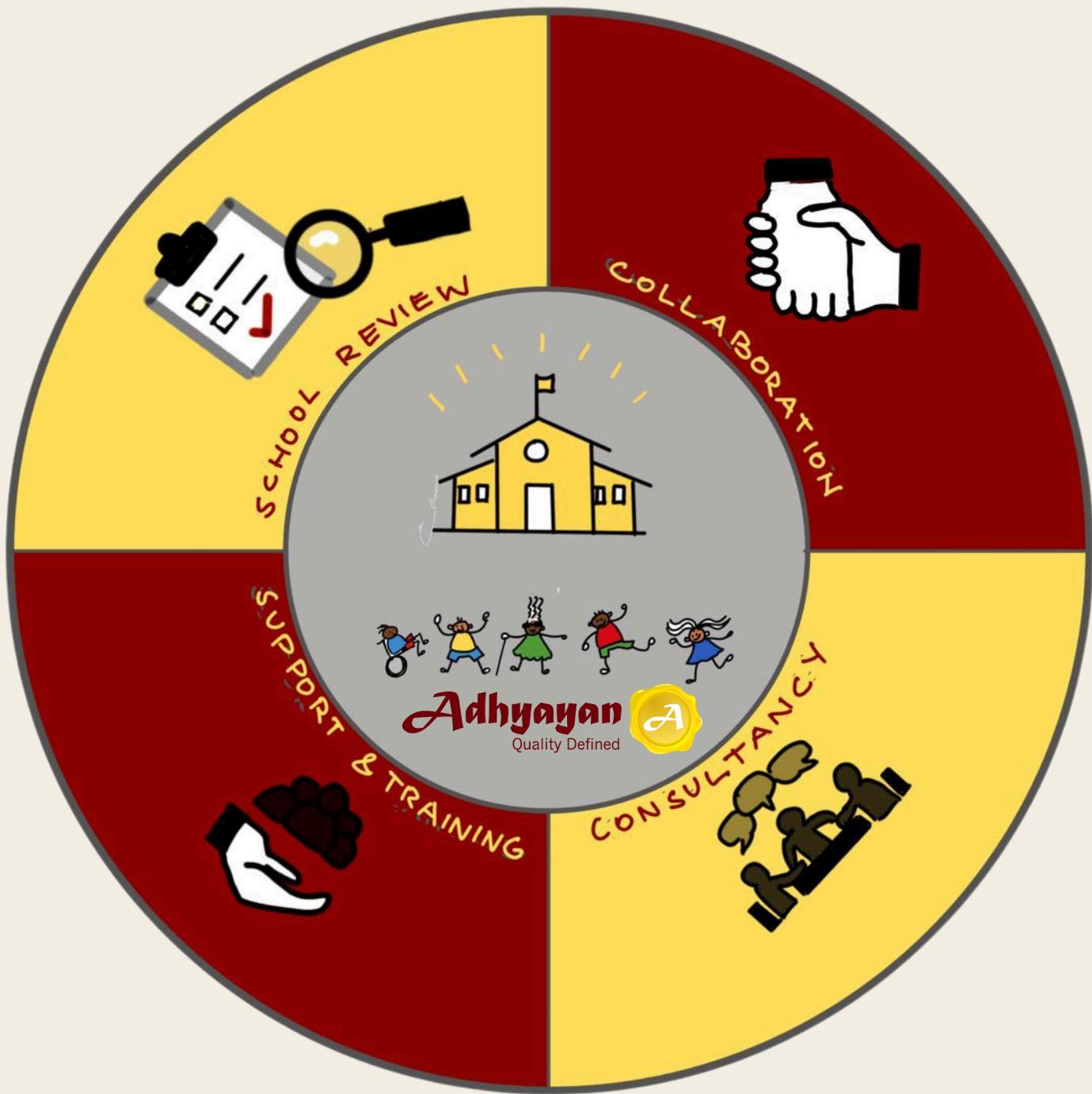


Adhyayan Quality Education Services Pvt. Ltd.



Annual Report 2022 -23



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Our Team & Acknowledgements

From the DIRECTOR'S DESK

The most challenging work is that of accountable governance. It is not easy being in charge of a large and complex system delivering school education. The issue is less around the stakeholders and more around the question of how learning takes place. The diversity of human beings and their mode, pace and style of learning is mind boggling.

Now imagine this multiplied by a couple of thousand - in some cases tens of thousands - and you stand in the shoes of government. The idea that as an implementer of the system you can improve the quality for thousands of students at one go appears exciting, and daunting too. Delivery depends on the teacher. The manner in which teachers are certified, appointed, transferred and promoted in a rapidly changing world, needs school and system leaders who understand the importance of continuous teacher professional development and are skilled at change management. This requires their own professional development to be at par with changes in technology and content updation.

Kavita Anand

Executive Director and Founder- Adhyayan Quality Education Services, Kidz@Play, Shishuvan School



We have been privileged to work with keen school and system leaders, whose work supports teachers to enrich their classrooms and make their students learning a process of self led discovery.

Enjoy their stories and join the movement!



VISION & MISSION

Vision

A good school for every child.

Mission

Helping 1,00,000 school leaders transform learning & lives of students by 2025.



Our Beliefs

- Every child deserves a good quality education
- Multiple stakeholder involvement enables alignment of 'What Good Looks Like'
- Self-transformation leads to school-transformation
- Continuous review guides sustained quality improvement
- Creating rich professional learning communities (PLN) drives school development across the country



Collaborative SCHOOL REVIEWS



Adhyayan's Collaborative Review builds the capacity of school leaders to lead multi-stakeholder social audits as an assessment for learning how to improve their schools. The assessment is scientifically triangulated, using 4 methods of evidence collection framed against 6 core standards or Key Performance Areas. When stakeholders use evidence to check the extent to which the provision of resources is impacting on the students and collectively agreeing on the priorities for improvement, it accelerates their school's journey to becoming a good school for every child.

What we have learned -

There are islands of good practice and some strong leaders and practitioners in every school, network and State. By providing a framework and enabling the active engagement of professional learning communities, a facilitative ecosystem can enable leaders to catalyse their peer group to address the problem of poor school quality at scale.



In this section we will look at the Collaborative Reviews in:

- 1 Platinum Jubilee High School
- 2 St Xavier's School
- 3 The Cathedral and John Connon School
- 4 Rosemary English High School

Platinum Jubilee High School, GADCHIROLI

Platinum Jubilee High School undertook its second review in July 2022. A multi stakeholder team of students, teachers, leaders, alumni and parents used the Adhyayan Quality Standard framework to assess their performance. The review report indicated that the school had narrowly missed the State Gold award. The school team decided to request for withholding the award while they worked on improvement in identified parameters, such that the improvement could be reviewed within three months and the award decided based on the following review. Accordingly, the Adhyayan assessors and school team reviewed the recommended improvement areas in November and the school was happy to receive the State Gold Award.



St Xavier's School, MUMBAI

The St Xavier's School undertook its first review in September 2022. A multi-stakeholder team of students, teachers, leaders, alumni and parents used the Adhyayan Quality Standard framework to assess their performance improvement. After the review, the self review team included other members of the staff and have formed a team that is prioritising areas of improvement and working on implementing the low hanging fruits in their action plan.



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The Cathedral & John Connon School, MUMBAI

In November 2022, the Cathedral and John Connon School undertook a Collaborative School Review for the first time. The school recently began an IGCSE and IB section parallel to the ICSE board, and is preparing to have 2 separate campuses. Dr Sonal Parmar, the principal of CAJCS wanted to review the school before the transition to create a baseline framework for growth. As we were reviewing two separate board systems, Adhyayan created two separate school teams to better cover the large school and its requirements. The review teams consisted of teachers, leaders and parents. The two groups filled in their own evidence and judgements, and Adhyayan then merged the final judgements to create a singular report card for the school.



Rosemary English High School, MUMBAI

Barefoot is a NGO supporting low cost private schools in Mumbai and other locations. Barefoot commissioned Adhyayan to review Rosemary English High School in Malvani, Mumbai. A multi-stakeholder team of Barefoot representatives, teachers, leaders, students, parents and alumni used the Adhyayan Quality Standard framework to assess their performance. The review report shall be used by Barefoot as a baseline report that will help them plan and prioritise their interventions along with the school team, that will lead to school improvement which could be measured through a follow on school review after 2-3 years.



Adhyayan's School Improvement Support & TRAINING

Adhyayan's School Improvement Support and Training (ASIST) addresses the needs of educators across the country. We worked closely with schools on leadership and teaching using a hybrid mode. We also had training programmes on specific themes requested by schools, leaders and teachers. Each of the themes were based on the wish list of educators and the tenets of the National Education Policy 2020.

In this section we will look at the ASIST programmes we have conducted:

- 1 ASIST Professional Development Workshops (Cycle 3): May 14th - 11th June 2022
- 2 ASIST Professional Development Workshops (Cycle 4): 20th August to 17th December 2022
- 3 ASIST Professional Development Training for LAHS, November 2022
- 4 ASIST Professional Development Training for PJHS, November 2022



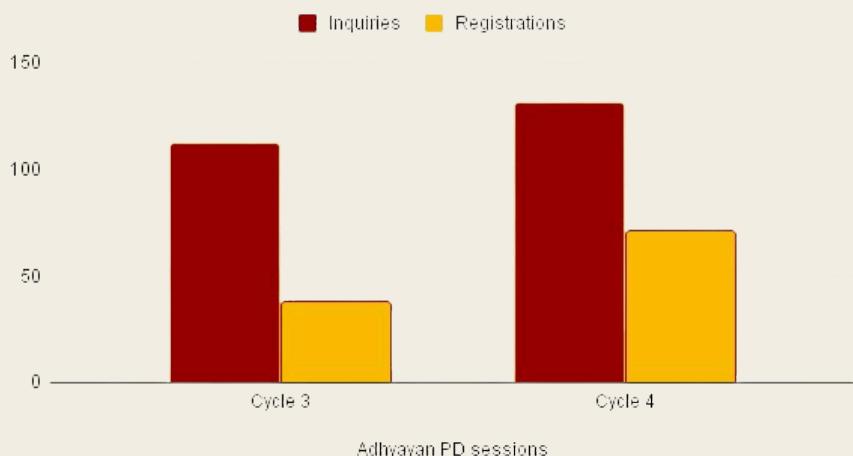
ASIST Professional Development Workshops (Cycle 3+4)

Cycle 3 of the PD workshops, which took place from May 14th, 2022 to June 11th, 2023, saw 112 inquiries and 38 participants registered. The following workshops were conducted: the Art of Questioning, Enhancing Essential Learning, Thinking Routines, SEE Learning, 4 Part Assessment series. These workshops were facilitated by Jayshree Iyer and Viveki Pasta.

Cycle 4 of the PD workshop, from August 20th, 2023 to December 17th, 2023 saw 131 inquiries and 71 participants registered. The following workshops were conducted -

Growth Mindset - Facilitated by Amisha Modi
Literacy - 3 part series workshop, Strategies for Differentiation, Collaborative Learning Strategies, Art of questioning, Visible thinking routines, 4 part assessment series. These workshops were facilitated by Jayshree and Viveki.

Cycle 3 and Cycle 4



Amisha Modi



Jayshree Iyer



Viveki Pasta

ASIST Professional Development Training

LAHS, November 2022

Little Angels High School (LAHS) and Adhyayan have worked on school transformation programmes in the pre-primary and primary section. This year, as a follow up post Covid, the 3 days ASIST training was planned based on Class Observations conducted across all the Pre-Primary and Primary classrooms. Along with it, the book look, learning walk and informal conversations with different stakeholders were carried out. The training focused on team building and a recap of things done previously with the entire planning process, lesson plans, What Good Looks Like in the classroom. The meeting gave space for them to know about the gradation, updated curriculum, using social media effectively, displays, expectations of the Listening, Speaking, Reading and Writing skills of the students, documentation etc. This also gave the leaders a refresher on how planning meetings are conducted. With starters, energizers, rhymes and songs, activities the facilitator made an effort to get the team on the same wavelength and through quotes, inspirational videos shared how they are a valuable asset to the school.

To listen to a participant's testimonial, click [here](#).



ASIST Professional Development Training

PJHS, November 2022

After the Platinum Jubilee High School completed their Collaborative School Review, the team requested training for 21st Century Skills, Student Leadership and Read Aloud methodologies in the classroom based on the Recommendation Report they received. Nita Luthria Row and Shilpa Potnis conducted these over two days with all the teachers and leadership, as well as the student council representatives, respectively.



Nita Luthria Row

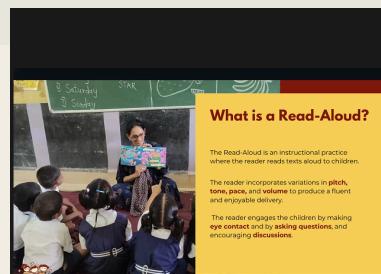


Shilpa Potnis

The Collaborative Learning STUDIO

Adhyayan's ability to undertake training, assess curriculum and support research led to some deeply interesting aspects of work under the Collaborative Research Studio, our space for partnering with other educational organisations and educators. Most importantly it enabled us to set up a consortium to bid for the World Bank funded NECTAR project in Nagaland. Finally, we also partnered with Barefoot on the AQS, developing their assessors to be able to do school reviews for low cost private schools.

- 1 Max India Foundation, SEE Learning India
- 2 Khan Academy
- 3 YOUCAN Earth Ambassadors
- 4 Community of Practice
- 5 Samhita Social Ventures
- 6 Barefoot Education Foundation Case Study
- 7 The NECTAR Project



Max India Foundation, SEE Learning

SEE learning India chapter began in 2 locations Mumbai and Pune and the third one in Rajasthan. The main aim was to understand the SEEL in children in the primary years. In the Mumbai and Pune sites, training was provided to the teachers and school counsellors of Akanksha Schools. A baseline assessment was conducted along 2 researchers from Emory University, Atlanta and 4 support researchers from Adhyayan. 2 case schools were identified and in depth studies were conducted. Class observations, interviews both with students and teachers and observations during the PLC meetings were recorded.

Under this research partnership ,one of the research sites is schools with the Kshamtalay Foundation (Udaipur; Rajasthan). The research work at Kshamtalay, began in the month of July 2022 with a site visit to the schools. The schools at this research site are based in 3 blocks (Pindwara, Gogunda and Kotra) which are tribal locations away from Udaipur city. The site visit at the beginning of the research helped understand the site location, challenges faced by the Kshamtalay fellows working there and how to design the research for this particular site. Training, data collection, site visits etc were carried out.



Viveki Pasta



Rinku Gala

Khan Academy

The designated team of four Adhyayan facilitators passed the mandatory renewal test for continuing to be recognised as Khan Academy Certified trainers in April 2022 and March 2023. This year we expanded our team with two new members, viz. Gomathi Srinivasan and Bishubha being certified too. Adhyayan facilitators did in-person and online training sessions for KGVB, JNV, UP, Maharashtra and Punjab Government school teachers and mentors and Kotak Education Foundation school leaders during April 22 to March 23. In all of these sessions the participants provided positive feedback and acclaimed the Adhyayan facilitators for their training delivery.

Khan Academy helpline

Two of the certified Adhyayan facilitators were part of the Khan Academy helpline team which started in July 2021 with supporting teachers from Punjab through a chat based support system. It was then modified into a call based support from Feb 2022. The Adhyayan facilitators would help teachers from public schools in Punjab, UP and Maharashtra and JNV schools who were using Khan Academy to teach students in troubleshooting their issues. They also helped train the other team members in various aspects of teacher support.



YOUCAN Earth Ambassadors

YouCAN enables young volunteers for the environment, known as Earth Educators, who are emerging grassroots conservationists, and school teachers who are passionately educating students about nature to embark on an 11 month journey to explore the natural world, curate immersive learning experiences for students, build skills, and a community to lead positive environmental change in their locality.

YouCAN used Adhyayan's software portal for their Earth Educators to undertake self-reviews as a baseline, midline and endline. The review was a Career Readiness tool that allowed the fellows to conduct a self review at the three stages, and allowed the facilitators to conduct an external review. Each fellow was given an individual report at the end, as well as a comparative report of the baseline and endline.



Community of Practice

Led by practitioners themselves, this professional community of practice is an effort to bring thought leaders in Indian and International communities & school leaders together to discuss issues of current relevance to educators. The sessions revolve around the latest trends in education, new ideas, challenges, policies and about the 'What' & 'How' to engage the multiple stakeholders in the school eco-system — teachers, students & parents.

This year we had:

17 sessions

**1000+
Participants**

Samhita Social Ventures, BANASKANTHA

In September, Adhyayan as a consultant in collaboration with Samhita for an educational trust that operates six government-aided schools in the Banaskantha district of North Gujarat, conducted a baseline review for the purpose of:

1. Developing a model indigenous education program
2. Building capacity of the programme stakeholders

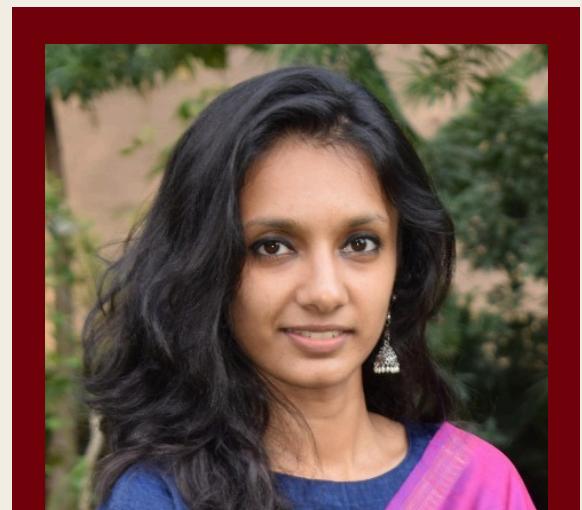
The schools are in Banaskantha and range between 50 - 1000 students, with 4 schools having less than 200 students and 3 schools with only female students.



Barefoot Case Study

Barefoot Edu Foundation partnered with Adhyayan Quality Education Services for two of their Direct Implementation Programmes. The "Rehnuma" project oversees school leaders that hail from lower income communities, have served as a principal for approximately 5-10 years and have essentially demonstrated exceptional leadership. They are effective implementers but struggle to plan in the long term or document their learnings. It is a relatively new programme that has completed two batches so far, and is currently beginning the third batch. Barefoot hired Adhyayan for the second batch and onwards.

"The reason for using Adhyayan was, when we were having M&E discussions, we found that whatever we had internally developed was from a school leader perspective. How they were improving their skills, whether they could set up a vision etc. But ultimately, we were working with school principals in order to improve the school. We found that if we didn't assess the school, we couldn't determine if the programme was working or not. We also did not want to develop a framework that already existed and was robust. Therefore, we connected with Adhyayan to utilise their framework. What it enables us to do is get comparative data - we get regional and state level data, as well as a national average. Rehnuma, for us, is a programme where we are striving for excellence. We do not believe that just because our schools are low income schools, we must only focus on foundational literacy and numeracy. No. We want them to be able to compete as the world's best schools. And that's why we worked with Adhyayan, as we needed a framework that pushes them to excellence."



Saumya Agarwal
CEO Barefoot Edu Foundation

To read Adhyayan's Case Study of the Barefoot Programme please click [here](#).



The NECTAR Programme

Nagaland Education Project – The Lighthouse

“Nagaland: Enhancing Classroom Teaching And Resources” (NECTAR)

As a lead consortium member, Adhyayan Quality Education Services, with three other organisations, YouthNet, Samarthya and Adhyayan Quality Education Foundation, won the bid to partner with the Nagaland Government in the World Bank supported NECTAR Project. Our partnership includes working governance, leadership, structures for working with community and partnerships to be able to meet the vision of NECTAR and NEP 2020 for 2000 schools. The work that is to be done by 2025 will contribute to the creation of the State Education for Nagaland.



Adhyayan Consultancy

SERVICES

Adhyayan Consultancy is a bespoke service which our partners access when they require support for re-engineering their management and organisational structures. This can range from re-constructing the organogram based on systems for bringing about change, fleshing out roles and responsibilities of leaders, teachers and staff, rewriting policies and developing strategies and frameworks for the school and school network expansion.

- 1 Professional Development Training, CHI Eklavya School
- 2 Jingle Bells School Consultancy for Maths Teachers and the JBNSS Policy
- 3 City Montessori School, Lucknow



Professional Development Training

CHI Ekalavya School



The CHI Ekalavya School Professional Development training was a series of 5 online workshops conducted by Viveki Pasta in the month of January, 2023. With a total of 10 hours of synchronous sessions and 7 hours of asynchronous work, the training was for 28 inservice teachers from the school. The workshops focused on creating safe, secure and considerate spaces, displays for learning, collaborative learning strategies in the classroom, the role of the teacher v/s facilitator, the art of questioning and classroom management.

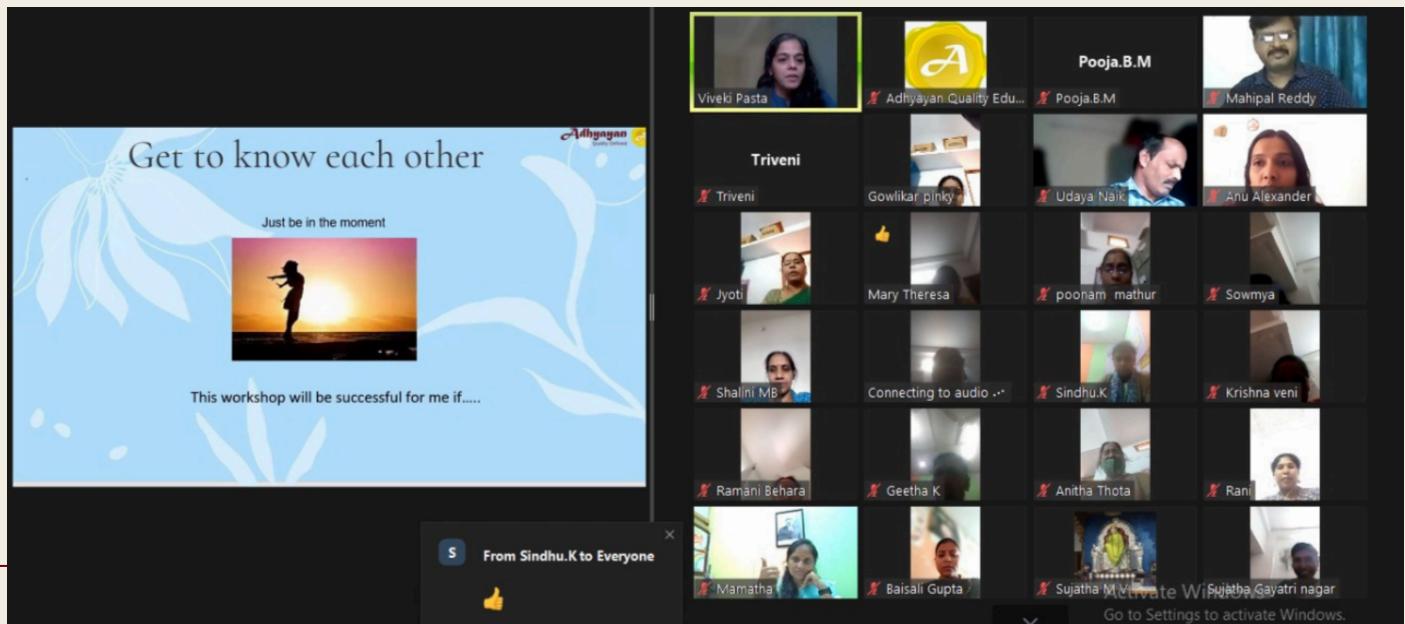
TESTIMONIALS

“All the sessions were good and helpful for the teachers. Ms. Viveki is just amazing! She motivated all the teachers to bring new ways of teaching to school.”

Bapu Mahipal Reddy, Educator, CHI Ekalavya School

“This is really a wonderful workshop compared to others that I have attended so far. Though it was a virtual meeting, I personally felt as if we were all one family talking to each other, correcting, suggesting and so on. I loved all these sessions. Thank you once again!”

Appala Komali, Educator, CHI Ekalavya



Consultancy for Maths Teachers and the JBNSS Policy



Jingle Bells, Ayodhya

JBNSS is a group of schools in Ayodhya. The mandate was to ensure that policies across schools are aligned. Adhyayan has been working with their central office in streamlining various policies such as Homework policy, Recruitment policy, Admission policy, Leave policy, Induction policy and so on. The process of policy creation has enabled the schools to come together and deliberate on some areas and finalise the way ahead.

In March 2023, JB Academy, the CBSE school (6-12) under the JBNSS conducted a baseline of their Maths teaching and learning with Adhyayan. The next steps are to embark on a specific support plan for their maths teachers.

City Montessori School Lucknow



In the previous year, City Montessori School had set off on an ambitious vision for itself to achieve excellence in its pillars and values. Adhyayan had supported the CMS management by facilitating the Visioning Workshop, developing leadership strands and identifying strategies for achieving the vision. This included deliberations on the organisational chart, considering new roles and responsibilities, fleshing out job descriptions to include knowledge skills and mindsets as well as success criteria and data. This year, Adhyayan followed up on the previous year's work by supporting the leadership of the schools to lead their own rigorous self-assessment on the Adhyayan Quality Services portal and rubric.

Meet the TEAM!



Kavita Anand
(Co-Founder & Executive Director)

I can achieve my life goals because of Adhyayan. I like the honest way we work.



Spokey Wheeler
(Co-Founder & International Director)

I love that we are a collaborative community, which is dedicated to helping schools to give every child the best chance in life.



Neha Chheda
(Director, Lead Assessor and Facilitator)

The team, the culture and the work!



Pritesh Chheda
(Director - Lead Assessor)

Flexibility, equal opportunities for all, no hierarchy, ample opportunity to be heard, respect for all



Viveki Pasta
(ASIST Lead)

The work environment is fantastic, fostering transparency, appreciation, and a nurturing atmosphere for innovation and personal development.



Jayashree Iyer
(Independent Consultant, Lead Assessor)

It's a great place to work in. The culture of the organisation is one of deep learning and true collaboration. Almost everything is done in a collaborative manner and there is freedom to explore and implement things the way we figure will be good and in this process there is immense learning and empowerment. Another highlight of the organisation is that every member is deeply passionate about what they do and working with and learning from such educators is a pleasure and brings great joy and satisfaction.



Kalpesh Dalvi
(Programme Manager - NECTAR)

I feel a sense of ownership and flexibility working with Adhyayan and that is due to the freedom given by the leadership of Adhyayan. There is enough support provided whenever needed and there are lots of avenues for personal development



Liesel Krishnan
(Independent Consultant, Lead Assessor)

The directness and honesty in communication, and the fact that everyone is valued.



Rinku Gala
(Independent Consultant)

There is voice and choice for everyone. There is a sense of ownership and freedom along with supportive leadership.



Ujwala Punjabi
(Senior Accountant)

I love that schools value what we do!



Gauri Adagle
(Admin)

What's truly special about working at Adhyayan from my perspective is the chance to engage in diverse projects and collaborate with incredibly knowledgeable team members. I constantly find myself eager to absorb their expertise and further my own learning. I'm always excited to learn from my experienced team members.



Tvara Srivastava
(Programme Manager)

What I love about working at Adhyayan:

- Everyone's opinion is valued.
- The attitude that if you don't know how something is done - learn it, implement it, and keep getting better at it.
- That you get to see the impact of the work you do.

Acknowledgements



We would like to acknowledge with our deepest respect and gratitude:

- all the leaders and teachers across our partner schools and beyond who engaged their students, undertaking the professional development required to learn how to keep their students connected and engaged;
- our tech partner Tatras Data who has enabled us to scale our reach through good times and bad;
- our patient advisory board - Aliyah Asghar, Ashish Basu, Bhawani Singh Shekhawat, Haseeb Drabu, Jayshree Oza, and Kamal Singh;
- our programme partners YouthNet, Samarthya, Adhyayan Quality Education Foundation and the entire NECTAR team and partners including the World Bank;
- our school review partners Barefoot Learning Foundation and Samhita Social Ventures;
- Antarang Foundation, SEE Learning India, MIF, Emory University and Khan Academy who continued to rely on us as a resource partner;
- And finally, our Assessors, Facilitators and subject matter experts who have continually championed evidence based self-review and who lead school improvement journeys with passion and integrity -
 - Our Assessors and Facilitators:
Anette Dsouza, Annapoorni Chandrashekhar, Bhavna Shah, Bindu Nair, Deepa Shetty, Haenik Kamdar, Kirsten DSouza, Mahesh Jadhav, Nita Luthria Row, Paul Machado, Pramila Kudva, Prerna Ahlawat, Renee Luthria Row, Saumya Iyer, Shilpa Potnis, Sneha DSouza, Vaishali Raut and Vishnu Karthik.
 - Our Subject Matter Experts:
Anjali Karpe, Bharti Mohan, Bhawna Shivan, Manju Gupta, Namita Johri, Robin Attfield, Rudrendu Sharma, and Swagata Chakraborty.