



Annual Report

2023 - 2024



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From the Directors' Desk

Kavita Anand

The insights from the last 10 years of our work have been around governance, leadership and the leadership and management of teaching and learning.

Data driven governance, which seems completely logical and efficient in its use of resources, is yet to be established in school chains or networks, both private and public.

Governance is most effective when there is reliable data on the impact of the human and material provision on student learning and achievement.

When the measurement of impact data is the key responsibility of the school leadership team, the entire school staff begins to become aware of their contribution to the wellbeing and learning of the students.

The schools in which leaders know how engaged the students are in their learning, and implement strategies to increase the engagement by promoting and participating in in-service capacity building of the teachers, develop an active learning environment.

We have begun research on the schools that show sustained improvement and hope to bring you some insights in the next annual report. **Happy reading!**

Vision & Mission

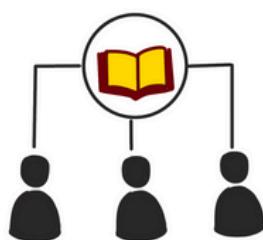


A good school for **every** child.



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

The year 2023 - 2024 was an eventful year in which we made strides towards our vision. We worked with 15 schools and networks and partnered with them on their journey of School Improvement. The School Reviews were enriching learning experiences for us, and it was heartening to work with together as a team, geared towards changing schools for the better.

The schools were part of four networks, three new and one reviewing their improvement from the previous review:

1. The Takshila Education Society
2. Birla Education Trust
3. The Somaiya Network
4. DMart Schools

Takshila Education Society

In May 2023, Adhyayan began its first review with the Takshila Trust at Delhi Public School (DPS) Ludhiana. After an interaction with the TES Founder, the three other schools in the network were reviewed in June 2023 – DPS Pune, DPS Patna, and DPS Coimbatore.

The findings of the review are underpinned by the detailed evidence collected and recorded by the review teams consisting of school leaders, teachers, parents, students and alumni, along with the Adhyayan assessor teams led by Spokey Wheeler, our International Director. The Adhyayan team members were Deepa Shetty, Dipti Dheria, Jayshree Iyer, Manju Gupta, Paul Machado, Rinku Gala, Seema Amalnerkar, Shipra Bhartiya (Shiv Nadar School), Soniya Mawani (Shiv Nadar School), Tvara Srivastava and Viveki Pasta.

The evidence base of the 4 schools' decisions consisted of more than:

- **1311** brief lesson observations.
- **665** stakeholder interviews as focus group discussions.
- **1187** hours of learning walks, informal interactions and book looks.



[Getting Back to the School](#)
[Reviews - Seema Amalnerkar](#)



Here is a [testimonial](#) by a student at DPS Ludhiana!

Birla Education Trust

Between August and September 2023, Adhyayan undertook the review of 3 schools in the Birla Education Trust (BET) Network - Birla Public School Pllani, Birla Public School, Kishangarh, and Birla Balika Vidyapeeth, Pilani.

As these schools were boarding schools, two diagnostics were deployed by the Adhyayan Assessors with additional days for undertaking the Boarding review.

The AQS for Schools has 6 Performance Areas: Leadership and Management, Teaching and Learning, The Child, Curriculum, Community and Partnerships and Infrastructure and Resources.

The AQS for Boarding Schools with five Key Performance Areas (KPAs): Boarding Experience, Boarding Provision, Boarder's Safety, Leadership and Management of the Boarding and Boarding Outcomes.



The findings of the review are underpinned by the detailed evidence collected and recorded by internal review teams consisting of:

- **17** members in school leadership roles,
- **8** teachers,
- **10** staff members,
- **11** students and community,

Along with these members, there were 9 Adhyayan assessors who were a part of the review teams. The lead assessors have a minimum of 10 and a maximum of 50 years of experience in education including with boarding schools. The teams were led and moderated by Spokey Wheeler. The 9 assessors were Deepa Shetty, Sr Gloria Ferrao (Auxilium Schools), Jayeeta Saha (Barefoot Schools), Jayshree Iyer, Kirsten Dsouza, Nitin Padte (AQEF), Rinku Gala, and Tvara Srivastava. They were joined by two interns Anurag Shukla (AQEF) and Pankaj Bhalla (Little Scholars, Kashipur).

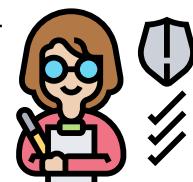
Experience of the Internal Review Team in BET:

“We have been observing the classes, but a new way of observation I came to know. The learning walk when we had a practical hands-on experience of doing the thing has prepared us very well...”



“Before coming here I was a little scared about the Adhyayan team, what they were going to do with us, and how they were going to assess us, but now I am feeling very comfortable that I am also part of it. I am also the part of Assessor Group. So thank you for that, for this process because the first time we are Assessing our own system”

“...what went well was this was the first opportunity to sit and get a review to observe closely always I have been a student so we don't get that chance often...”

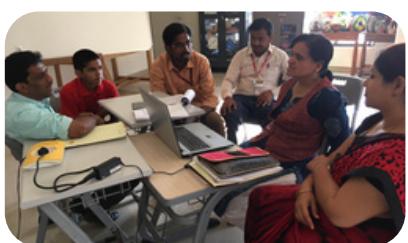


The Somaiya Network

Beginning with The Somaiya School in July 2023, Adhyayan reviewed 6 schools under the Somaiya Trust network by March 2024:

1. The Somaiya School
2. KJ Somaiya English Medium School, Sameerwadi
3. Somaiya Vidya Mandir, Sakarwadi
4. Sou. Leelaben Kotak Primary and KJ Somaiya Secondary School, Nareshwadi
5. Shri Sharda English Medium School, Kopargaon
6. Somaiya Vidya Mandir, Laxmivadi

The review teams consisted of Fr Crispino Dsouza (Don Bosco International School), Geeta Varshneya (Shri Ram Global School), Jayshree Iyer, Kalpesh Dalvi, Neha Chheda (Bombay International School), Prerna Ahlawat, Pritesh Chheda, Rinku Gala, Sarita Mulye, Seema Amalnerkar, Shilpa Potnis and Tvara Srivastava. They were joined by multiple interns in each group: Amrita Nair (Apni Shala), Anuradha Sawant (LAHS), Farid Shaikh (Gurukul School), Haenik Kamdar (AQEF), Richa Shankar, Tiasha Banerjee (AQEF), Varsha Kumar (AQEF).



Here is a glimpse into the Orientation Day at the KJ Somaiya English Medium School, Sameerwadi.



Here is a snippet of the feedback session at the end of the Sou. Leelaben Kotak Primary and KJ Somaiya Secondary School, Nareshwadi review.



Here is testimonial by our Assessor, Prerna Ahlawat.

The DMart Schools

In May 2023, two DMart Schools (Savarkar Nagar and Lokmanya Nagar School, and Kisan Nagar School) requested a 2-day Infrastructure Review each before they began on their Collaborative Review Journey. The Infrastructure Diagnostic was created with Shaala Siddhi, SQAAF and AQS diagnostic standards, best suited to the contexts of the two schools. These reviews were led by Pritesh Chheda and Rinku Gala.

Later, both schools conducted their collaborative reviews in September and October respectively. The teams were led by Deepa Shetty, and consisted of Pritesh Chheda, Rinku Gala, and Shilpa Potnis.

The evidence base of the 2 schools' decisions consisted of in excess of:

- **735** brief lesson observations.
- **211** stakeholder interviews as focus group discussions.
- **503** hours of learning walks, informal interactions and book looks.



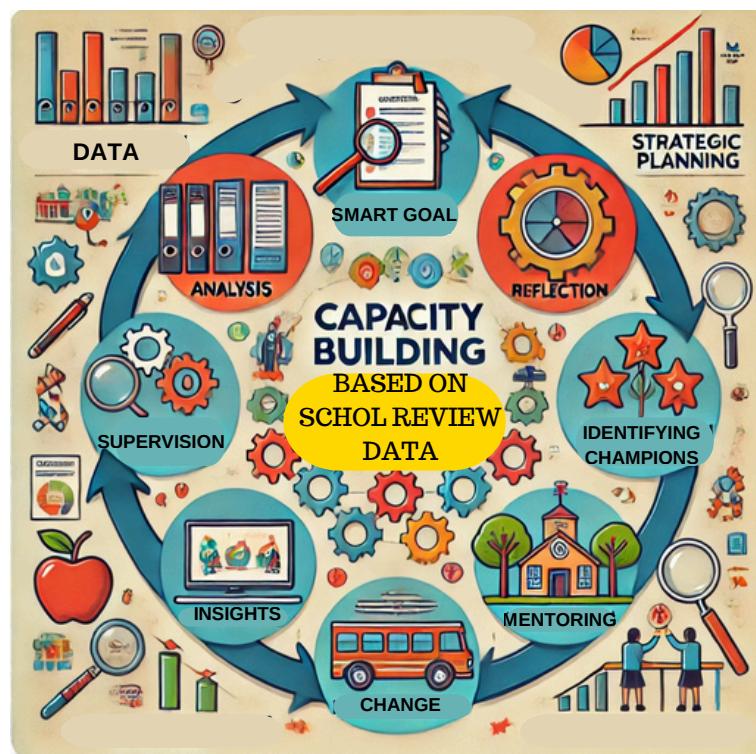
*Adhyayan
Assessor,
Deepa Shetty
demonstrating
the do's and
don't's of class
observation*

Adhyayan School Improvement Support and Training

Adhyayan's School Improvement Support and Training (ASIST) addresses the needs of schools that have specific requirements after the collaborative school review has been conducted and their capacity building needs have been identified.

We worked closely with schools on leadership and teaching using in person and a hybrid mode with the help of AdhyayanWay.

The training programmes requested by schools, leaders and teachers this year, were on leadership, literacy and numeracy.



Leadership Training for Don Bosco International School

DBIS has used the AQS to stay on its improvement journey. It was one of the first schools to use the PGP for Teachers. This year the request was for a capacity building for its teaching leaders.

33 teaching leaders attended a days training on 16th May '2023 led by Spokey Wheeler.



Professional Growth Programme for Leaders of The Khaitan School

The Khaitan School has been undertaking a collaborative self-assessment of its senior leadership team as a developmental exercise to enable them to identify the scope of their roles and responsibilities and what good leadership looks like.

The exercise requires the leaders to assess their impact by gathering data from students, colleagues, parents, book looks, data trackers, learning walks and class observations. The data is uploaded on the AdhyayanWay and is reviewed by a lead assessor.

The validation of their self-review was undertaken by Spokey Wheeler both online and on-site.

Literacy and Numeracy for St Joseph's High School

Nita Luthria Row and Haenik Kamdar conducted a **Read Aloud** training for the English teachers at St Joseph's High School, that would make their class and school library come alive. The teachers enthusiastically engaged in the training.

Gomathi Srinivasan an accomplished mathematics educator at the Somaiya School and Khan Academy trainer with Adhyayan, provided support and guidance to Maths teachers. She helped the teachers to understand how to maximise the usage of the Khan Academy app. Once teachers began to implement the training, they had a number of queries. A follow up session was conducted at the school by Pritesh Chheda on Nov 23 to address the queries and understand their usage. All Maths teachers from grade 6th to 9th had created their Khan Academy classrooms and were giving assignments to students on Khan Academy. Teachers shared that students were interested and enthusiastic about Khan academy class and confirmed that they had seen improvement in the students' performance. The teachers queries about duplicate student names were resolved and their concern about content not being completely aligned to state board syllabus were addressed.



The Collaborative Learning Studio (TCLS)

This is the space for collaboration between Adhyayan and other organisations, educators with other educators and educators with parents and students.

Adhyayan offers open workshops on aspects of teaching and learning, policy, leadership, curriculum and technology that are useful for schools at large. We have ___ schools and educators across India that access these very practical, implementable skills that are introduced in the workshops.

TCLS is also the site for Adhyayan's Community of Practice (CoP) that deliberates on new ideas and challenges due to policies and the fast changing ecosystem, that are faced by schools. Led by practitioners themselves, this professional community of practice is an effort to bring thought leaders and amazing practitioners in Indian and International communities face to face with eager leaders, teachers, parents and students on a common platform to discuss issues of current relevance to education.

Adhyayan also works with other social enterprises and government initiatives to provide support, insights and technology that will build capacity of teachers and leaders to meaningfully respond to the changing landscape across the globe.

Professional Development - Online Workshops for all

28th August 23 - Assessment 4 part series - Jayshree and Viveki

4th November 23 - Workshop on Differentiation - Jayshree

18th November 23 - Read Aloud - 4 part series by Nita Luthria Row

- Saturday, 18th November 23 - Introduction to Read-Aloud
- Saturday, 16th December 23 - Using the Read-Aloud to Nurture Visual Literacy
- Saturday, 20th January 24 - Using the Read-Aloud to Nurture Young Writers
- Saturday, 17th February 24 - The Read-Aloud as a Vehicle for Good Citizenship

A 4 part series on ReadAlouds was facilitated by Ms Nita Luthria Row. Read Alouds helps students build vocabulary, comprehension skills, and listening skills, strengthens fluency, and improves working memory. In the above sessions we discuss visual literacy, using read aloud to develop writing skills, and vehicle for good citizenship. Books, resources, and online research papers were shared with the participants.

"THIS WAS QUITE AN ENGAGING WORKSHOP INTEGRATING READ ALOUD STRATEGIES WITH SOCIAL-EMOTIONAL LEARNING, PROVIDING VALUABLE INSIGHTS AND PRACTICAL TOOLS FOR EDUCATORS! MY KEY TAKE-AWAY FROM THIS WORKSHOP IS HOW REGULAR READ ALOUD SESSION CAN HELP CATER TO SEVERAL CLASSROOM NEEDS AND CONVERSATIONS."

- Surbhi Maini, Educator

3rd February 24 - Visual Thinking Strategy - Viveki and Jayshree

This workshop covered how thinking routines are structured and how the systematic approach to thinking guides students through cognitive processes such as analysis, reflection, and problem-solving, how they support students in school as they provide a framework to develop essential cognitive skills. These routines help children think by promoting critical thinking through activities like questioning, analysing, and evaluating information.

23rd March 24 - Implementing Child Protection Policy in Schools - Kavita Anand

Implementing Child Protection Policy in Schools covered a range of touch points for CPP implementation.

- Do students feel safe and secure at school?
- Is there a climate of trust and openness in the school?
- Are child protection procedures understood by all staff and are monitored by senior leaders?

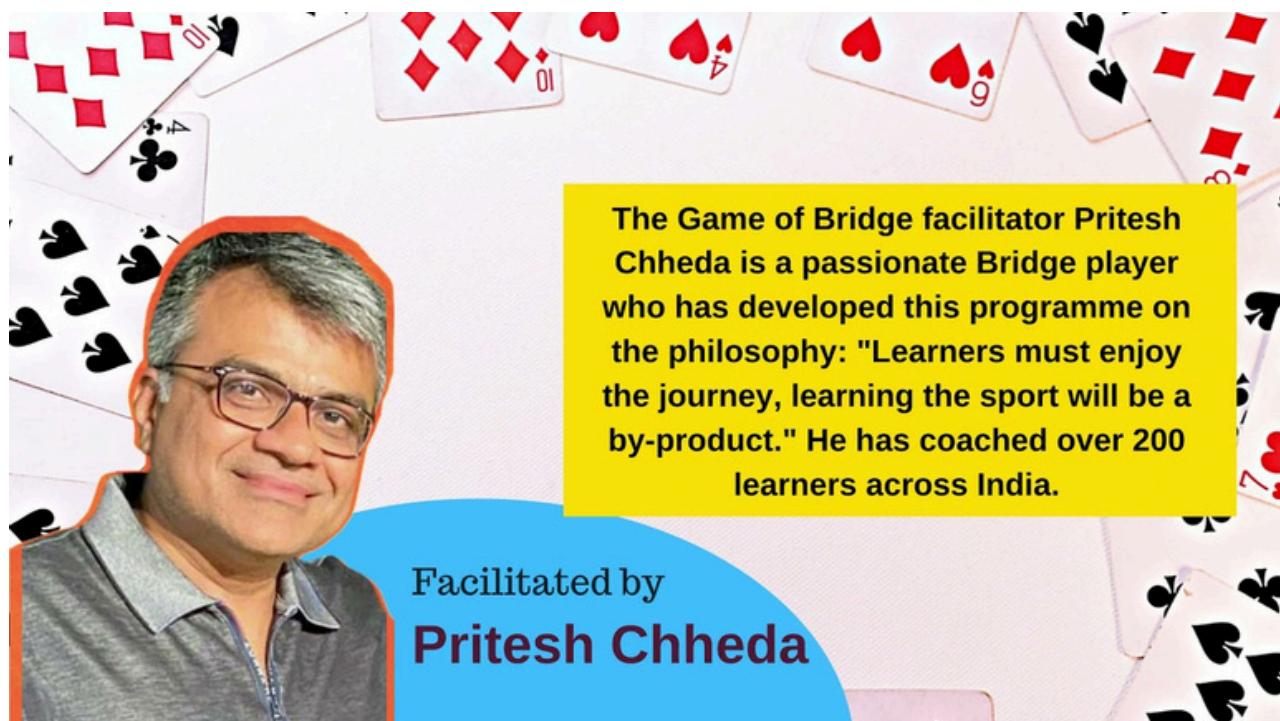
The focus of the workshop was:

- Supporting schools to uphold children's rights and create an environment free from violence, abuse, and exploitation.
- Indicate how the implementation of this policy will serve as a guiding framework for school, promoting safer, more effective, and transparent practices to safeguard the health and welfare of students.
- Role of stakeholders in the implementation of the policy.
- Indicate the importance of continuous staff training, equipping them with the necessary skills to address concerns promptly and remain updated with relevant policies.

Bridge Online

We restarted our Bridge (card game) learning course with a request from interested working parents of students who had earlier enrolled for our sessions during Covid. Bridge is known to be an Olympic sport that strengthens player's understanding of mathematics and logic.

We did 16 online sessions with 5 adult participants using an advanced Bridge teaching app called Shark Bridge. The sessions were conducted weekly once on Zoom from 8:30 to 10 pm to ensure that participants who mostly had corporate jobs could attend without worrying about the office. We also did one in person session at Matunga Gymkhana card room one Saturday afternoon to put the learning into practice. The participants are slowly gaining confidence in playing and enjoying the game.



The Game of Bridge facilitator Pritesh Chheda is a passionate Bridge player who has developed this programme on the philosophy: "Learners must enjoy the journey, learning the sport will be a by-product." He has coached over 200 learners across India.

Facilitated by
Pritesh Chheda

Professional Development - Bespoke In-person Workshops

USF:

Adhyayan is supporting USF in implementing and assessing their STEM program. How to teach and assess the STEM skills - Critical Thinking, Creative Thinking and Collaboration along with tracking student performance data by conducting baseline and endline assessments

**31st May '2023 to 02nd June '2023 -
Enabling student voice in the classroom -
Ranjana Gupta**

10 Teachers and 3 leaders from Yuva School were provided an in-depth training on the setting of norms and how to create a collaborative culture in the classroom by Ranjana Gupta, Hindi Teacher and Training in-charge of Don Bosco International School.



Ranjana Gupta
Educator and Professional Development Lead, Don Bosco

July '2023 - Number Talk - Susan Hilman

40 Teachers of the Primary Section of Bombay International School learned the difference between doing math and talking numbers. Facilitated by Susan Hillman, Professor at the Saginaw Valley State University, Michigan,



18th and 22 July '2023 - Number Talk - Susan Hilman

Professional development was provided by Susan Hillman to 25 primary teachers of Little Angels High School and 5 teachers of Little Angels International School.

Susan Hillman
Director, SVSU;
Lead Assessor and
Researcher, AQES

Community of Practice

15th April 23 - Writing for Self care - Lee Krishnan

Lee led a CoP session for educators on how to spend time engaging in writing for oneself and how writing can be therapeutic and provide a break from the regular monotony of work for teachers.

[Click here to watch!](#)

20th May 23 - Student Safety and Well Being - Guest speakers from Akansha Foundation - Satish Kasbe, Sheetal Wakankar, Rakesh S Ghone

This CoP was all about the core domains of Student well being and a deep dive into all aspects of student safety. The counsellors from Akanksha Foundation also took the participants through the preventive and curative measures of student well being.

[Click here to watch!](#)

10th June 23 - Creating Pathways for Democratic Schools - Subhadra Shenoy & Lais team

This CoP was led by the Principal and team from LAIS and Subhadra talked about how we often speak about child-centric education but what it really means is Democratic Education. The team comprising all stakeholders including students, teachers, parents and leaders shared how each of their voices is given importance in the running of the school.

[Click here to watch!](#)

22nd July 23 - Circle Time - Pankaj Bhalla, Poonam Shah, Kaye Jacob, Shivika Mehra

The theme for this CoP was to talk about how socio-emotional learning practices in the curriculum contribute to a holistic learning for students which is one of the important tasks in The NEP 2020. A very effective and powerful SEL pedagogical practice is Circle Time and we had SEL representatives from 4 different schools in this CoP session sharing what Circle Time means to them, how it is conducted and how time is taken out in their time table structure for this practice.

[Click here to watch!](#)

26th August 23 - Learning Schools - Soniya Mawani

Soniya led this CoP taking inspiration from the book "Schools that Learn" by Peter Senge. She discussed the fact that schools are complex systems and school leaders need to take the Systems Thinking approach to sustain practices in schools.

[Click here to watch!](#)

16th September 23 - Digging deeper into homework - Deepa Shetty

This COP covered the understanding of the impact of homework on student learning and skill development and the role of teachers and parents in guiding children to complete their homework.

[Click here to watch!](#)

28th October 23 - Read aloud with Nita Luthria Row

In this CoP session, Nita took us through a beautiful experience of a Read Aloud and followed it up with how regular Read Aloud sessions entice children to love books and become active readers.

[Click here to watch!](#)

25th November 23 - Money Mindset that Matters - Shilpa Gandhi

This COP covered the need and importance of developing financial literacy as a life skill. Brief discussions were held on:

- Why is it critical to have conversations around money?
- Decoding terms like Financial Literacy in the complex and evolving world of digital finance
- What does NEP say about Financial Literacy?
- Possibilities of integration into school curriculum

[Click here to watch!](#)

9th December 23 - Brain breaks and Starters - Jayshree and Viveki

[Click here to watch!](#)

6th January 24 - A peek into the History Classroom by Lee Krishnan

Lee provided teachers with many ideas and strategies that they could use to get students engaged, involved, and become active participants in history lessons..

[Click here to watch!](#)

10th February 24 - NCF Reimagined - Dr Pramila Kudva

The NCF has a few Indian thoughts which are not known to most. The six Prmanas are related to the Experiential cycle of Kolb. The Pancha Koshas are related to early childhood development. Panchadi the five-step learning process was introduced by Dr Pramila in the webinar.

[Click here to watch!](#)

9th March 24 - Techniques & tools to enhance storytelling in teaching- Nidhi Bagaria

Nidhi brought techniques and tools to the CoP that enhance the storytelling experience in education. Participants engaged in discussions around creative ideas and practical activities that would encourage students to explore their curiosity and think innovatively across various subjects and concepts.

[Click here to watch!](#)

SEE Learning and Emory University

Adhyayan and Emory University along with SEE Learning India, conducted a research study on the Social Emotional and Ethical Learning curriculum transacted in Akanksha Schools across Mumbai, Pune and Rajasthan. This study was done for a year 2023 - 24. 4 members from the Adhyayan team supported this research.

The Mumbai and Pune SEE Learning study was based primarily in the city or urban space. The students were from low-cost government schools supported by Akanksha. The in-depth study was conducted in 2 schools, one in Mumbai and one in Pune with students from Grades 4, 5, and 6.

A total of 5 teachers were interviewed for baseline and end line at DNMPS, Mumbai. At CSMEMS, Pune 6 teachers were interviewed in the baseline and 5 teachers were interviewed for the end line. These teachers had been trained by SEE Learning India to deliver the SEE Learning curriculum.

Students from grades 5 and 6 in both schools (Mumbai and Pune) were randomly selected by the school for an in-depth interview on their perception of the curriculum. The schools are English medium though they serve students from the slum communities in the neighbourhood. The student's mother tongue is either Marathi, Hindi or other Indian languages.

NECTAR

As a lead consortium member, Adhyayan Quality Education Services, with three other organisations, **YouthNet, Samarthya** and **Adhyayan Quality Education Foundation**, is partnering 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.

In the year 2023-24, 1067 schools reviews have been conducted the data of which is now accessible to the state and the schools and will be used to inform further course of action on part of the schools and the state. Teacher Professional Learning Communities (PLCs) have been set up for 10 subjects across all 16 districts of Nagaland. These PLC members regularly meet the Subject Matter Experts (SMEs) online as well as in-person to share best practices, challenges, professional development, etc. Education based PLCs consisting of state level officials have been formed to facilitate collaboration within different sister organisations while focusing on specific areas. Our work also includes streamlining the career management of personnel in the department of education.



Kalpesh Dalvi
State Coordinator



Subject Matter Experts at work



Bhawana



Swagata



Namita



Rudrendu



Lee Krishnan



Nita Luthria



Manju Gupta



Jayshree Iyer



Chandrakant

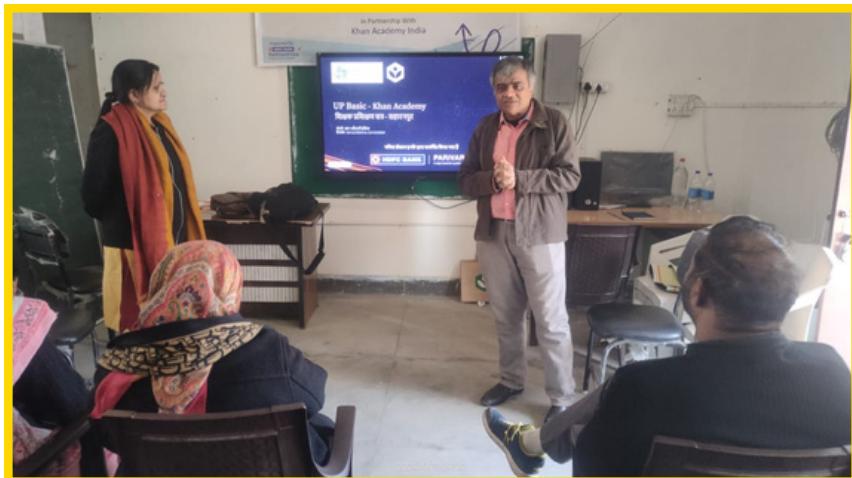


Bharti

Khan Academy

Our partnership with Khan Academy continues to flourish with Prites Chheda leading 1 online and 8 in person training sessions for CML group of schools in Assam across 4 districts within 100 kms of Guwahati.

Apart from this Seema and Prites also conducted 3 full day in person training sessions for KGVB Schools Mentor Teacher and Social Welfare schools Mentor Teachers.



AdhyayanWay and Partnerships

The Collaborative Review and Professional Growth Programmes and the Assessor Programme are underpinned by the AdhyayanWay, our technology platform that enables schools to provide evidence of practice in an organised manner and analyse their data over multiple reviews.

The data is anonymised by Adhyayan and used for research. The research enables the continuous review and development of the Adhyayan Quality Standards. In the coming year, the review of standards will be undertaken to arrive at Version 4.

The technology platform is also used by other organisations for the purpose of school review, such as occurred this year with Akanksha.

The Akanksha Foundation

The Akanksha Foundation is working with over 200 schools in the Municipal corporations of Nagpur and Pimpri Chinchwad for improvement of student learning outcomes. Their program model comprises five pillars: Development of school heads, ECCE, English as a second language, mentor training, officer capacity building, and a project management unit that provides governance support. In September 2023, they started using an instance of Adhyayan software for conducting school reviews based on the Shaala Siddhi framework developed by NIEPA. This will help in monitoring the impact of interventions and the extent of improvement happening in the schools over time.

YouCan Self Reviews

Since 2019, YouCan has used the Adhyayan software for their Fellows to use for self-reviews at three stages of their programme — Baseline, Midline and Endline. The self review was designed for the Earth Ambassador fellowship, keeping the goals and standards the fellows were to achieve over the course their time in the fellowship.

In 2024, 19 Fellows successfully completed 3 rounds of self-review, validated by Ramnath Chandrasekhar, the Founder of YouCan.

Acknowledgements

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

The leaders and teachers across our partner schools and in our Community of Practice who engage their students and keenly seek professional development to increase their impact;

Tatras Data who has enabled us to be tech enabled and scale our reach through our schools and partners;

YouthNet, Samarthya, Adhyayan Quality Education Foundation and the entire NECTAR team and its partners especially the Nagaland Department of School Education and the World Bank;

Our school review partners for low cost private schools, Barefoot Learning Foundation;

Antarang Foundation, YouCan, Max India and SEE Learning India, Emory University and Khan Academy who continued to rely on us as a resource partner;

Our Assessors, Facilitators and Subject matter experts who have continually championed both our evidence based self-review and capacity building with passion and integrity.

And finally our Team who has always delivered beyond their capacity so that we can reach that one additional school, leader, teacher and parent in our quest for enabling a good learning experience for **Every Child**.



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partnership with schools, contact us at

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