ਦਿਸਦਾ ਇਹਨੂੰ ਬੰਨੇ ਲਾਵਾਂਗੇ
ਹੌਸਲੇ ਦੇ ਨਾਲ ਆਪਾਂ ਅੱਗੇ ਵਧਦੇ ਜਾਵਾਂਗੇ
ਮੁੜ ਪੰਜਾਬ ਨੂੰ ਸੋਨੇ ਦੀ ਅਸੀਂ ਚਿੜੀ ਬਣਾਵਾਂਗੇ
ਇਕੱਠਿਆਂ ਦਾ ਜੋ ਕਾਫਲਾ ਤੁਰਿਆ ਅਰਸ਼ਾਂ ਤਕ ਲੈ ਜਾਵਾਂਗੇ
ਬੰਜਰ ਧਰਤੀ ਦੇ ਵਿੱਚ ਆਪਾਂ ਸਿੱਖਿਆ ਦਾ ਬੂਟਾ ਲਾਵਾਂਗੇ
ਹੈ ਯਕੀਨ ਕਿ ਮਿਹਨਤਦੇ ਨਾਲ ਰੁੱਖ ਬਣਾਵਾਂਗੇ
ਮੁੜ ਪੰਜਾਬ ਨੂੰ ਸੋਨੇ ਦੀ ਅਸੀਂ ਚਿੜੀ ਬਣਾਵਾਂਗੇ

We will make Punjab the 'Golden Bird' again,
Punjab that looks submerged right now
We will ensure that it sails through
Then, we will plant a ray of hope in it
And with courage we will go further,
We will make Punjab the "Golden Bird" again
The caravan of assemblies will take us to
greater heights,
We will sow the seeds of "learning" in the
barren land of Punjab
And have faith that those seeds will become
trees with our hard work,
We will make Punjab the "Golden Bird" again





CONTACT US

**FOR MORE INFORMATION ABOUT THE PUNJAB
YOUTH LEADERS PROGRAM AND SANJHI SIKHIYA,
YOU CAN REACH OUT TO US.**



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