

# INDIA

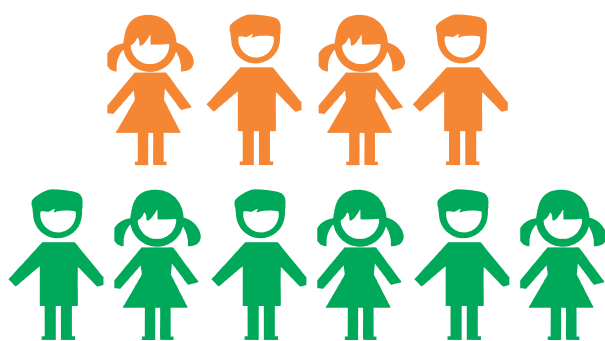
ALFA IMPACT REPORT



# FLN WHAT WORKS







|          |             |
|----------|-------------|
| 64%      | 60%         |
| Language | Mathematics |

**Current Status: PRS 2024**



**Imagine  
India  
100% NIPUN**

## RRI – A rapid way to study what works, then scale and sustain it

Relying on current practices will merely replicate existing outcomes. We need to embrace research-driven innovations that challenge established methods and pave the way for transformational progress.

Accelerating Learning for All (ALfA) addresses delays in mastering foundational skills that hinder the academic progress of many children. Its innovative peer-to-peer learning processes enable children to achieve literacy and numeracy goals in just 45 working days. This results in greater fluency, an expanded vocabulary, and a

better understanding of language and math concepts, setting them on a new trajectory for success.

The Rapid Results Initiative (RRI) combines this new pedagogy, learning materials, and teacher empowerment to address the global education crisis effectively and efficiently.

Through rigorous research and swift results, the RRI empowers policymakers to integrate these methods into existing curricula and teacher training systems.

## RRI Stages

Using a 3-stage Rapid Results Initiative, and by showcasing results in a short time, DEVI's FLN work has expanded rapidly across India and increasingly worldwide.

### Stage 1: Study



Study of existing impact or pilot / Randomized Control Trial (RCT).

### Stage 2: Scale



Scale to thousands of schools.

### Stage 3: Sustain



Integrate system-wide (supplement or embedded).

**Learn more**

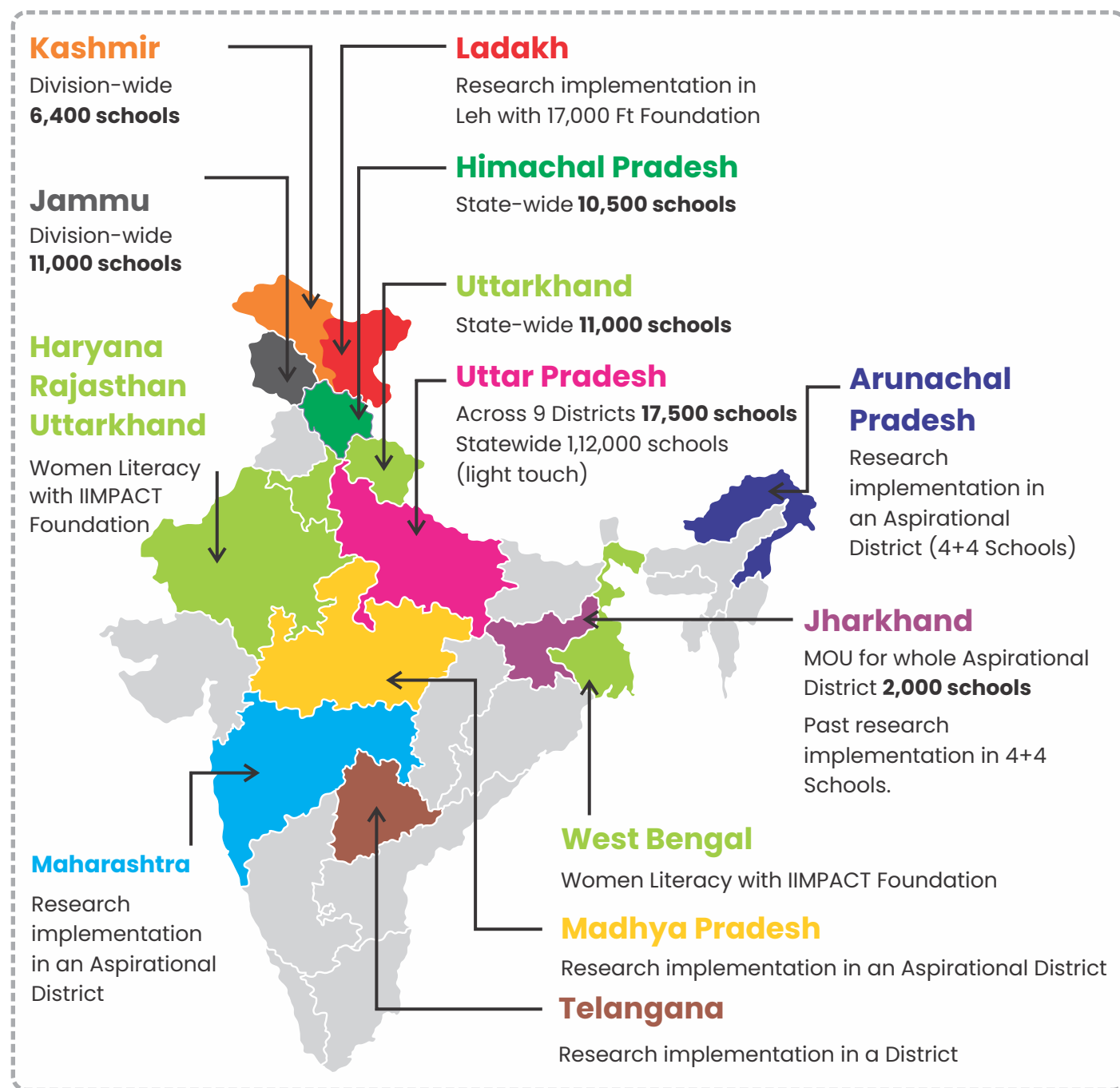


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# RRIs ACROSS INDIA

Small research studies have been sufficient to establish the proof of concept for ALfA, leading to massive scale-up across 14 states, with 4 signing state-wide MOUs. In just 3 years since ALfA's first RCT, there are now over 1.5 lakh schools in the pipeline for implementation.



**We invite further partnerships with governments, NGOs and donors to help make India literate faster. Together, we can!**

# ENDORSEMENT FOR ALfA



“

Dr. Sunita Gandhi's 30 hour literacy and numeracy model is highly innovative, and highly scalable, that can benefit school children, out of school children and illiterate adults.”

**Shri Rajnath Singh**  
Hon. Defence Minister, India



[Click Here](#)



From 10 schools to MOUs for  
**150,000+ Schools**

August 2022 to January 2026

Launch in 2022 with Smt. Anita Karwal, Secretary MOE, India

## Impact is Real: From Low-Performing to Rank 2 in UP

ALfA pedagogy was launched in 2022 when Anita Karwal IAS, then Secretary, Ministry of Education, entrusted DEVI Sansthan to implement ALfA (Accelerating Learning for All) FLN pedagogy in Shamli, Uttar Pradesh, then a low-performing district (LPD) of India (NAS 2017 data).

Shamli went from being a **LPD** to **Rank 2 of 75 districts** of UP in PRS 2024, an impact that can be credited in part to the ALfA pedagogy (DEVI was the only NGO working on FLN in Shamli).

DEVI's 4 Districts combined attained **30% and 40% higher learning gains** (+13/+14 pp) than the state average (+10/+10 pp) in language and mathematics. Policy built the highway. Daily classroom interactions drove up the learning.



# SHAMLI

## GLOBAL VALIDATION FROM HARVARD UNIVERSITY

HGSE Book, 'Rebuilding Resilient Education Systems After the Covid-19 Pandemic', Chapter 8 documents the learning gains from the ALfA program in Shamli, and recommends its widespread adoption by UP government.

“The effect size of the project was **0.23 for Grade 3** students and **0.89 for Grade 5**... the results suggest there is significant value in pursuing the ALfA model in other schools if implemented in a coherent, structured, and coordinated manner.”

“We **recommend the UP government incorporate the promising ALfA pedagogy** developed by DEVI for the first 6 weeks to quickly establish a strong FLN foundation.”

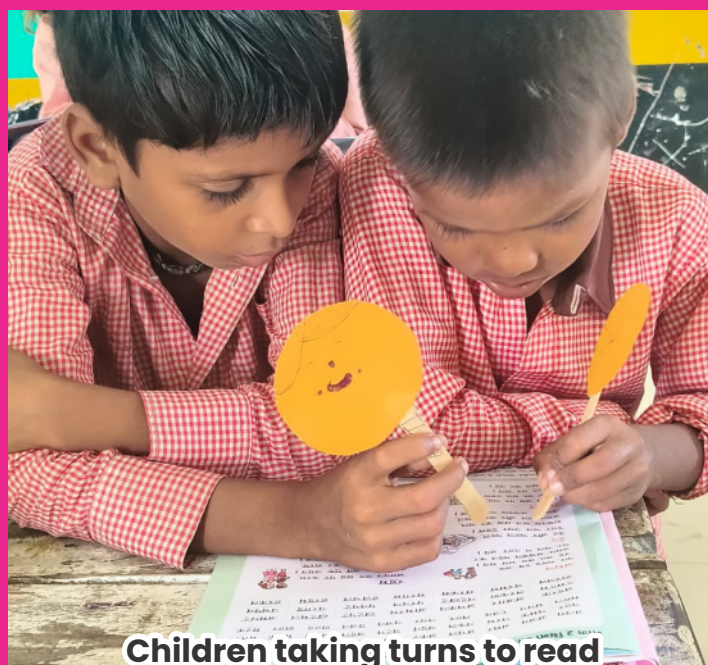
[Click Here](#)



Click or scan QR to check out the book



by Prof. Fernando Reimers, et. al.  
Harvard Graduate School of Education



Children taking turns to read using Tina-Toto puppets

**Effect size** is a statistical measure of an intervention's impact. A business-as-usual school year in developing countries typically raises literacy levels by **0.15 to 0.21** standard deviations. This means that the ALfA 45-day intervention raised learning levels by the equivalent of **2-4 years worth of school**.

Reference: Evans, David K.; Yuan, Fei. 2019. Equivalent Years of Schooling: A Metric to Communicate Learning Gains in Concrete Terms. Policy Research Working Paper; No. 8752. World Bank, Washington, DC.

# Rapid Results Initiative (RRI)

## Accelerating Learning for All

### The Problem We Can No Longer Ignore

We stand at a critical moment in global education. Across the Global South, millions of children attend school every day without gaining foundational literacy and numeracy at the level needed for further learning. Children move through grades without being able to read with comprehension, express themselves in writing, or manage basic number work. Once this foundation is weak, everything else becomes harder.

This is why foundational learning matters so deeply. It is not one part of education among many. It is the base on which all later schooling depends.

### What Is Not Working

A number of challenges keep appearing across systems.

First, countries often rely on evidence that is old, incomplete, or not fully relevant to their present context.

Second, results vary widely. This creates uncertainty about what is actually driving progress.

Third, systems are sometimes asked to invest heavily in approaches before seeing clear evidence from their own schools, teachers, and children.

In a fast-moving learning crisis, systems need answers more quickly. This means the challenge is not only a learning crisis. It is also a crisis of What Works – no one seems to be able to say with certainty and proof.

### What RRI Is

RRI (Rapid Results Initiative) is a practical process for exploring what works in foundational learning.

It begins small. A country or partner selects a limited number of schools, implements a structured intervention for a short period, measures results carefully, and then reviews what happened.

The goal is not just to run a pilot. The goal is to build enough local confidence to answer three questions:

1. Did it work?
2. Can it work in our context?
3. Should we expand it?

Within the RRI, we are offering free access to the ALfA program as one strong option for a rapid pilot on foundational literacy and numeracy.

This means we can support a country, government, district, or partner to try ALfA in a small research pilot and generate proof of concept that is easy to implement within a short time period.

This support includes free access to:

- ALfA teaching-learning materials
- Teacher training
- Implementation guidance
- Assessment tools
- Mentoring and technical support
- Help with research design and documentation

# FLN at Speed What Works

**Policy × Pedagogy =**

## FLN Speed at Scale

**When strong policy is topped by the ALfA pedagogy, gains accelerate fast.**

PRS 2024 (PARAKH Rashtriya Sarvekshan), compared with NAS (National Achievement Survey) 2021, gives us a rare system-wide signal. The national recovery is real despite the Covid setback is modest. At the same time, the data analysis shows something more encouraging: **11 states/UTs** improved by **at least 10 percentage points** in either or both Grade 3 Language or Maths between NAS 2021 and PRS 2024, many other states improved by high single digits, establishing that faster learning gains at scale are possible.

What do these “high movers” likely share?

### 5P Levers of Strong Policy

**Priority:** FLN stays at the top. Non-negotiable time, focus and urgency.

**Push:** Clear political and admin ownership from state to district to block / cluster / school; roles are defined and nurtured.

**Plans:** Conditions for teachers to act. Fixed periods for FLN, materials.

**Practice:** Coaching + support—demos, practice, feedback, follow-up.

**Proof:** Regular checks FLN levels—simple data, quick reviews, fast corrective action.

Uttar Pradesh illustrates the pattern. UP improved by about **+10/+10** points statewide. Within UP, four districts —Shamli,

Lucknow, Barabanki and Unnao—moved even faster, averaging **+13/+14**.

Himachal Pradesh also saw large statewide gains, and **Solan**—the only district-scale site outside UP where the same **ALfA** pedagogy was implemented—rose above the state average in both subjects.

### ALfA: Accelerating Learning for All

ALfA, built on 20+ years of research, is a **disruptive pedagogy** enables rapid FLN gains through paired-learning, and a new scaffolding of learning from **known-to-unknown**. This ensures every child remains active, every minute, leading to rapid gains in learning.

Teachers find it easy to implement. Children enjoy learning with each other, in turn leading to better attendance.

**Learning in pairs is integral to ALfA pedagogy.**





# FLN at Speed What Works

ALfA combines:

**Paired learning + joyful routines** (every child active, every minute).

**Known → unknown sequencing** in literacy: picture → sounds (letters) → meaningful words & sentences.

**Kinesthetic → concrete → abstract sequencing** in numeracy (number sense → operations → mastery).

**A short, intensive cycle** (45-working days) to establish FLN foundations.

## ALfA is exceptionally low-cost:

**Language:** Thin 28- to 40-page booklets are kept at school and shared as one copy among two children working as a pair.

**Numeracy:** A teacher guide plus simple hands-on materials (sticks/beans, or local substitutes) are provided or arranged locally (recycled, reused, sustainable).

## 5P Levers of Pedagogy

**Preparation:** Teachers & Middle-level officials learn, practice, and can demonstrate pair learning routines.

**Prompts:** Guidance is built into booklets and the PATH Model School Chart (QR videos). Known to unknown progression.

**Pair Routines:** Rotating pairs. Use of routines. Active learning.

**Practice:** MAT (Model–Apply–Transfer) creates lots of practice and builds fluency.

**Proof:** Perfection loops with collective feedback; “not yet/try again” correction loops for course-correction.

**The lesson is simple:** policy builds the platform, but pedagogy sets the speed—and some pedagogies, like vehicles, **are designed to move faster** in real classrooms with mixed levels, large number of students, and uneven teacher presence and support.

India has made extraordinary progress.

**NIPUN goals are still within reach in the mission’s final year**, if we align what leaders prioritise through policy (the highway) with what schools do daily through pedagogy (the vehicle).

Given the strength of results and evidence at scale in a short time, we suggest moving directly to rollout of the ALfA supplement as an FLN booster where governments see its value—**government orders are needed now**.



Joyful Learning leads to greater attendance.

# BUILDING ON MOMENTUM 3 ASKS

In UP, ALfA grew from a small 10-school pilot in Shamli district in 2022 to 7,500 schools in 2024 (4 full districts) and to 17,500 schools (9 full districts by January 2026)—supports a clear pathway for expansion.

The program grew rapidly to other states: HP, J&K, Uttarakhand (MOUs for entire states). It is also growing in aspirational districts such as Rachi, Jharkhand, Nandurbar, Maharashtra & East Kameng, Arunachal Pradesh.

The Randomized Control Trial in Shamli

was validated by Harvard ([link](#)).

PRS/PARAKH 2024 captured ALfA's gains at scale where entire district implementations were possible before the November 2024 deadline for PRS. ([data](#)). In not even one complete cycle (2021–2024), ALfA has shown India's best scale and impact.

Endorsement has come from teachers to policymakers at all levels including Hon'ble Shri Rajnath Singh ji, Defence Minister of India who was former Minister of Education, Uttar Pradesh.

## Why this matters now?

**What earlier took 3+ years can now be achieved through ALfA in 45 days.**

There has been much learning in the last few years of NIPUN, a momentum we can build on in this last year—making this a time-sensitive opportunity to accelerate learning.

## 3 Asks What we need from the State/UT

1. **Approve ALfA–FLN as a state programme** for a 45–working-day emergency cycle. Can utilize the time available at the beginning of the academic year, or can be run in parallel with textbooks.
2. **Print and distribute the ALfA booklets as FLN booster.** Booklets are thin, shared among two children.

Hands-on math material is simple sticks. Both are together a minor cost (which can be CSR funded or PMU-led).

3. **Endorse mass training in ALfA accelerated teaching methods** (training is short, offline, online, cascade, effective).

[www.dignityeducation.org/gov](http://www.dignityeducation.org/gov)

## REPORTS & EVIDENCE

### India

[UP Systemwide/ALfA Gains \(NAS 2021→PRS 2024\)](#)  
[Harvard GSE 40-Day RCT \(Shamli, India, 2022\)](#):  
+0.23 SD (Grade 3), +0.89 SD (Grade 5)

Other learning gains in [Arunachal Pradesh](#), [Himachal Pradesh](#), [Jharkhand](#), [Maharashtra](#).

[Reach](#): Grown from 10 to recent agreements for 150k+ schools pan India.

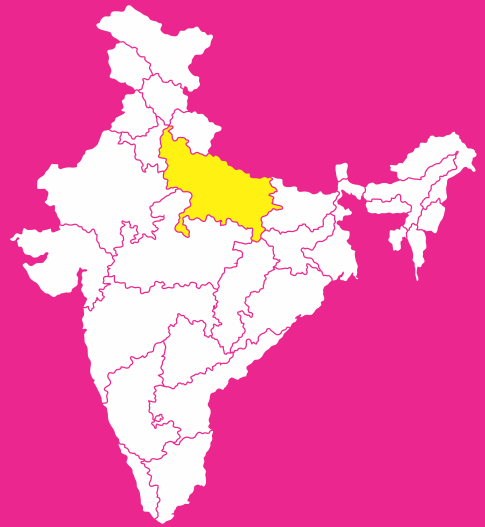
### International

[Peru](#): 50→72 Math, 53→70 Spanish  
[Ghana](#): 0.30–0.90 SD literacy gains; strong numeracy gains; 3x learning vs comparison schools after 55 days.  
[Maldives](#): Double the learning gains in ALfA compared to non-ALfA schools  
[Replication](#): ALfA Toolkits adapted in 33 International languages (15 Indian).



Scan QR Code  
→ PRS/NAS data,  
case studies, ALfA  
reports, presentations,  
videos, more.

Click Here



# UTTAR PRADESH

**9 Districts (5 Aspirational)**  
**17,700 Schools MOU**  
**14.84 Lakh Students (Grade 1-5)**  
**Statewide 1.12 lakh schools (light touch)**



# LEADERSHIP SUPPORT

“ I am delighted that DEVI Sansthan is working for education in Lucknow and beyond. I have full confidence that this program will assist children in becoming foundationally literate. ”

**Smt Anandiben Patel**  
Hon. Governor, Uttar Pradesh



[Click Here](#)

Scan QR for endorsement letter



“ I am pleased that Dignity Education Vision International is implementing its project in slums of Lucknow to enable foundational literacy and numeracy through their innovative toolkit. ”

**Shri Yogi Adityanath**

Hon. Chief Minister, Uttar Pradesh



[Click Here](#)

Scan QR for endorsement letter

“ Dr Gandhi's innovative pedagogy has brought about remarkable transformations in government schools of Uttar Pradesh. It has significantly improved foundational skills and the quality of education at scale. ”

**Shri Sandeep Singh**

Hon. Minister of State for Education, UP



[Click Here](#)

Scan QR for endorsement letter



# POLICY + PEDAGOGY ACCELERATES FLN FASTER

Under strong post-Covid leadership and progressive policies, the UP Government delivered a +10/+10 pp statewide gain and lifted UP to Rank 7 in India in PARAKH 2024 (Grade 3 language & maths).

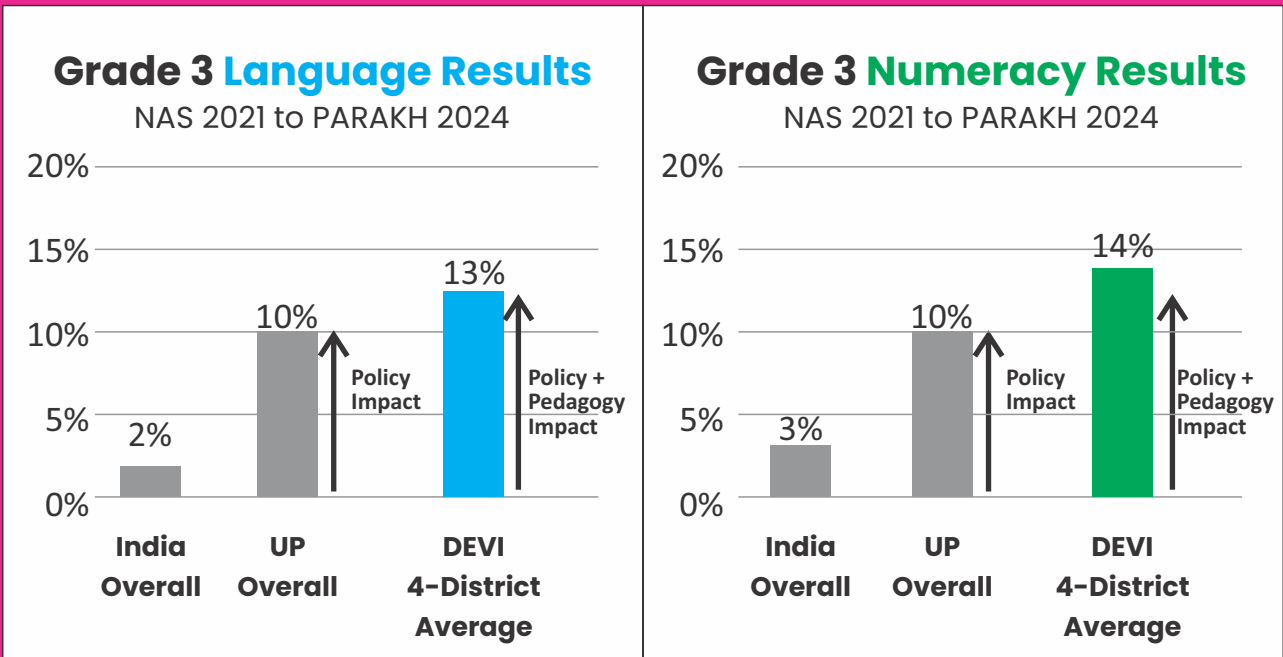
The government further created an **enabling environment for NGOs**, including DEVI to implement its ALfA pedagogical intervention which delivered sharper acceleration: +13/+14 pp across four ALfA districts.

Shamli, once low-performing, was the first to follow ALfA in 2022. It is now Rank

2 of 75 UP districts for Grade 3. With ALfA now in 9 districts (17,500 schools) and a proposed statewide FLN supplement for 6 million learners, the message is clear: **policy sets the base; pedagogy speeds the gains.**

Pedagogy changes teaching (not just materials). ALfA daily routines—paired learning, talk routines, role rotation, transfer, and immediate feedback are driving learning gains through **minute-to-minute classroom interactions**, not just plans, scripts, or training.

## Grade 3 Learning Gain Between NAS 2021 & PRS 2024



### Key

- Literacy Gain
- Numeracy Gain

### Sources: Click/Scan QR



NAS  
2021



Parakh  
2024



For more details,  
read the ALIGN  
FLN report

[Click Here](#)

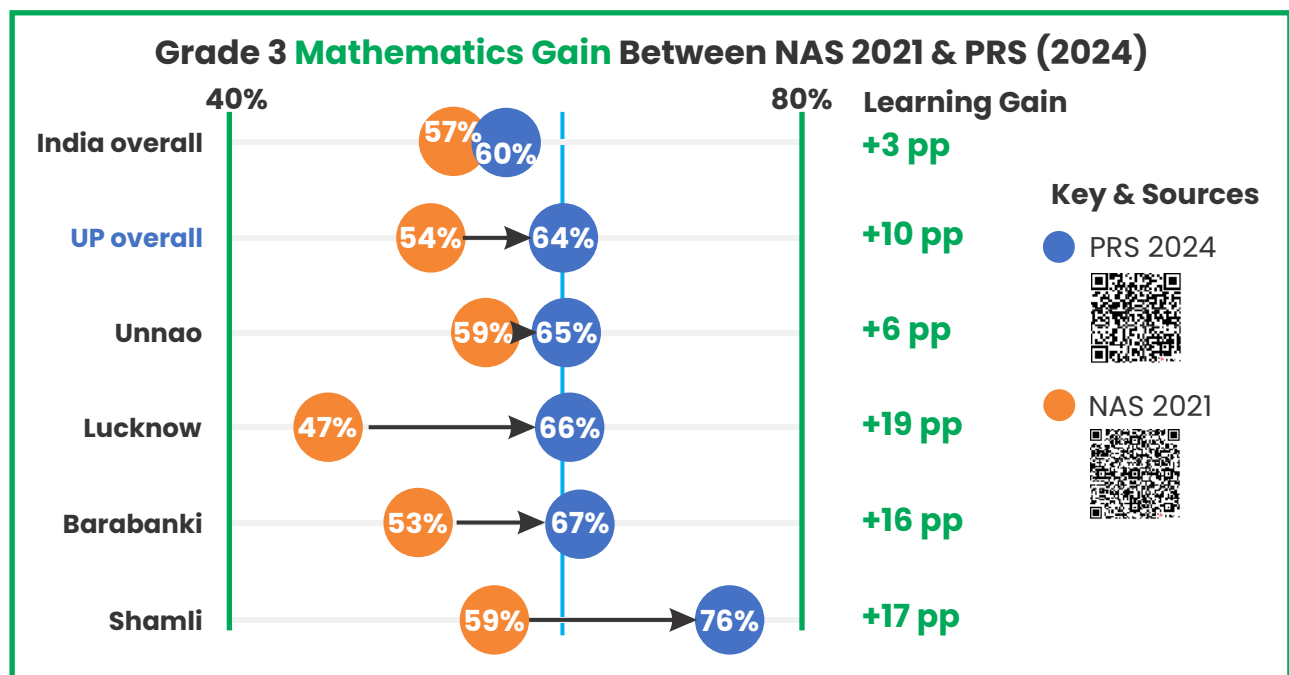
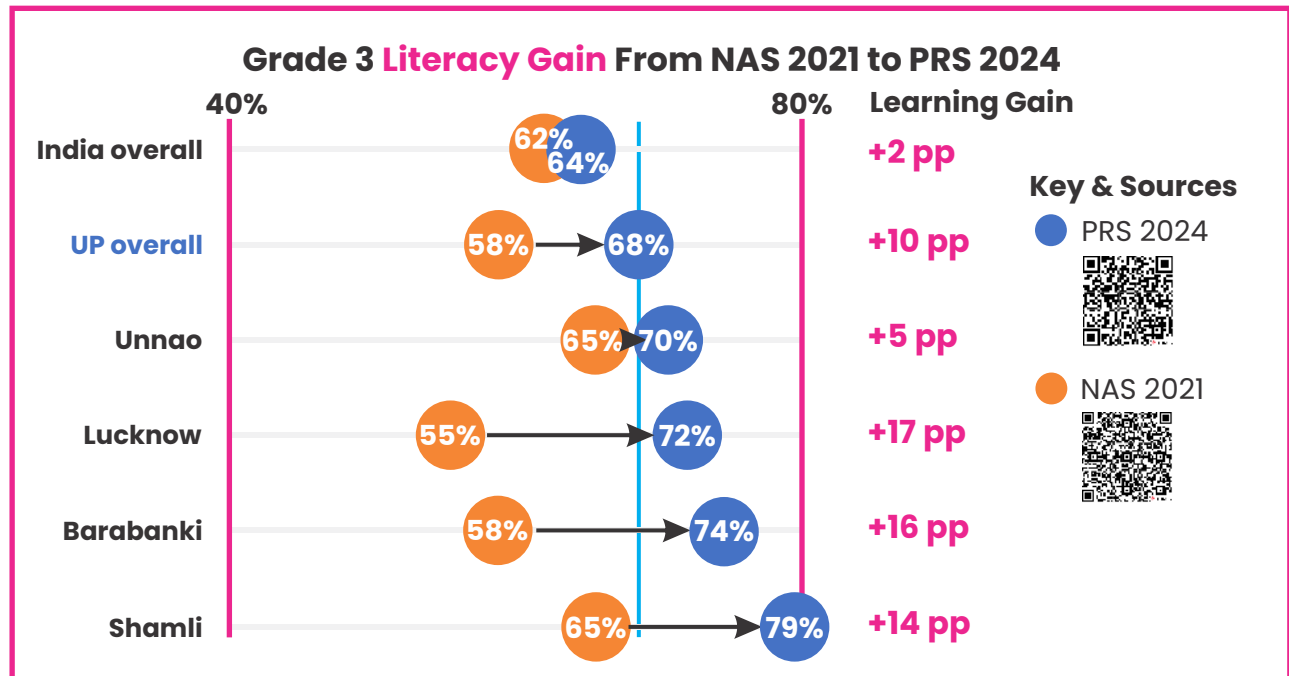
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NAS: National Achievement Survey, PRS: PARAKH Rashtriya Sarvekshan

# RESULTS AT SCALE NAS 2021 to PRS 2024

The 4 districts in which ALfA has been implemented saw massive improvements in their score for Grade 3 language and maths in Parakh 2024, compared to the NAS 2021. Particularly remarkable is Shamli, a formerly low performing district, now ranked in the Udit (Excellent) category in Parakh. The 4 districts improved by 5 to 19 percentage points, compared to just a 2–3 pp gain at the national level. All 4 districts are well above the state average except Unnao, where there was a delay in ALfA materials reaching.

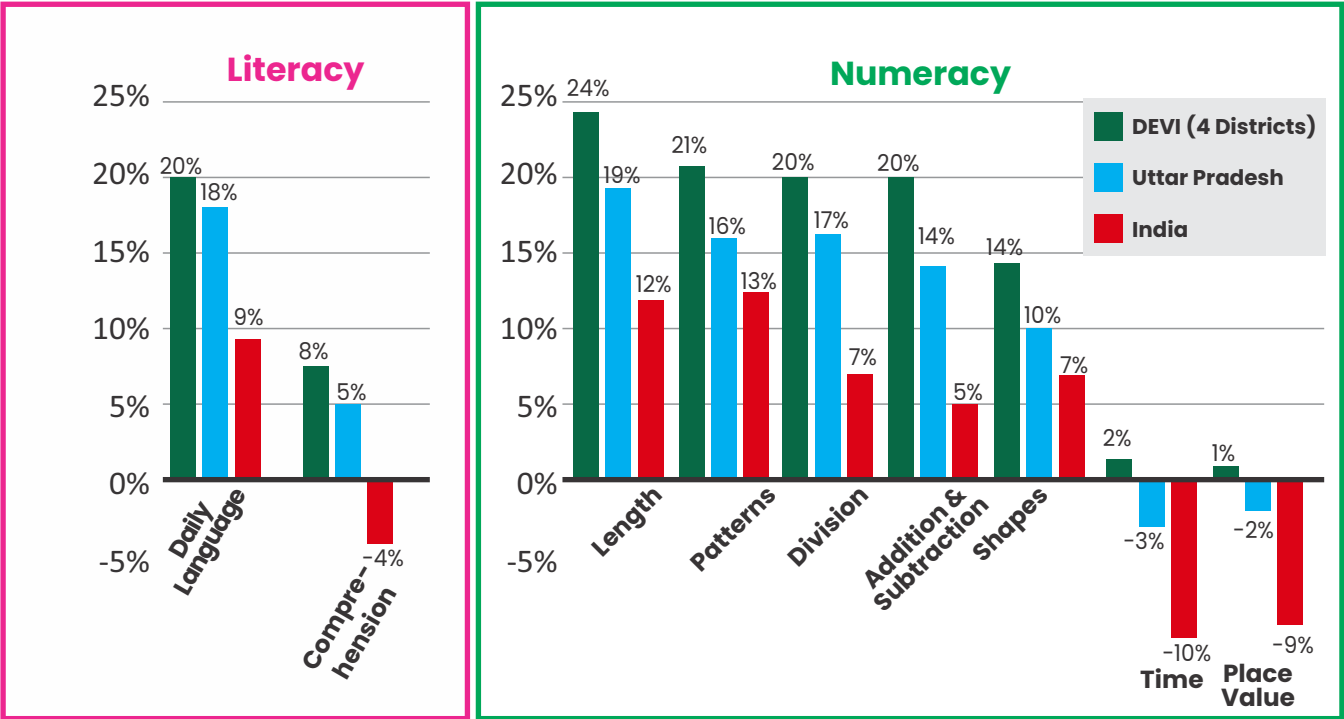




# COMPETENCY BASED ANALYSIS NAS TO PRS

**Competency-wise analysis** of AlfA classroom based intervention in 4 districts allocated to DEVI achieved **higher gains in all of the competencies**, between NAS 2021 and PRS 2024, compared to the UP and India average. UP made a tremendous gain through policy reform, and pedagogy adds more value on top of this.

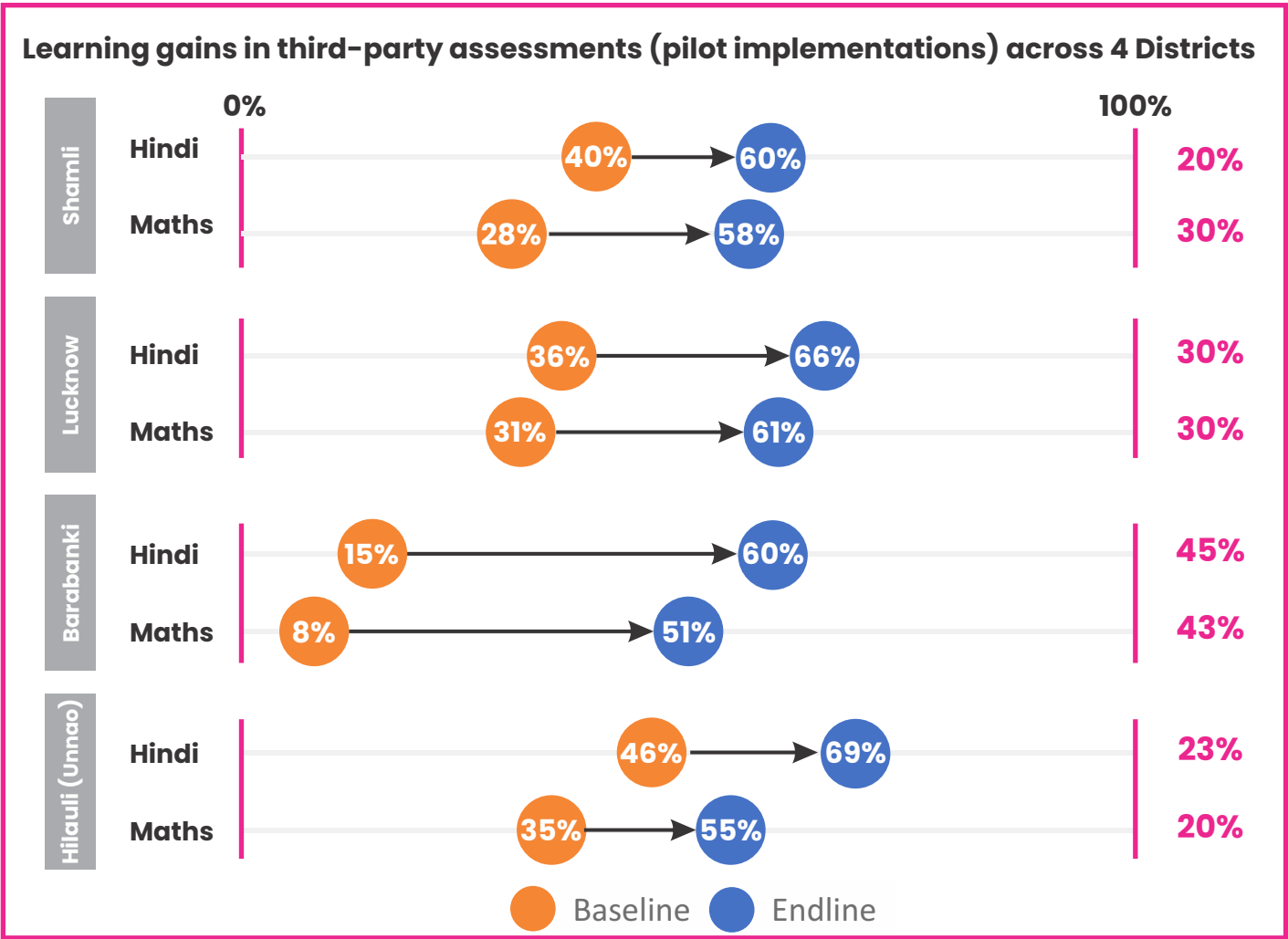
Grade 3 Competency Gains NAS 2021 to PRS 2024



| NAS 2021 |                                                                                                                              | PRS 2024 |                                                                                                                                                                         |
|----------|------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| M312     | Estimates and measures <b>length</b> and distance using standard units like centimetres or meters & identifies relationships | C-8.9    | Select appropriate tools and units to perform simple measurements of <b>length</b> , weight, and volume of objects in their immediate environment.                      |
| M318     | Extends <b>patterns</b> in simple shapes and numbers                                                                         | C-8.2    | Identifies and extends simple <b>patterns</b> in their surroundings, shapes, and numbers.                                                                               |
| L312     | Reads printed scripts on the <b>classroom walls</b> : poems, posters, charts etc.                                            | C-9.7    | Knows and uses enough words to carry out <b>day-to-day interactions</b> effectively and can guess the meaning of new words by using existing vocabulary                 |
| M306     | Explains the meaning of <b>division</b> facts by equal grouping/sharing and finds it by repeated subtraction                 | C-8.7    | Recognises multiplication as repeated addition and <b>division</b> as equal sharing                                                                                     |
| M303     | Solves simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping          | C-8.6    | Performs <b>addition and subtraction</b> of 2-digit numbers fluently using flexible strategies of composition and decomposition of both numerical and word problems     |
| M309     | Identifies and makes 2D- <b>shapes</b> by paper folding. paper cutting on the dot grid, using straight lines etc.            | C-8.8    | Recognises, makes, and classifies basic geometric <b>shapes</b> and their observable properties, and understands and explains the relative relation of objects in space |
| L304     | Reads small texts with <b>comprehension</b> , i.e., identifies main ideas, details, sequence and draws conclusions           | C-10.5   | Reads short stories and <b>comprehends</b> their meaning – by identifying characters, storyline and what the author wants to say – on their own                         |
| M302     | Compares numbers up to 999 based on their <b>place values</b>                                                                | C-8.5    | Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal <b>place value</b> system                                               |
| M317     | Reads the <b>time</b> correctly to the hour using a clock/watch                                                              | C-8.10   | Performs simple measurements of <b>time</b> in minutes, hours, day, weeks and months                                                                                    |

# THIRD PARTY ASSESSMENTS

Across the different districts of Uttar Pradesh, students showed dramatic improvement in learning levels, as indicated by comprehensive & difficult third-party tests, which measure each competency specified in NIPUN Bharat and NAS.



# TEACHER TRAINING AT SCALE

Training is provided to the Middle-Level Leaders of the government, head teachers and teachers in three formats: offline, online and cascade. Online training (MOOT: Massive Open Online Training) has been made highly interactive and effective with some states now more keen on online over physical training.

## PHYSICAL TRAINING

Over the past three years, DEVI has trained and empowered **over 10,000 teachers**, principals and government officials. Participants build deep practical understanding of the ALfA pedagogy through:

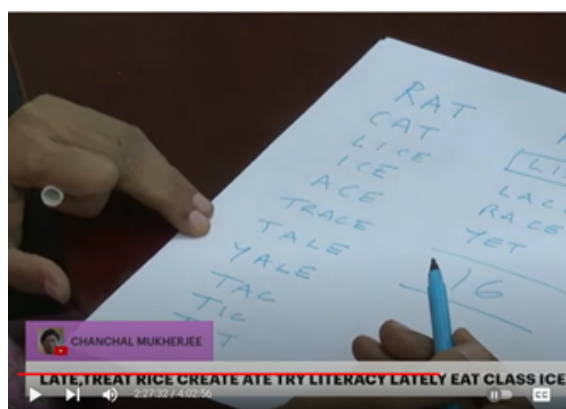
- ✓ Role-plays & Hands-on activities
- ✓ Paired learning practice
- ✓ Classroom videos
- ✓ Quizzes and Q&A



Physical Training

## ONLINE MOOT (MASSIVE OPEN ONLINE TRAINING)

**80+ COUNTRIES | 100,000 PARTICIPANTS**



Top chat replay ▾

- V Nimmi Shukla 16 words
- U Usha Rajesh Sharma 28
- S Saimon's reality, literacy: 23
- J Jagjeet Kaur fascinating activity

Audience polls on online training modality were overwhelmingly positive (see one of the largest MOOT feedback below). Most participants also opted for the online training end-test and certificate, indicating strong engagement.

| Questions to ONLINE Trainees                                          | Feedback                                                   |
|-----------------------------------------------------------------------|------------------------------------------------------------|
| Has the online format of this MOOT been effective for you?            | Yes 93%<br>Somewhat 5%<br>No 1%                            |
| Do you want to adopt the ALfA pedagogy and processes in your classes? | Yes 90%<br>Maybe 10%<br>No 0%                              |
| Do you want to adopt paired learning in your classes?                 | Yes 100%<br>Maybe 0%<br>No 0%                              |
| How did you find today's training?                                    | Excellent 73%<br>Quite good 22%<br>Ok 3%<br>Nothing new 0% |

## MONITORING & SUPERVISION

DEVI trains the middle level leaders for supportive supervision, provide monitoring checklists and apps. Our field staff regularly visit schools with them. They actively participate in government meetings at block and district levels, and work alongside government.



Click Here

Click/Scan QR to experience an ALfA training



Click Here

Click/Scan QR to watch our training playlist



Click Here

Click/Scan QR to experience the MOOT yourself



# SHAMLI DISTRICT, UP, CASE STUDY

## FROM LPD 2022 TO RANK 2 OF 75 DISTRICTS (PRS)

**कार्यालय जिला बेसिक शिक्षा अधिकारी, शामली।**

पत्रांका/एस0एस0एस0/ 6256-60 / 2025-26 दिनांक:- 15/12/2025

सेवा में,  
महानिदेशक, स्कूल शिक्षा  
एवं राज्य परियोजना निदेशक  
उत्तर प्रदेश लखनऊ

विषय:-जनपद शामली में ALFA कार्यक्रम के क्रियान्वयन के सम्बन्ध में संक्षिप्त प्रतिपुष्टि के सम्बन्ध में।

महोदय,

सादर आपको सूचित करना है कि जनपद शामली में FLN हेतु ALFA कार्यक्रम वर्ष 2022 में जनपद शामली प्रदेश का प्रथम जनपद रहा, जहाँ देवी संस्थान द्वारा 40 दिवसीय RCT आधारित शोध-पायलट कक्षा 1 से 5 में शुभारम्भ किया गया, जिसमें 10 इंटरवेंशन तथा 10 कंट्रोल विद्यालय सम्मिलित थे। हार्वर्ड ग्रेजुएट स्कूल ऑफ एजुकेशन द्वारा सत्यापित इस अध्ययन में प्राप्त उत्कृष्ट परिणामों के आधार पर सत्र 2023-24 में कार्यक्रम का विस्तार 290 विद्यालयों तक तथा सत्र 2024-25 में जनपद के समस्त 596 विद्यालयों में किया गया। कार्यक्रम के अंतर्गत देवी संस्थान द्वारा सभी विद्यालयों को अध्ययन सामग्री एवं गणित टूलकिट उपलब्ध कराई गई। शिक्षकों, प्रधानाध्यापकों, BEOs SRGs एवं ARPs को गुणवत्तापूर्ण प्रशिक्षण प्रदान किया गया तथा सुदृढ़ फील्ड सपोर्ट, सतत मॉनिटरिंग एवं प्रेरणात्मक सहयोग उपलब्ध कराया गया। प्रत्येक विकासखंड में मॉडल विद्यालय स्थापित किए गए, जिसके परिणामस्वरूप विद्यार्थियों की उपस्थिति में उल्लेखनीय वृद्धि दर्ज की गई।

अधिम उपलब्धियों के संदर्भ में NAS 2021 से PARAKH 2024 के मध्य भाषा के परिणाम 65 प्रतिशत से 79 प्रतिशत तक (कुल 14 प्रतिशत अंक की वृद्धि) तथा संख्यात्मक कौशल 59 प्रतिशत से 76 प्रतिशत तक (कुल 17 प्रतिशत अंक की वृद्धि) पाए गई। यह विशेष रूप से उल्लेखनीय है कि NAS 2017 में देश के निम्न-प्रदर्शन वाले जनपदों में सम्मिलित शामली ने PARAKH 2024 में 75 जनपदों में द्वितीय स्थान प्राप्त किया है। यह भी उल्लेखनीय है कि ALFA कार्यक्रम का क्रियान्वयन प्रारम्भ से ही कक्षा 1 से 5 के समस्त विद्यार्थियों के लिए समग्र एवं सतत रूप से किया गया, जिसका सकारात्मक प्रभाव कक्षा 6 के PARAKH परिणामों में भी स्पष्ट रूप से परिलक्षित हुआ है, जहाँ जनपद शामली के विद्यार्थियों ने अत्यंत प्रभावशाली प्रदर्शन किया है। उपरोक्त प्रगति में ALFA की भूमिका सराहनीय रही है।

अतः भविष्य में भी देवी संस्थान के साथ निरंतर शैक्षणिक सहयोग बनाए रखने की अपेक्षा की जाती है।

(लता राठौर)  
जिला बेसिक शिक्षा अधिकारी,  
शामली।

पू0सं0/एस0एस0एस0/ / 2025-26 तददिनांक।  
प्रतिनिधि-निम्नांकित की सेवा में सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित:-  
01. जिलाधिकारी, शामली।  
02. मुख्य विकास अधिकारी, शामली।  
03. सहायक शिक्षा निदेशक (बेसिक) सहारनपुर मण्डल सहारनपुर।  
04. डॉ सुनीता गांधी, संस्थापिका, देवी संस्थान, लखनऊ।

जिला बेसिक शिक्षा अधिकारी,  
शामली।

"Notably, our district which was considered 'low performing' in NAS 2017 rose to rank 2 of 75 districts of UP in PRS 2024. The remarkable improvement is clear and visible. ALFA has played a commendable role in this dramatic improvement."

**A letter written by Lata Rathoure, BSA Shamli, to DGSE UP, 15 December 2025**

**Read letters from BSAs of Lucknow, Unnao, Barabanki**



**Click Here**



to watch accounts of teachers and BSA citing **attendance improvement**; get a glance into ALFA classes.

**Click Here**



to view news report by **The Print** on ALFA implementation in Shamli.

**Click Here**



# HIMACHAL PRADESH

**Whole State MOU | 12 Districts**  
**10,300 schools | 2.8 lakh students**



# LEADERSHIP SUPPORT

“AlfA has already produced excellent results in the far-flung blocks of Solan and Shimla. I'm fully confident that it will keep improving children's learning levels as it spreads.”

**Shri Rohit Thakur**

Hon Education Minister, HP



[Click Here](#)

Scan QR for speech  
at Leadership Circle  
(by DEVI), Lucknow



“We have to think out of the box. AlfA pedagogy - with its emphasis on paired and play-based learning, captivates children. This is the type of innovation that will help our children.”

**Shri Ashish Kohli**

Director of Elementary Education, HP



[Click Here](#)

Scan QR for the  
whole speech



“Children learn best when they're learning with joy. I'm excited by the AlfA pedagogy, it is enabling our teachers to do wonders and close the learning gap.”

**Smt Manjula Devi**

FLN Coordinator, HP



[Click Here](#)

Scan QR for the  
whole speech





# POLICY + PEDAGOGY: HP / SOLAN

Under the Government of Himachal Pradesh's strong FLN policy, the state recorded India's largest gains from NAS 2021 to PARAKH/PRS 2024: **+16 pp** in Grade 3 Language and **+19 pp** in Math. Within this statewide improvement, Solan stood out with **+18 pp (Language)** and **+23 pp (Math)**. ALfA began with a pilot in Solan (2023) and scaled to the entire district (2024). By the PRS in Nov 2024, Solan showed **major learning gains**. DEVI has partnered with the HP government on a three-year MOU. This included a high-level delegation to Lucknow led by the Hon. Education Minister, HP, Shri Rohit Thakur, to see ALfA in action.



Watch ALfA Class  
Videos from  
Solan & Shimla



Data Sources: Click/ Scan QR



NAS 2021

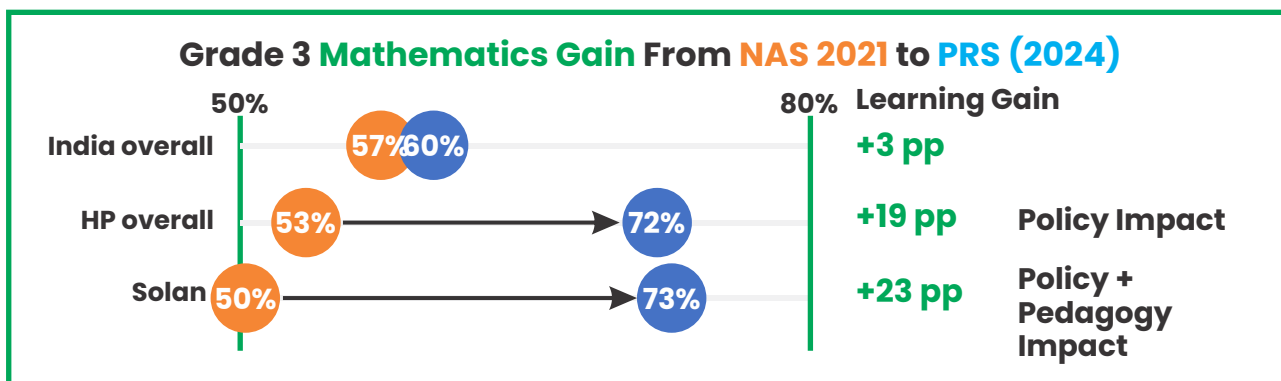
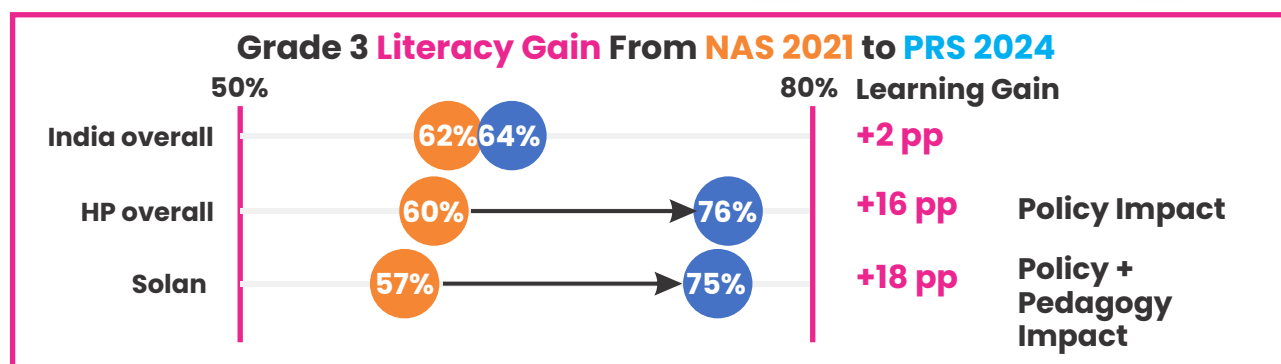
[Click Here](#)



PRS 2024

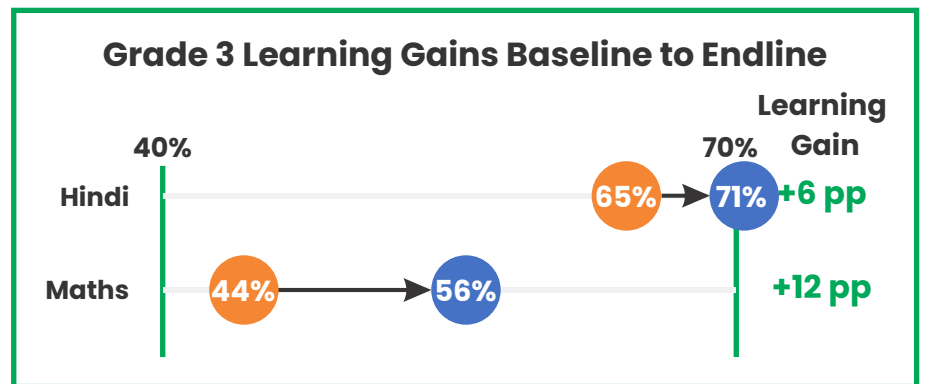
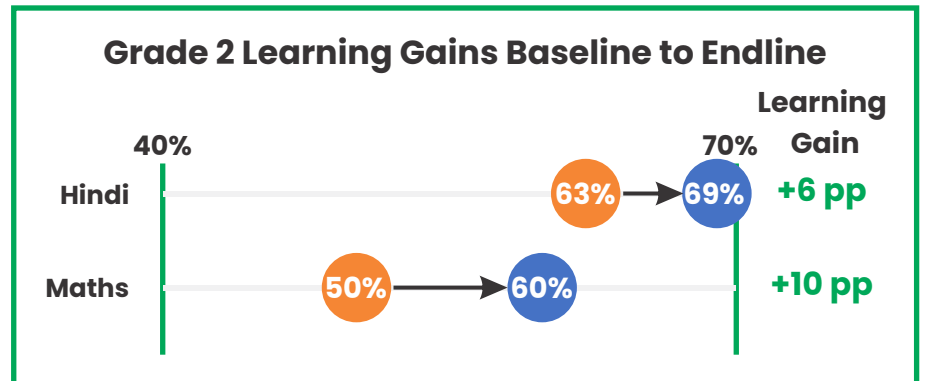
[Click Here](#)

**Solan made above state average gains from NAS 2021 to PRS 2024 in Grade 3**



# PHASE 1 PILOT RESULTS SOLAN (HP)

Of the 476 schools implementing ALfA, 89 were selected randomly, then tested using a tool that measured children's achievement of NIPUN Bharat competencies. The assessment was conducted under the purview of DIET, by trained DIET students. Students' test scores increased by between 6 and 12 percentage points after just over 30 implementation days. In general, students' baseline scores were lower in maths compared to Hindi, but they also showed more dramatic numeracy improvements.



● Baseline (Dec 2023) ● Endline (Feb 2024)



**Clap-Snap Numbers**  
**Kinesthetic Pair Routine**  
1 clap = 10, 1 snap = 1



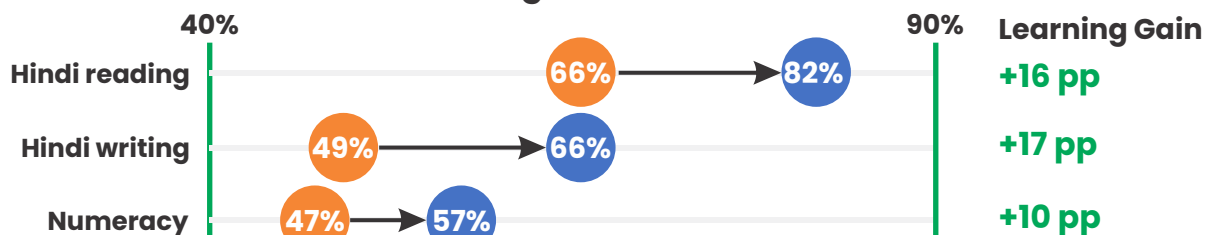
# PHASE 2 RESULTS SOLAN & SHIMLA

After the successful pilot, in 2025 implementation expanded to the whole of Solan district and 6 blocks of Shimla. All grades made substantial progress in Hindi reading: an average of 12 percentage points. Similarly writing gained 10 percentage points (pp), and arithmetic 8 percentage points (pp).

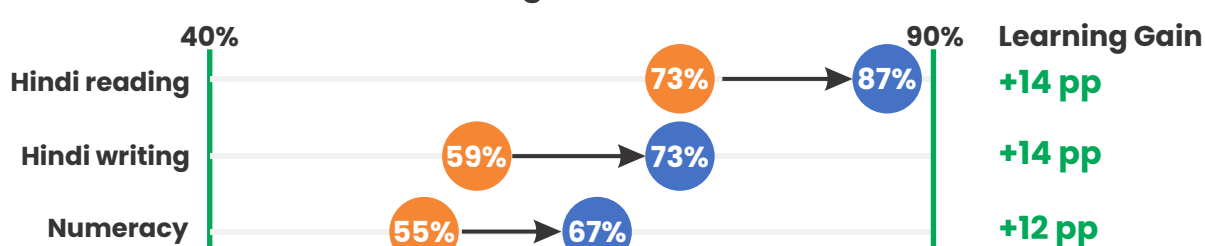
Generally the younger grades made the biggest jump, with Grade 2 improving by 14pp and Grade 3 by 13 pp.



## Grade 2 Learning Gains Baseline to Endline



## Grade 3 Learning Gains Baseline to Endline



Tests were conducted in 2 randomly selected schools per block, under the purview of DIET.

● Baseline (May 2025)  
● Endline (Nov 2025)

Scan QR for full results

[Click Here](#)



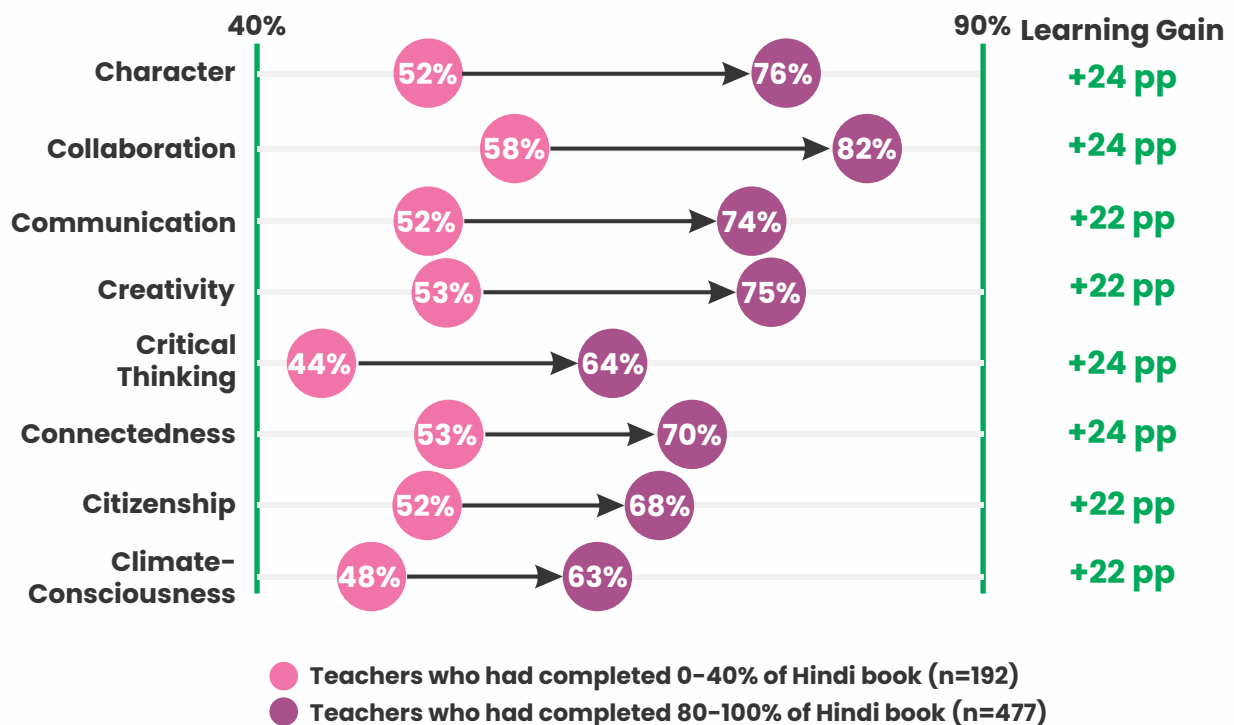


# NEP 2020 IN ACTION **FAST + HOLISTIC**

**Key Insight:** When pedagogy shifts from being teacher-led to active child-to-child interaction; learning becomes faster, fairer, more durable and more holistic for every learner.

**Equity at scale:** Random pairing strengthens holistic development by building equity, inclusion, 21st-century skills and SEL every day. As the teacher survey below shows, teachers who had implemented ALfA saw larger gains in their students' 21st century skills.

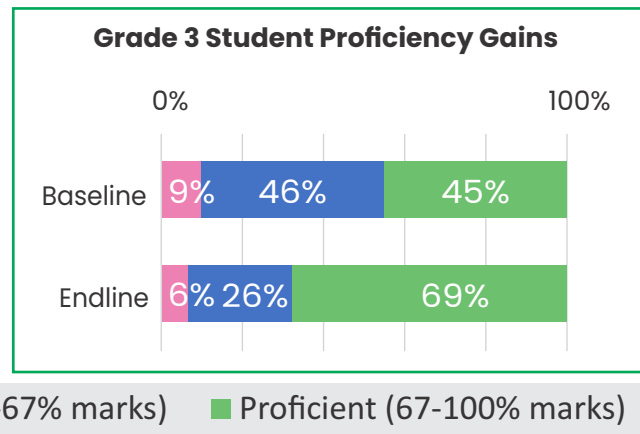
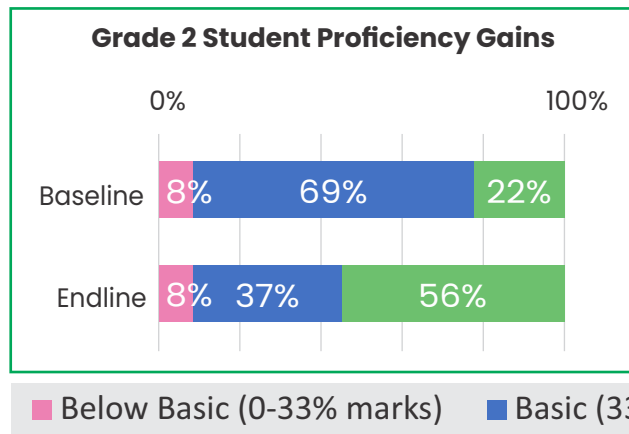
**Student improvement in 8C Skills as 'huge' or 'significant'**  
(% of 1,592 Teachers in Himachal Pradesh & Uttar Pradesh, Nov 2025)



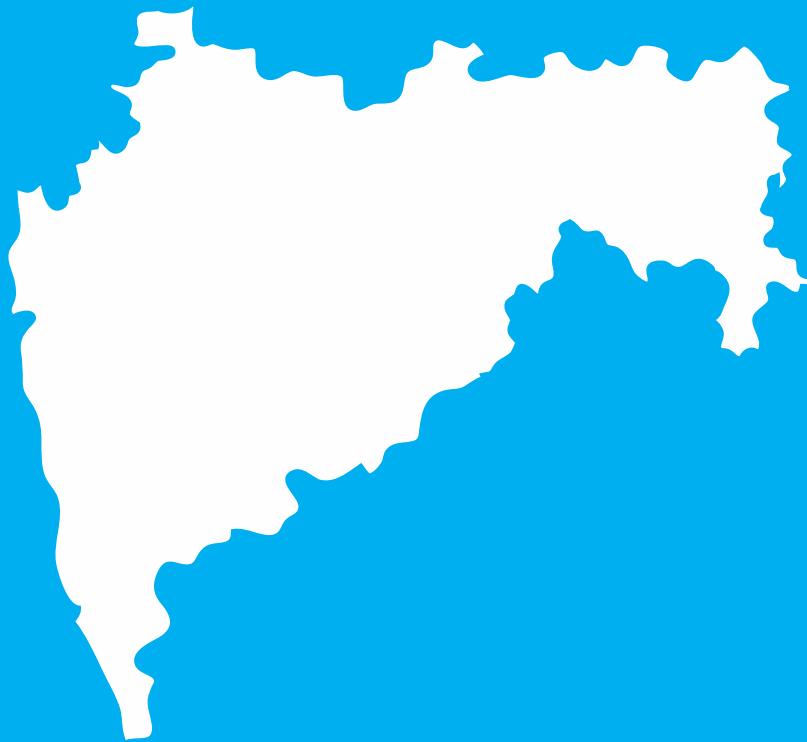
# PROFICIENCY LEVEL ANALYSIS

The tercile analysis shows a dramatic improvement in the learning levels in Grade 2 & 3.

The proportion of Grade 2 students in the 'proficient' category rose from 22% to 56%. For Grade 3, it improved from 45% to 69%.



Using Tina-Toto Puppets Makes Learning Joyful & Interactive



# MAHARASHTRA

**Nandurbar (Aspirational District)**

**1400 Schools | 81,000 Students**

**Earlier Research Implementation in**

**4 + 4 Schools (402 + 615 students)**

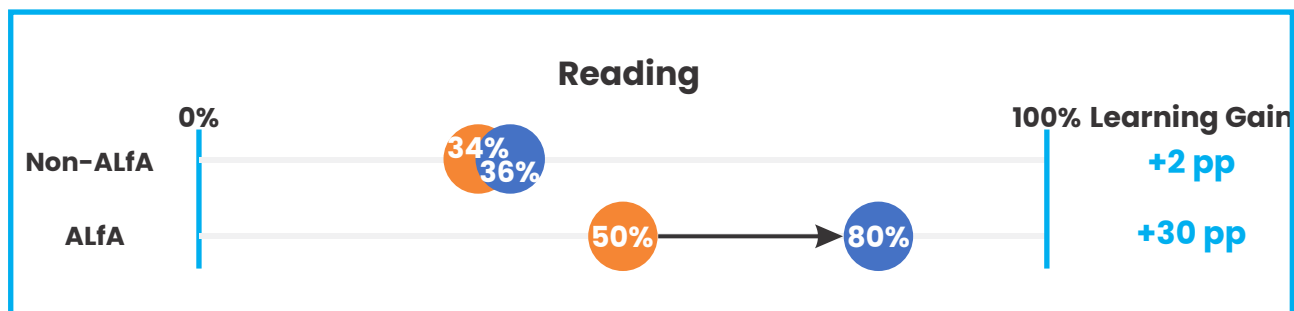
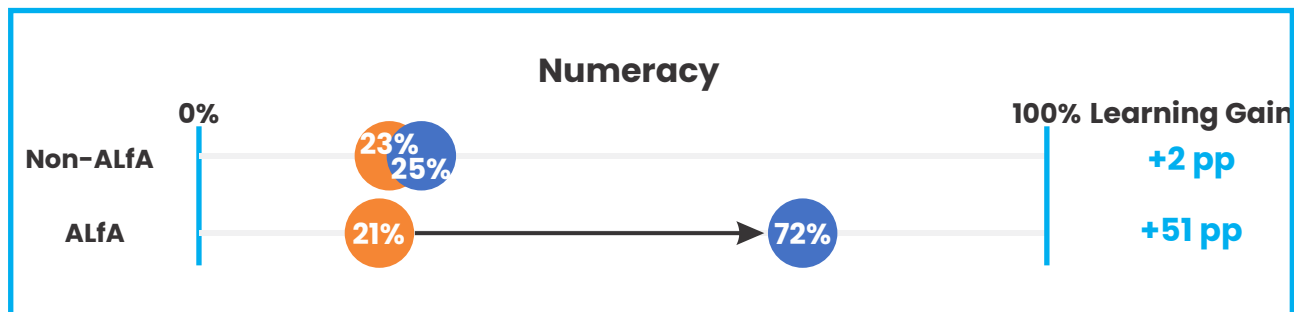


# LARGE LEARNING IMPROVEMENTS

In a 4+4 school implementation, non-ALfA schools made negligible learning gains whereas ALfA schools made huge jumps of 30 percentage points (50% to 80% in Marathi reading) to 51 percentage points (21% to 72% in numeracy). This yields a huge effect size of 1.51 for literacy and 2.27 for numeracy.



## Learning gains in ALfA vs Non-ALfA Schools | Grade 3 | Nandurbar, Maharashtra



Tests were conducted in all 4 non-ALfA and 4 ALfA schools, under the purview of government officials.

- Baseline (March 2025)
- Endline (Sept 2025)

Scan QR for full results

[Click Here](#)



# NANDURBAR, MAHARASHTRA

## COMPETENCY ANALYSIS READING

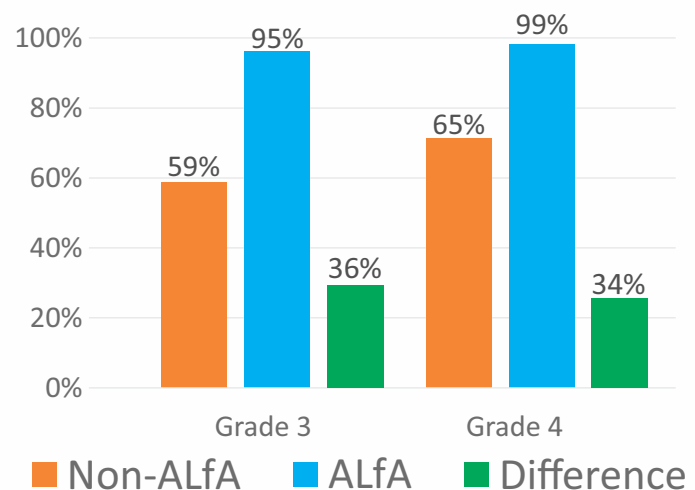
The endline test given is scientifically similar to the baseline (though not identical), allowing a genuine measurement of progress. The Pragati App generates a detailed personalized report card at multiple levels (child, class, school, district) which shows with a colour code which topics have been mastered and which need more work. Pragati report cards enable children to focus on their progress over time rather than comparing against others.



### Endline Comparison: Average scores on specific competencies, Non-ALfA & ALfA

#### Word level: completing a word

शब्द पूर्ण करण्यासाठी योग्य अक्षरे भरा.



#### Comprehension: reading with understanding

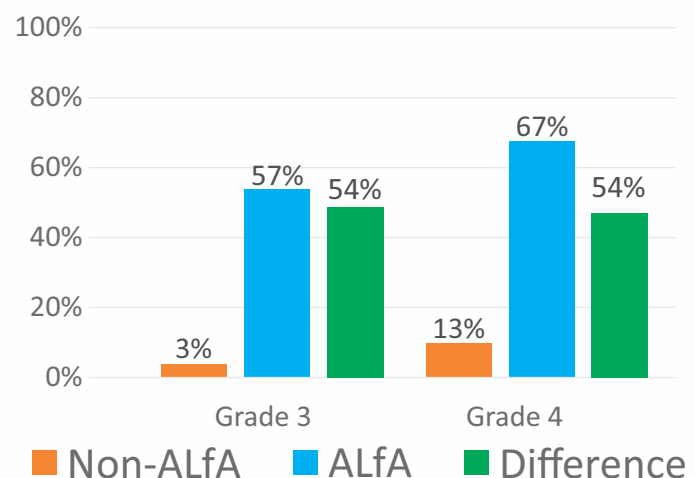
एक लहान चिमणी दररोज सकाळी आपल्या घराच्यातून उडून शेतात जात होती. तिथे ती आपल्या पिलासाठी अन्न शोधत होती आणि संध्याकाळी परत येत होती. चिमणी आपल्या पिलाची खूप काळजी करत होती.

चिमणी कुठे जात होती?

☐ जंगलात

☒ शेतात

☐ नदीत



# NANDURBAR, MAHARASHTRA

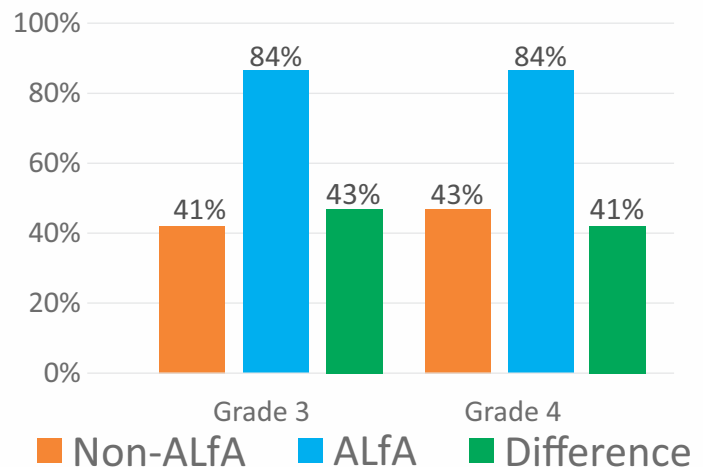
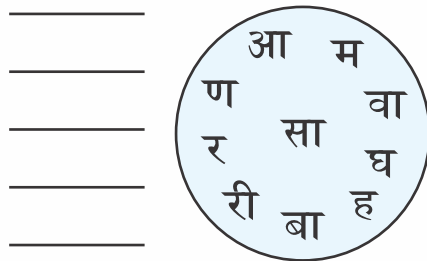
## COMPETENCY ANALYSIS WRITING

Endline Comparison: Average scores on specific competencies, Non-ALfA & ALfA

### Writing words

Make five words using letters provided.

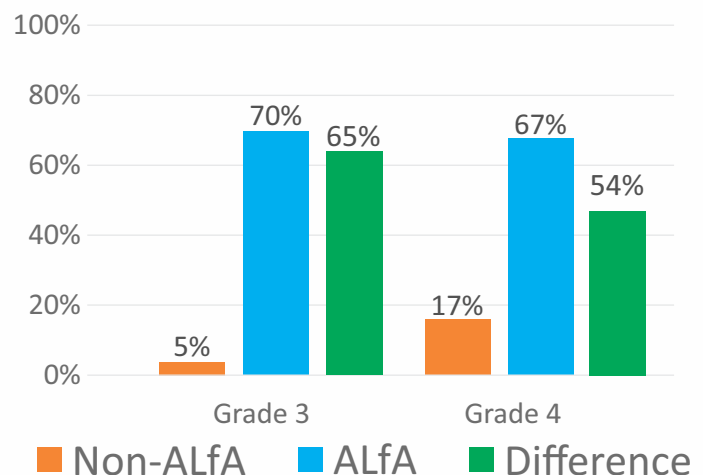
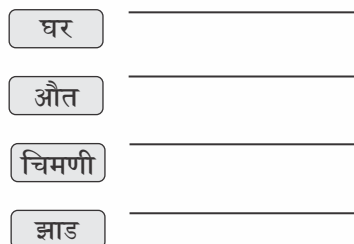
दिलेल्या अक्षरापासून पाच शब्द बनवा



### Writing Sentences

Make five sentences using the words provided.

खालील दिलेल्या शब्दांपासून वाक्य तयार करा





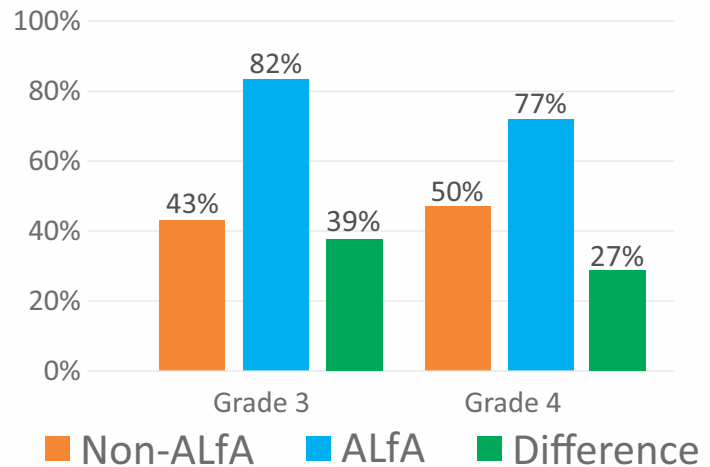
# NANDURBAR, MAHARASHTRA

## COMPETENCY ANALYSIS NUMERACY

Endline Comparison: Average scores on specific competencies, Non-ALfA & ALfA

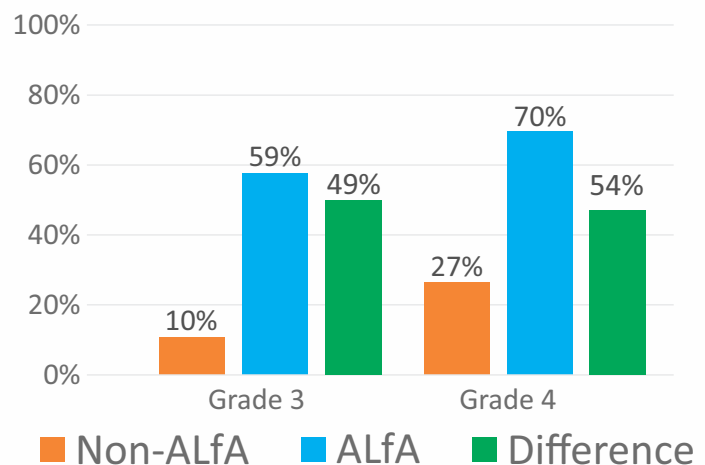
### 2-digit addition

|   |   |   |  |  |   |   |   |
|---|---|---|--|--|---|---|---|
|   | T | O |  |  |   | T | O |
|   | 4 | 0 |  |  |   | 2 | 8 |
| + | 3 | 5 |  |  | + | 3 | 6 |
|   |   |   |  |  |   |   |   |

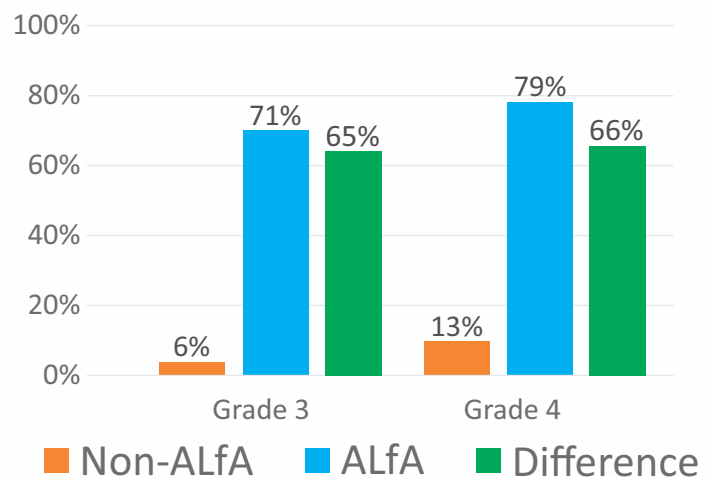


### Division

|   |   |   |   |   |
|---|---|---|---|---|
|   | 9 | ÷ | 3 | = |
|   |   |   |   |   |
| 7 | 6 | ÷ | 4 | = |



### Data Handling





# JHARKHAND

**1 Aspirational District (Ranchi)**  
**2,100 Schools | 90,000 Students**  
**Earlier Research Implementation in**  
**4+4 Schools (902 + 651 Students)**

# STRONG GAINS ON GOVT TESTS

A government-conducted NIPUN assessment **MVNMBN** (Mera Vidyalaya Nipun, Main Bhi Nipun) in November 2025 confirmed the greater impact of ALfA FLN.

Of the four intervention (ALfA) schools, three achieved the 'NIPUN-Gold' category (scoring 90–100%). One school achieved the Silver category (80–90%).

Out of the four schools in the non-intervention (non-ALfA) group, one school achieved Gold, one Bronze (70–80%), and two remained non-NIPUN in the same period.

## ALfA Schools



**GSS JAGANNATHPUR  
RANCHI-2**



**GMS BMP DORANDA  
RANCHI-2**



**GBMS NAMKUM**



**GPS BARA GHAGHRA  
RANCHI -2**

## Non-ALfA Schools



**GUPG HIGH SCHOOL  
HATIA**



**GPS NEW ST  
DHURVA**



**GMS ISMAILIYA  
BALA DORANDA**



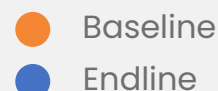
**GMS HINDPIRI  
HINDI RANCHI-2**



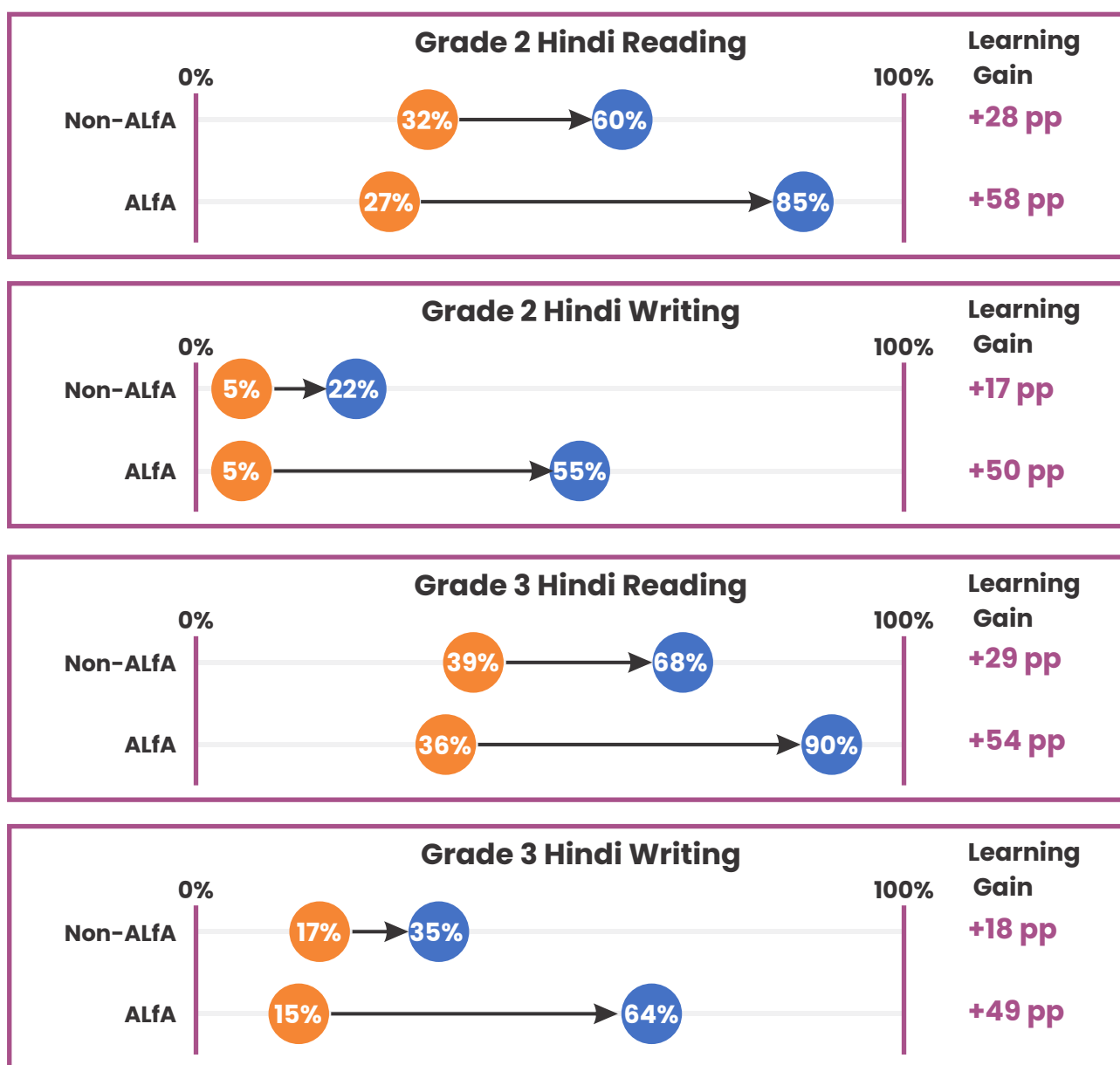


# RANCHI RAPID LITERACY GAINS

- Assessment was conducted with the support of government officials and ARPs along with DEVI Sansthan staff in a transparent process.
- Hindi reading scores increased dramatically from **27% to 85%** in Grade 2, and **36% to 90%** in Grade 3 – a rate of **learning gain double that of non-ALfA schools.**
- Writing scores also rocketed up from **5% to 55%** in Grade 2 and **15% to 64%** in Grade 3 – **learning gain triple that of control schools.**
- Grade 2 students in ALfA schools **outperformed** Grade 3 students in non-ALfA schools across both reading (85% vs 68%) and writing (55% vs 35%) at endline.
- Overall effect size was **1.57 SD** for literacy.

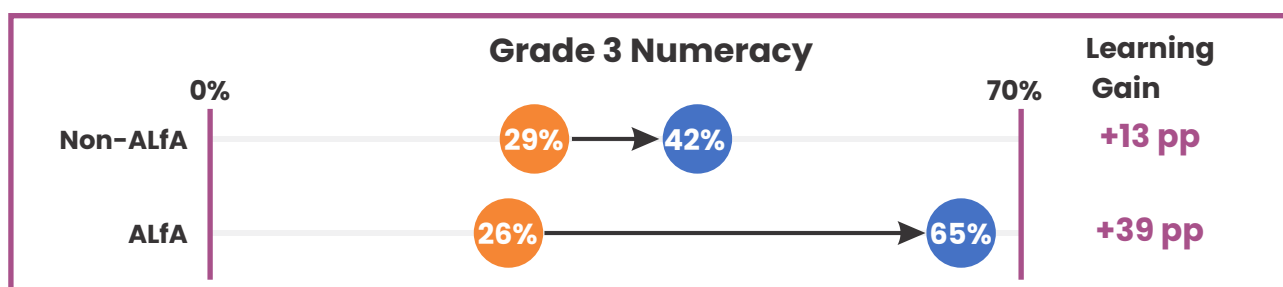
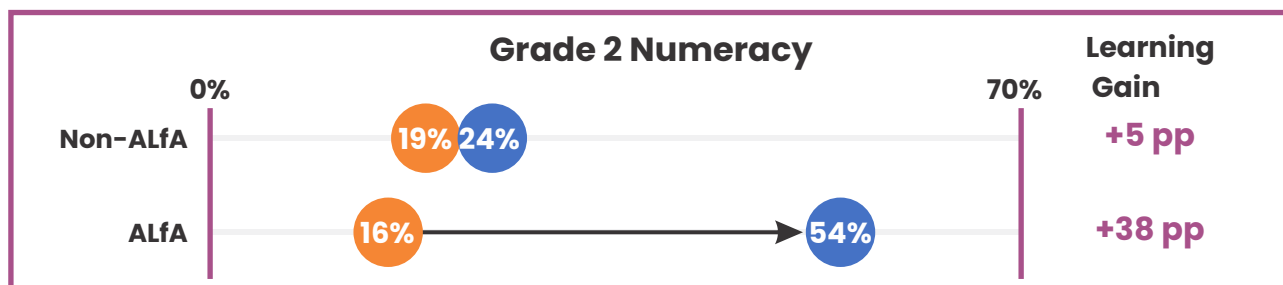


## Learning Gains in Ranchi 4+4 School Research Implementation



# RANCHI RAPID NUMERACY GAINS

- Numeracy scores grew from **16% to 54% (Grade 2)** and **26% to 65% (Grade 3)**.
- The rate of learning in schools using ALfA was **more than triple that of control schools**.
- Grade 2 students in ALfA schools (54% score) **outperformed** Grade 3 students in non-ALfA schools (42% score), indicating that the 6-month program has made more than a year's difference to student's learning levels.
- Overall effect size was **1.54SD** for numeracy.

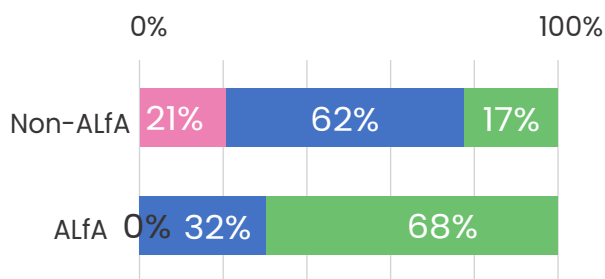


# RANCHI PROFICIENCY ANALYSIS

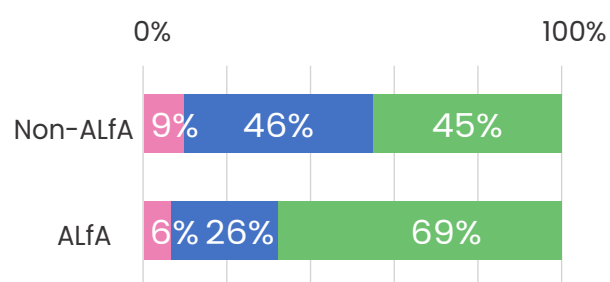
## Literacy

- By the time of endline, **no students in ALfA schools scored below 33% in the literacy assessment**; but there were still 21% of Grade 2 and 13% of Grade 3 students in this bottom tercile in non-ALfA schools
- 2-4x more students in the ALfA schools reached the highly proficient category** than in non-ALfA schools (68% vs 17% in Grade 2, 82% vs 37% in Grade 3).

Grade 2 Literacy Proficiency at Endline



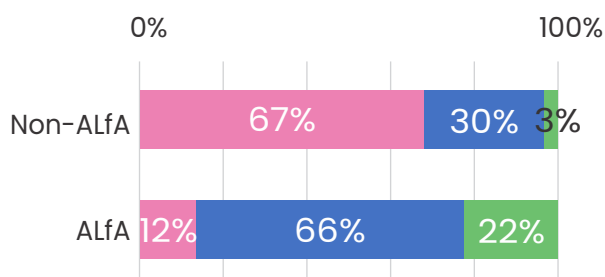
Grade 3 Literacy Proficiency at Endline



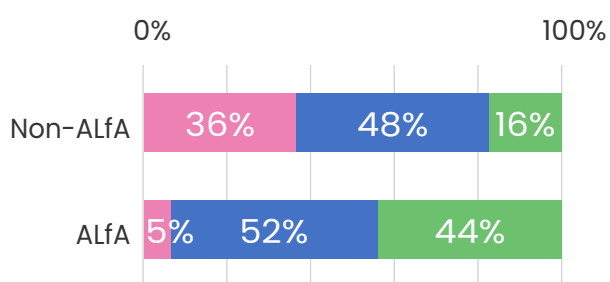
## Numeracy

- By the time of endline, **only 12% (Grade 2) and 5% (Grade 3)** of ALfA students were 'not proficient' in maths, compared to 5x higher figures in non-ALfA schools (Grade 2: 67%, Grade 3: 36%).
- Far more students in the ALfA schools reached the highly proficient category** than in non-ALfA schools (3% vs 22% in Grade 2, 16% vs 44% in Grade 3).

Grade 2 Numeracy Proficiency at Endline

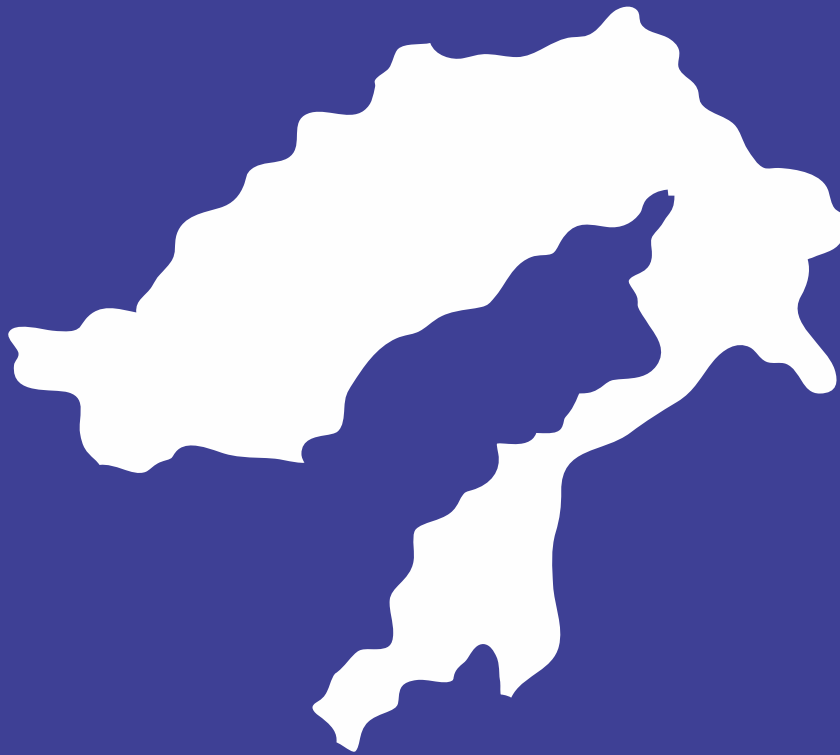


Grade 3 Numeracy Proficiency at Endline



■ Below Basic (0-33% marks)  
■ Basic (33-67% marks)  
■ Proficient (67-100% marks)





# ARUNACHAL PRADESH

**1 Aspirational District (East Kameng)**

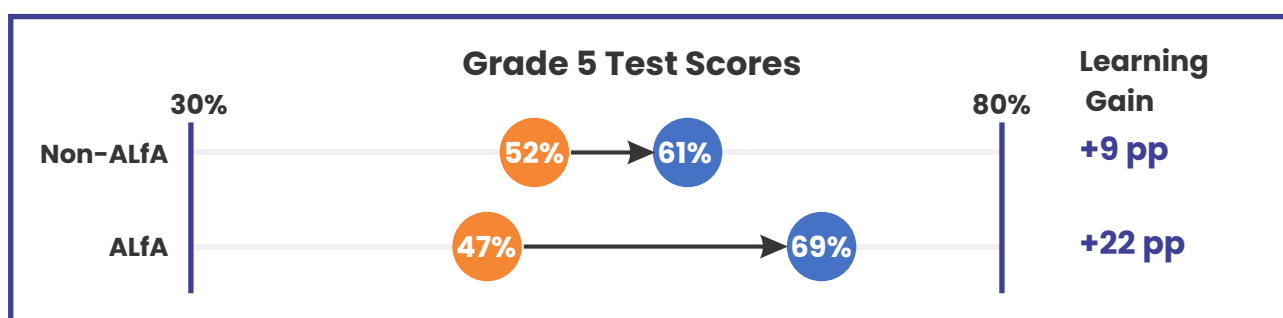
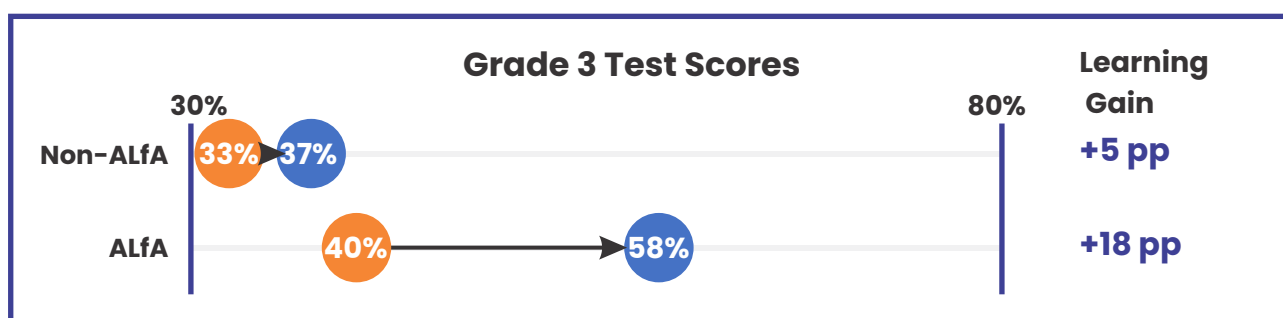
**4 ALfA + 4 Non-ALfA Schools**

**504 + 473 Students**

**Discussions Underway for Scale-Up**

# EAST KAMENG 3X LEARNING GAINS

ALfA schools made significantly larger learning gains across grades and subjects. The difference in progress between non-ALfA and ALfA groups was significant in both Grade 3 (Non-ALfA: 5%, ALfA: 18%) and Grade 5 (Non-ALfA: 9%, ALfA: 22%). Students using ALfA made **three times as much progress** (20%) as those not using ALfA (7%).

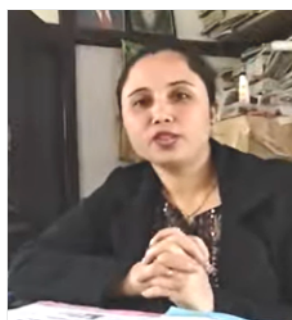


**Scan to hear teachers' experiences of the ALfA program**



**Yadam Tajo Jomor**

[Click Here](#)



**Asha Devi Sonar**

[Click Here](#)



**Anju Rieng**

[Click Here](#)

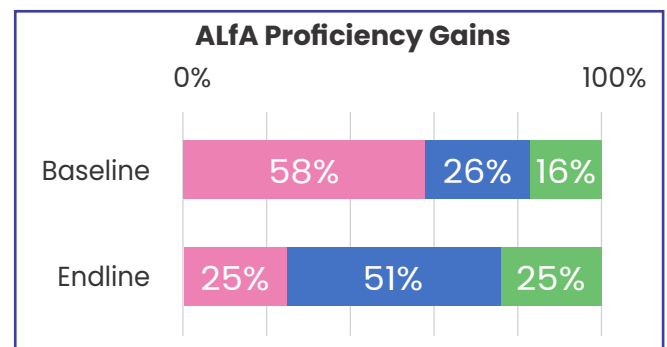
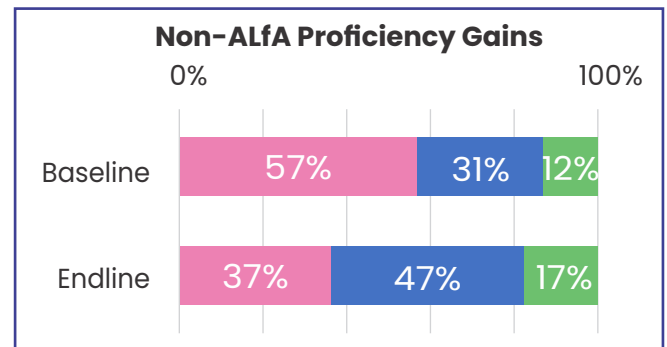
# EAST KAMENG, ARUNACHAL

## SUBJECT-WISE ANALYSIS

### Hindi

At the baseline 26% of children in both non-ALfA and ALfA schools were not able to read even letters. By the endline, there were still 16% of children in non-ALfA schools in this category, but only 2% of children in ALfA schools.

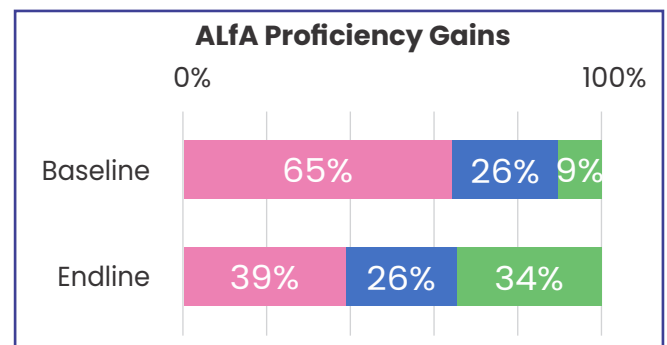
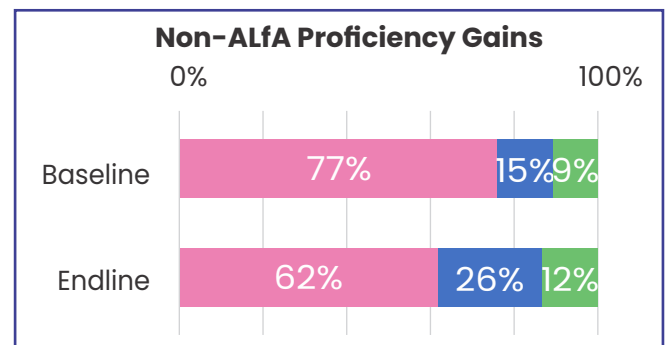
At the other end of the scale, only 5% of children were able to read and comprehend paragraphs at baseline. This increased to just 7% in non-ALfA schools, but grew much more dramatically to 23% in ALfA schools.



■ Not even letters & Letters  
■ Words ■ Sentences & Comprehension

### Maths

Students in ALfA schools also made strong progress in mathematics. In both non-ALfA and ALfA schools, 9% of children were able to do multiplication/division or word problems at baseline. This increased modestly to 12% at endline in non-ALfA schools, but in ALfA schools rocketed up to 34%. In non-ALfA schools, 62% of children remained at number level or below, compared to only 39% of children in ALfA schools.



■ Not even numbers & Numbers  
■ Number operations ■ Word Problems



# ATTENDANCE SIGNAL OF SUCCESS

Joyful, fast progress brings children back—every day

Government policy has lifted enrolment after COVID. Now, we must bring children back every day. Across regions, ALfA schools show higher attendance—linked with improved academic outcomes.

## Shamli, Uttar Pradesh

**“The attendance of children has improved drastically.”**

Mr Rahul Mishra

BSA, Shamli, UP (2022)

Shamli rose to rank 2 of 75 districts in PRS 2024, from being a Low-Performing District (NAS 2017).



[Click Here](#)

## Hilauli, Uttar Pradesh

**Attendance in Hilauli, UP, rose from 60% to 72%** (mid-day meal data).

Hilauli rose from the bottom to became **rank 1 out of 17** blocks of Unnao in NAT 2023. It had 47% NIPUN schools compared to 15% for the entire district.



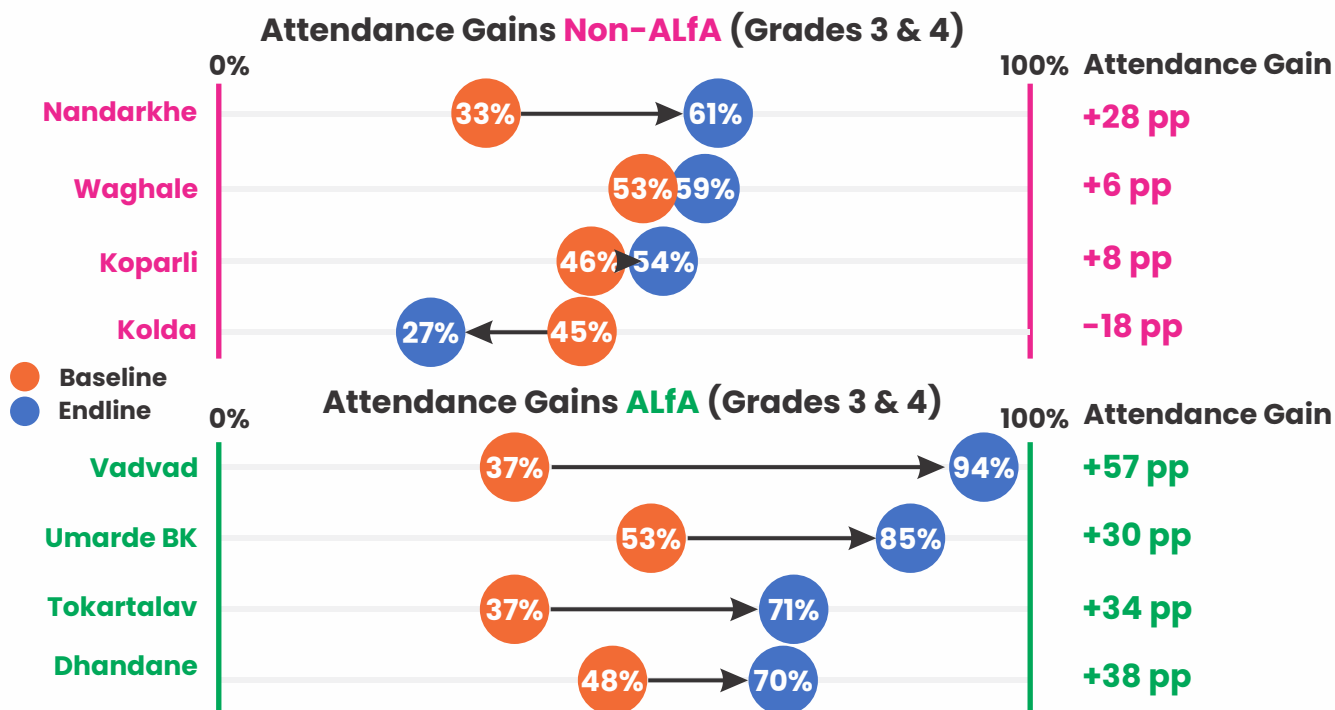
[Click Here](#)



[Click Here](#)

## Attendance: Nandurbar, Maharashtra

In a research pilot in Nandurbar (Aspirational District, Maharashtra), attendance was markedly higher in four ALfA vs. four non-ALfA schools. The **baseline attendance** was similar: 44% **non-ALfA** vs 40% **ALfA**. By **endline**, **non-ALfA** attendance stood at 50% and **ALfA** attendance was 80% on average. Joyful, swift learning is drawing more students to school, creating a virtuous cycle: higher attendance ↔ higher learning.



# GLOBAL RAPID RESULTS INITIATIVES

The ALfA approach is being implemented as research pilots and implementations in several countries, from the Amazon rainforest to downtown Chicago, with support from governments and NGOs. These partnerships demonstrate the potential for scalable, locally-driven impact in education, in a south-to-south exchange.



[Click Here](#)

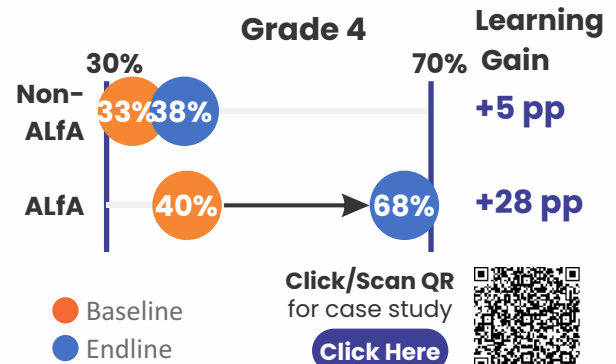
**Click/Scan QR**  
for more results



The Olinga Foundation  
For Human Development

**GHANA**  
**Olinga**  
**Foundation**

The program has concluded two research implementations in Ayensuano District, showing dramatic learning improvements. Another one has begun in February 2026.



**MALDIVES**  
**Ministry of**  
**Education /**  
**UNICEF**

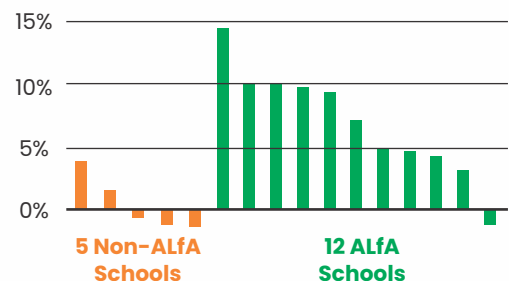
A large delegation to India from Maldives convinced the government to pilot ALfA with support from UNICEF with significant results.

**Click/Scan QR**  
for case study

[Click Here](#)



**Grade 3 Learning Gain (English)**

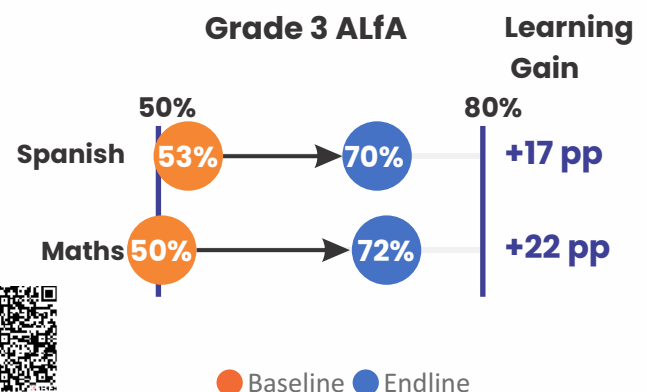


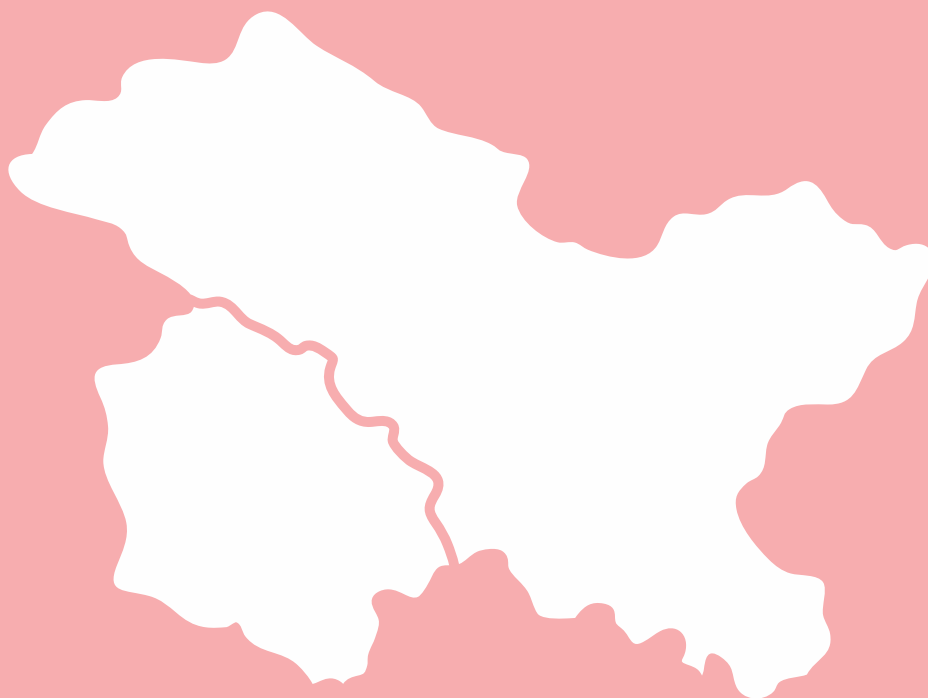
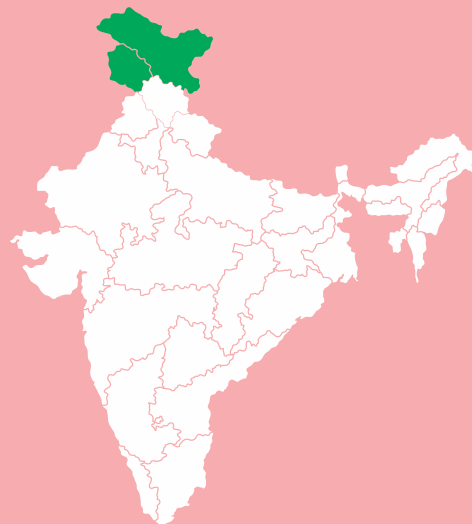
**PERU**  
**ArcaBeta**  
**NGO**

The pilot shows great promise in the remote Maynas District, in the Amazonian forest. The government has now signed a letter for broader adoption.

**Click/Scan QR**  
for case study

[Click Here](#)





# JAMMU & KASHMIR

**Whole State MOU | 20 Districts**  
**16,659 schools | 6.8 lakh students**



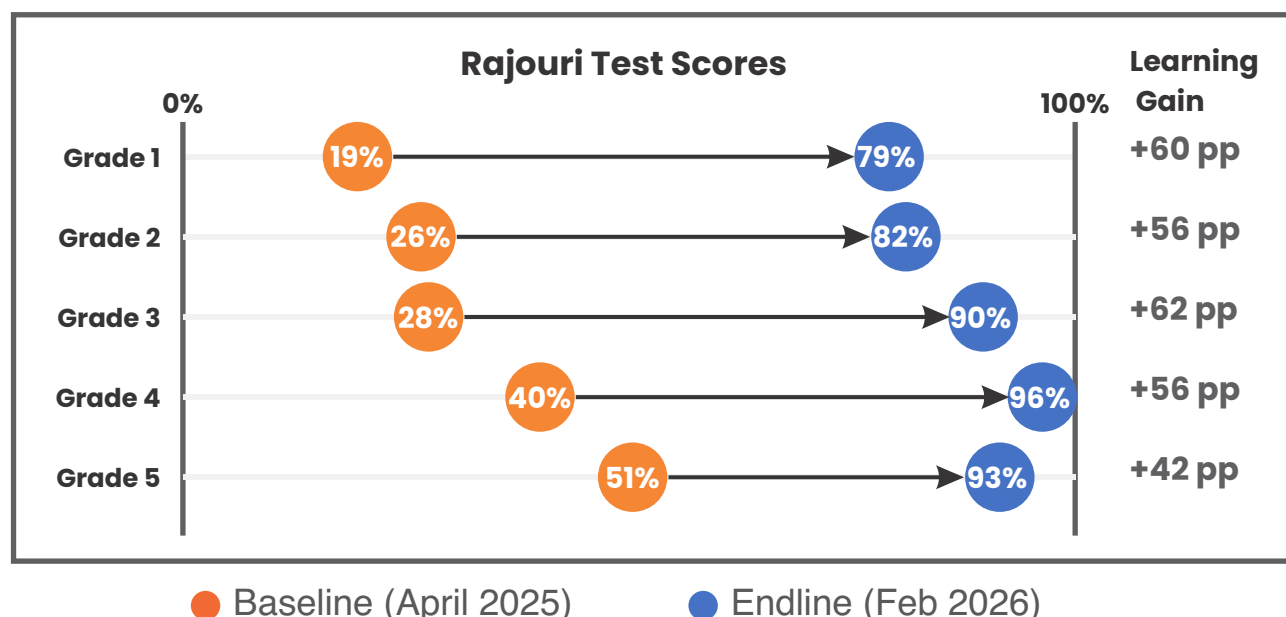
# RAJOURI DRAMATIC LEARNING GAINS

A block-wide implementation across 61 Lower Hathal schools, covering 1,023 students, showed strong FLN gains. Grade 1 scores rose from 19% to 79%, while Grades 3, 4 and 5 scored above 90% at endline.



[Click Here](#)

To see the first ALfA steps in Jammu & Kashmir



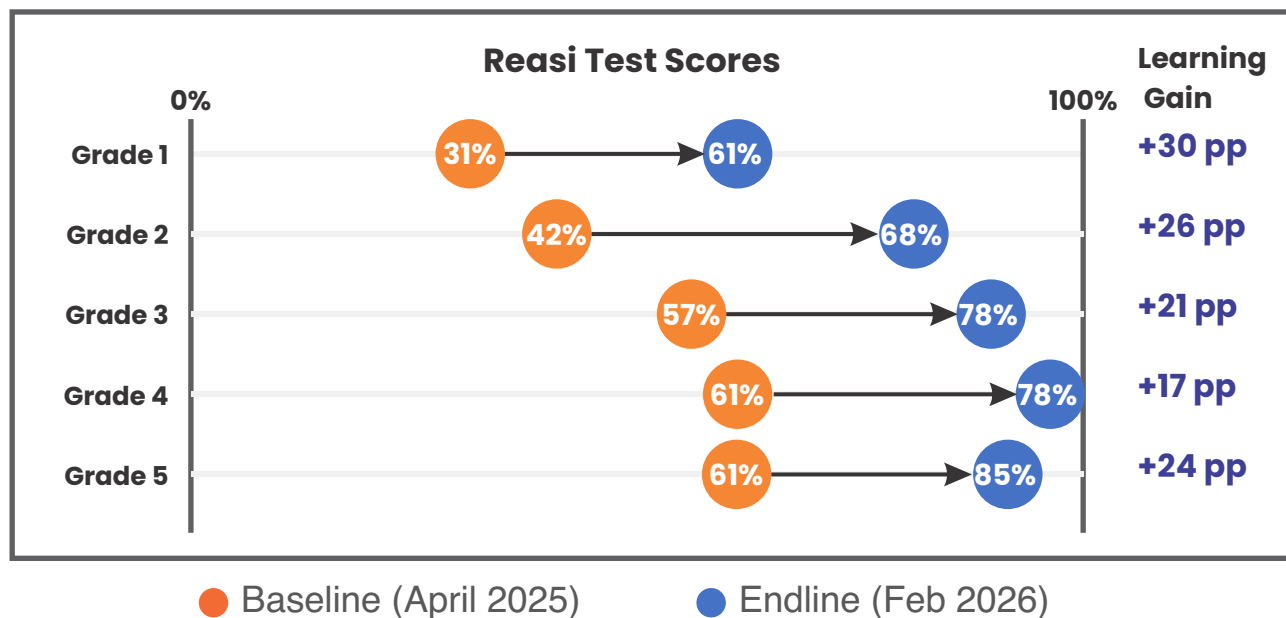
Director of School Education, Kashmir  
Shri Naseer Ahmad wani.



Guru dev Sir Joint Director School Education  
Jammu.

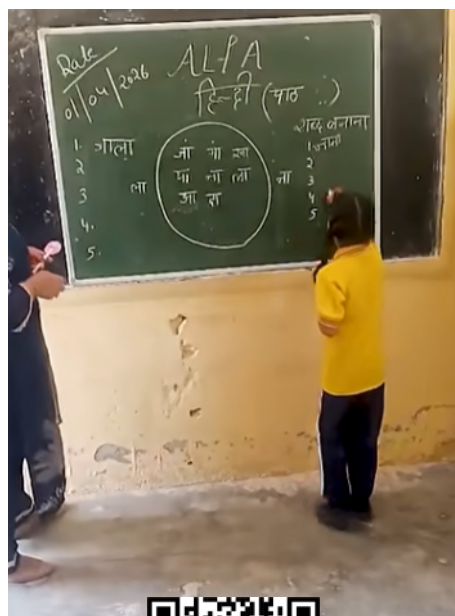
# REASI DRAMATIC LEARNING GAINS

A block-wide implementation in the 112 schools of Pouni block (consisting of 3,230 students), Reasi district similarly found that students made significant learning improvements.



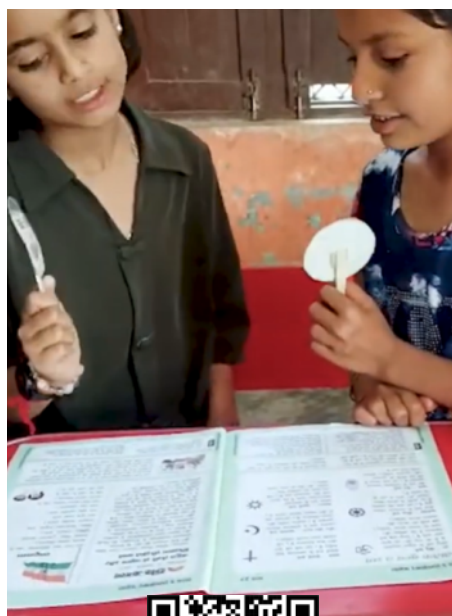
## CLASSROOM GLIMPSES

**Fun writing activity**



[Click Here](#)

**Speed reading**



[Click Here](#)

**Shopping activity**



[Click Here](#)



# GHANA

**Ayensuano District, East Ghana**

**Phase 1: 6 ALfA Schools + 3 Non-ALfA Schools**

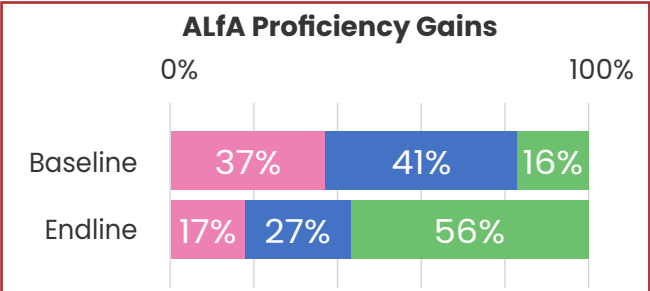
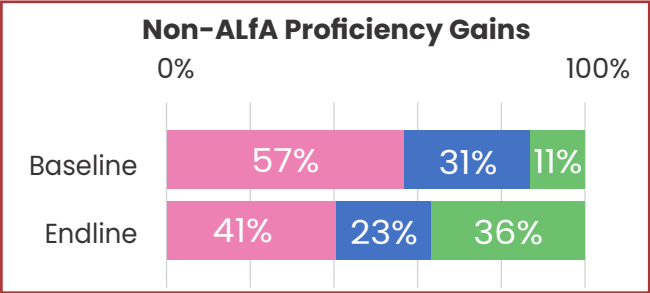
**Phase 2: 6 ALfA Schools + 6 Non-ALfA Schools**

**604 + 377 Students**



# RAPID RESULTS LITERACY

## Grade 3 Reading Levels

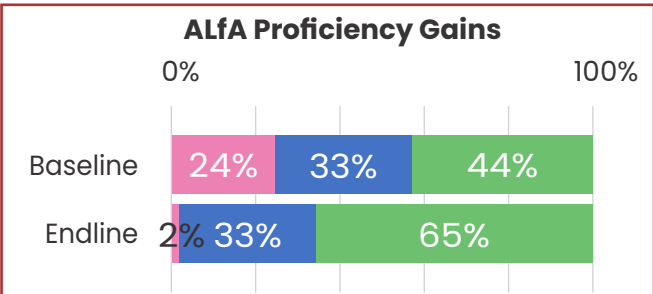
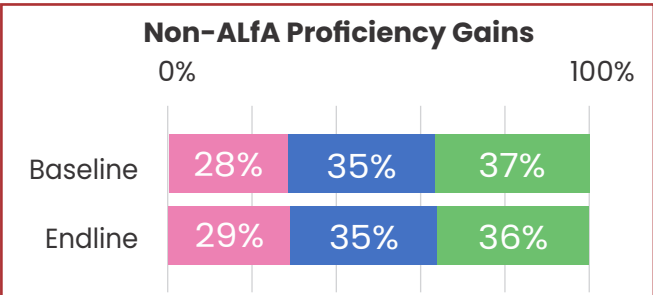


The proportion of students reading at Level 1 & 2 dropped drastically in the schools implementing ALfA, indicating big learning gains for those most at risk of falling behind.

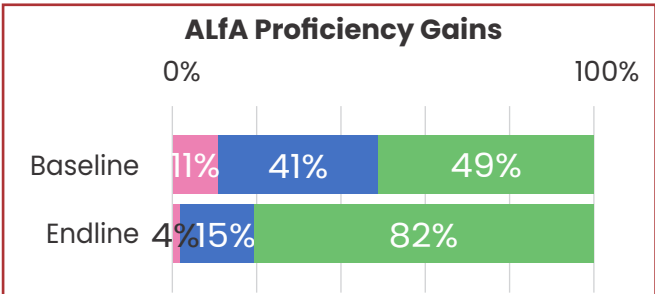
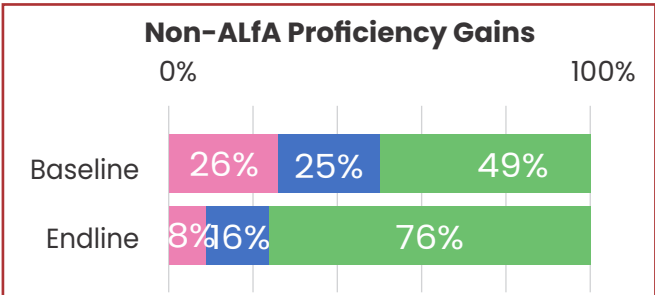
Effect sizes using the ASER literacy tool were impressive, at **0.65** (Grade 3), **0.90** (Grade 4), and **0.25** (Grade 5).

- Level 1 & 2 (letters or below)
- Level 3 & 4 (words/ paragraphs)
- Level 5 & 6 (story/ comprehension)

## Grade 4 Reading Levels



## Grade 5 Reading Levels



# RAPID RESULTS NUMERACY

- The intervention had an effect size of **0.46** for Primary 3/4 and **0.40** for Primary 4/5, using DEVI's numeracy tool.
- The intervention group's learning gains were on average **3x greater** than the schools not using ALfA.
- The gains were seen across all parts of the distribution in schools using

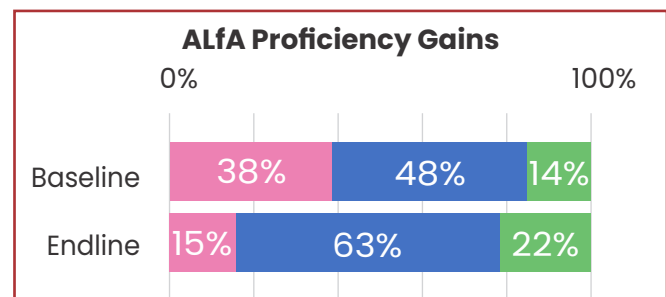
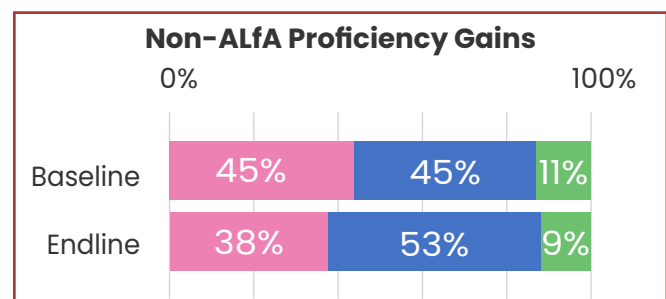
ALfA. For instance, proportion of students scoring less than 25% on the test plummeted from 29% to 3% in P3/4, and 9% to 0% in P4/5.

- At the other end of the distribution, proportion of students scoring greater than 75% grew from 2% to 10% in P3/4 and 12% to 34% in P4/5.

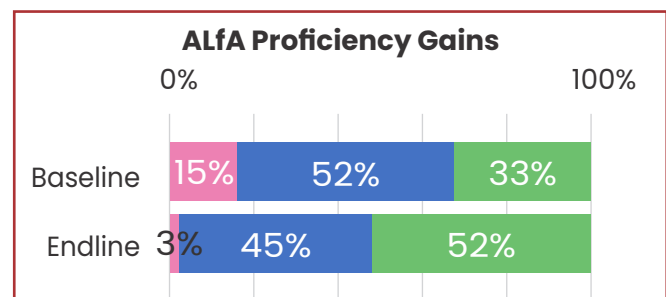
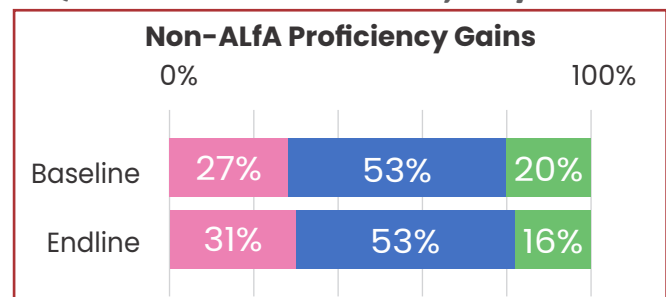


- Below Basic (0-33% marks)
- Basic (33-67% marks)
- Proficient (67-100% marks)

## Quartile Distribution, P3/P4



## Quartile Distribution, P4/P5



# GHANA DISTRICT DIRECTOR **STATEMENT**

“With the introduction of the ALFA programme in selected schools, marked improvements have been recorded in learners' performance, especially in reading ability. I wish therefore to recommend that the ALFA intervention which runs for about fifty-five (55) days **should be expanded to cover all schools in the district and if possible, other districts and municipals in the Eastern region.** I hope by so doing, more learners especially at the Primary school level will improve in literacy and numeracy.”

**Alexander N. Amany (Rev), Director of Education, Ayensuano District, Ghana Education Services**



**Click/Scan QR**  
to read the  
Director's full letter



**Click/Scan QR**  
for a teacher  
testimony video

## Teacher **Testimonies**

“The joy on my students' faces when they solve problems, they once thought were impossible is priceless. Over 70% of students have responded positively to the ALFA program. They are always regular in class and well enthused to study the program. Enthusiasm for learning has improved. ALFA has brought joy back into the classroom.”

**Madam Levina Martey, Teacher**

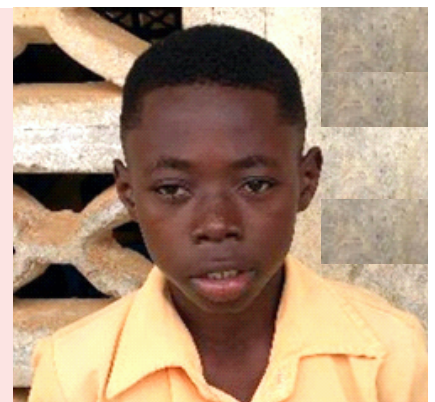
“I used to think teaching was about giving information... Now, I see it's about building understanding in learning as a group and seeking help from their colleagues when they face difficulty. My students learn in peer sharing, so they feel conformable asking each other for help. They are learning faster and with more enthusiasm than ever before.”

**Madam Yvonne Addai, Teacher**

## Student **Testimonies**

“At first, I didn't know how to read well, but after joining the Olinga Reading Club, I can now read much better. I can also understand words I didn't understand before. I feel more confident in my studies now, and I don't feel shy when reading in front of a crowd. I am also proud of myself because, as a result of the Olinga Reading Club, I now participate in any reading competition in my school. I want to become a pilot in the future.”

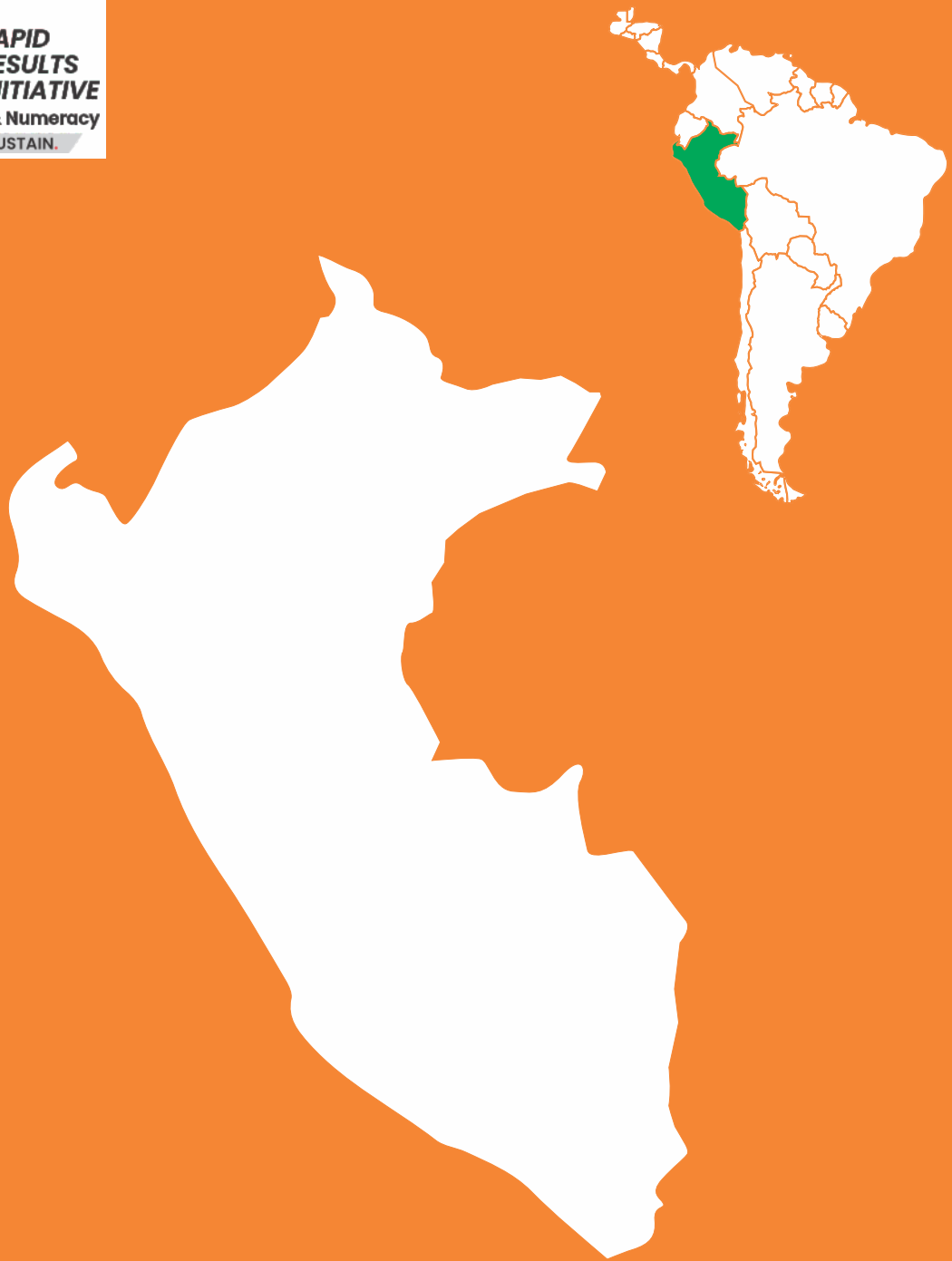
**Mensah, age 15, Tsetekasum Basic**



**Click/Scan QR** for a  
student testimony video

\* All names changed for privacy.





# PERU

**Loreto State, Amazonian Region**  
**2 School Implementation**  
**166 Students (Grade 1-6)**  
**In Collaboration with ArcaBeta NGO**

# Peru Implementation Process

## Teacher Training

Educators underwent online and in-person training on ALfA techniques, ensuring a deep understanding of the pedagogy.

## Classroom Implementation

ALfA sessions were conducted in short bursts, making learning more engaging and accessible.

## Continuous Monitoring

Learning outcomes were tracked through regular assessments to measure student progress.

## Stakeholder Engagement

Meetings with parents, teachers, and local education officials ensured sustained support and involvement.

## Teacher Testimonies

“ When the students came first, they wrote scribbles; they didn't know how to read. They worked in pairs. They began to form simple words, then more complex words and small sentences. Now, 80% of the students are reading. It is engaging and exciting for the students. Thank you so much. ”

### Maria, Grade 1 Teacher



Click/Scan for classroom footage from Sachachorro and school director's testimony.

“ Parents are happy because their children were at a disadvantage compared to those who already knew how to read, but now are making good progress. ”

### Zenaida, Grade 3 Teacher

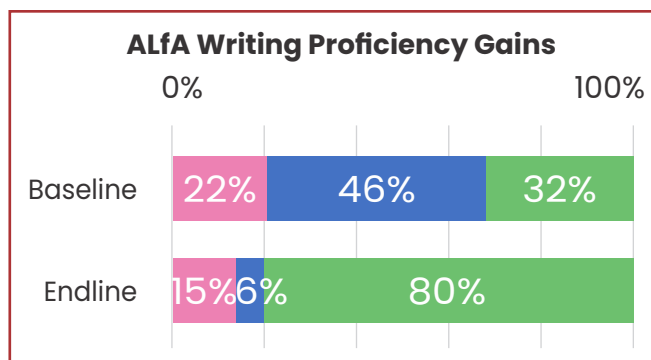
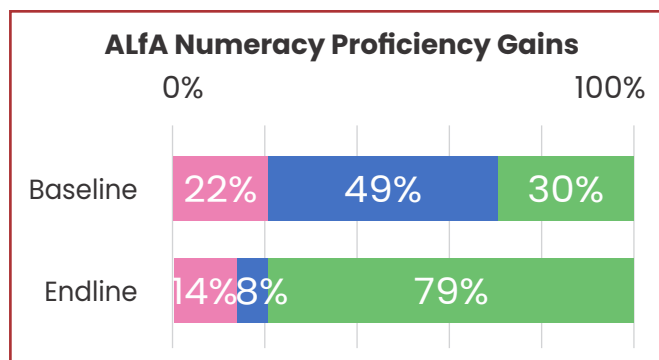
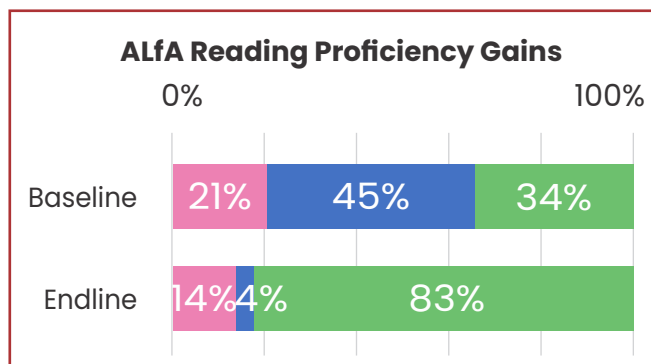


Click/Scan for a message from Dr Sunita Gandhi, ALfA pedagogy founder, on its use in Peru.



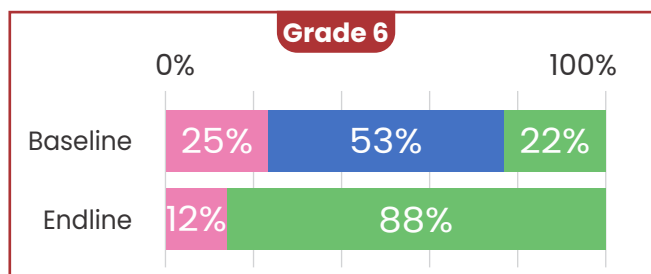
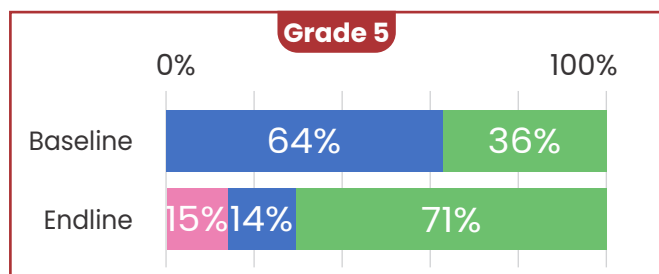
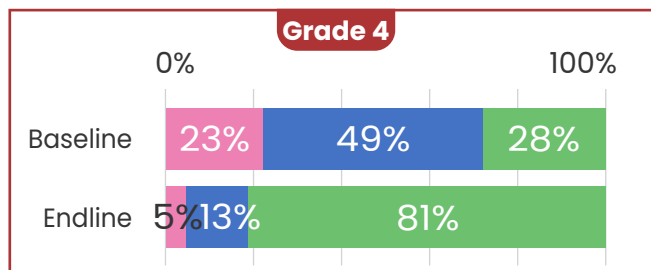
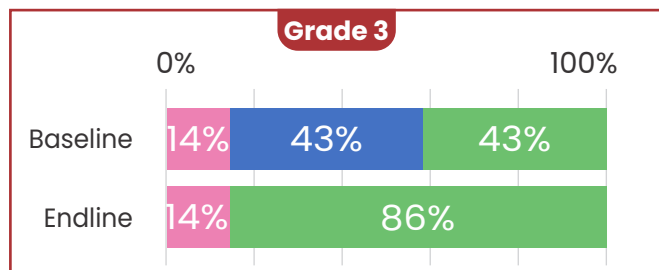
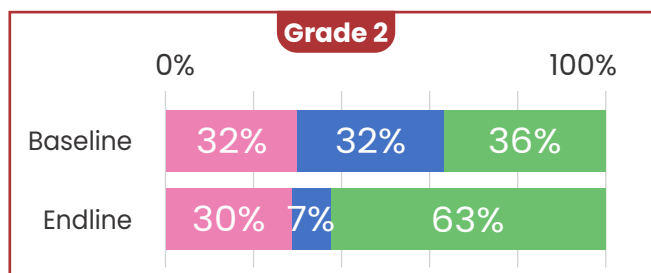
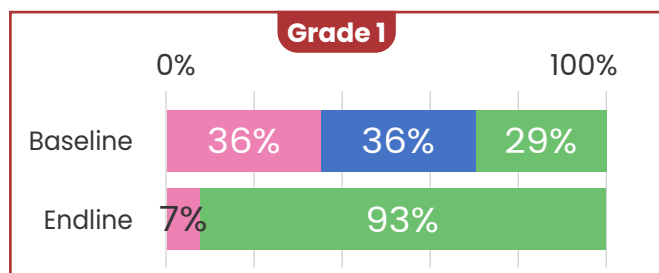
# PERU RESULTS

The Baseline Evaluation showed that only about one-third of students were Proficient (Reading: 34%, Writing: 32%, Arithmetic: 30%). By endline, this proportion had increased drastically (Reading: 83%, Writing: 80%, Arithmetic: 79%). These results indicate that ALfA was highly effective across all three competencies.



All the grades showed significant improvements in test scores, though there was some variability between different grades. This indicates that ALfA is effective across a wide range of ages.

■ C (0-10 Score)  
■ B (11-15 Score)  
■ A (16-20 Score)





# MALDIVES

In Collaboration with  
Ministry of Education & UNICEF  
13 ALfA Schools & 5 Non-ALfA Schools  
Plan for Nation-wide Scaleup

## RAPID RESULTS INITIATIVE STAGE 1

In the first phase of the implementation, 13 schools are implementing ALfA while 5 are serving as a reference. From September to December 2023, test scores in ALfA schools improved 7 percentage points in English and 11 percentage points in Maths – nearly **double the rate** of improvement compared to non-ALfA schools.



unicef  
for every child



## TEACHER TESTIMONIES

“

*I believe in fostering independent learning and problem-solving, promoting peer collaboration and incorporating reflection opportunities. These strategies empower children to take ownership of their learning journey.*

– Aysharth Sumaa

“

*In my opinion, ALfA is a great opportunity for students to learn together in a collaborative, friendly environment. Students work together to complete the tasks and modules, as a result, they are very well connected with each other.*

– Hawwa Lamsha

Click or Scan the **QR code** to hear more testimonies from Maldivian teachers.



Click or Scan the **QR code** to hear the views of Dr. Abdullah Rasheed Ahmad, Minister of State for Education.

# RESEARCH ADULT LITERACY

- DEVI's adult literacy efforts began in 2015 with the Global Dream Campaign for Literacy, starting with a **survey of 1.06 million adults in Lucknow**. Findings showed that age, caste, and geography significantly affect literacy rates.
- DEVI then partnered with Karouni village in Sarojini Nagar, where 22 women led a **community-driven literacy initiative**, empowering 800 women over two years. This success was widely covered in media.
- DEVI ran a program where students from grades 6–12 across India tutored adult learners. **The Literacy NOW app, supported by SBI Foundation**, further boosted these efforts and was adopted by Literacy Chicago in the US.
- DEVI also partnered with the Mizoram government in 5 districts, HCL Foundation in Hardoi, and IIMPACT Foundation, empowering **19,000 women** with literacy (see results on next page).



[Click Here](#)

## Key Policy Insights

### Women's Leadership Drives Success

Community-based programs are more effective when women lead, as demonstrated in Karouni village with 800 women empowered.

### Volunteering Over Wages

The Karouni women worked voluntarily, showing that community-driven efforts often outperform paid work.

### Global Lessons for Local Success

DEVI's Disruptive Literacy (2022, Bloomsbury) shares insights from global literacy movements to guide effective strategies.

### Engaging Youth Benefits All

Children and young adults teaching adults creates mutual benefit, and should be part of school curricula to promote lifelong learning.

### A People's Movement is Key

A grassroots movement, as seen in Ernakulum, ensures sustainable adult literacy and should be prioritized in policy.





# CASE STUDY

## MOTHER LITERACY PROGRAM

In collaboration with IIMPACT, the program enhanced literacy levels among mothers through focused interventions, driving notable improvements in their literacy and numeracy progress. The entire implementation was conducted by IIMPACT, with DEVI conducting online training for the volunteer coordinators.

### SCALE

**30,000+ Learners across 5 states:**

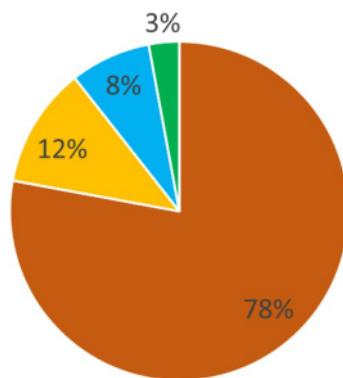
West Bengal, Rajasthan, Haryana, Uttar Pradesh, Uttarkhand

### IMPACT

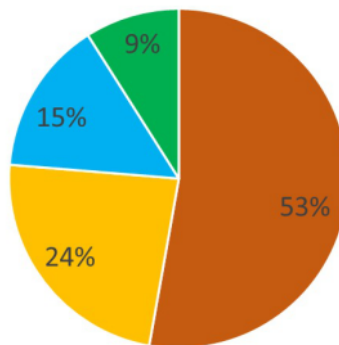
**78% of learners** scored less than 40% on the pre-test. By the time of the post test, it was **only 6%**!

Those scoring above **80% grew more than 5x from 3% to 17%.**

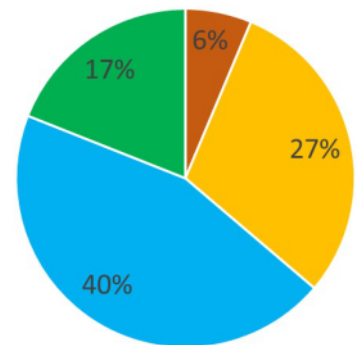
**Pre-Test**



**Mid-Test**



**Post-Test**



■ Below 40% ■ 41-60% ■ 61-80% ■ 81-100%

*Proportion of learners by different test score bins over the course of the program.*





# ALfA | Fast & Holistic FLN | Numeracy

- ALfA Numeracy builds strong foundations through paired learning routines that scaffold from **kinesthetic**→**concrete**→**abstract**, and **known**→**unknown**.
- Paired transaction of learning is enabled through a **MAT Process**:

1. **Model** (a paired routine is demonstrated by the working with a randomly selected child as a pair).
2. **Apply** (entire class already sitting in pairs practices the routine with new questions in pairs).
3. **Transfer** (children continue practice, create & answer questions, and stretch to more complex tasks in class and at home).

- Children learn to take turns, communicate, collaborate, solve problems. They develop critical thinking and creativity as suggested in **NEP 2020**.



Talk aloud • Peer-check • Correct • Practice • Level Up

## Kinesthetic → Concrete → Abstract

### Routine A: Kinesthetic

Child 1: Makes 3 claps + 4 snaps (3 tens + 4 ones)

Child 2: Says, "Thirty-four!"

Child 1: Gives Hi-five to Child 2; or says, "Try again."

*Invert roles. Child 2 now makes a new clap & snap number for Child 1 to solve.*



### Routine B: Concrete

Show with concrete objects (sticks/leaves).

Partner checks. Gives Hi-five! Inverts roles.



### Routine C: Abstract

Show the numbers formed in digits.

Partner checks. Gives Hi-five! Inverts roles.

34

# ALfA | Fast & Holistic FLN | Literacy

- ALfA (Accelerating Learning for All) is an FLN accelerator that delivers measurable gains in weeks through paired learning and rapid routines that build joy, 21st-century skills, and equity. Learning is sustained year-long through prescribed textbooks. It supports NEP 2020's vision of holistic education.
- ALfA Literacy builds strong reading and writing foundations through daily phonics, fluency, comprehension, vocabulary, and structured writing.



|                                                                                               |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Scope</b><br>Grades 1-3<br>Grades 1-5<br>Balvatika<br>Grades 6-8<br>Girls & Adult Learners | <b>Process</b><br>Joyful, student-led<br>known → unknown<br>concrete → abstract<br><b>Reading:</b> decoding → blending<br>fluency → comprehension → vocab<br><b>Mathematics:</b> number sense<br>→ concepts → confidence | <b>45-working day + Textbooks</b><br>1 period/day per subject for<br>ALfA Books & MAT Process<br>(Model in Pairs, Apply in Pairs, Transfer)<br><br>Take turns to engage with<br>prescribed textbooks using<br>MAT Process to move at 2×<br>the usual pace. |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Literacy Paired Learning Routines

Children take turns to derive first sounds from known pictures (not letters or letter sounds). They blend these sounds to read meaningful words from the beginning | **saves a year+** | moves children quickly towards reading fluency & comprehension. Working in pairs makes learning engaging. All children get busy and learn more in less time.



**Click/Scan QRs** to hear Teachers' testimonials and see ALfA literacy in action.

**Available in 33 world languages (15 Indian) | Easily replicable**

## Picture → Sound → Word

### Hindi



**Pair work: One child asks, the other answers.**

**Child 1: "यह क्या है?" → Child 2: "बतख"**

**Child 1: "इसकी पहली आवाज़ क्या है?" → Child 2: "/ब/"**

**Repeats above for the next picture: /सपेरा/ → /स/**

**Child 1: "नया शब्द क्या बना?" → Child 2: "/ब/ + /स/ → बस" (bus-meaningful)**

**Swap Roles ↻ → With New Pictures and Words → Repeat Routine above.**

### English



**Child 1: "What is this?" → Child 2: "car"**

**Child 1: "What is its first sound?" → Child 2: "/c/"**

**Repeat for the next pictures apple /a/ & tie /t/**

**Child 1: "What's the new word?" → Child 2: "/c/ + /a/ + /t/ → cat" (meaningful)**

**Swap Roles ↻ → With New Pictures and Words → Repeat Routine above.**

# SAMPLE MODULES

## Literacy

Games with picture and sound cards ensure all learners know the pictures and can derive their first sounds.

What looks like letters are seen as sound symbols instead: /c/, /a/, etc. By deriving first sounds of pictures, learners create three CVC words, on their own.

Learners proceed to read new words without picture clues. Abstraction happens quickly.

Prompts at the right provide guidance and enrichment activities / video links.

### UNIT 1 BEGINNING SOUNDS

### LESSON 1

**Prompts: Pair Up and Take Turns**

1. Create your own picture and sound cards to play games. In the matching game, pick a picture card and your partner finds the matching sound. Then swap roles.
2. Place all cards face down in this memory game. Take turns picking two—if they match, keep them; if not, put them back.

1. Decode first sounds of pictures such as car -> /c/.
2. Take turns and switch roles as shown.
3. Blend the three sounds to make a new word.
4. Repeat for all pictures and words.

|     |     |     |     |
|-----|-----|-----|-----|
| am  | at  | bam | bat |
| gag | mac | mag | mam |
| cab | cam | tab | tag |

1. Take turns to read. If needed, refer to the pictures above.
2. Use Tina & Toto puppets to keep practicing at home.
3. To practice writing, refer to letter formation in Lesson 37.

## Numeracy

Demo video given at the top, taking users inside the classroom.

Pictorial representation of the activity – kinaesthetic clapping and snapping to represent numbers.

Multiple levels of activity (1 to 4 digits)

Clear stepwise description

Photos bringing the lesson to life

Extra instructions for teachers

जोड़ो में डेमो करें! फिर बच्चे जोड़ों में बारी-बारी से कार्य करें।

**मॉड्यूल 1:** हम ताली और चुटकी खेलते हैं।

| हज़ार                       | सैकड़ा                            | दहाई               | इकाई               |
|-----------------------------|-----------------------------------|--------------------|--------------------|
| CLAP UP<br>1000<br>ऊपर ताली | SHOULDER TAP<br>100<br>कंधा थपकना | CLAP<br>10<br>ताली | SNAP<br>1<br>चुटकी |

0 से 9 संख्याएं 5 स्तर 1 चुटकियाँ

10 से 99 संख्याएं 32 स्तर 2 तालियाँ और चुटकियाँ

100 से 999 संख्याएं 614 स्तर 3 कंधे पर थपथपाने, तालियाँ और चुटकियाँ

1000 से 9999 संख्याएं 2147 स्तर 4 ऊपर ताली, कंधे पर थपथपाना, तालियाँ और चुटकियाँ।

**प्रक्रिया 1**

**Step A.** टीना चुटकी बजाए।

**Step B.** टोटो बताए की क्या संख्या बनी है।

**Step C.** टीना बोले "गुड जॉब" और टोटो को "हाई फाइव" दे।

**Step D.** अब भूमिका बदलें। (role reversal)

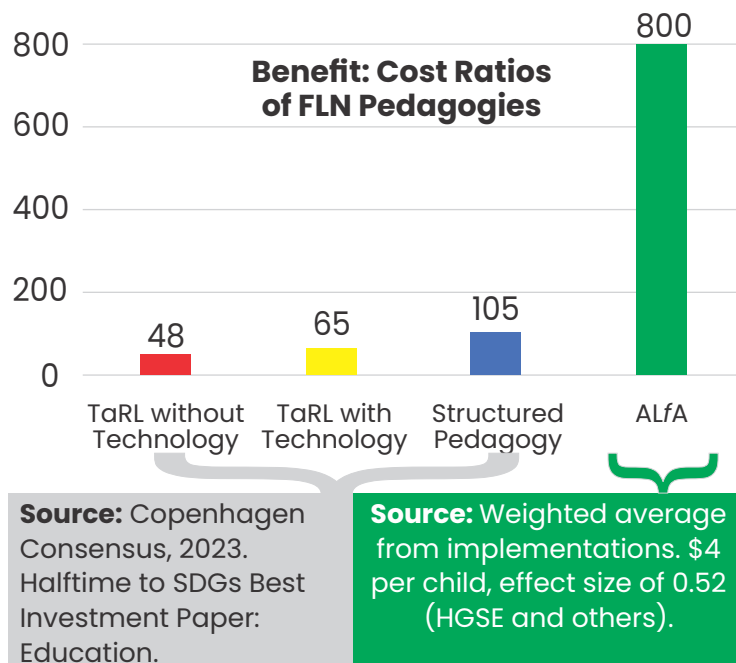
**जोड़ो में डेमो करें! फिर बच्चे जोड़ों में कार्य करें।**

- 9 चुटकियों के बाद ताली होती है, 10 चुटकियाँ नहीं।
- वैसे ही, 9 तालियों के बाद सौ के लिए कंधे पर थपथपाना होता है, 10 ताली नहीं।
- बच्चे स्तर 1 से 4 तक की संख्याएं बारी-बारी से बनाएंगे।
- क्रम: 32 के लिए पहले 3 ताली फिर 2 चुटकी बजाए (क्रम उल्टा न करें)।
- घर जाकर अभ्यास करें।



# ALfA PEDAGOGICAL COMPARISON

Internationally, there is growing consensus among educationists and policymakers that pedagogy matters. What happens in the classroom on a given day – the daily transaction of learning – matters just as much as macro-scale policies that creates the enabling environment. While several excellent FLN pedagogies have been identified by the World Bank GEEAP reports and the Copenhagen Consensus, emerging pedagogies like ALfA deserve more research attention to also be considered for large-scale international implementation.



“I think we’ve been too quick to blame all these other reasons for why kids aren’t reading. It does correlate with things like poverty and circumstances in kids’ homes, **but for some reason we have’t looked at instruction.**”

– **Emily Hanford**

Education Research & Author

The Copenhagen Consensus Education Report 2023 cited the data shown below for **FLN Best Buys**. ALfA is new and was not included. However, HGSE 2023, PRS 2024 and several RCTs (see right) indicate significant leaning gains, and high returns on investment for ALfA.

## References



Click/  
Scan QR  
info on  
ALfA RCTs

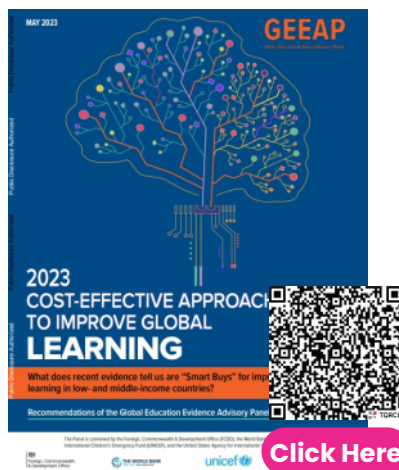
[Click Here](#)

### GEEAP: Global Education Evidence Advisory Panel (World Bank)

GEEAP 2025



GEEAP 2023



Copenhagen Consensus 2023



Click/Scan  
QR

for more  
details &  
further  
references



[Click Here](#)

# COMPARISON OF FLN PEDAGOGIES

## STRUCTURED PEDAGOGY

**Pedagogical approach:** Standardised lesson plans and often scripted teaching to drive consistency.

**Teacher role:** Strict adherence to the script, reduced teacher autonomy.

**Speed:** Typically needs longer-term (3-year cycle) of implementation.

**Effect size:** Approximately 0.13

**Cost per child:** ~\$8/child (materials + scripting requirements).

**Strategic link:** Often embeds teacher guides and coaching.

Data as per Copenhagen Consensus, 2023.

## TEACHING AT THE RIGHT LEVEL (TaRL)

**Pedagogical approach:** Assess students to differentiate groups by ability → teach foundational skills in these groupings.

**Teacher role:** Teachers manage two or three learning groups simultaneously.

**Speed:** Evidence includes 50-day implementations in a volunteer model no longer active. Data is unavailable for recent model.

**Effect size:** 0.15–0.28

**Cost per child:** ~\$20–\$27/child (often higher training/support inputs)

**Equity/social risk:** Ability grouping may trigger fixed mindset about ability.

Data as per Copenhagen Consensus, 2023.

## EXPLICIT SYSTEMATIC INSTRUCTION

**Pedagogical approach:** Science of Reading prioritises explicit, systematic instruction in the building blocks of reading—especially phonics.

**Teacher role:** Teachers typically model the skill and teacher and students practice together in “I do, We do, You do” sequence.

**Speed:** Can show strong gains within an academic year when well-implemented, but results vary by delivery effectiveness.

**Effect size / cost per child:** Depends on delivery model.

As per World Bank’s GEEAP 2025. SD not mentioned.

## ACCELERATING LEARNING for ALL (Alfa)

**Pedagogical approach:**

Alfa follows process-driven MAT (Model → Apply → Transfer) structure. Students work in random pairs and follow a known-to-unknown, concrete-abstract scaffolding.

**Teacher role:** Lightens teacher load due to greater student agency; students support each other’s learning/check work in pairs.

**Speed:** Designed to build FLN in 45 days (can take longer if sporadically implemented); students continue using MAT process with their govt. textbooks.

**Effect size:** 0.23–0.89 (HGSE, ~40 days)

**Cost per child:** ~\$2–4/child (catalytic)

[Harvard GSE 40-Day RCT \(Shamli, India, 2022\)](#)

# ALFA TOOLKITS IN 33 LANGUAGES

Accelerating Learning for All is now available in 33 languages (15 Indian), helping ensure that high-quality pedagogy is accessible to diverse communities and learners worldwide, supporting equitable education for all.

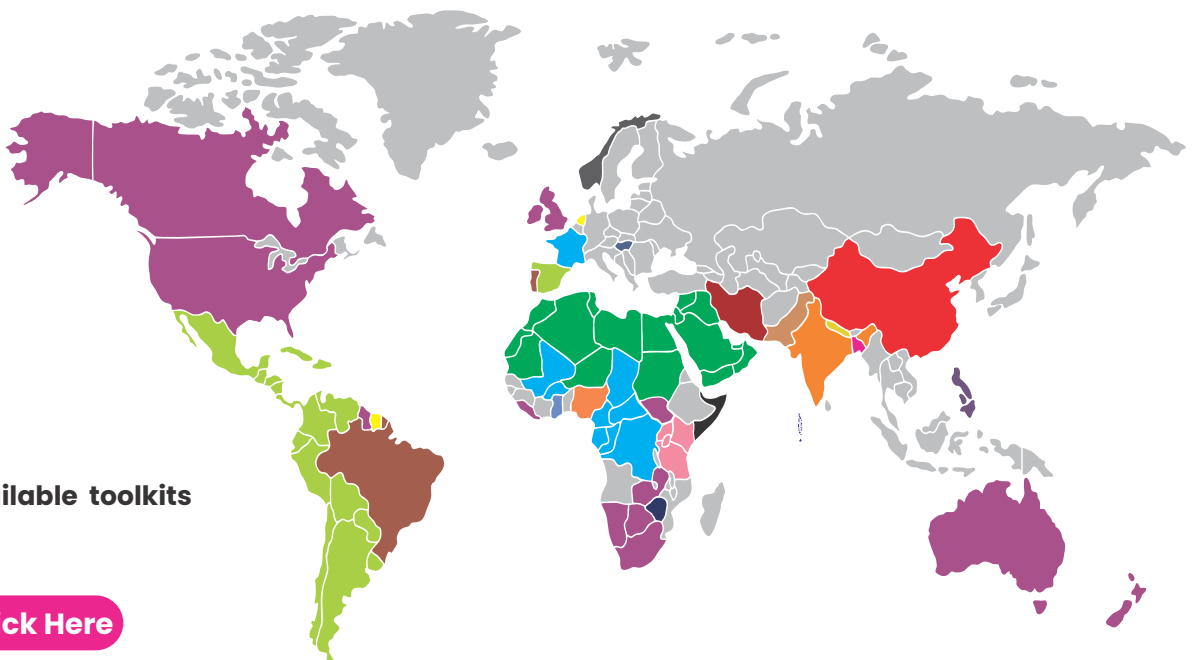
## INDIAN LANGUAGES

- |          |          |
|----------|----------|
| Assamese | Maithili |
| Bangla   | Marathi  |
| English  | Mizo     |
| Gujarati | Odia     |
| Hindi    | Punjabi  |
| Kannada  | Tamil    |
| Konkani  | Telugu   |



## INTERNATIONAL LANGUAGES

- |         |          |            |         |                |
|---------|----------|------------|---------|----------------|
| Arabic  | English  | Nepali     | Shona   | Urdu           |
| Bangla  | Filipino | Persian    | Spanish | Yoruba         |
| Dhivehi | French   | Portuguese | Swahili | Somalian       |
| Dutch   | Mandarin | Serbian    | Twi     | in development |



**CHECK OUT**  
the freely available toolkits



[Click Here](#)



# BOOKS BY DEVI

## ALfA: Accelerating Learning for All A Groundbreaking Pedagogy to Transform Education



Bloomsbury,  
January 2024



*"All students should be able to learn to read quickly so that they can maximize their academic potential and ALfA does that."*

**Jon Corippo**

Founder of EduProtocols, USA

*"This book provides some insightful and unique ideas about creating a pedagogy of possibility. It will undoubtedly create the conditions for a better world."*

**Sigamoney Naicker**

Professor, University of the Western Cape, SA



## Disruptive Literacy A Roadmap for Urgent Global Action



Bloomsbury,  
August 2022



*"A much-needed manifesto for achieving large scale transformation of the global literacy crisis."*

**Ernesto Schiefelbein**

Former Minister of Education, Chile

*"A must read for policymakers and all those associated with the campaign against illiteracy."*

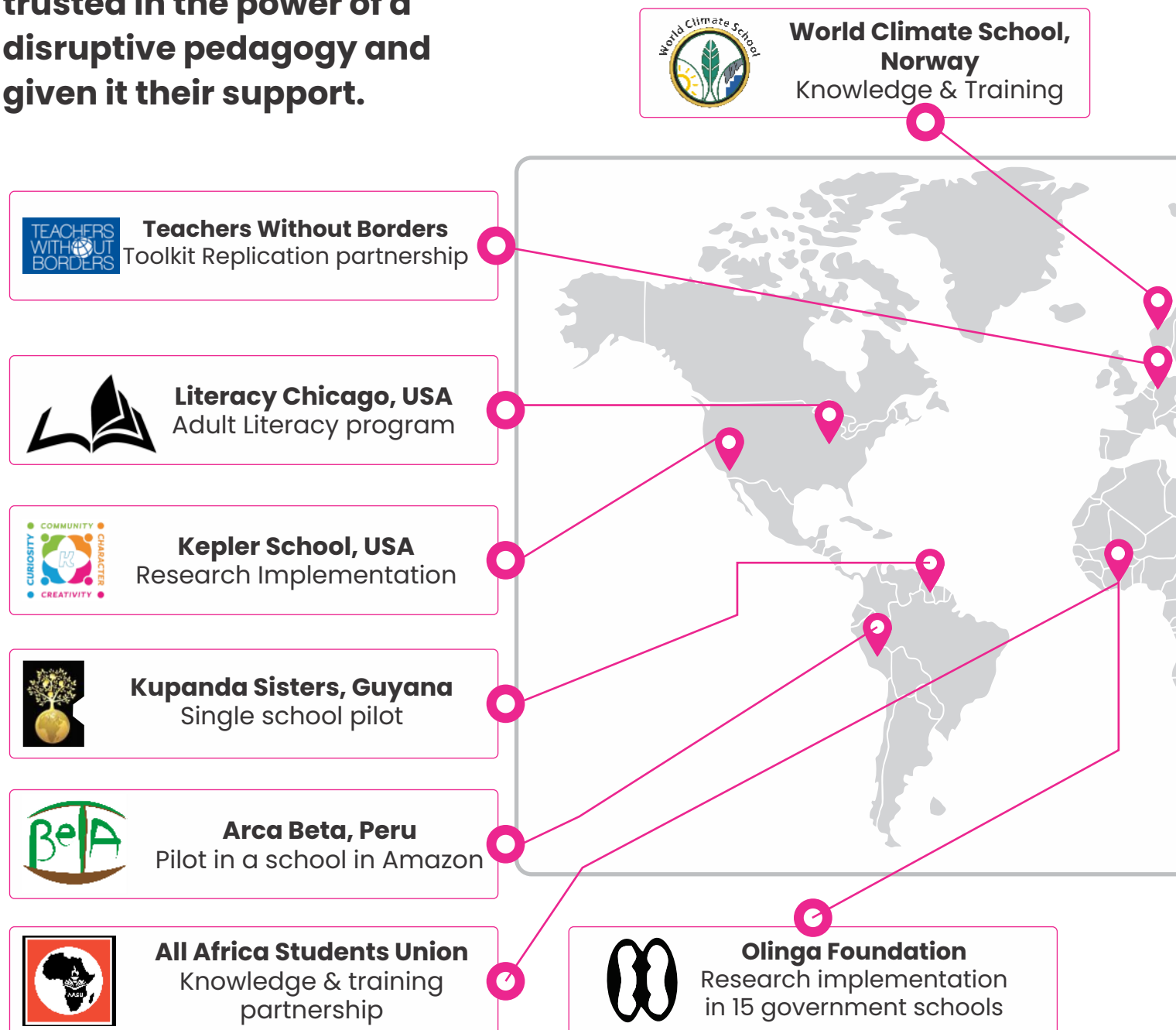
**Anil Swarup**

Former Secretary of Education, India



# PARTNERS IN CHANGE

We greatly appreciate partnership with organisations who have trusted in the power of a disruptive pedagogy and given it their support.





**SBI Foundation**  
CSR partner



CSR Partner



**Ministry of Education,  
India**

Thousands of government schools



**Reliance  
Foundation**

Providing learning  
materials in Shamli, UP



Donating Alexa devices  
for government  
primary schools, UP



**City Montessori School**  
Lucknow, India



**Dawnbreakers Foundation,  
Philippines**

Informal education program



**Radiant Gems Preschool,  
Malaysia**

Single school implementation



**Ministry of Education,  
Maldives**

200 government schools



**Forum for African  
Women Educationalists**  
Knowledge & training partnership



**PATH Youth, Kenya**  
School literacy intensives



# OOSC OUT OF SCHOOL CHILDREN

- One Tara School is a free, alternative school by DEVI Sansthan for out-of-school children, based on the belief that if they can't go to school, the school should come to them. The purpose of the school is also to mainstream children as quickly as possible.
- The One Tara school empowers individuals, NGOs and private schools to start informal education centers, offering quality education.
- DEVI provides full know-how and support including training, study materials, and assessments, at low cost to volunteers who offer free education in both formal and informal settings.
- DEVI invites individuals, families, and NGOs to open free schools in memory of their loved ones, honoring them through education—a *"star above supporting a star on earth."*

## Learning Materials



## E-Learning & AI Assisted Ed Tech



## Physical & E-Assessments

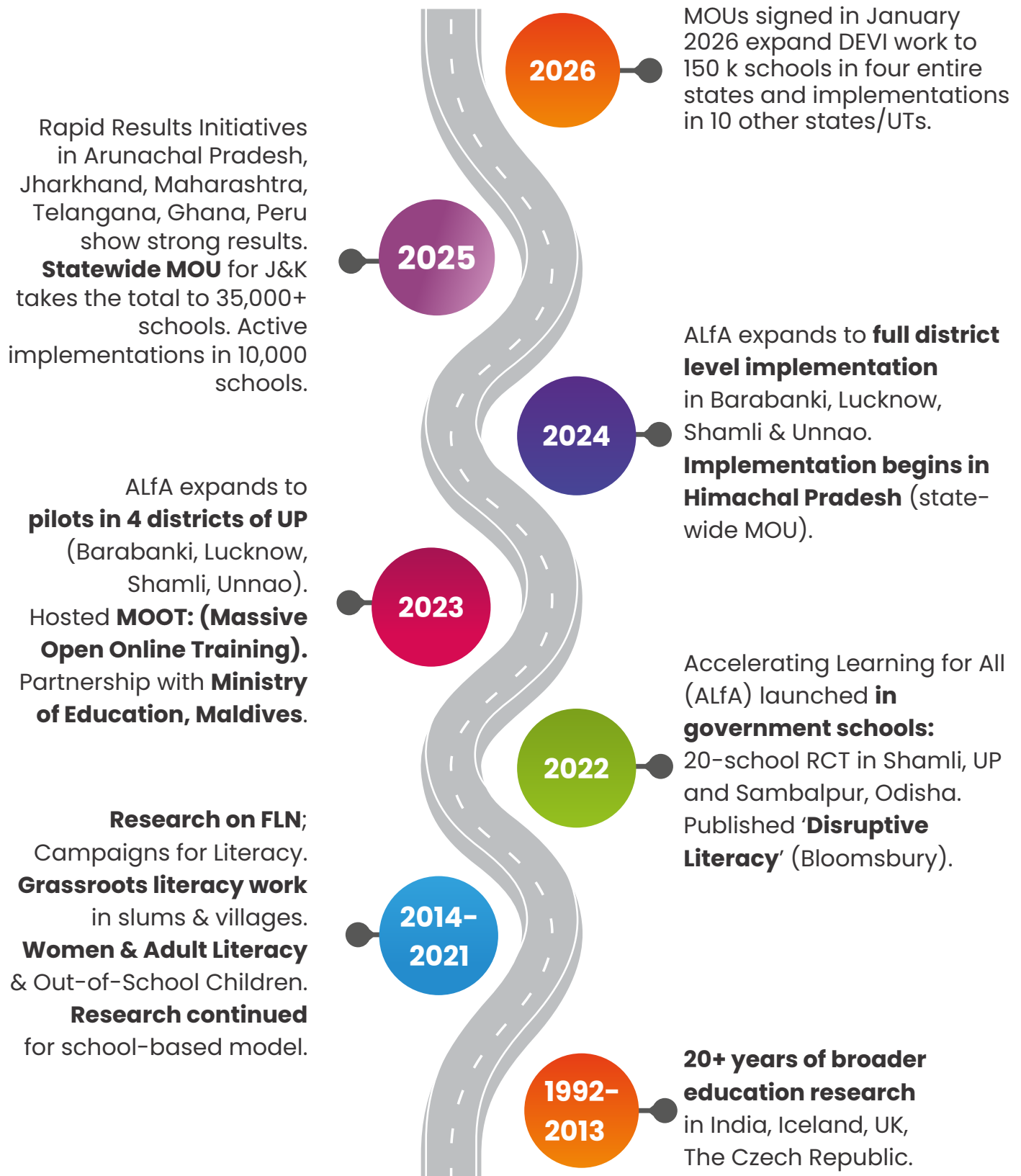


## Online / In-Person Training



# DEVI JOURNEY

Dignity Education Vision International







## Fast & Holistic FLN Today

DEVI Sansthan (Dignity Education Vision International) is an NGO with a big vision: to help India and the world achieve quality education (SDG 4). Under its Rapid Results Initiative (RRI), DEVI is pioneering a transformative education, empowering teachers, undertaking research, and leveraging policy to enable swift FLN gains. Beyond FLN, DEVI's joyful, holistic program lays the foundation for a more humane, equitable and inclusive world.



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