



# ADHYAYAN QUALITY EDUCATION SERVICES PVT. LTD.

**ANNUAL REPORT**  
April 2021- March 2022



**Adhyayan Quality Education Services  
Private Limited**

**A-17, Royal Industrial Estate, Sewree  
Wadala Cross Road,  
Mumbai - 400031**

**Email: [info@adhyayan.asia](mailto:info@adhyayan.asia)**

**Phone: 9773187331**

**CIN: U80904MH2011PTC223328**

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Antarang Foundation

## **OUR PARTNERS**



# FROM THE DIRECTOR'S DESK

The year 2021 established that the world would have to live with Covid. Just as schools were raising their heads in hope, April to June saw the second wave of Covid that was utterly devastating, doubling the number of deaths in comparison to the first wave. The only work that could continue, continued to be online. Teachers however, were exhausted, as were students. The theme for most of our work with teachers and leaders in the year was social emotional resilience.

We continued with the Game of Bridge for students and workshops for early years parents who were playing a double role of being educators for their children. We facilitated national and international online workshops and seminars. Our fellow educators from India, UK and the US generously held sessions for our partner schools on literacy and numeracy.

We did podcasts for education organisations and instagram and facebook live sessions. I curated a special issue of Teacher Plus on Home Science in which a number of our collaborators contributed. Neha and Susan Hillman published a chapter on A Process of Teacher Performance Review for Continuous Improvement in International Perspectives on Education and Society published by Emerald Publishing. We participated in Jacobs Foundation Virtual Conference Solveathon on April 21-23 with an international team that won the Jury Prize.

We developed a social audit framework for the World Bank project SALT in Andhra Pradesh and responded to an EoI as a consortium lead for a project in Nagaland. School reviews have started picking up and it looks as though schools are going to stay open.

Our Director Amisha and colleague Shruti made big moves in their lives, going abroad for further education and work respectively. We wish them all the best knowing full well that once an Adhyayanite, always an Adhyayanite!



**KAVITA ANAND**  
**EXECUTIVE DIRECTOR**

# VISION & MISSION

## OUR VISION

A Good School for Every Child

## OUR MISSION

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

## OUR BELIEFS

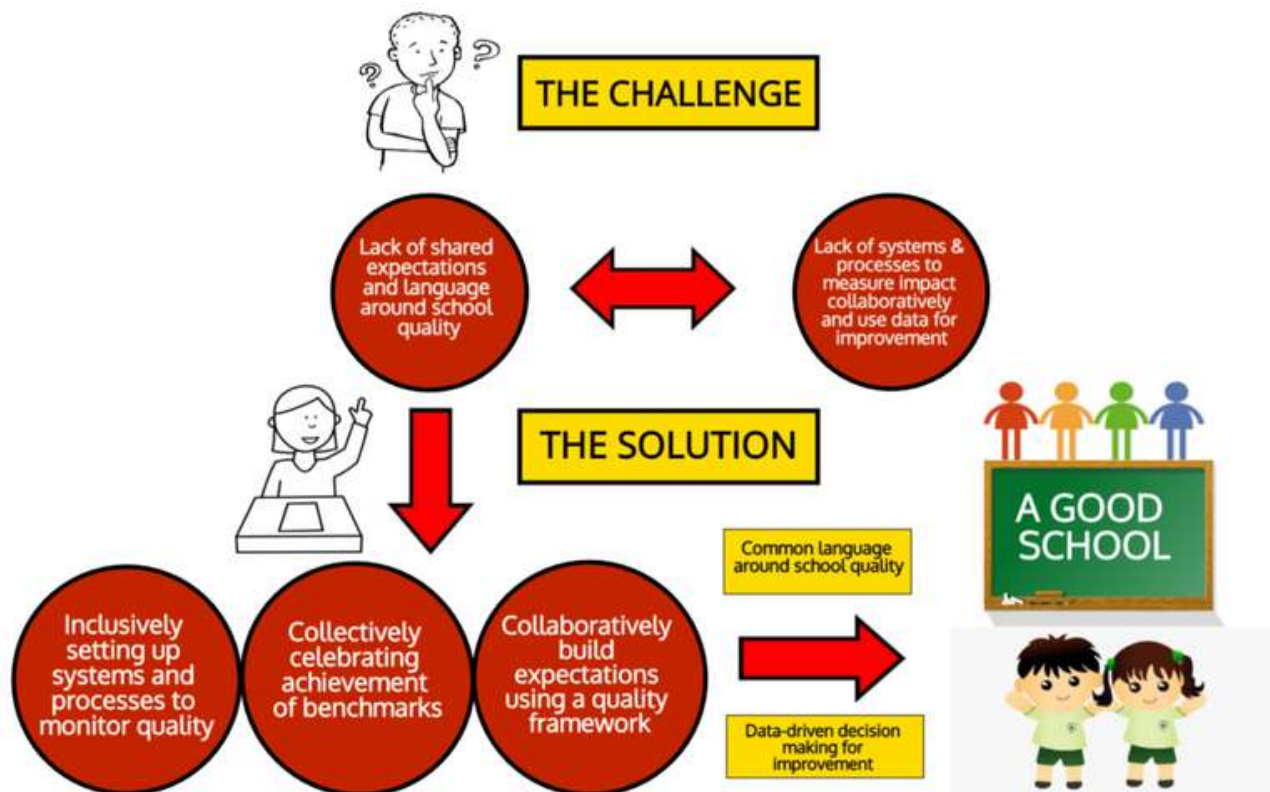
- Every child deserves a good quality education
- Multiple stakeholder involvement enables alignment of 'What Good Looks Like'
- Self-transformation leads to school-transformation
- Continuous review guides sustained quality improvement
- Creating rich professional learning communities (PLN) drives school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



Wherever learning takes place, is a school. Learning could take place under a tree, in a classroom or online. Learning could be for individuals of all ages. A good school is characterised by happy, independent & collaborative learners.



# OUR APPROACH



## WE STRONGLY BELIEVE IN THE IDEA OF A SCHOOL'S CONTINUOUS IMPROVEMENT JOURNEY

We believe that school improvement is owned when :

- It is based on the agreement between the evidence identified by a self-review team & the evidence identified by an external validation team
- The next-best-step actions to be taken are co-created by all stakeholders & formed into an actionable plan
- Support & handholding are actively sought by the schools leadership & governance till identifying criteria for evidence of impact becomes an embedded habit.

The focus of our partnership is **improvement**. As the critical friend, we accompany schools, leaders & teachers on their improvement journey. Our badging is proof of the current performance status, not a final destination.

# FACILITATING SCHOOL QUALITY IMPROVEMENT JOURNEYS

Adhyayan's partnership with schools begins with a self-review and validation to create the baseline from which schools can measure their progress. The collaborative nature of the stakeholder inclusive review increases their understanding of what 'good' practice looks like and its unrelenting focus on students' holistic growth and achievement. Schools then choose what they want to improve on. This begins an improvement journey that never ends.

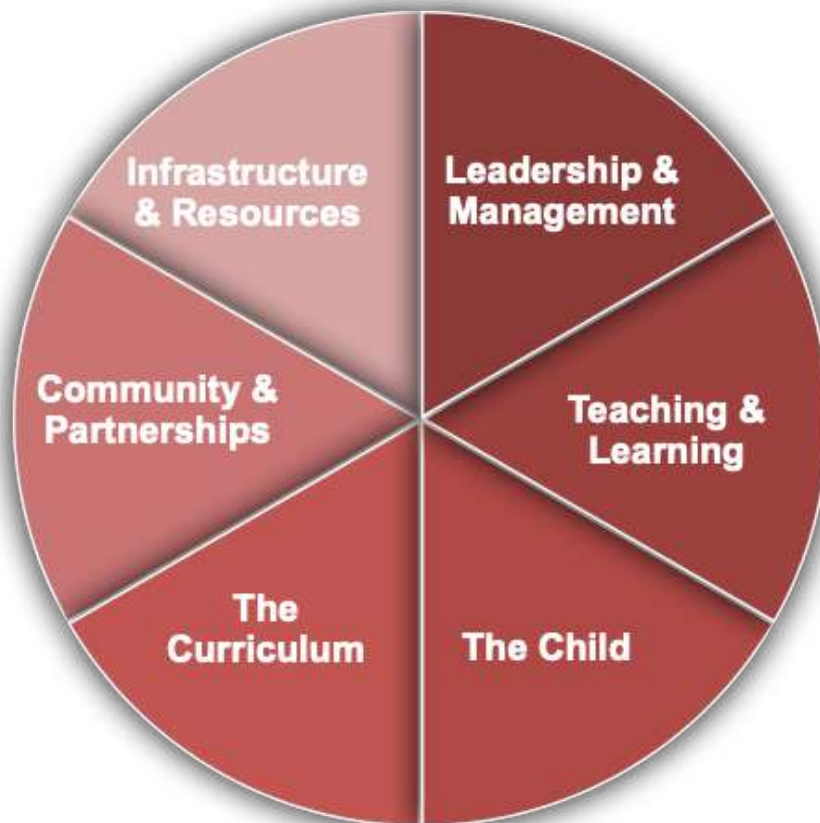
We have also created a system for developing a portfolio of continuous improvement for leaders and teachers.

**In this section we share:**

- **Schools that began their journey and those that continue to monitor their improvement this year**
- **Teachers and leaders who embarked on a self-review based continuous professional development with Adhyayan**
- **Our consultancy and research**
- **Our technology platform based partnerships**

# COLLABORATIVE REVIEW AND VALIDATION

Adhyayan's Collaborative Review introduces schools to the science of evidence based, stakeholder inclusive self-review. Our research-based framework is built around 6 key performance areas that directly impact student performance. Through this rigorous process, we strengthen schools on their improvement journey to becoming a good school for every child.



In the collaborative review, the school review team is accompanied by Adhyayan's assessors in the assessment of their own school's performance. Our assessors are practising school leaders who have undertaken the process themselves in their own schools. They handhold the school team to become aware of what good looks like & what evidence to look for in each of the performance areas.

The external assessors make their final decisions on the school's performance in an open & transparent manner along with the school team, discussing the evidence, studying the triangulation and explaining how the data can lead to a collectively agreed judgement.



# COLLABORATIVE REVIEW AND VALIDATION ONLINE

## The Khaitan School Online School Self-Review and Validation

TKS undertook its first review in April 2019 and the school leader Ms. Rina Singh was keen to assess the improvement made by the school, and delighted by the evidence that change had indeed occurred for the better. A multi-stakeholder team comprising of students, teachers, leaders and parents used the Adhyayan Quality Standard framework to assess their performance improvement. The review included evidence collection through google forms as well as interactions with stakeholders. This hybrid mode of school review had been tried out during Covid and yielded rich data for use by the school post the review.

**Spokey Wheeler**



**Jayshree Iyer**



**Soniya Mawani**



**Kalpesh Dalvi**



**Neha Chheda**



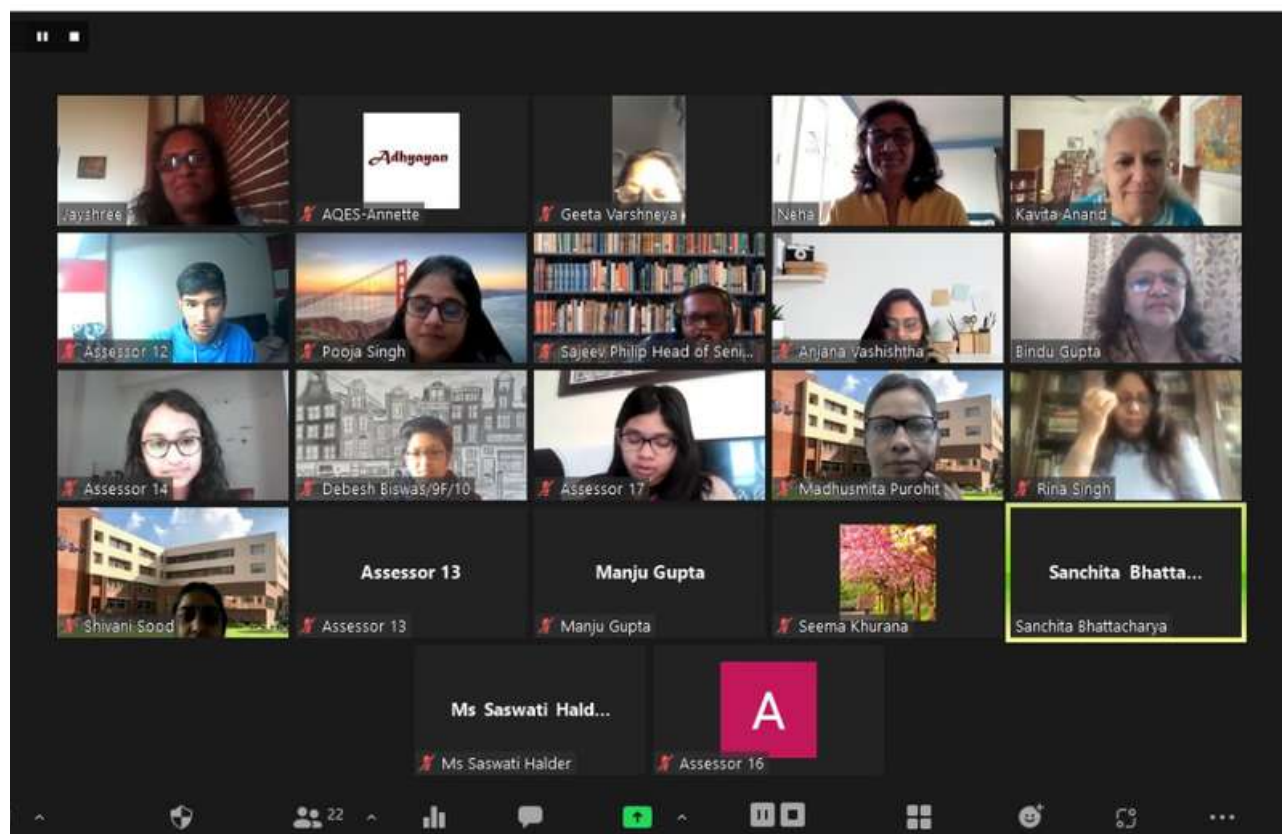
**Geeta Varshney**



**Manju Gupta**



**Adhyayan Assessor team was supported by Anette D'Souza and Kavita Anand.**



## COLLABORATIVE REVIEW AND VALIDATION - HYBRID MODE

**Takshila Academy is supported by Raghuraji Devi Foundation Trust. They undertook a School Review in the hybrid mode using 3 key performance areas of the Adhyayan Quality Standard.**

The school assessor team (3-5 leaders, 3 students, 3 teachers) were guided by Neha Chheda to identify and agree on the strengths of the school and prioritise the areas of improvement. This was done by orienting them in a face to face session and enabling them to experience the methods of evidence collection.

Thereafter the team uploaded the evidence and was guided online by Neha on how to triangulate the evidence and come to judgement. The baseline performance on the chosen performance areas served as a benchmark/baseline for the school improvement plan.

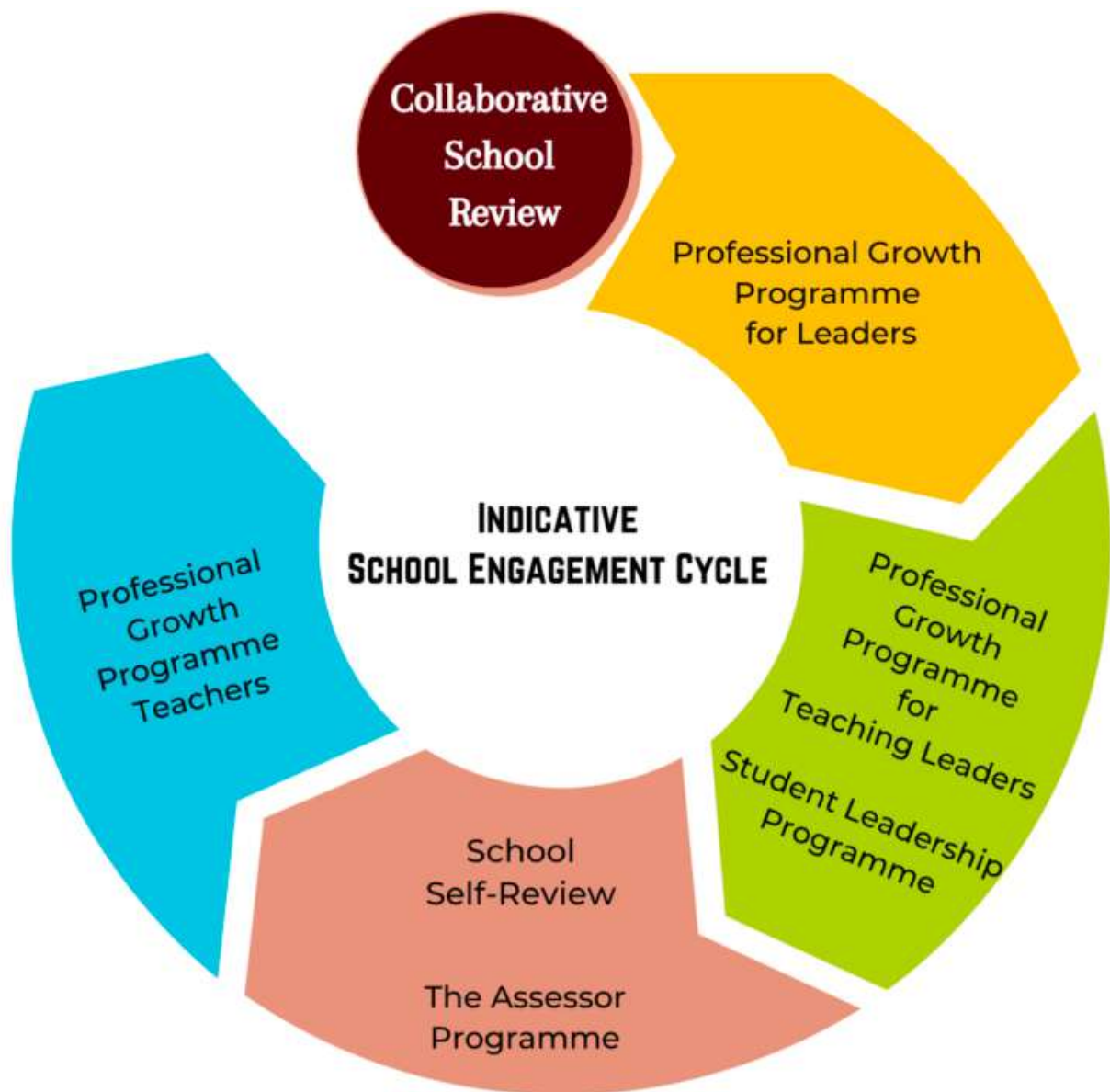
"We set something to achieve and while we move forward to achieve our goal we have to maintain a certain process and I think this exercise is definitely going to help us in the process."  
- **Abhishek Tiwari, Principal, Takshila Academy**



Tools: our assessor notepads for self reviews.



# SCHOOL IMPROVEMENT JOURNEYS



**Adhyayan's Professional Development Workshops** address the needs of educators across the country. We worked closely with schools on leadership and teaching using a hybrid mode. We also had public programmes on specific themes requested by school, leaders and teachers. Each of the themes were based on the wish list of educators and the tenets of the National Education Policy 2020.



# PROFESSIONAL DEVELOPMENT FOR LEADERS

Adhyayan's measure of success is the number of school leaders who have the courage to objectively assess the impact of their school's delivery on their students growth and development and then engage actively as mentors and external assessors with their peers.

Our Professional Development Programme enables leaders to develop a portfolio of good practice that quality assures the achievement of their students. This year, using the time to their advantage, school leaders took professional development to their senior and middle leaders.

We worked with The Khaitan School, Noida; Little Angels High School, Mumbai; Matunga Premier School, Mumbai; Takshila Academy and Don Bosco International School.

**90+  
leaders**

**5  
schools**

This exercise feels like we are restarting our journey. To understand where we are, which feels like a fresh start and where we have to reach. - Shalini, Takshila



Takshila leadership PD for leaders

**facilitators**



**Kavita Anand**



**Neha Chheda**

# PROFESSIONAL DEVELOPMENT FOR LEADERS CASE STUDY 1

## Matunga Premier High School

The objective of the PD for Leaders at Matunga Premier HS was that the school principal and supervisors would understand not only what good classrooms look like, but also how to create systems to monitor the online teaching and learning. They also worked towards supporting teachers and helping them plan engaging online classrooms and to discuss their issues with curriculum delivery.

The Adhyayan facilitator conducted the sessions online using the Zoom platform. The interaction occurred twice a month on a pre-decided mutually agreed date and time. The agenda for the same was circulated earlier and prepared by the school in collaboration with the Adhyayan facilitator. The leaders engaged in peer learning by observing online classes at The Somaiya School and the debrief helped them identify their own classroom practices.

By the end of the programme, the leaders were able to streamline systems to support the regular planning of lessons and simultaneously created a format for the lesson plans. They also began to discuss and iron issues related to curriculum delivery by following a format and system for documenting classroom observations that enabled them to measure the impact of the teacher training that was conducted and support the usage of the new teaching skills.



"Professional development sessions for teachers were held in June'21 by Ms. Jayshree, Ms Neha and Ms. Disha. The teachers learned about how to plan lessons using simple edtech tools and have now started planning lessons including synchronous and asynchronous activities. It's been great working with you team Adhyayan!"



# PROFESSIONAL DEVELOPMENT FOR LEADERS CASE STUDY 2

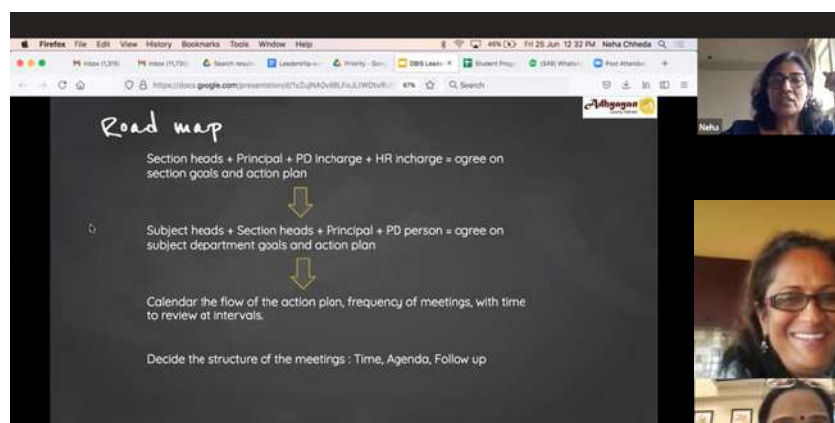
## Don Bosco International School (DBIS), Mumbai

The partnership between Don Bosco International School and Adhyayan dates to the inception of the school. The school has undertaken whole school review over two cycles and this is the third year of the school undertaking the professional growth programme for teachers and leaders.

DBIS conducted a self review and then requested Professional Development sessions for their middle level leaders. The purpose was to differentiate the roles and responsibilities of the core team and the middle leaders. This led to conversations that were data driven.

The program was conducted online through interactive sessions using the learning platform. There were discussions and small group activities using collaborative tools. The sessions were a mix of synchronous and asynchronous sessions adding to a total of 8 hours.

By the end of the programme the middle leaders and the core team were clear about their roles and responsibilities for 2021-22. The senior leadership also created an SOP for data driven decisions regarding student performance.



# PROFESSIONAL DEVELOPMENT FOR TEACHERS

A technology enabled performance review tool for teachers and teaching leaders to aid and support continuous professional development.

Based on the needs of the school, teachers and teaching leaders choose an external review for an objective and unbiased assessment until internal capacity has been built to conduct this review independently and on their own.

Our Professional Development Programme enables teachers and leaders to know what is expected of them from school management through clear standards, and supports them in creating a direction and pace for them to continuously grow their professional development knowledge and skills.

Global research tells us that schools are most effective when all teachers are committed to the same vision for teaching and learning. Unsurprisingly, research tells us that the most impactful duty of school leaders is promoting and participating in teacher development. Teacher performance management is your guarantee of your students being able to achieve excellence.

**90+  
teachers**

**From 3  
schools**



**#Teamwork - Adjusting and understanding body language and non verbal communication**



**#Group discussion with the leader to plan out the next steps in Little Angels High School.**

# PROFESSIONAL DEVELOPMENT FOR TEACHERS CASE STUDY 1

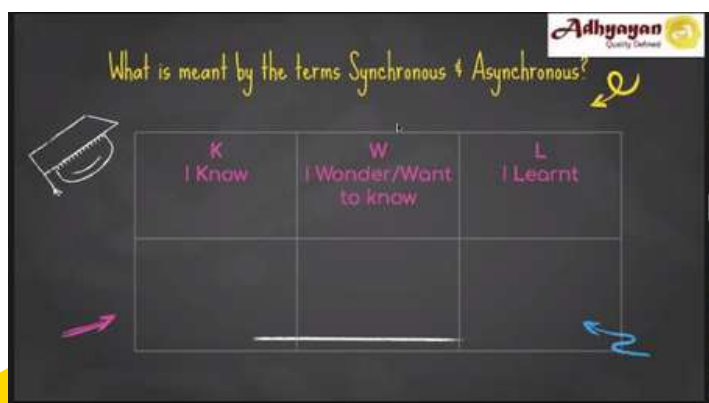
## The Khaitan School

We conducted two PD sessions for the secondary leaders in Khaitan Schools' subject departments, on classroom observation and feedback. A request was made by the Principal to continue the PD sessions for this leadership team, on evidence collection, data-based decision making and in-house professional development of teachers by the subject leaders. The leadership team identified success indicators of student engagement which they are using to track the delivery of teachers in the classroom.

Thereafter, trainings were conducted to understand the data collected through classroom observation and to learn how to create dashboards and take data driven decisions. The goal was to create a vision for the leaders of the Secondary towards classroom delivery and to embed the system of 'Book Look'. We, therefore, conducted a training programme for the teachers of the higher secondary section on the role of 'Book Look' and its place in informing pedagogy and a session on the role of Blooms Taxonomy in skill development. These enabled the teachers to not only embed 'Book Look' into their systems but to also identify the criteria for "What a Good Book Look Like". Further, they were able to understand the hierarchy of questions in Blooms Taxonomy and to integrate their skill with their content during lessons.

The Adhyayan facilitator facilitated the PD Programme using an online platform over two sessions of 4 hours each for 30 teachers from the secondary section.

I am going to plan more and bring the learning experience of this workshop in the classrooms.  
Overall very engaging and informative session -  
**Sukriti Anand, Educator, The Khaitan School**



Very well planned and executed workshop. I am going to incorporate the Bloom's Taxonomy in my Lesson plan, learning outcomes and assessments. - **Shifa Nizami Educator, The Khaitan School**

## TEACHERS CASE STUDY 2

# Little Angels High School

The purpose of the Programme was to help the Secondary Section to learn a variety of online teaching strategies so that the teachers could lead engaged classrooms.

Adhyayan identified the champion leaders and teachers who first made the changes in their classes to role model good practice. This included reworking the time tables to make time for planning and a structure for classroom observations and collaborative planning for teachers teaching the same subject.

The facilitator used online training sessions. The online sessions included asynchronous tasks to plan the integration of these tools in their subject topics. They learnt how to make optimal use of the LMS, interactive platforms, collaborative online tools, resources and quick tools to planning engaging classes. The simple lesson plan format helped all the teachers to plan their lessons and create a repository through the year.

The school has established a system of planning and documenting lesson plans.



**I am definitely going to use the padlet and mentimetre that I learnt here in the classroom as a student engagement activity**

**Foram Vora,**  
**Educator, LAHS**



# ONLINE PROFESSIONAL DEVELOPMENT WORKSHOPS

Just as one shoe doesn't fit all, each of the PD sessions had a specific focus theme which have a direct impact on the students in the classroom. The sessions are conducted in easy English and Hindi. Our facilitators also know Marathi, Gujarati, Tamil, Telugu, Bengali and Odiya.

**10  
workshops**

**111  
participants**

**From 12  
schools**

**Of 4  
states**

**Across 4  
boards**



## THEMES

- Addressing Socio-Emotional Learning: Why it matters?
- Facilitating a hybrid class
- The Art of Questioning
- Collaborative Learning Strategies
- Blended Learning
- Assessments and More
- Enhancing Essential Learning
- Tools to Enhance Thinking
- Empower Students - Students Portfolio
- Practising Differentiation

It was really a great session. Even for my personal mindset growth, I've learnt a lot about communicating. And I feel confident & will see to it that even my kids grow the same way.

Educator, Pawar Public School





# ONLINE PROFESSIONAL DEVELOPMENT FACILITATORS

Our facilitators are passionate educators with on-the-field experience of classroom teaching, leading teaching and learning, designing contextual training for teachers, leaders and students. They share actual practice - their own and that of colleagues - and the research they believe in and follow themselves.



**Jayshree Iyer**  
Educator & Consultant,  
Adhyayan



**Neha Chheda**  
Director, Adhyayan

## Facilitators



**Viveki Pasta**  
Educator and Consultant, Adhyayan



**Nita Luthria Row**  
Head Junior School  
Bombay International School

## Participant feedback



**Deepak Singi sharing his feedback of the Adhyayan #pd workshops.**



**Parveen Shaikh, Principal of The Somaiya school sharing her feedback**

# CONSULTANCY

## City Montessori School, Lucknow

Adhyayan's relationship with CMS dates back to 2018. This year, Adhyayan provided consultancy services to CMS for strategic decision making by the founding director, Kavita Anand, for 50 hours a month from October 1, 2021 to March 31, 2022.

The output included an organisation chart for the distributed leadership, roles and responsibilities for every leadership position, along with the success criteria and the ability to chart a leadership journey of a teacher on multiple tracks.

## The Khaitan School, Noida

Adhyayan provided consultancy services to the senior leadership of TKS to set up the school's distributed leadership team and create the dashboard for school leaders at different levels.

School leaders continue using the methods of evidence collection after the whole school review, and create a dashboard to determine the effectiveness of their leadership.

The distributed leadership team practiced class observation and book look, creating google forms to obtain the data and make decisions.

### Data and how it flows



## Consultant



Kavita  
Anand

## WORLD BANK'S SUPPORTING ANDHRA'S LEARNING TRANSFORMATION (SALT)

The World Bank was Supporting Andhra's Learning Transformation (SALT) operation for enhancing the quality of school education in the state.

One focus area for SALT was to facilitate greater participation of Parent Committees (PCs) in the process of monitoring and managing schools. Towards this the Government of Andhra Pradesh wished to improve/enhance the existing school social audit tool currently available to the PCs, and create a practical model for the grassroots level rollout of the same.

The 3 member team from Adhyayan created a SALT based framework for PC feedback that built on existing national and state systems and incorporated the priorities of the National Education Policy (NEP 2020).

The project lasted 3 months, from November 2021 till January 2022. Considerations of equity/inclusion, school safety (including prevention of gender-based violence), and environmentally sustainable practices were included. A feedback/input recording process/platform was created to sustainably, efficiently and frequently collect feedback.



### The Team



Kavita  
Anand



Neha  
Chheda



Bhavna  
Shah

# THE ADHYAYAN WAY

The **AdhyayanWay** is software developed by Adhyayan with the support of Tatra Data. It records evidence of performance as text, documents and pictures and generates reports to track a school's, school network's, teachers' and students' improvement journey from a baseline.

The **AdhyayanWay** has been accessed by schools, school networks and social development organisations to undertake a self-review and validation for schools, teachers and students.

This year we were delighted that **Don Bosco International School** used the **PGP for leaders and teachers**. They were provided IDs and log in passwords and ran the programme themselves.

This is the 4th year **Antarang Foundation** has used the software to undertake **self-review and validation for their students**. The Antarang curriculum has been adapted to the AdhyayanWay and students self-assess before they begin the course. They then self-assess at the end of the course as a way of identifying for themselves, what they have learned.

This year **Barefoot Foundation** took on the whole **school review** beginning with **4 schools** within Mumbai. They then ran the self-review for **25 additional schools** themselves.

The screenshot displays the AdhyayanWay software interface. At the top, there are filters for 'Report Validity' (2 Years, 0 Months) and 'Language' (English). Below these are three options to 'Generate Report': 'Recommendation report' (with a checked box for 'Show Adhyayan Recommendations'), 'AQS Report Card', and 'AQS Comparative report Round 2'. There is also a checkbox for 'I approve all the assessor key recommendations' and a 'Publish' button. A note states: 'NOTE:- Once you publish the reports you would not be able to edit anything (including review and assessor keynotes)'. Below the note is a table with columns for School, AQS for School, Review Date, Review Period, and Review Score. The table lists three schools: School v2, School v2, and School v3, each with a score of 94.49%, 89.43%, and 91.43% respectively. Each row has an 'Edit' button and a 'Feedback' button.

School	AQS for School	Review Date	Review Period	Review Score	Feedback
School v2	07-11-2019	27-11-2019 to 30-11-2019	94.49%	100.00% ▼ 0% ▼ Feedback	
School v2	05-11-2019	20-11-2019 to 23-11-2019	89.43%	100.00% ▼ 0% ▼ Feedback	
School v3	05-11-2019	19-11-2019 to 22-11-2019	91.43%	100.00% ▼ 0% ▼ Feedback	



## AWARDS

# JACOBS FOUNDATION

Kavita, along with members of 4 other organisations (Mainak Roy of Simple Education Foundation, India; Laura Castro of IPA Global in the Ivory Coast; Daniel Levy, Independent consultant with Horizon Consultancy in Gibraltar; and Sabila Enum of Dcastalia in Bangladesh), were awarded the Jacobs Foundation Solveathon Audience Award.

In 2021 Jacobs Foundation Conference was held in a virtual format. Partnering with MIT Solve, they organize the event around a Solveathon, which will support their core goal of enabling learning systems globally to provide children between the ages of 2-12 with equal opportunities, so that they can reach their full learning potential.

Jacobs foundation wanted to encourage the co-creation of effective, scalable solutions to the challenge of learning in a post-COVID-19 world. They invited educators, academics, investors, technologists, funders, practitioners, and other parties interested to join the event.



# THE COLLABORATIVE LEARNING STUDIO (TCLS)



The Collaborative Learning Studio emerged as a theme for Adhyayan as we began to develop communities of practice for all the stakeholders of a school. It is a creative space for all those who want to collaborate to learn, teach and create knowledge. Adhyayan's Community of Practice is for Leaders and Teachers who wish to share their knowledge and do deep dives into specific areas of practice. Leader collaborations, parenting programmes and programmes for students are under this umbrella.

**In this section we share this year's :**

- 1. Adhyayan's Community of Practice**
- 2. Parenting Studio Programmes**
- 3. Student Studio: The Game of Bridge**
- 4. Partnerships: Khan Academy**

# COMMUNITY OF PRACTICE

Our professional learning community of educators discussed ideas about teaching and learning practices, new research, and how to transition to online learning. What had begun as a whatsapp group of partners and concerned school leaders developed over the year into a mutually collaborative community that willingly shared its resources, activities and challenges. We held sessions every fortnight and school leaders and educators from across India and even those around the world came together to discuss the latest trends in education, new ideas, challenges, policies and the 'What' & 'How' to engage the multiple stakeholders in the school eco-system.

16  
sessions

4000+  
participants

30+  
Panelists

From 450+  
schools

25+  
countries

## Sessions and Links

[Assessment of School safety & well-being in these challenging times](#)

[What good literacy learning looks like](#)

[What good numeracy learning looks like](#)

[What does good leadership and management of literacy and numeracy look like](#)

[What is socio emotional learning and why is it so important](#)

[What does socio emotional learning look like in the classroom? How does the teacher understand the whole child?](#)

[How can the leader create a school culture to ensure SEL in the classroom?](#)

[What does a professional development journey look like for a leader and a teacher?](#)

[Building the culture for successful professional development](#)

[How to lead professional development as a continuous improvement journey in your school](#)

[What is artificial intelligence? What can it do & not do?](#)

[Teaching and learning of artificial intelligence \(in collaboration with coding & more\)](#)

[Re-opening of schools - the true picture](#)

[Fill in the gaps in student learning - easy steps](#)

[Teachers have a life 1](#)

[Teachers have a life 2 - Self awareness through story telling](#)

# OUR FACILITATORS OF OUR COMMUNITY OF PRACTICE



**Prashant  
Kakkar**



**Varun  
Kareparambil**



**Pramila  
Kudva**



**Jayshree  
Iyer**



**Lamia  
Bagasrawala**



**Neha  
Chheda**



**Akshay  
Chooramani**



**Kavita  
Anand**



**Sankalp  
Khanna**



**Nita Luthria  
Row**



**Priya  
Patil**



**Roshan  
Gandhi**



**Kavita  
Dhumale**



**Sai Sudha  
Narayan**



**Sneha  
Singh**



**Parveen  
Shaikh**



**Ranjana  
Gupta**



**Thomas  
Remigius**



**Rina Singh**



**Sarabjot  
Singh Anand**



**Spokey  
Wheeler**



**Rashmi  
Bhatia**



**Pankaj  
Bhalla**



**Seema  
Khurana**



**Tarana Bilimoria**



**Akina  
Srinivas**



**Sheetal  
Murudkar**



**Ishita  
Ahuja**



**Tanvi  
Mehta**



**Divya  
Bhatia**



**Anjali  
Karpe**



**Tom  
Power**



**Claire  
Hedges**



**Kaye  
Jacob**



**Pauline  
Tyson**



**Susan  
Hillman**

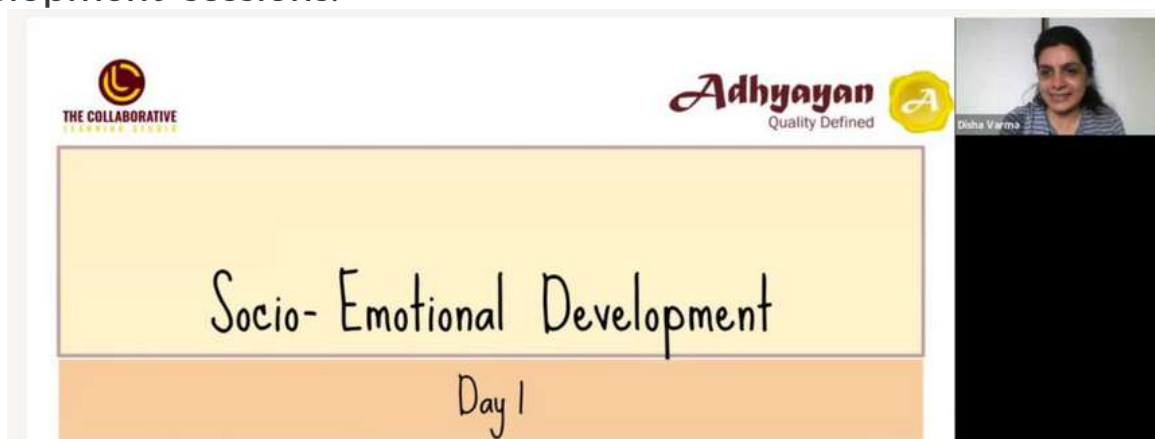
# PARENTING STUDIO

We started the Parenting Studio that offered courses for parents of 10 months to 2 year olds (Parenting Plus) and 2 to 4 years olds (First Teacher) during the Pandemic.

As the transition started in between the first and second wave and then slowly things started opening up, the Parenting Studio offered shorter modules for parents. The modules meant that parents could read/watch at their own time and have at a pre-decided time have contact time with the facilitators.

With schools transitioning to online teaching and learning, parents needed to make sure that their children were safe online. We curated programmes around cyber safety in collaboration with World Ready.

This was well received and we got a good response in particular for our 'Make Routines Work' sessions and 'Socio-emotional Development' sessions.



I feel during pandemic what I transferred my child strong emotion of anger I feel .. which I need to work upon because I never saw that emotion on him. Thank for this session....

Sharing by a parent





# STUDENT STUDIO

## THE GAME OF BRIDGE PROGRAMME

The Game of Bridge addressed two concerns: how to productively engage the children such that they are building on their thinking skills and how can the family spend quality time together.



Shivaditya Pandit

**24 cohorts  
172 participants**



Bhakti Maru



### The Game of Bridge

Feedback from Participants



♠ "One's success in the game depends not on whether you win or lose, but on how you cope with what you have. I have enjoyed learning this as it is very mentally stimulating. It makes you think and it's something to do not only for fun but also deductive reasoning, analytical thinking and keeps you alert throughout. A lot of speculations and memory recall is required. But both my son and I enjoyed it."  
**Lakshmi Vaid, Grade Lead, Secondary at The Somaia School**

♦ "Initially I thought that Bridge is a difficult game and is only suitable for adults to play. In the first session itself, I understood the basics of it and it gave me a confidence boost. Also, Amaresh sir broke it down so well that everything is now crystal clear."  
**Student, Age - 12**

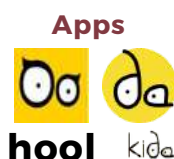
♥ "It was an amazing opportunity for Hemlata and me to attend the Bridge sessions. Both of us looked forward each day to complete the homework and attend the sessions.  
Special thanks to Amaresh sir as well for sharing his insights each time. Hemlata and I have actually learnt many skills from him which we will surely take forward in our math sessions."  
**Riddhi Shah, Teacher, Primary at The Somaia School**

♣ "This Bridge session has reaffirmed my thoughts on the skills that games develop - Logical thinking, collaboration, problem - solving abilities to name a few. Like stories, Bridges pushes you to think from different perspectives. It is teaching me to be more mindful while arriving at a solution and understanding how to take calculated risks."  
**Nirupama, Primary Coordinator & Library Educator at The Somaia School**

## Facilitators



**Amaresh  
Deshpande**



**Pritesh  
Chheda**



**Neha Chheda**



**Kalpesh Dalvi**



**Seema Amalnerkar**



**Jayshree Iyer**

## Support



# PARTNERSHIPS: KHAN ACADEMY

Adhyayan facilitators: Jayshree Iyer, Pritesh Chheda, Vidushi, Seema Amalnerkar, Kalpesh Dalvi, Neha Chheda participated in the Khanverge Boot Camp to be accredited as Khan Academy Trainers.

The trainers are expected to train the math teachers in using Khan Academy portal. Seema and Kalpesh are also a part of Teacher Support, and manage the member team.

A total of 22 online Orientation Sessions were conducted for the various stakeholders from the different districts of the state of Punjab (State Schools), Uttar Pradesh (KGBV) and Maharashtra (model schools) by all of the above Adhyayan facilitators.

In 2021 online training sessions were conducted for the math teachers from the different districts of the state of Punjab by all of the above Adhyayan facilitators.

In Sept 2021, 2 online training sessions were conducted for Patna and Pune

## ADHYAYAN TRAINERS ACCREDITED BY KHAN ACADEMY



**Seema  
Amalnerkar**



**Pritesh  
Chheda**



**Gomathi  
Srinivasan**



**Jayshree  
Iyer**



**Kalpesh  
Dalvi**



**Neha  
Chheda**

# **FINANCIALS, ACKNOWLEDGEMENTS, LEAD ASSESSORS & OUR TEAM**

## **What lies ahead**

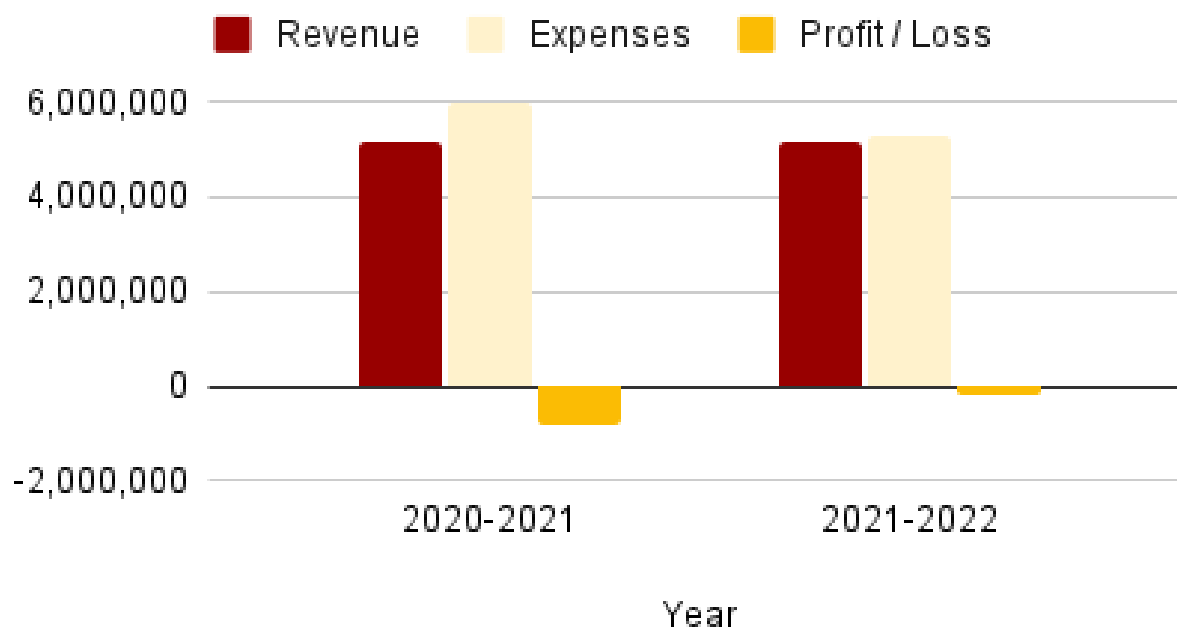
As schools began to open, we moved our programmes from online to hybrid learning and independent learning strategies. We deepened our focus on social emotional learning, assessment and work life balance. We continued with professional development for teachers and leaders in schools and school networks.

We see opportunities to work at scale with governments through World Bank projects and through collaborations with large scale organisations like Khan Academy.

We also look forward to undertaking collaborative reviews and validation for schools that are keen and eager to provide the best learning experience for their students.

# FINANCIALS

## 2020-2021 and 2021-2022



As a social enterprise we focus on the effectiveness of our programmes in strengthening the leadership and governance of schools. This year we added services to other stakeholders, through The Collaborative Learning Studio.

Our revenue remained at the same level as the previous year though we were better able to manage our costs. Schools suffered as a consequence of the second wave and were financially stressed as parents lost their ability and will to pay fees. Reviews were possible online or in hybrid mode and we developed systems to undertake these.

We undertook consultancy to strengthen school systems and processes and continued with needs based online training and webinars that helped many schools to reach their students online.

We are deeply satisfied that we were able to develop a 4000+ strong Community of Practice that successfully met the needs of leaders and teachers at a time when it was most required.

We are concerned about the future of schools and their resilience. We are even more concerned that children lost access to their school for yet another academic year in succession. Much will need to be done to ensure resilience in teaching and learning by reducing their dependency to school closures in the future.

# 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 Tatra Data who has enabled us through good times and bad;
- our programme partners, SIMHA and Tinkerbox Club;
- ASCD who supported our Community of Practice by providing us access to amazing speakers;
- Antarang Foundation and Khan Academy who continued to rely on us as a resource partner
- **And finally, to our Lead Assessors and Facilitators who have continually championed evidence based self-review and who lead their school improvement journeys with passion and integrity.**

# LEAD ASSESSORS



**Ambika  
Chikkagoudar**



**Amisha  
Modi**



**Ankita  
Phalle**



**Anushri  
Alva**



**Finbarr  
Buckley**



**Fr. Crispino  
D'souza**



**Fr. Jude  
Fernandes**



**Jayshree  
Iyer**



**Jayshree  
Oberoi**



**Kalpesh  
Dalvi**



**Kavita  
Anand**



**Kavita  
Karve**



**Namita  
Talreja**



**Namrita  
Rathee**



**Neha  
Chheda**



**Nicole  
Britto**



**Nita Luthria  
Row**



**Paul  
Machado**



**Poonam  
Choksi**



**Dr. Pramila  
Kudva**



**Pritesh  
Chheda**



**Ranjana  
Gupta**



**Rhea  
Jaffer**



**Sampada  
Palsule**



**Seema  
Amalnerkar**



**Sheetal  
Murudkar**



**Shruti  
Satyajit**



**Shubadra  
Shenoy**



**Soniya  
Mawani**



**Spoke  
Wheeler**



**Susan  
Hillman**



**Vishnu  
Karthik**



**William  
Power**



# CONTACT US

## FOUNDERS



Kavita  
Anand



Spokey  
Wheeler

## DIRECTORS



Amisha  
Modi



Kavita  
Anand



Neha  
Chheda



Pritesh  
Chheda



Spokey  
Wheeler

## TEAM



Amisha  
Modi



Annette  
D'souza



Gauri  
Adagale



Kalpesh  
Dalvi



Kavita  
Anand



Neha  
Chheda



Pritesh  
Chheda



Shruti  
Satyajit



Spokey  
Wheeler



Surekha  
Vadyekar



Ujwala  
Punjabi

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Whatsapp/ Call - [9773187331](tel:9773187331)

