

# HP NIPUN

## Rapid Results Initiative

by Dignity Education



**DEVI Sansthan**

# DEAR POLICYMAKER

With profound respect and a shared vision for educational upliftment, I am eager to highlight that we can achieve the goals of NIPUN Bharat Mission within a year, ahead of the 2026/27 deadline. This will help Himachal Pradesh lead India, and pave the way for a bright future for generations of children.

We would like to freely offer the groundbreaking pedagogy, Accelerating Learning for All (ALfA). This fast and holistic program allows children to become both literate and numerate in just 45 days, while integrating a holistic education of 21st-century skills such as collaboration, communication, critical thinking and creativity as per NEP2020.

The Ministry of Education invited us to take up two low performing districts – Shamli (Uttar Pradesh) and Sambalpur (Odisha) in August 2022. This led to an MOU for 15 districts of Uttar Pradesh in November 2022. Within a year of ALfA's launch, the program is being rolled out in stages across thousands of schools throughout the country.

More recently, after fruitful discussions with top educational leaders of Himachal Pradesh, we signed an MOU in October 2023 for ALfA implementation

With highest regards,



**Sunita Gandhi**

Former Economist, The World Bank, USA  
PhD (Physics), Cambridge University, UK  
Founder & CEO, DEVI Sansthan  
Dignity Education Vision International

across the state. The project has been called 'Pioneering Academic Transformation & Holistic education', or PATH for short, as we seek to forge a path towards NIPUN.

We began in Solan, with teacher training in November and implementation across the district's 476 summer schools; impacting over 23,000 students. Results recently in from third-party testing show strong literacy and numeracy improvements across both Grade 3 and Grade 5. These results are despite the fact that a significant proportion of teachers self-reported only partial completion of ALfA booklets. We are highly optimistic that government adoption of this groundbreaking pedagogy and integration within the teacher training system and curriculum will ensure full participation of teachers – and full benefits for students.

We now look forward to scaling up this innovative pedagogy across the state. Your decisive actions can forge an educational milestone by making Himachal NIPUN within a year, becoming an example for the rest of India and the world.





# NIPUN 2024

Himachal Pradesh can **become NIPUN in a year**, if we work together in mission mode, adopting proven and scalable pedagogies. ALfA is also ready to scale up across India and around the world.



From  
Himachal Pradesh to  
**India** to the  
**World**

Vasudhaiva Kutumbakam 🙏

# A ROADMAP TO NIPUN

2026-27 is approaching quickly, but are we on track to meet NIPUN Goals? This roadmap shows it is possible for Himachal Pradesh to achieve the NIPUN targets in 2024 itself, using a groundbreaking, research-backed fast and holistic pedagogy: Accelerating Learning for All.



## Himachal Pradesh

### February–March Beyond NIPUN

Reading textbooks  
Greater fluency  
Deepening numeracy understanding  
Excelling in NAT & other tests

### November–January Implementation

Implementing ALfA at scale  
Full mobilisation of government apparatus

### October Preparation

Discussion with key stakeholders, planning  
Teacher training & empowerment

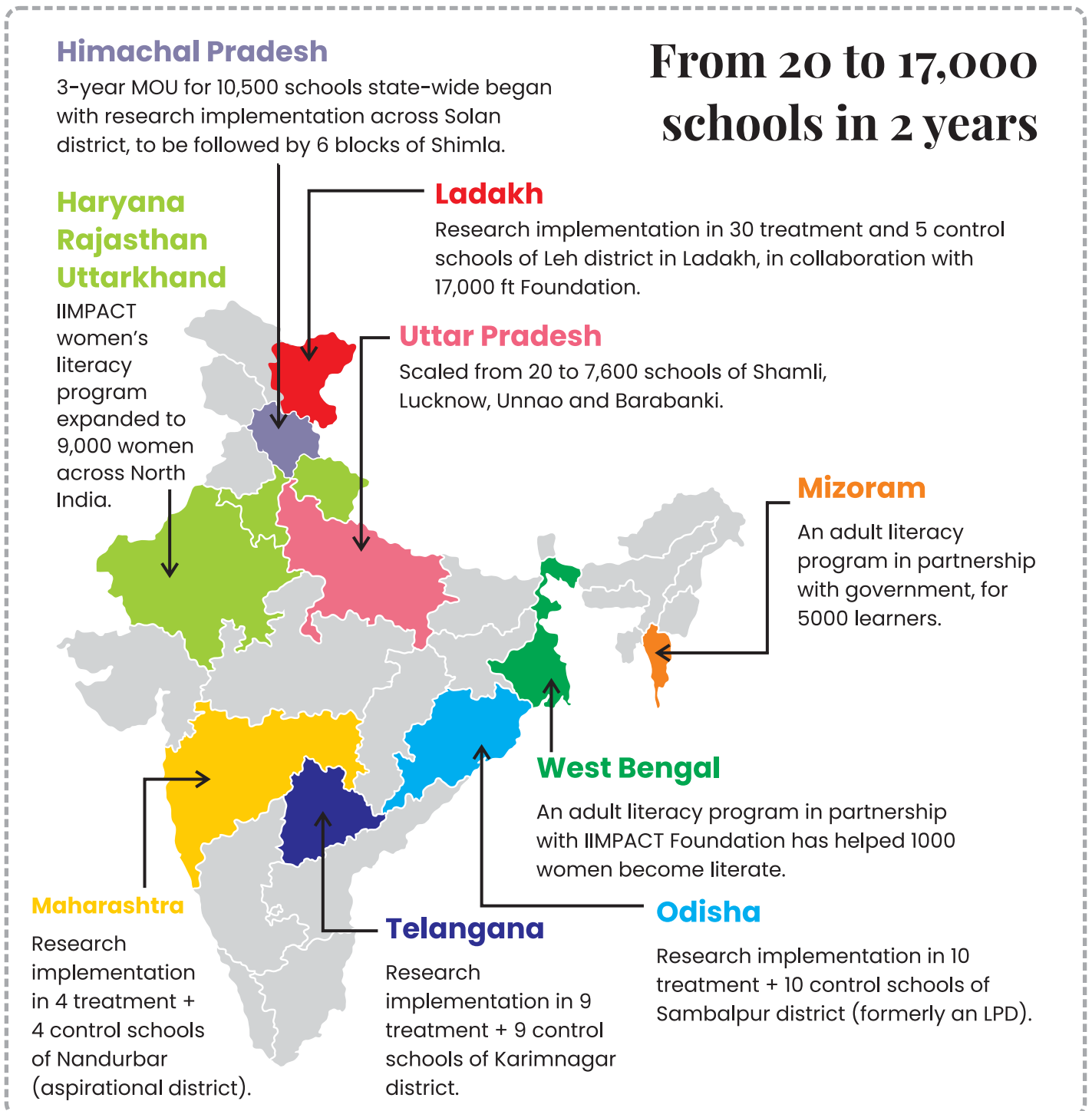




# FROM 20 SCHOOLS TO 17,000

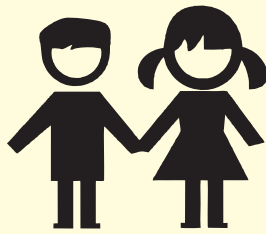
Since its inception in 2022, ALfA has exploded in schools and adult literacy programs around the country. ALfA has only just begun. Looking towards 2025, many other districts and states have expressed interest in starting or expanding ALfA programs.

DEVI Sansthan looks forward to working together with all stakeholders – parents, teachers, principals, educational officials – to ensure rapid progress toward the NIPUN goal of literacy for all. **Together, we can!**



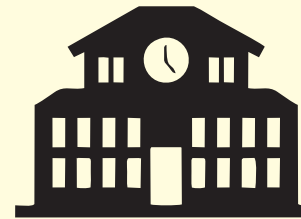
# IMPACT SINCE 2022

**Note on implementation style** ALfA has been implemented in **randomly selected** schools from Shamli, Lucknow, Unnao and Barabanki districts, as a randomised control trial. In Solan (HR) and Hilauli (Unnao), It was implemented in **all the schools** of the district/block. Shamli is a low performing district, Hilauli is an aspirational block.



**120,000+**

**Students** have been impacted through the ALfA Pedagogy



**1000+**

**Schools** using the ALfA program, across 6 districts in 3 states



**45**

**Number of instructional days** required for literacy: up to **10X** faster than traditional approaches

**12**



**Countries implementing ALfA**  
India, Maldives, USA, Peru, Guyana  
Honduras, Philippines, Malaysia, Ghana,  
Kenya, Trinidad & Tabago, Zimbabwe



# IMPACT SINCE 2022



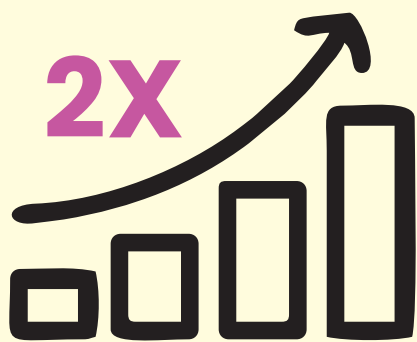
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percentage points improvement  
in test scores in Hilauli, Unnao



1st

**Hilauli**, an aspirational block  
of Unnao district, came first out of  
17 blocks in the recent NAT.



Rate of learning improvement in  
ALFA schools more than doubled

2-6



Children learned the equivalent of  
**2-6 years of traditional schooling**  
(effect sizes ranged from 0.3-1.3).



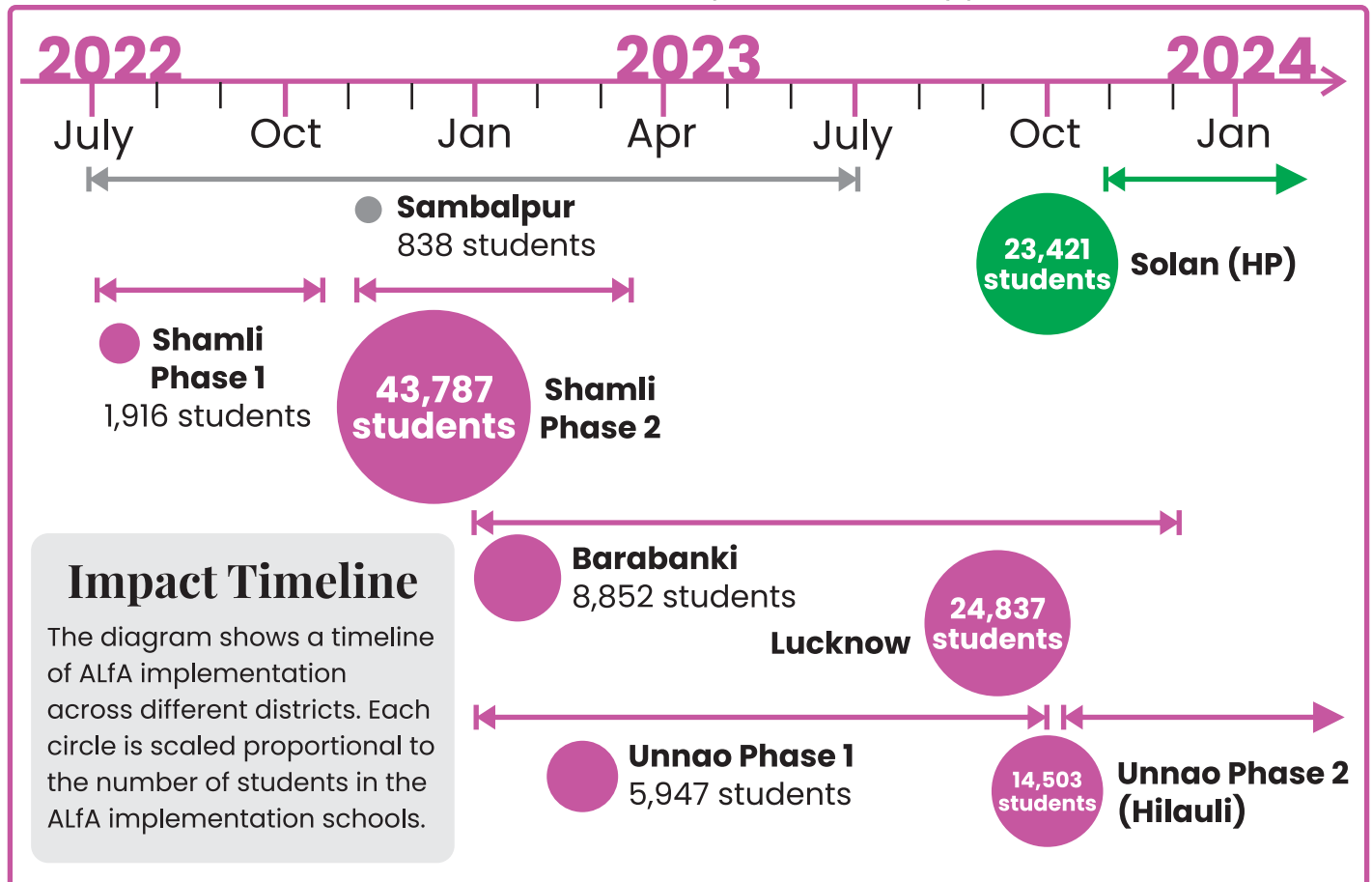
# RESEARCH AT SCALE

ALfA implementation was conducted as a randomised control trial. After applying a minimum bar of student enrolment (typically 80), the schools were randomly allocated to reference and implementation groups. We allocated 30–50% of the schools to be reference, with 50–70% as implementation. Reference schools were not given any training or materials, but baseline and endline testing was conducted. Testing was conducted in a randomly selected subset of implementation schools.

## Number of Schools in ALfA Implementation

District <small>(Green = Himachal Pradesh)</small>	Schools		
	Implementation	Reference	Total
Sambalpur (Odisha)	10	10	20
Shamli	210	80	290
Lucknow	110	60	170
Barabanki	30	20	55
Unnao	30	20	55
Hilauli (Unnao)	155	0	155
Solan (HP)	476	0	476
<b>Total Schools</b>	<b>1,015</b>	<b>190</b>	<b>1,205</b>
<b>Total Children</b>	<b>124,101</b>	<b>23,825</b>	<b>147,926</b>

A different approach was used in Hilauli (Unnao): the whole block's 155 schools were taken for implementation, with no reference group. Similarly, in Solan (Himachal Pradesh), the whole district's 476 schools adopted the ALfA approach.





# OUR INSPIRATION

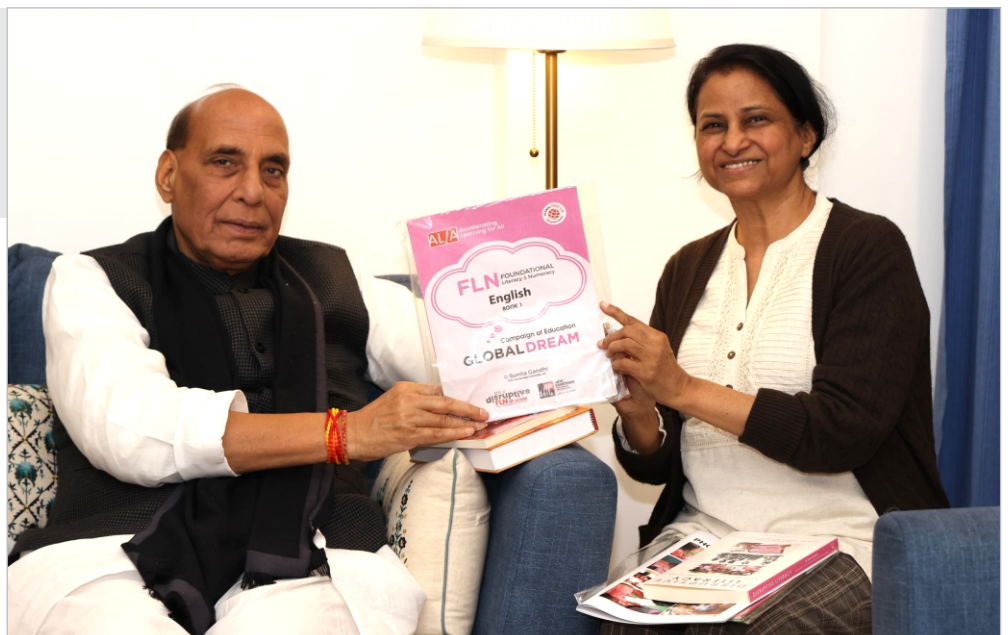


“

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.

”

Dr Sunita Gandhi meeting with Rajnath Singh, India's National Defense Minister. 10 March 2024.



Click or Scan the **QR code** to watch Shri Rajnath Singh discuss the ALfA program.



# TIMELINE HIMACHAL PRADESH

STARTING WITH SOLAN **476 SCHOOLS** 23,421 STUDENTS

## Step 1 21 Oct | MoU

Signing Memorandum of Understanding with Director of Elementary Education, Shri Ghanshyam Chand.



## Step 2 20-25 Nov Teacher Training

Teacher training conducted across seven blocks, for **1033 teachers**.



Teacher's feedback from the initial batch of training was highly encouraging

Overall Rating of the Training  
(out of 10)

- 68% Very Good (8-10)
- 27% Good (5-7)
- 5% Ok (0-4)

What will be the impact of ALfA on your teaching of FLN?

- 85% Very Beneficial/ Beneficial
- 15% Somewhat Beneficial
- 0% Not Beneficial



### Step 3 Start of Dec Pre-test

Third party (college students) conduct testing in a sample of schools.



### Step 4 Dec - Feb Implementation

Over **23,000 children** use ALFA FLN process two periods per day over 45 days.



### Step 5 20-23 Feb Post-test

Post-testing conducted to measure learning gains.



# IMPLEMENTATION ROADMAP

We offer the ALfA pedagogy as a key tool in the effort to make India NIPUN. There are several key choices on the scale, modality and training.

## Scale

### State-Wide

Adopt across the entire state to make the state NIPUN in record time.



### District or Block Level

Choose one or more entire districts (for instance, aspirational districts) to showcase rapid results.



## Modality

### Incorporate into existing curriculum

Merge ALfA materials with the existing SCERT workbooks. Reduce some pages to avoid duplication, keeping overall printing cost low.



### Separate ALfA books

ALfA booklets are slim (Hindi: 44 pages, Numeracy: 28 pages). After the ALfA books, students move on to rapidly complete regular textbooks.



## Training

### Training Cascade

In-person training can be rolled out by a sequence of master trainers and trainers. A one-day workshop is sufficient to start using ALfA in the classroom.



### Massive Open Online Training

Online training can be very effective if well-structured and highly interactive. Teachers can be reached directly through online training at massive scale.





# TABLE OF CONTENTS

## PART A

### Endorsements

Explore what leading pedagogues and politicians have expressed about the ALfA program. **P12**

## PART B

### Just 45 Days?

Delve into the ALfA paired learning process and discover how it is possible to acquire foundational literacy & numeracy so quickly. **P20**

## PART C

### Third Party Evidence

Check out the impressive results from ALfA implementation in Himachal schools. **P28**

## PART D

### Teacher Empowerment

Discover teacher training done effectively at scale, both in person and online. **P34**

## PART E

### Our Credentials

Learn about the ALfA story so far, from 20 schools to 1200. **P40**

## PART F

### International Impact

See the difference ALfA is making in education programs around the world. **P44**





# Endorsements

The ALfA pedagogy, and its impacts on learning, have been recognised by many eminent leaders - both politicians and pedagogues. It has also been explored in books published by Bloomsbury and by Harvard Graduate School of Education.

Children focus closely on the Hindi ALfA book, reading in pairs





# EDUCATION LEADERS HIMACHAL PRADESH



Sh. Rakesh Kanwar,  
Secretary Education



Sh. Rajesh Sharma, SPD



Sh. Ashish Kumar Kohli,  
Director of Elementary Education



Dr Hemant Kumar,  
SCERT Principal



Sh. Abhishek Verma, ADC Shimla



Shri Ajay Kumar Yadav, ADC Solan



# SOLAN DIET PRINCIPAL ENDORSEMENT

Dr. Shiv Kumar Sharma  
Principal DIET-Cum-DPO ISSE  
District Solan (H.P.)



Phone (O): 01792-223827  
Mob: 94180-18936  
E-mail: dietsolan@gmail.com

## DISTRICT INSTITUTE OF EDUCATION & TRAINING Solan, District Solan (H.P.)

Ref. No. EDN-SLN-DIET-Misc-5794

Dated ...05-02-2024...

### Appreciation for the Successful Implementation of ALFA PATH Program in Solan District, H.P.

I am writing to express my heartfelt appreciation for the collaborative efforts and remarkable achievements stemming from the implementation of the ALFA PATH (Pioneering Academic Transformation and Holistic FLN Program) in District Solan, Himachal Pradesh. It is with great pride that I share that Solan district stands as the pioneering force in implementing the ALFA PATH program, thanks to the MOU signed by you and DEVI Sansthan, Lucknow, U.P. Despite the program's late initiation in the academic year, the progress witnessed in such a short span is truly commendable.

The training initiative for 1033 teachers across 496 government schools, with a focus on Grades 1-5, marked the beginning of this transformative journey. The guidance provided by DEVI Sansthan's trainers has been instrumental in laying the foundation for success. The Baseline Assessment conducted in December and the subsequent Progress Assessment in February at a random selection of schools have proven to be crucial milestones. Despite facing challenges such as the winter break and a tight timeline, the survey results are nothing short of remarkable. In just 32 working days, we witnessed unprecedented improvements in foundational learning and numeracy (FLN) skills among the children. The unique pedagogy of ALFA (Accelerating Learning for All), crafted through years of research by Dr. Sunita Gandhi, has been the driving force behind this transformation. Its innovative approach has played a pivotal role in achieving the outstanding results we celebrate today.

I commend DIET Solan's leadership in ensuring effective testing, transparency, and accountability during the ALFA PATH program. Your crucial role in navigating challenges has led to the success story in Solan, showcasing positive educational outcomes. This initiative holds great potential for benefiting all children in Himachal Pradesh, as confirmed by our evaluation aligning with NIPUN Bharat. I extend sincere appreciation for the collective effort, and I eagerly anticipate the continued positive impact of ALFA PATH on the educational landscape in Himachal Pradesh.

With warm regards,

(Dr Shiv Kumar Sharma)  
District Project Officer (SS)-cum-Principal  
DIET Solan, H.P.

District Project Officer  
ISSE-cum-Principal DIET,  
District Solan (H.P.)



ALFA has been endorsed by many international experts. Click or Scan the **QR code** to watch.



# TESTIMONIALS

## TEACHERS' FEEDBACK

“

This is an **excellent method**. When children use concrete objects, the **learning sticks in their brain**. Children who were being bored by the traditional method are **enjoying learning with ALfA**.

**Veena Gupta**

*Principal, PS Ramshehar 1  
(Ramshehar block)*

”

“

ALfA is an **innovative methodology** that uses cognitive mind connections and self-led peer work to make learning accelerated. The methodology helps make the classroom environment fearless and the students are motivating each other.

**Neelam**

*Grade 4 Teacher & Principal,  
PS Juddi Kalan (Ramshehar block)*

”

“

ALfA is giving many children an opportunity to learn. It is proving very interesting for them, and they are making swift progress. I hope this methodology is used by more schools.

**Rajesh Sharma**

*Grade 4-5 Teacher & Principal  
PS Bawasni (Ramshehar block)*

”

“

I have taught using the ALfA pedagogy for 40 days. It is an incredibly effective method, a very new way to teach. It helps children understand difficult concepts in a simple way, and ensures they remember it for life.

**Meena Devi**

*Grade 2 Teacher,  
PS Chandi (Arki block)*

”

“

The ALfA training was extremely helpful for us as teachers. Children are now learning maths using clapping and snapping, ice-cream sticks and matchsticks Children are learning swiftly and easily. It is useful and interesting for all of them.

**Ritu Dhawan**

*Grade 3 Teacher & Principal  
PS Katha (Arki block)*

”

“

The ALfA methodology emphasizes children asking and answering their own questions. Children are understanding more deeply. All the maths operations have become easier.

**Lata Thakur**

*Grade 5 Teacher,  
CPS Domehar (Arki block)*

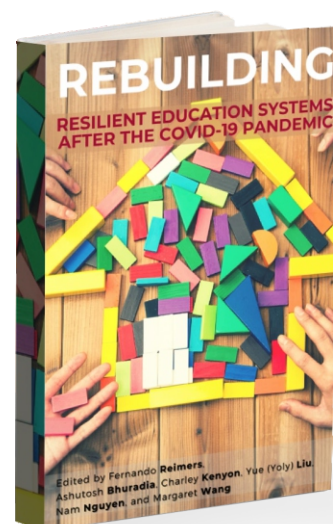
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# GLOBAL ENDORSEMENT FROM HARVARD UNIVERSITY

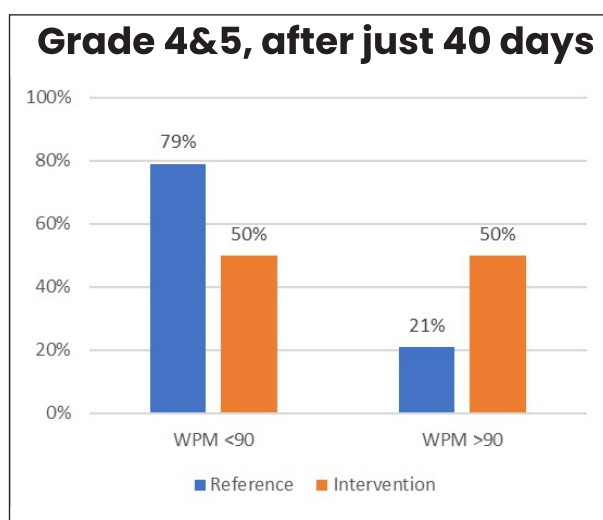
Chapter 8 of 'Rebuilding Resilient Education Systems After the Covid-19 Pandemic', published in March 2023, documents the ALfA program in Shamli, and recommends its widespread adoption.



Click or scan QR  
to check out the  
book



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



“Students in the intervention groups had **much higher oral reading fluency** than those in the reference group. For Grades 4-5, 50% of the intervention group students were able to read the passage at >90 words per minute compared to 20% of reference group students.”

“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.”

\***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.



“ Accelerated Learning for All (ALfA), helps children quickly gain FLN competencies... students start with known words in the form of pictures, identify the sounds, and work backward to the letters. ”

“ 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.” ”





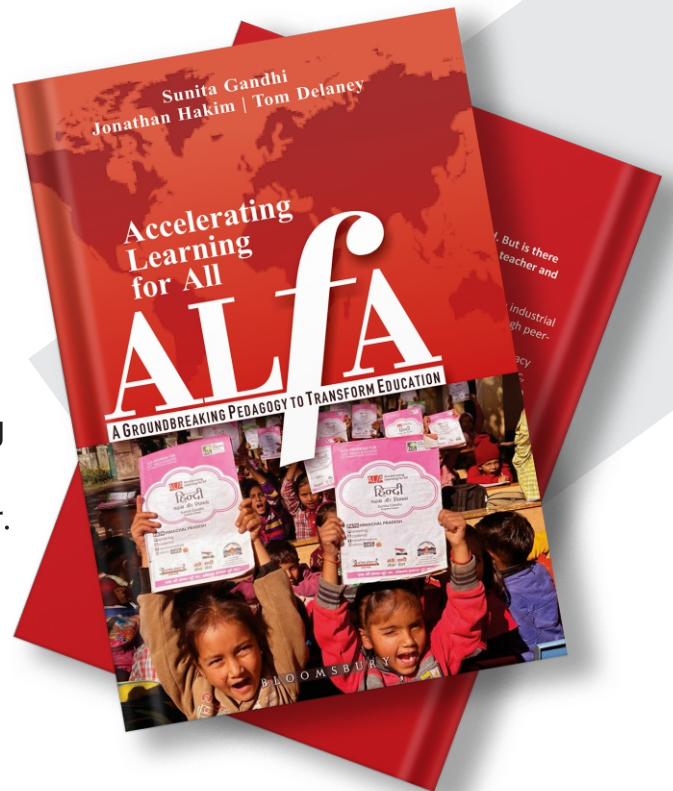
# A Groundbreaking Pedagogy

ACCELERATING LEARNING FOR ALL

**Published by Bloomsbury  
January 2024**

AlfA: Accelerating Learning for All breaks the shackles of the industrial education system, revolutionizing the school experience through peer learning and hands-on activities. The AlfA program enables children and adults alike to learn foundational literacy and numeracy in months rather than years. Beyond reading, writing and arithmetic, AlfA builds the crucial life skills of collaboration, creativity, citizenship and character.

Both a classroom guide for teachers and an implementation roadmap for policymakers, this book explores a transformative approach to teaching and learning. Sprinkled with anecdotes from teachers, principals & students, Accelerating Learning for All inspires and equips us to build a better education system."



*"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

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

**Sigamoney Naicker**

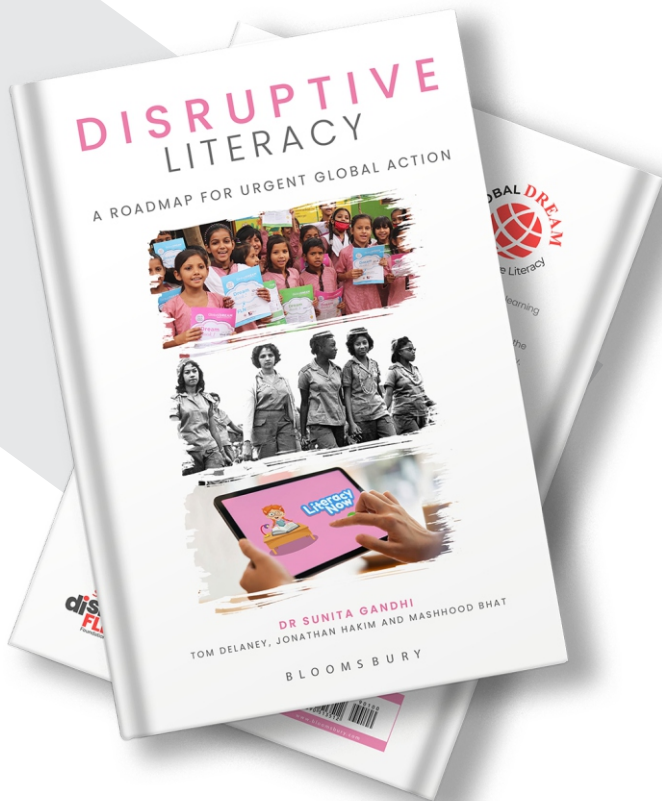
Professor, University of the Western Cape



# A Roadmap for Urgent Action

## DISRUPTIVE LITERACY

Published by  
**Bloomsbury**  
(2022)



“Foundational literacy and numeracy are crucial to every person’s well-being. A nation’s literacy rate is a key predictor of its social and economic progress. Yet the world still has hundreds of millions of children in school but not learning the basics, and adults deprived of these foundational skills. Why?”

Drawing from remarkable examples of movements around the world, and sprinkled with stories from the authors’ grassroots educational work in the Global Dream Accelerating Learning for All (ALfA) program, *Disruptive Literacy* is an easy-to-read but hard-to-ignore manifesto that will touch your heart and inspire you to action.”

*“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





# Just 45 Days?

Literacy normally takes three years – or more – to acquire. But with the ALfA pedagogy, it is possible in as little as three months. Read on to find out how this disruptive structured pedagogy works, and what makes it different from traditional books.

Children work in pairs, one reading the ALfA book while the other asks questions and listens, then swapping roles.





# HOW IS ALfA SO FAST?

## A COMPARE & CONTRAST

ALfA is a structured pedagogy, with modules custom-designed to facilitate paired and activity-based learning.

	<b>ALfA</b>	<b>STANDARD TEXTBOOKS</b>
Book length	<b>Slim &amp; light</b> 72 pages total: 32 reading + 12 writing + 28 maths	<b>Bulky &amp; repetitive</b> Often over 300 pages per grade per subject (Textbook + Workbook)
Learning methodology	<b>Student-led paired work</b> Experiential learning about 80% of the time.	<b>Teacher-led whole class</b> Experiential learning about 20% of the time.
Grouping strategy	<b>Random Pairing</b> No child feels that there are low expectations of them.	<b>Ability Grouping</b> Those in 'remedial' group lose self-esteem.
Timetabling	<b>Significant Flexibility</b> Students can progress through the books at their own pace.	<b>Detailed Prescriptions</b> Rigid, many are left behind the curriculum.
Type of questions	<b>Higher-order thinking</b> Students pose questions for each other, developing cognitive skills.	<b>Lower-order questions</b> Matching, true & false, fill in the blank style.
Numeracy methodology	<b>Simple TLMs for All</b> Ice-cream sticks & matchsticks are provided to enable all children to participate.	<b>Insufficient TLMs</b> Pictorial representation of activities in books, but without TLMs for everyone to participate.
Literacy methodology	<b>Known to Unknown</b> Sound is derived from a picture, which is associated with a letter  Substantial reading practice for each matra. 9-10 letters introduced per page. Writing introduced after reading.	<b>Unknown to Known</b> 'A se Anaar'. One or at most two letters introduced per page  Minimal reading practice for any given matra.  Writing introduced simultaneously with reading.

# HOW ALFA SAVES TIME

## EVERY STEP OF THE WAY

ALFA saves both time and paper, by using a structured pedagogy which swiftly scaffolds from simple to complex topics. Children make a lot of questions for each other, rather than needing hundreds of pages of workbooks.

### Grade 1

NIPUN Competency	ALFA Program	Traditional Program*
Counting to 20	<b>3 days</b> 1.5 pages   Module 1, 2 & 4	<b>36 days</b> 46 pages   Week 8-13
Read and write numbers up to 99	<b>2 days</b> 1 page   Module 10 & 46	<b>18 days</b> 21 pages   Week 14-16
Solve word problems involving single-digit addition and subtraction	<b>2 days</b> 1 page   Modules 13 & 14	<b>6 days</b> 7 pages   Week 18
Recognize and describe the properties of 3D shapes	<b>1 day</b> 1/2 page   Module 8	<b>6 days</b> 7 pages   Week 19
Use numbers and shapes in short poems and stories	<b>2 days</b> 1 page   Module 38, 42	Not covered

\*Based on an analysis of Government workbooks

### Grade 2

NIPUN Competency	ALFA Program	Traditional Program*
Read and write numbers up to 999.	<b>3 days</b> 1.5 pages   Module 17-18, 46	<b>42 days</b> 49 pages   Week 4-10
Solve addition and subtraction problems (including word problems) with numbers up to 99	<b>2 days</b> 1 page   Module 15 & 16	<b>12 days</b> 14 pages   Week 15-16
Understand multiplication as repeated addition, and construct the 2, 3 and 4 times tables	<b>2 days</b> 1 page   Module 21, 44	<b>6 days</b> 7 pages   Week 17
Recognise and describe 2D shapes such as rectangle, triangle, square, circle etc	<b>1 day</b> 1/2 page   Module 7	<b>6 days</b> 7 pages   Week 19
Use prepositions such as near/far, inside/outside, high/low, left/right, front/back	<b>2 days</b> 1 page   Module 11, 31	<b>18 days</b> 21 pages   Week 1-3



## Grade 3

NIPUN Competency	ALfA Program	Traditional Program*
Read and write numbers up to 9999	<b>2 days</b> 1 page   Module 18, 46	Only covered up to 999
Solve addition and subtraction problems (including word problems) with numbers up to 999	<b>2 days</b> 1 page   Module 19 & 20 Includes 4 digit numbers	<b>6 days</b> 7 pages   Week 21
Construct times tables from 2 to 10, and use division facts	<b>5 days</b> 2.5 pages   Module 21-24, 44	<b>12 days</b> 14 pages   Week 12-13
Notice, describe and construct simple patterns in numbers, events, and shapes	<b>1 day</b> 1/2 page   Module 6	<b>6 days</b> 7 pages   Week 20
Recognise and read dates off a calendar, be able to tell the time.	<b>2 days</b> 1 page   Module 27-28	Not covered



# HOLISTIC EDUCATION THROUGH ALFA

ALFA seamlessly integrates the skills and traits of a twenty-first century learner. These 8Cs cannot be taught from a textbook, but rather acquired while working with each other in the everyday context of a classroom. The paired setting creates a safe environment in which learners feel free to share and express.



**Creativity** expands by solving questions using hands-on materials

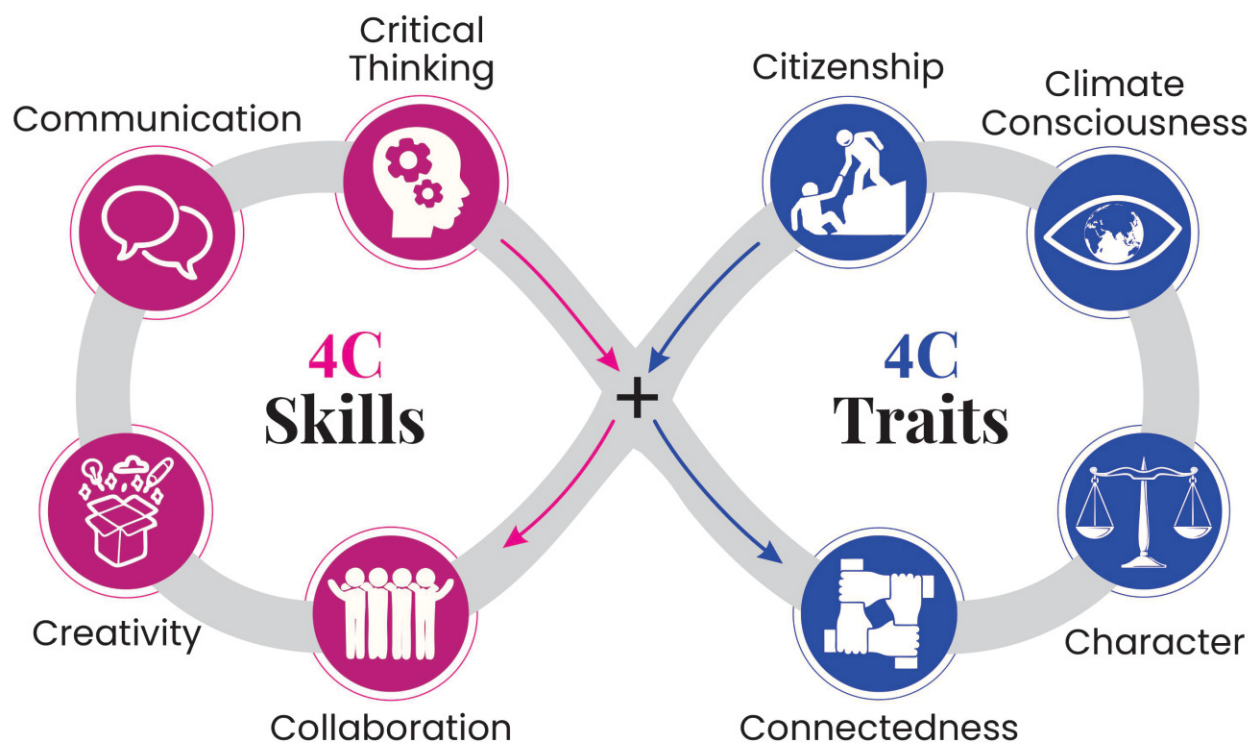
**Critical thinking** is built through making questions for each other.

**Communication & collaboration** skills flourish by working in pairs.

**Citizenship & character** grows by working with many different peers.

**Climate consciousness** developed through role plays & short stories.

**Connectedness** enhances social, emotional and mental well-being.





# A LOW CARBON EDUCATION

## Climate Footprint

ALFA booklets are thin and are shared between two children, drastically reducing the paper and carbon footprint.

## Climate Consciousness

Children avoid plastic and learn to select and use sustainable materials like pebbles, shells and leaves for hands-on activities.

## Climate Action

Climate action is integrated in activities. Learners enact roleplays and read stories that inspire climate action.



## ALFA vs Traditional Classrooms

Traditional classroom	ALFA classroom
Transaction of learning is from <b>teacher to student</b> . Much <b>rote memorisation</b> .	Transaction of learning is from <b>student to student</b> . Learning is derived. No rote learning.
Children are <b>grouped by skill level</b> .	<b>Random pairing</b> ensures greater academic learning, a highly interactive environment, and development of <b>21st Century Skills</b> .
Students work in <b>whole class</b> or groups, sit in rows facing the teacher.	Students work <b>entirely in pairs</b> ; they face each other. Pairs are changed everyday.
Knowledge is <b>abstract</b> , with sometimes hands-on activities.	Children learn primarily through <b>hands-on activities</b> ; use simple materials like matchsticks and ice cream sticks to learn entire mathematics.
Textbooks and workbooks are <b>bulky</b> . Designed for teachers to teach from.	<b>Thin booklets</b> , short modules with teacher prompts, are designed for children to learn by themselves.

# HOW IS THE ALFA CURRICULUM STRUCTURED DIFFERENTLY?

अवस्था 8  
विषय 4

पाठ - 51

अ

चित्रों को पहचानकर उनकी पहली ध्वनि अपने साथी को बताएं।

शब्दों में 'अ' वर्ण पर गोला बनाएं।

लिखें।

मिलाकर पढ़ें।

पढ़ें।  
(शिक्षक बच्चों को अन्य वाक्यों में भी पढ़ने का अभ्यास करवाएं।)

कक्षापुरविका किरासलव (कक्षा-2)

MODULE 1 10 Letters | 6 Words

Ask. Wait. Don't Tell. पूछिये। इंतैजार करिये। बताइये नहीं।

यह क्या है?  
इसकी पहली आवाज क्या है?  
आवाजों को जोड़कर क्या बनता है?

ब स  
प र  
अ ब

बस पर अब

घ र  
त क  
च ल

घर तक चल

MODULE 2 10 Letters | 36 Words

बच	बल	सब	सत	सर	सच	पक	पच	रब
रस	रच	तप	तर	तल	तब	कर	कब	कप
कल	कस	चर	लत	लब	अघ	चक	बक	सप
पल	अप	पस	लपक	कसर	असर	अकल	बसर	सबर

Feature	Traditional Literacy	ALFA Literacy
Introduction of letters	Multiple pictures per letter	Multiple pictures per letter 10 letters introduced per page
Approach to learning	Writing and reading simultaneously	Picture to sound to letter
Starting point for reading	Single letter per page	Words from the very first lesson
Reading practice	Limited	Practice with new words made from same letters
Introduction of writing	After reading	Only after reading
Engagement in activities	Activities require little thought	Highly creative and engaging
Transaction of learning	Teacher to students	Child to child

## Additional points:

- Traditional Books focus on gradual introduction to literacy concepts.
- ALFA Books emphasize active participation and peer learning.



सप्ताह 15 **मैंने सीख लिया** 40 मिनट

**1 जोड़ करें-**

$28 + 11$	$55 + 25$	$82 + 17$	$48 + 29$
—	—	—	—
$35 + 16$	$63 + 28$	$65 + 27$	$35 + 52$
—	—	—	—

**2 हल करें-**

$65 + 23 =$

$53 + 27 =$

$72 + 13 =$

$78 + 15 =$

$58 + 23 =$

$35 + 47 =$

**3 मिलान करें-**

$62 + 18$	<input type="radio"/> 86
$55 + 23$	<input type="radio"/> 47
$57 + 29$	<input type="radio"/> 63
$18 + 31$	<input type="radio"/> 80
$32 + 15$	<input type="radio"/> 78
$27 + 36$	<input type="radio"/> 49

बच्चों को हो रही कठिनाइयों को समझें और योजना के अनुसार रेमीडीयल कार्य करें।

DD/MM/YYYY

कार्यपुस्तिका गिनतार-2 119

**मॉड्यूल 11: हम 1 और 2 अंकीय संख्याओं को घटा सकते हैं।** Level A

मेरे पास 13 संतरे थे। मैंने अपने दोस्त को 5 संतरे दे दिए। मेरे पास अब कितने संतरे बचे हैं?

आलिया के पास ₹62 थे। उसने ₹16 खर्च कर दिये। अब आलिया के पास कुल कितने रुपए शेष हैं?

**संकेत : जोड़ो में बैठ कर**  
आइसक्रीम स्टिक और माचिस की तीलियों से पहली संख्या निकालें, फिर दूसरी संख्या को उसमें से घटाएं। माचिस की तीलियां कम पड़ने पर एक आइसक्रीम स्टिक को संख्या बैंक में रख कर उसके बदले दस माचिस की तीलियां ले लें, फिर घटाएं।

**मॉड्यूल 12: हम 3 अंकीय संख्याओं को घटा सकते हैं।** Level B

राधा के बैंक खाते में ₹541 हैं। वह ₹279 निकाल लेती हैं। उसके खाते में अब कुल कितने रुपए शेष बचे हैं?

**संकेत : जोड़ो में बैठ कर**  
दिए गए प्रश्न हल करें। एक-दूसरे के लिए तीलियों और स्टिक्स के साथ अन्य प्रश्न बनाएं, फिर कॉपी में हल करें। कॉपी में एक दुसरे के लिए नए नए प्रश्न बनाये और तीलियों और स्टिक्स के साथ हल करें।

Accelerating Learning for All | NUMERACY BOOK

DEVI SANKSHAN Digital Education Vision International LEAVE NO ONE BEHIND

Feature	Traditional Math	ALfA Math
Activities	Limited	Dialogue format for peer learning
Hands-on materials	Insufficient TLMs for everyone	Pictorial depiction provided
Question style	Repetitive questions	Few examples, children generate additional questions
Creativity	Little scope	Simple prompts guide creativity

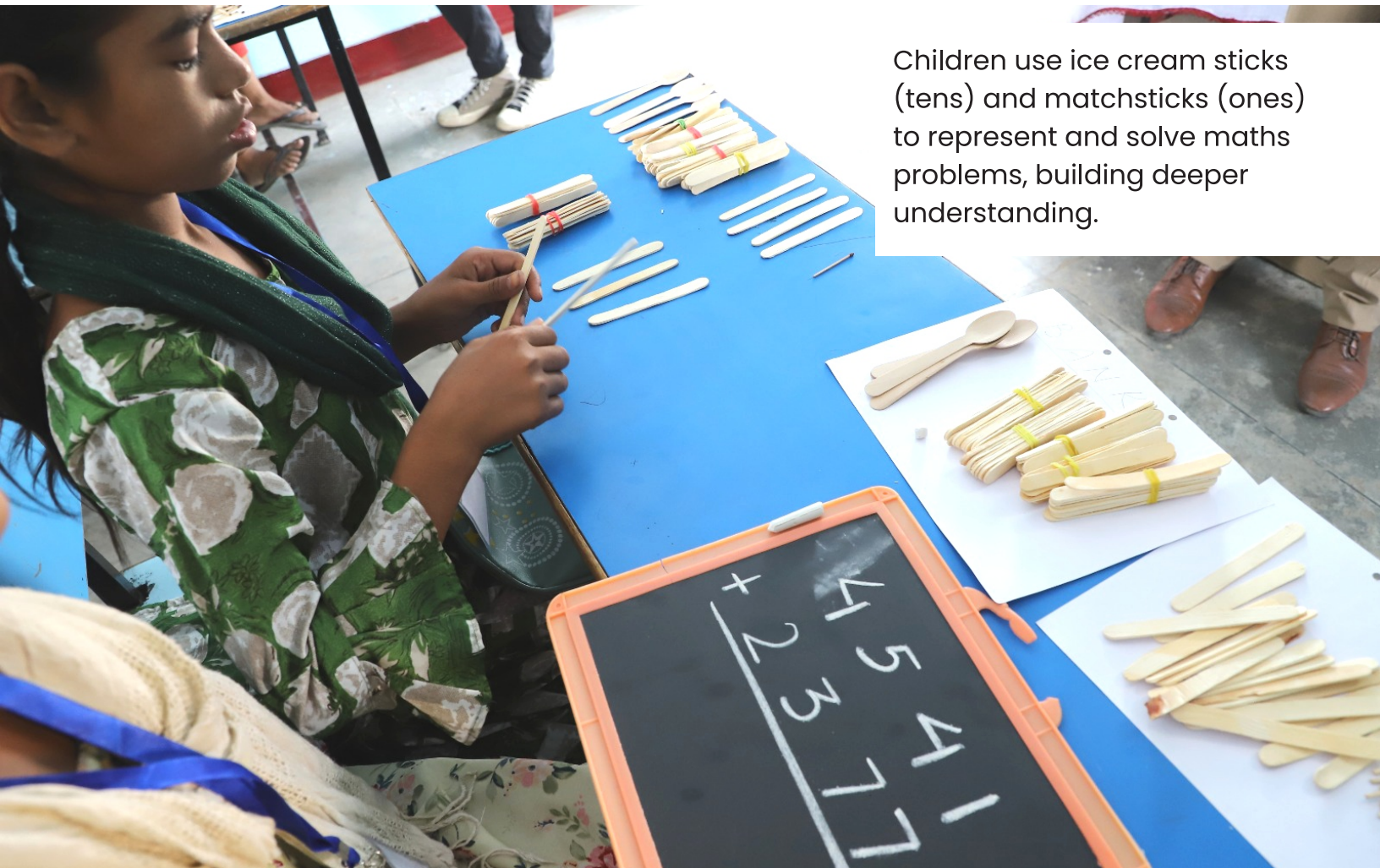
**Additional points:**

- Traditional Math may face challenges with access to hands-on materials for all students.
- ALfA Math fosters peer interaction and encourages students to generate their own questions, enhancing engagement and critical thinking.

# Third-Party Evidence

ALfA is much more than just an educational theory, it has shown **remarkable results** in the real world. This section shares the results from ALfA implementation in **Himachal Pradesh** and **Uttar Pradesh**. Both Third Party testing and the government NIPUN Achievement Test showcased impressive learning improvements.

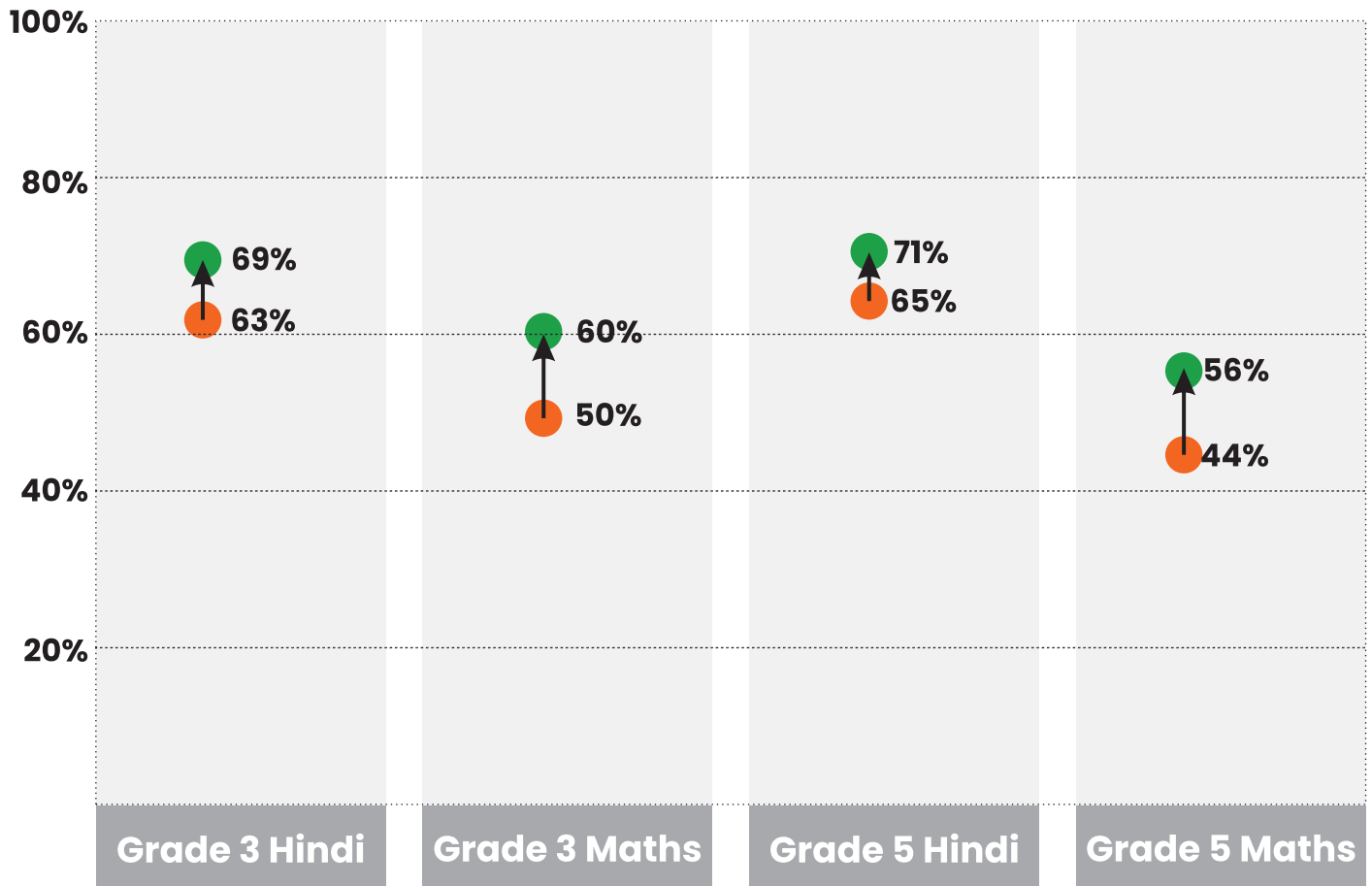
Children use ice cream sticks (tens) and matchsticks (ones) to represent and solve maths problems, building deeper understanding.





# RESULTS SOLAN (HP)

A random sample of 89 out of 476 schools were tested using a tool that measured children's achievement of NIPUN Bharat competencies (see section D for details). The survey was conducted 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** (orange circles): December 2023 | **Progress** (green circles): February 2024



# COMPETENCY ANALYSIS HINDI

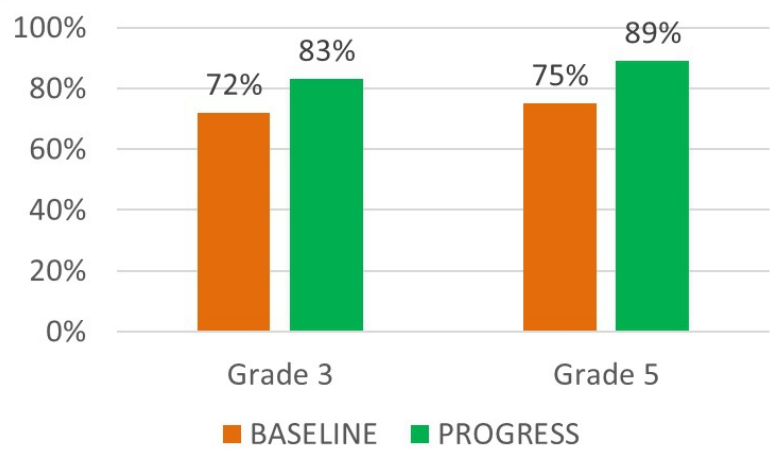
The endline test given is scientifically similar to the baseline (though not identical), allowing a genuine measurement of progress. The Pragati App generates a detailed personalized report card at multiple levels (child, class, school, district) which shows with a colour code which topics have been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



## Grade 1, Dakshata 3 Completing the sentence.

वाक्य पूरा कीजिए।  
शिक्षक \_\_\_\_\_ रहे हैं।

- (A) पता नहीं
- (B) नाच
- (C) पढ़ा
- (D) रो
- (E) सो
- (F) गा

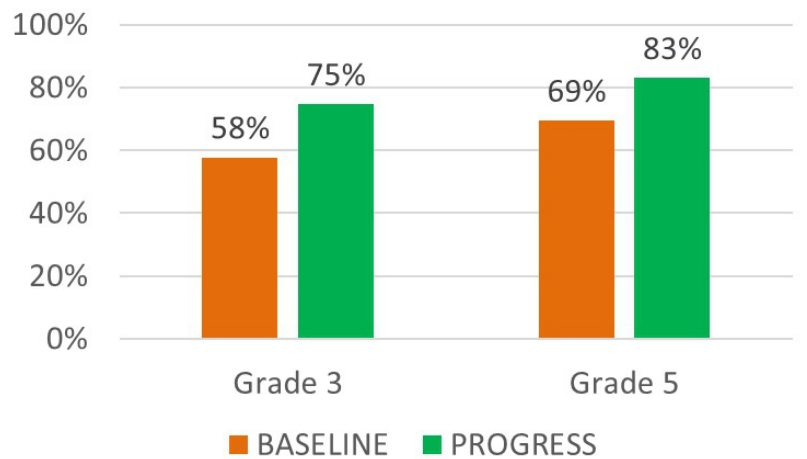


## Grade 3, Dakshata 2 Answering on the basis of a picture.

यह दृश्य कहाँ का है?



- (A) पता नहीं
- (B) गाँव का
- (C) शहर का
- (D) बाज़ार का
- (E) विदेश का
- (F) नगर का



Graphs show the baseline and level of progress on specific competencies.

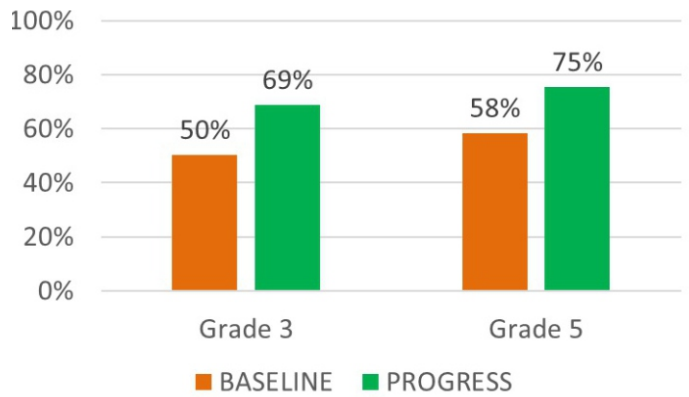


# COMPETENCY ANALYSIS MATHS

## Grade 1, Dakshata 4 Understanding 3D shapes.

दी गयी त्रि-आयामी (3D) आकृति में किनारों की संख्या लिखिए।

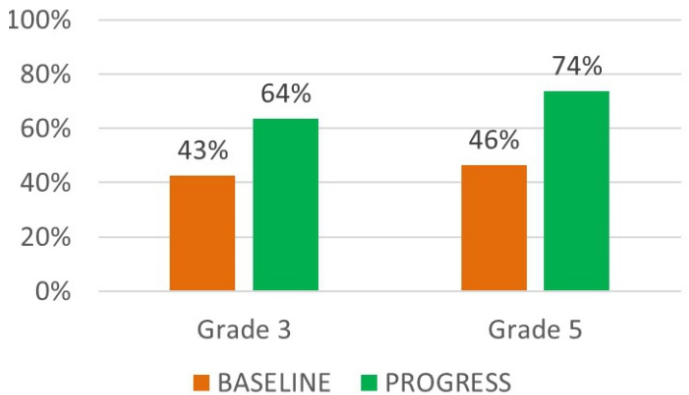
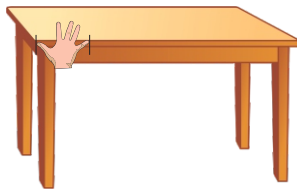
- (A) पता नहीं
- (B) 12
- (C) 8
- (D) 6
- (E) 5
- (F) 4



## Grade 2, Dakshata 4 Using non-metric measurements.

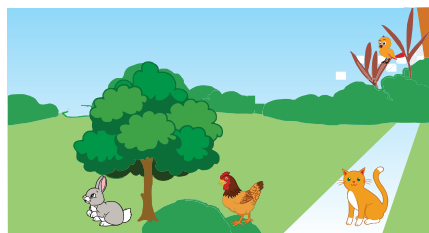
चित्र में मेज की लम्बाई दिए गए हाथ के बालिस्त से नाप कर बताएं।

- (A) पता नहीं
- (B) 5 बालिस्त
- (C) 2 बालिस्त
- (D) 3 बालिस्त
- (E) 7 बालिस्त
- (F) 1 बालिस्त

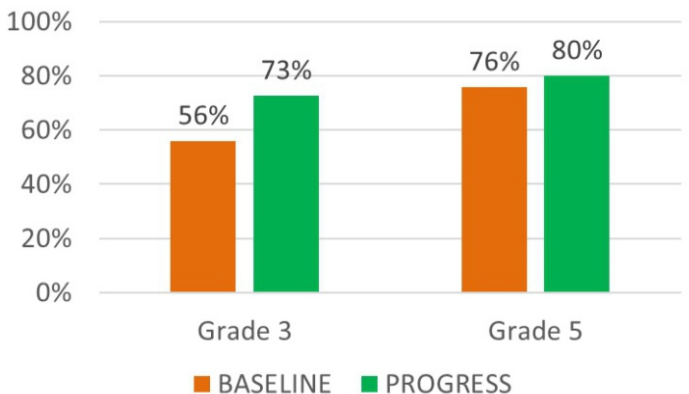


## Grade 2, Dakshata 6 Understanding near and far.

चित्र में पेड़ के सबसे पास कौन हैं?



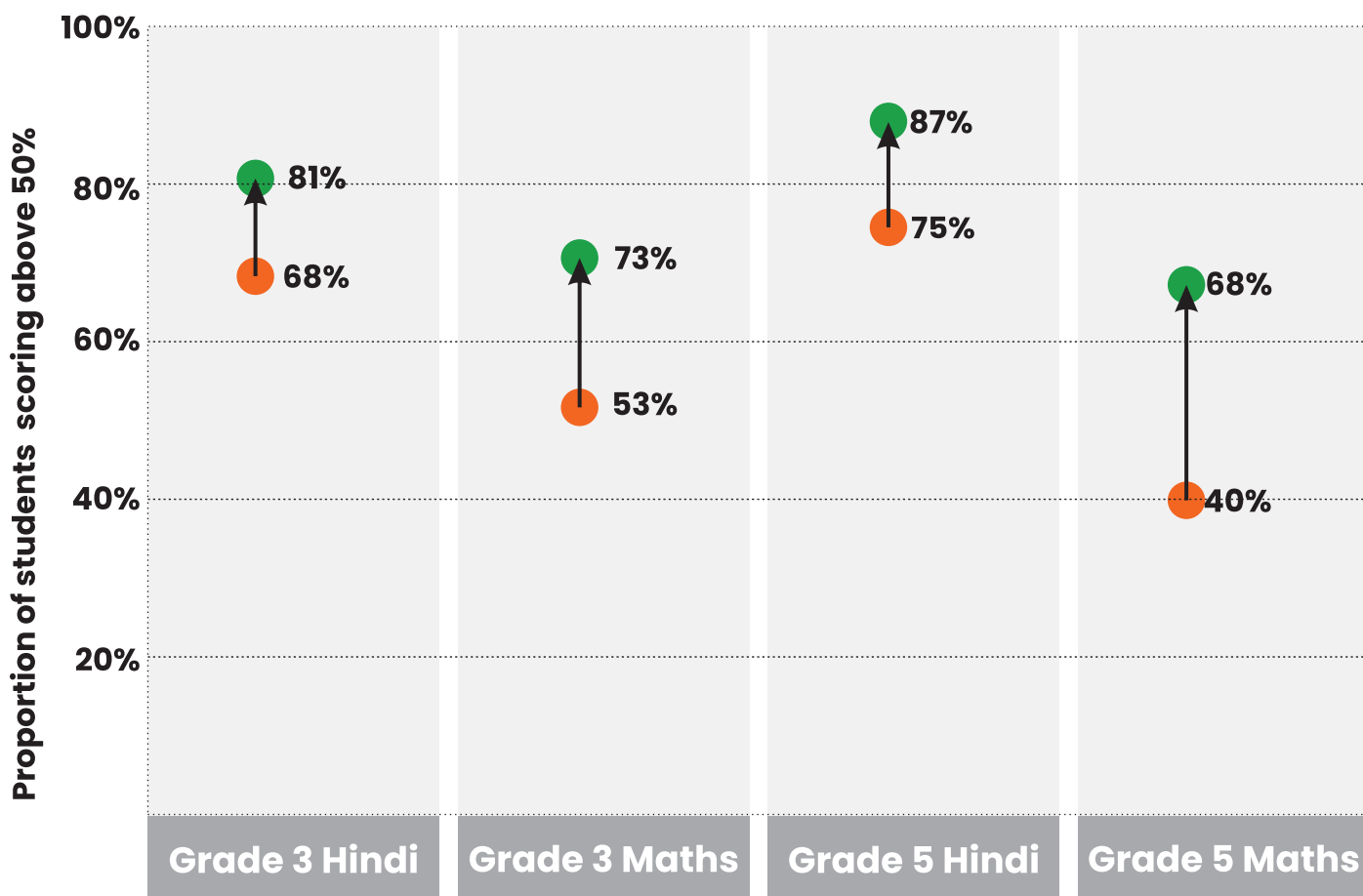
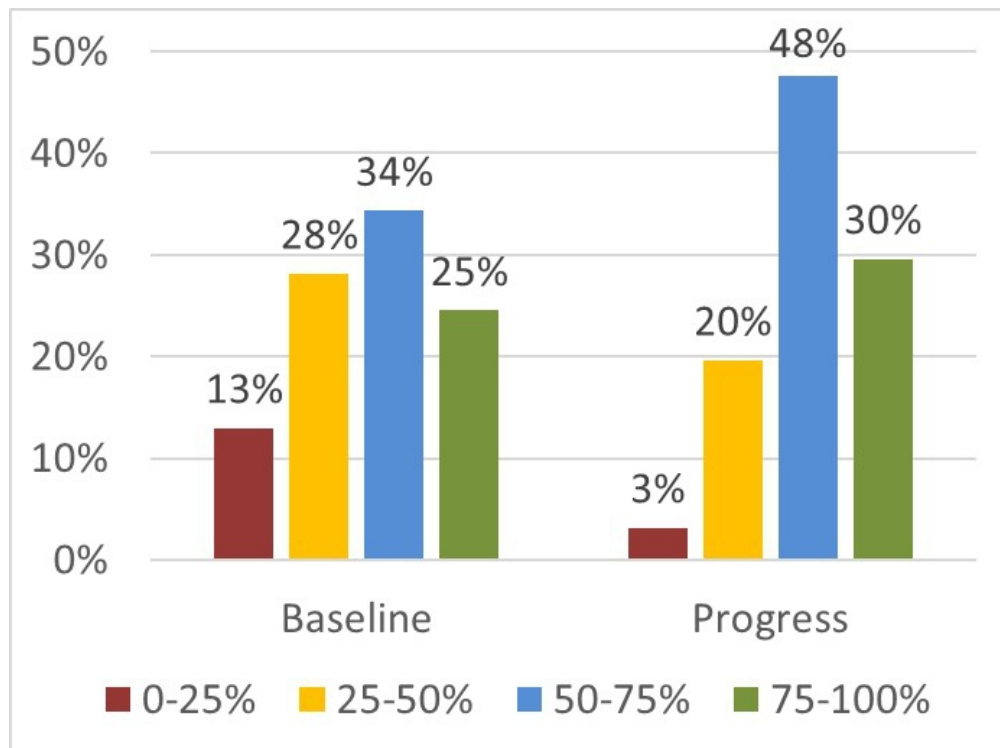
- (A) पता नहीं
- (B) बिल्ली
- (C) मुर्गी
- (D) चिड़िया
- (E) बिल्ली और मुर्गी
- (F) खरगोश



# QUARTILE ANALYSIS

Strongest progress was observed among the students most at risk of being left behind: 13% of students scored less than 25% on the baseline assessment; two months later, this figure was down to 3%.

Graph shows proportion of students (y-axis) by different test score quartiles in the baseline and progress tests (x-axis).



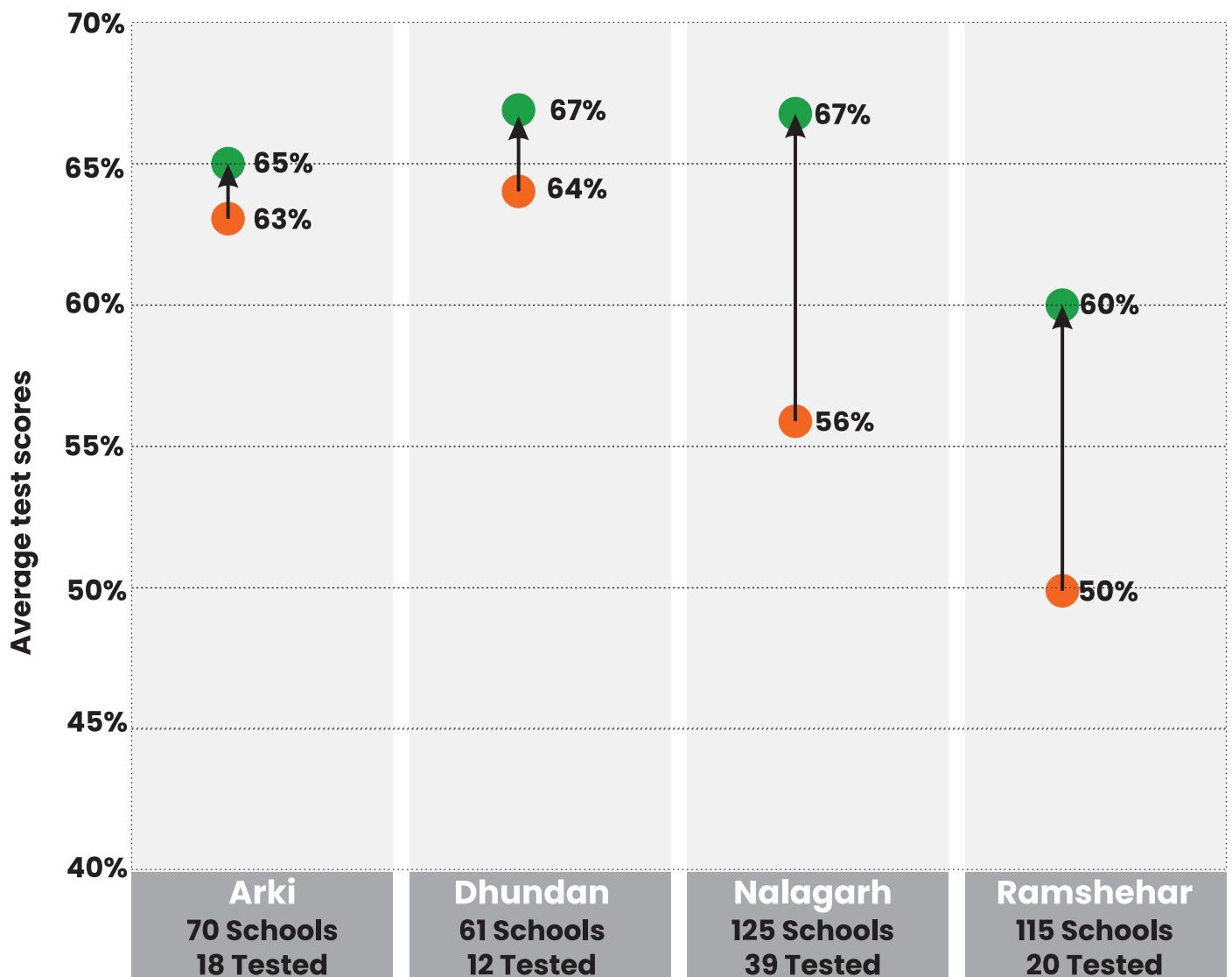
Graph shows proportion of students (y-axis) who got more than half the questions right. Baseline: December 2023 | Progress: February 2024



# BLOCK-WISE ANALYSIS

Of Solan's seven blocks, four were selected to be tested. Each of these had a random sample of schools tested, Ramshehar and Nalagarh blocks had lower baseline scores compared to Arki and Dhundan, and demonstrated stronger progress.

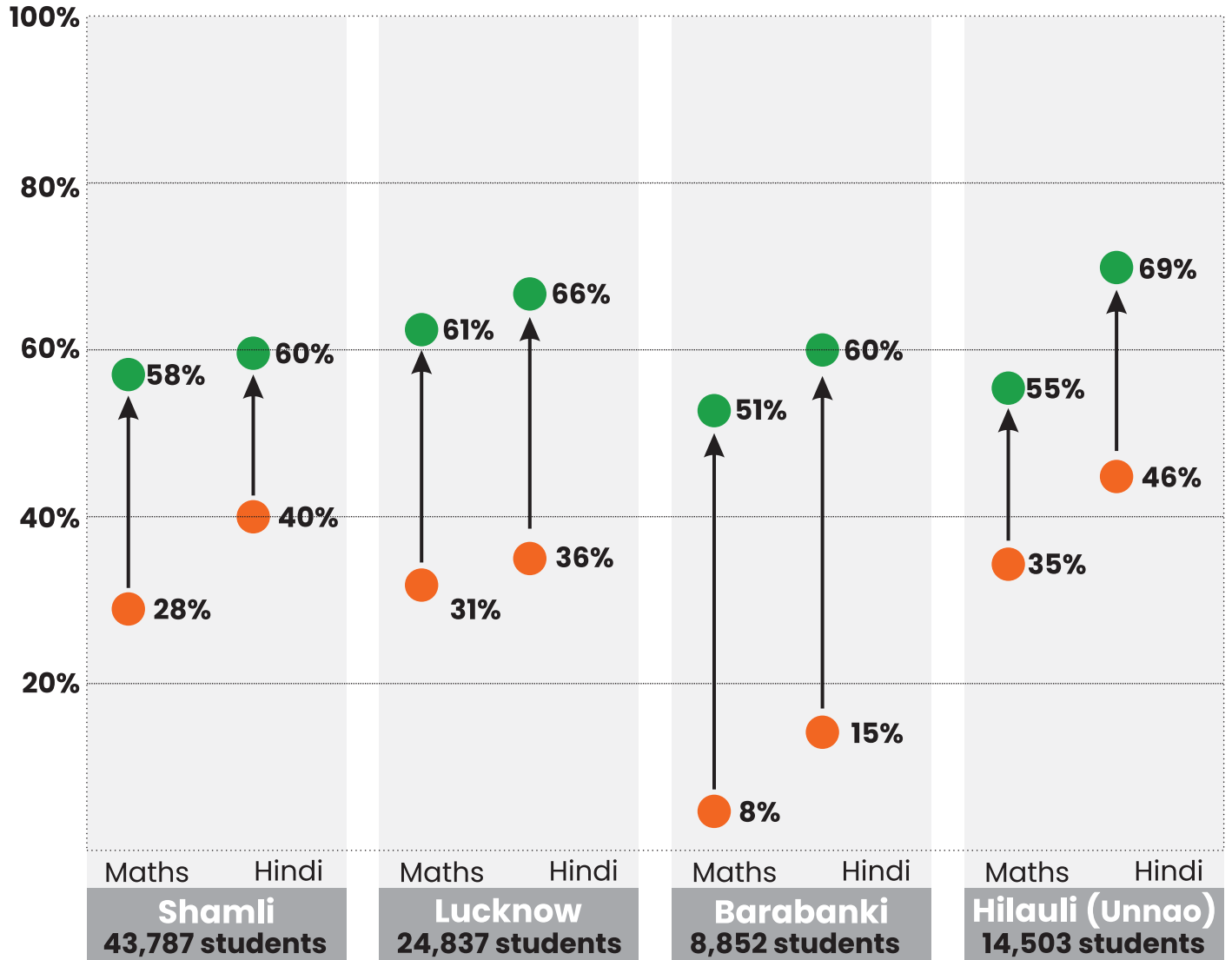
The varied results suggest that implementation may have been patchy. Follow-up phone and google form surveys indicated that many of the schools who did not show progress had not been properly implementing ALFA.



Block-wise baseline & endline scores.

# RESULTS UTTAR PRADESH

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



**Note** The orange circles show baseline test results, green circles show endline tests.



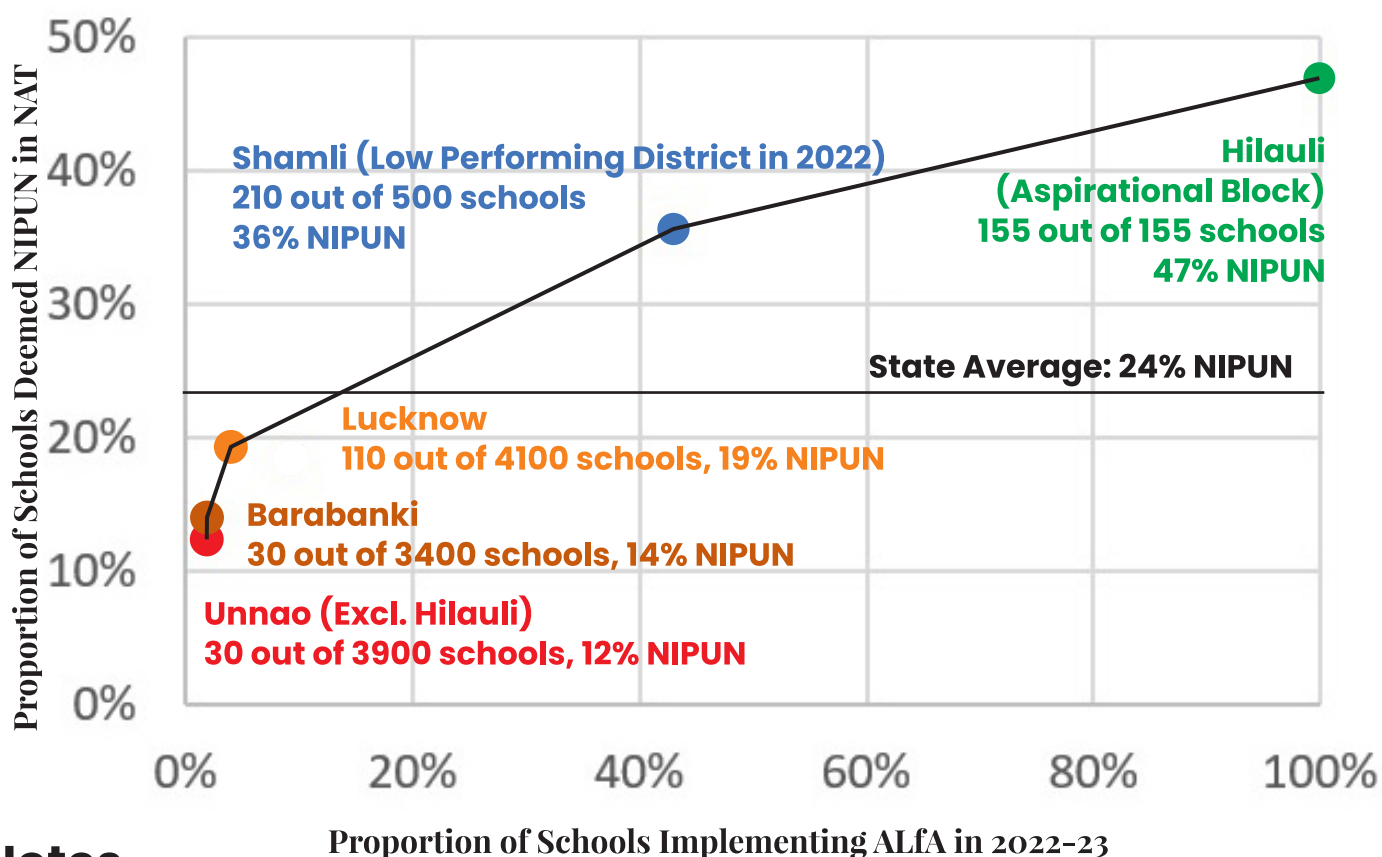


# UTTAR PRADESH NAT

The NIPUN Achievement Test was conducted in schools across the state in late 2023, and results were released in February 2024. District-wise analysis showed a strong correlation between the proportion of schools taking up ALfA in a particular district, and its scores on the NAT, as shown in the figure below. Beyond third-party evaluation, government tests are showing strong improvement in ALfA schools.



District & Block Level correlation between ALfA implementation and NIPUN Achievement Test Results



## Notes

1. Unnao, Barabanki and Lucknow all had a small proportion of schools implementing ALfA, and scored under the state average (24%).
2. Shamli, though a low-performing district in 2022, had almost half its schools implement ALfA. It scored well above the state average, and ranked 18th out of 75 districts.
3. Hilauli, an aspirational block, implemented ALfA in all 155 schools. It came first out of 17 blocks in Unnao.
4. Across these four districts, an average of 17% of schools were deemed NIPUN. Among ALfA schools, 35% of those tested were found to be NIPUN.

# Teacher Empowerment

ALfA combines its unique pedagogy with powerful teacher training tools. It offers a coherent package, with pedagogy, learning materials, teacher training and resources working hand-in-hand to lighten educators' load. ALfA assessments enable teachers and policymakers alike to precisely diagnose and swiftly address learning gaps in specific competencies.



Children read the Hindi ALfA book together, with the teacher watching on as a support

© Sunita Gandhi  
Literacy is the greatest worship we can offer  
and the best gift a person can receive.  
All the very best!

© Sunita Gandhi  
SUNITA GANDHI FOUNDATION



# A STRUCTURED PEDAGOGY

Accelerating Learning for All (ALfA) is a groundbreaking structured pedagogy, designed to enable children to gain foundational literacy and numeracy skills in as little as 45 days. What makes ALfA so effective? It is the combination of learning materials, pedagogy, curriculum and teacher training.

## PAIRED LEARNING

The transaction of learning is not from teacher to student, but rather between two children.



## CURRICULUM

Books are simple, modular, and highly visual, enabling children to learn independently.



## PEDAGOGY

Children work from known to unknown: rather than 'a se anaar', they derive the first sound from a picture.

## HOLISTIC EDUCATION

ALfA doesn't just develop children's academic abilities; it fosters 21st century skills including creativity, critical thinking and collaboration.

# TEACHER TRAINING AT SCALE

## Data Highlights MASSIVE OPEN ONLINE TRAINING (March 2023)

66

**countries** with representatives from all 6 continents participated

93%

of participants found the online format of the training to be **effective**

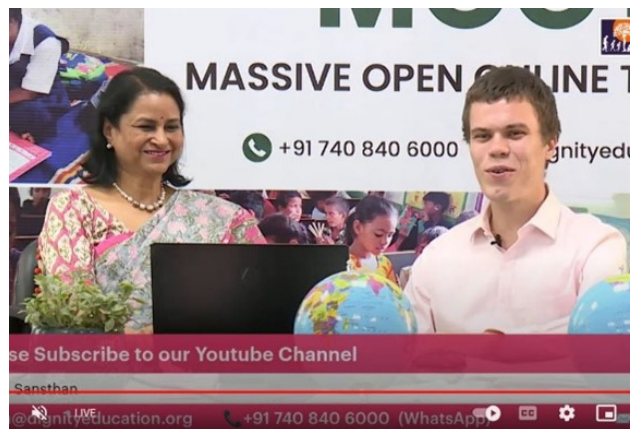
97%

of participants **passed the quiz** & were shared free access to Alfa materials

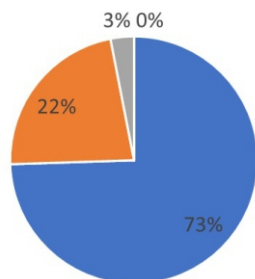
99%

of teachers said they had **new take-away points** from the training

Several audience polls were used in the Hindi sessions of the MOOT to gauge participants' attitude. The results, which were overwhelmingly positive, are shown below.

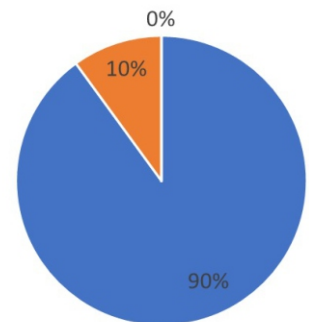


How did you find **today's training**?



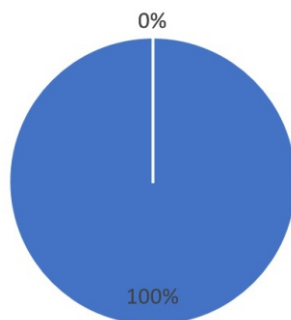
■ Excellent ■ Quite Good  
■ Ok ■ Nothing new

Do you want to adopt the **Alfa pedagogy** and processes in your classes?



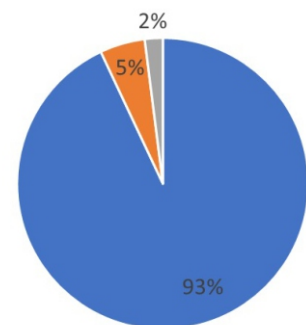
■ Yes ■ Maybe ■ No

Do you want to adopt **paired learning** in your classes?



■ Yes ■ Maybe ■ No

Has the **online format** of this MOOT been effective for you?



■ Yes ■ Maybe ■ No



# VIDEO EVIDENCE



to watch a video of Shamli students performing **above Grade Level** after 45 days of ALfA implementation.



to hear the **testimonies of Unnao teachers** implementing the ALfA program.



to view a **news report by the Print** on ALfA implementation in Shamli.



to see the difference ALfA is making in **government schools of Lucknow**.

## How were these videos made?

WhatsApp groups were set up for different blocks/districts. Teachers were encouraged to post their photos, videos and any questions in the WhatsApp groups, much of the footage in this video was shared by classroom teachers.



to listen to teachers' reviews about the **literacy program in Barabanki**.

# TECH-ENABLED RESEARCH

A multiple-choice question paper was designed based on the NIPUN Bharat Competencies (for Balvatika to Grade 3) and the National Achievement Survey (for Grade 5), in consultation with DIET. The paper was divided into three sections based on the Grade level of the NIPUN competency being tested by each question.



Balvatika and Grade 1 students did only Section A, which was age appropriate. Grade 2 & 3 students did Section B (age appropriate) but also Section A. Grade 4 & 5 students did all three sections, as shown in the diagram below. This unique design enables cross-grade comparisons of children's learning.

## Section C

## Section B

## Section A



Assessment was invigilated by a third party (college students), after receiving a training from the DEVI team. The surveyors requested teachers requested to remain outside the classroom during the tests, to minimise the possibility of cheating.

## Instant, Detailed Competency-Wise Feedback with Pragati App



### STEP 1

Children sit test

### STEP 2

Answers filled on OMR sheet by surveyors

### STEP 3

OMR sheet scanned & uploaded using DEVI's Pragati App



# COMPETENCY-WISE ANALYSIS

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.



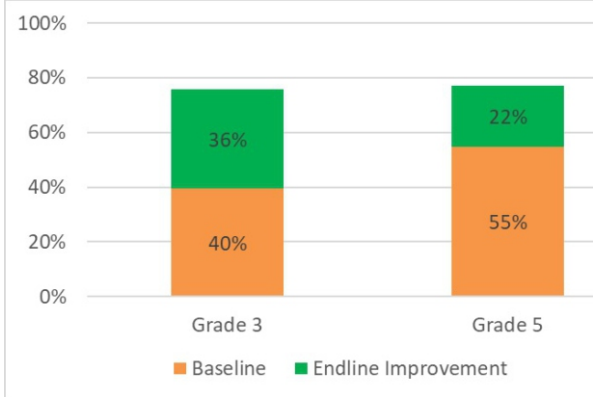
## Grade 2, Dakshata 4 Answering comprehension questions from unseen passage.

प्र8. पक्षी क्या-क्या करते हैं? इसमें कौन सा उत्तर गलत है।

- (A) पता नहीं
- (B) ऊँची उड़ान भरते हैं
- (C) खूबसूरत घोंसले बनाते हैं
- (D) अण्डे देते हैं
- (E) मनुष्यों से बातें करते हैं
- (F) चूज़ों की देखभाल करते हैं



HINDI



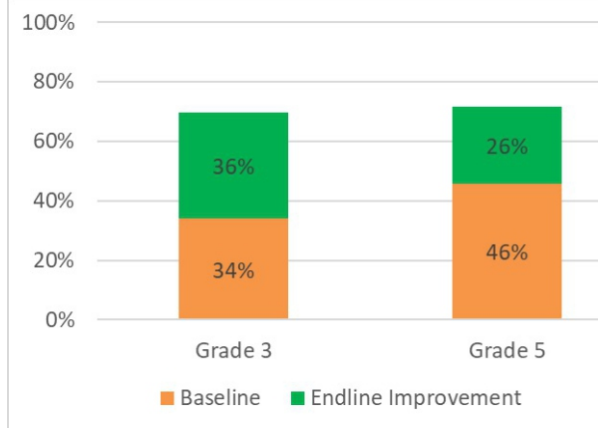
## Grade 1, Dakshata 2 Understanding and representing sequences & patterns.

प्र12. खाली वर्गों में उचित संख्या भरें।

		95		97
--	--	----	--	----

- (A) पता नहीं
- (B) 93, 94, 96
- (C) 92, 94, 98
- (D) 92, 93, 98
- (E) 91, 92, 93
- (F) 92, 93, 96

MATHS



Graphs show the baseline and level of progress on specific competencies in Shamli Phase 2 Implementation (200 schools, 45 days)

# Our Credentials

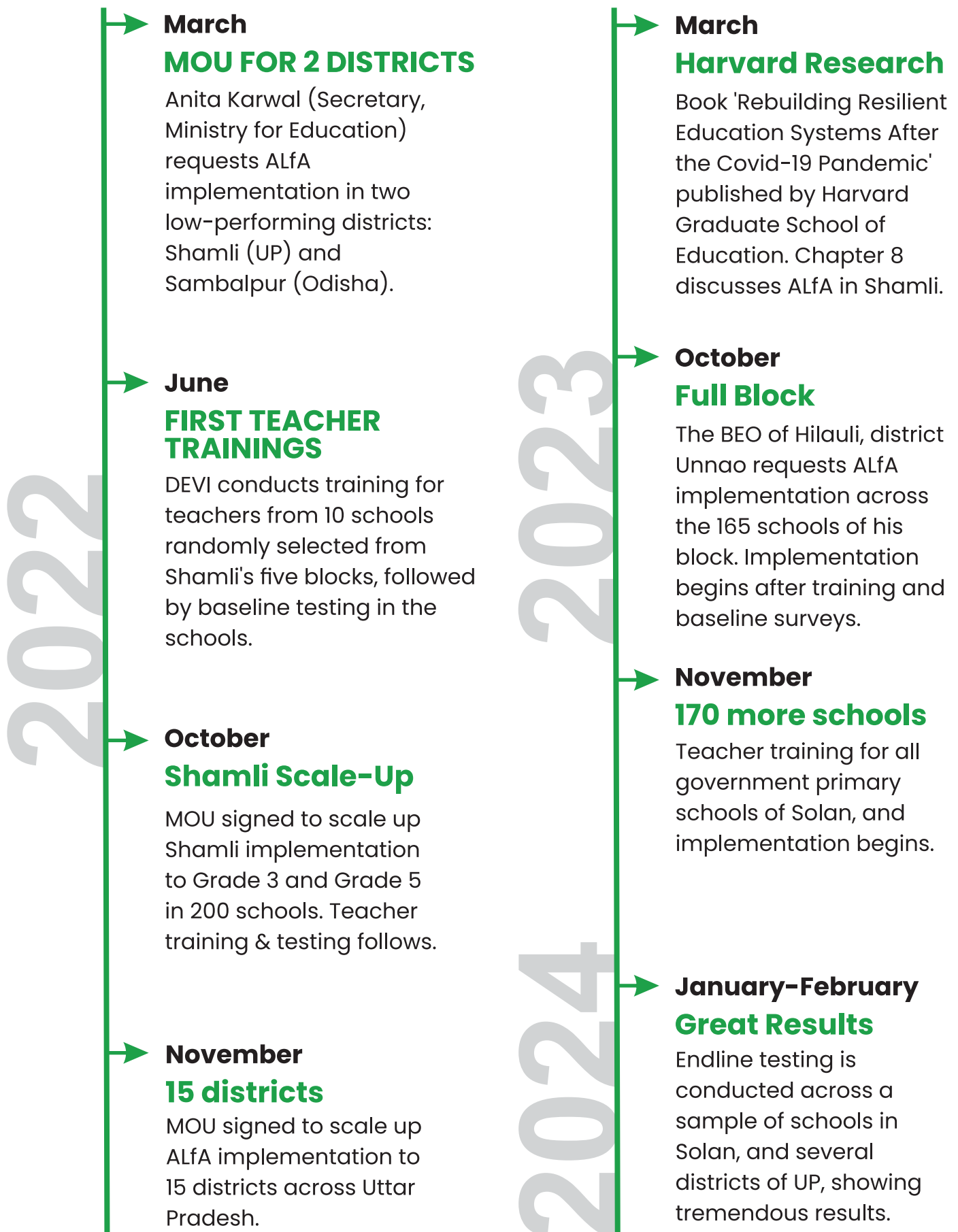
The ALfA program was launched only recently, in 2022. But DEVI Sansthan has a long history of educational innovations, leading to recognition and support from many leaders and international experts.



Dr Sunita Gandhi meeting with Anita Karwal, Secretary, Ministry of Education in 2022. Smt Karwal requested ALfA implementation in two low-performing districts: Shamli (UP) and Sambalpur (Odisha).



# MILESTONES ALfA's JOURNEY SO FAR



# GLOBAL ADVISORY COMMITTEE

We thank our advisory committee members for their guidance and motivation.



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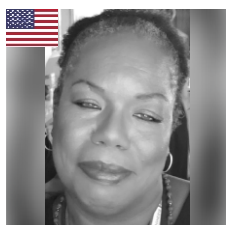
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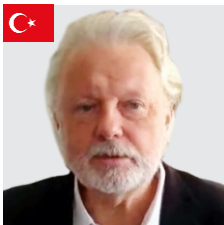
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Vaga Lume, Brazil



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Founder & Director,  
Fundación Escuela Nueva,  
Colombia

## PART F

# International Impact

ALfA is changing lives far beyond India, in contexts as diverse as the remote Peruvian Amazon and the suburbs of Chicago, USA. Available in 30+ languages, this low-cost, high-efficacy program is ready to scale up further in the effort to bring literacy for all.

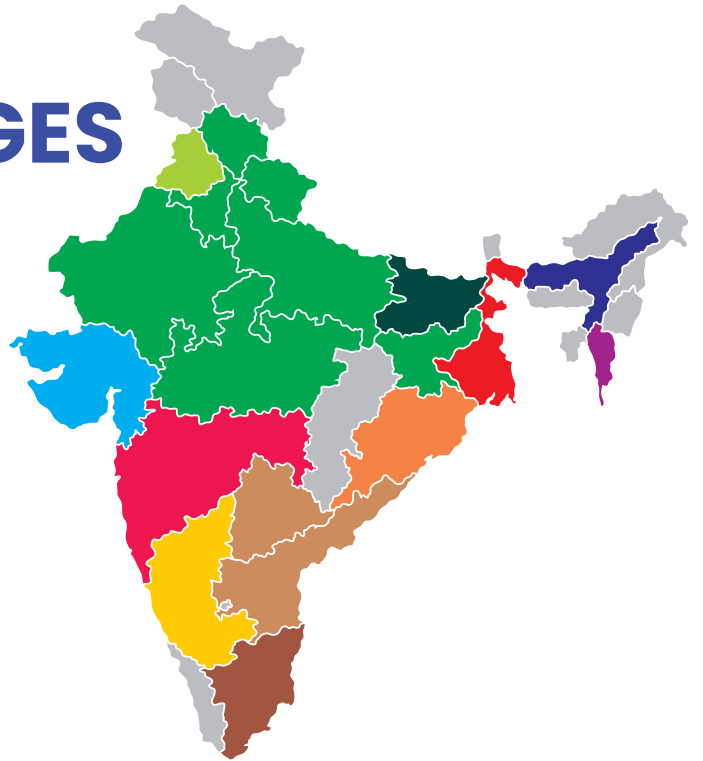
A group of teachers in Malaysia enjoy the ALfA numeracy training



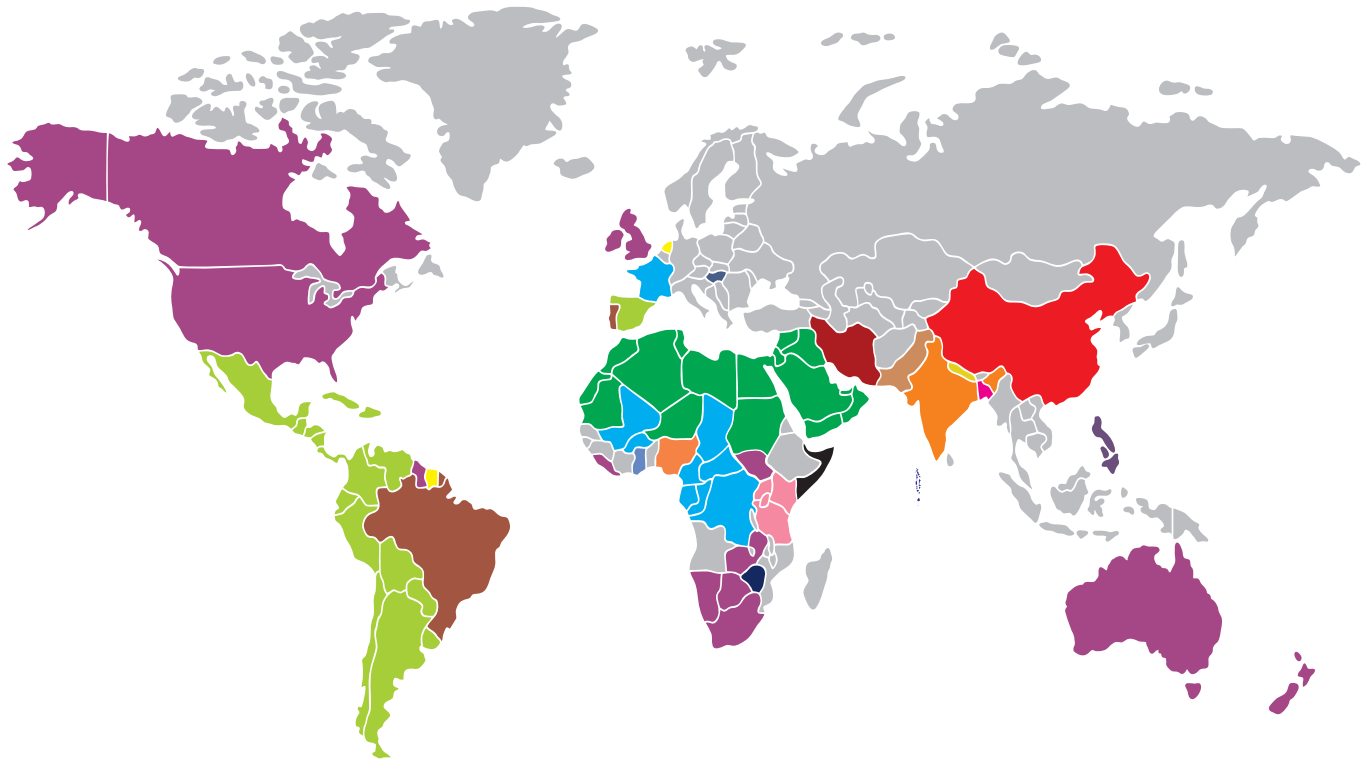


# ALFA TOOLKITS INDIAN LANGUAGES

- |   |   |
|---|---|
| <span style="color: blue;">■</span> Assamese      | <span style="color: red;">■</span> Marathi        |
| <span style="color: red;">■</span> Bangla         | <span style="color: purple;">■</span> Mizo        |
| <span style="color: cyan;">■</span> Gujarati      | <span style="color: orange;">■</span> Odia        |
| <span style="color: green;">■</span> Hindi        | <span style="color: lightgreen;">■</span> Punjabi |
| <span style="color: yellow;">■</span> Kannada     | <span style="color: brown;">■</span> Tamil        |
| <span style="color: pink;">■</span> Konkani*      | <span style="color: tan;">■</span> Telugu         |
| <span style="color: darkgreen;">■</span> Maithili | * in process                                      |



# ALFA TOOLKITS INTERNATIONAL LANGUAGES



- |   |   |  |   |   |
|---|---|--|---|---|
| <span style="color: green;">■</span> Arabic     | <span style="color: purple;">■</span> English | <span style="color: yellow-green;">■</span> Nepali | <span style="color: darkblue;">■</span> Shona     | <span style="color: brown;">■</span> Urdu       |
| <span style="color: pink;">■</span> Bangla      | <span style="color: black;">■</span> Filipino | <span style="color: darkred;">■</span> Persian     | <span style="color: lightgreen;">■</span> Spanish | <span style="color: orange;">■</span> Yoruba    |
| <span style="color: darkblue;">■</span> Dhivehi | <span style="color: cyan;">■</span> French    | <span style="color: brown;">■</span> Portuguese*   | <span style="color: pink;">■</span> Swahili       | <span style="color: yellow;">■</span> Somalian* |
| <span style="color: yellow;">■</span> Dutch     | <span style="color: red;">■</span> Mandarin   | <span style="color: darkblue;">■</span> Serbian    | <span style="color: blue;">■</span> Twi           | * in development                                |

# A GLOBAL LEARNING LAB

## Malaysia & Singapore

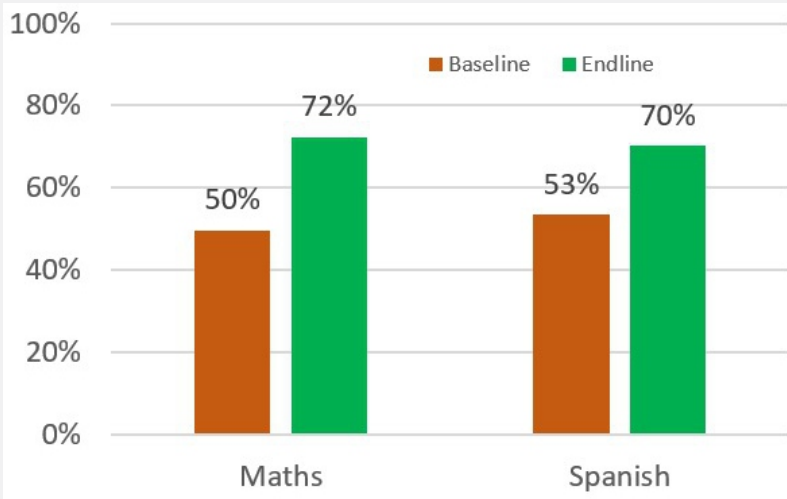


## Peru



“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, Sachachorro school, Iquitos, Peru**



Test scores in Sachachorro school, before and after 45 day ALfA implementation

“When the students came first, they wrote scribbles; they didn't know how to read. The students began to pronounce the images and words from the communication book. 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.”

**Sheila, Grade 1A Teacher, Sachachorro school, Iquitos, Peru**



# A GLOBAL LEARNING LAB

## Philippines



## United States of America



“

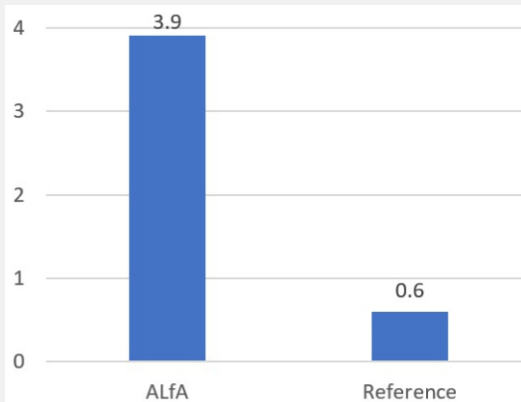
I am grateful for the opportunity you gave Kepler. In 4th grade, we had so many kids who couldn't write or read. My daughter is there in 4th grade, and her reading ability is now getting better each day, her scores improved significantly. Our school is excited, and our growth is accelerating. Everybody is praising the curriculum. ”

**Rickie Dhillon,**  
**School Superintendent,**  
**Kepler Neighbourhood**  
**School, California**

“

A positive aspect of the ALfA reading program is that students can work at their own pace. Some students may go through the first five lessons quickly; others may need to work on them slowly, repeating some over and over. Everyone makes progress, and the beauty of the faces on those who achieve even a little success is inspiring. ”

**Marcia Banzuly, Volunteer,**  
**Literacy Chicago**



**Reading Level**  
**improvement in**  
**ALfA learners was**  
**much greater than**  
**non-ALfA learners**

# GLOBAL PARTNERSHIPS



**Quizizz, International**  
Massive Open Online  
Trainings partnership



**Teachers Without Borders**  
Toolkit Replication partnership



**World Climate School,  
Norway**  
Knowledge & Training



**Literacy Chicago, USA**  
Adult Literacy program



**Kupanda Sisters, Guyana**  
Single school pilot



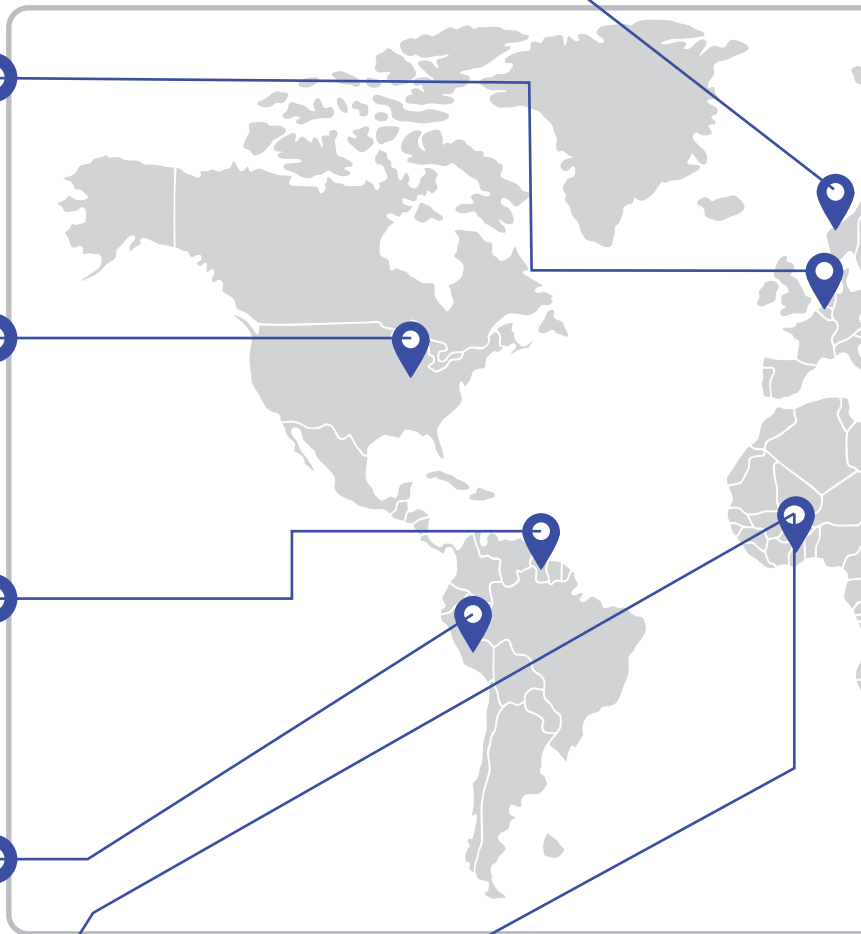
**Arca Beta, Peru**  
Pilot in a school in Amazon



**All Africa Students Union**  
Knowledge & training  
partnership

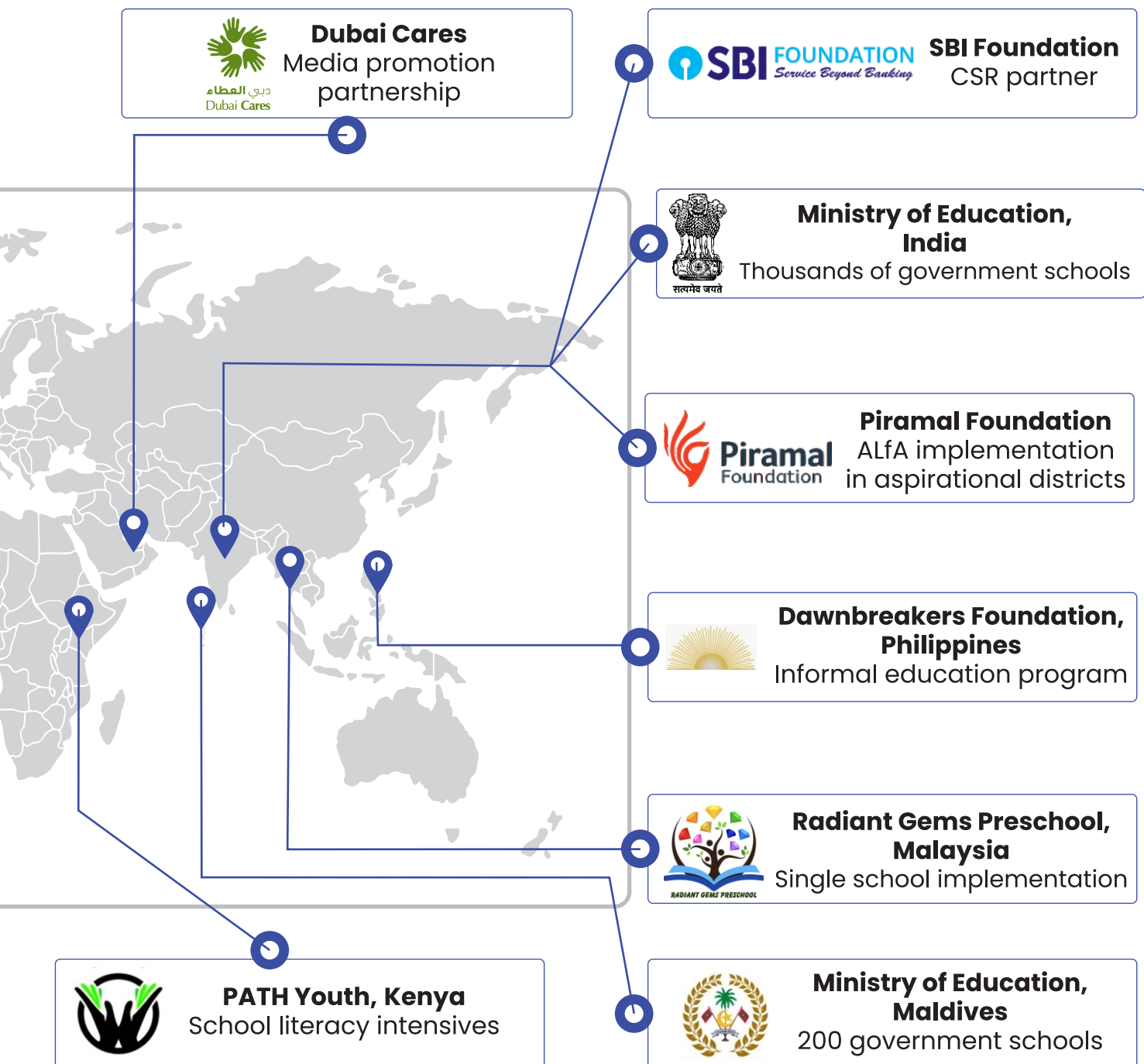


**Forum for African  
Women Educationists**  
Knowledge & training partnership





DEVI Sansthan is collaborating with numerous schools, NGOs and governments around the world in the effort to bring higher quality education for all, with a special focus on disadvantaged groups. From Peru to Chicago, from Maldives to Kenya, ALfA is showcasing impressive results.



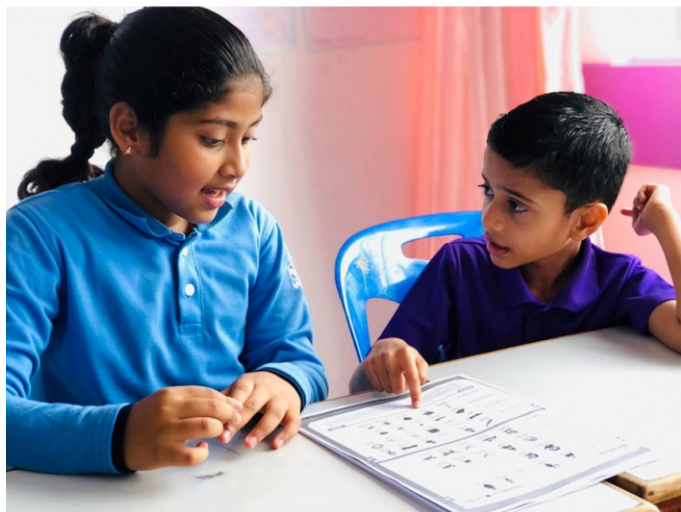
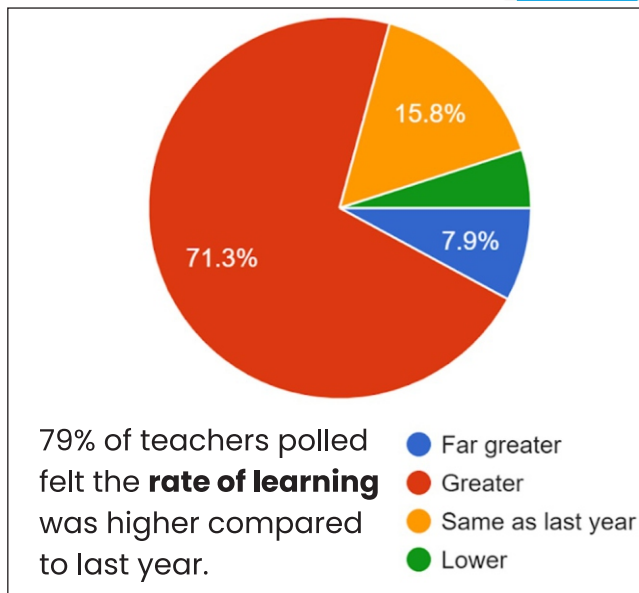
# MALDIVES NATIONAL CASE STUDY

## SUPPORTED BY UNICEF



The Ministry of Education engaged DEVI Sansthan to undertake an ALfA pilot across the whole country's **200+ schools**. 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 reference group schools.



### Teachers' 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** ”

“ In my class there was one boy with ADHD. He knew how to read but had difficulty sitting still and doing his work. However, the hands-on activities we carried out in ALfA with paired work helped him improve. He loved doing those activities with his friends.

- **Mariyam Zuha** ”

# Every word read is a step towards a brighter future



**Together, we can make Himachal Pradesh Literate in 2024  
and an example for India and the rest of the world.**





**DEVI Sansthan**

# FAST-TRACKING FOUNDATIONAL LITERACY & NUMERACY

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DEVI Sansthan (Dignity Education Vision International) is an NGO with a big vision: to help India and the world achieve universal Foundational Literacy and Numeracy (FLN). DEVI Sansthan is pioneering transformative pedagogies, empowering teachers, and leveraging policy change to enable rapid gains towards literacy for all.

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