

# ALfA Teacher Feedback Survey – Summary Report (Nov 2025)

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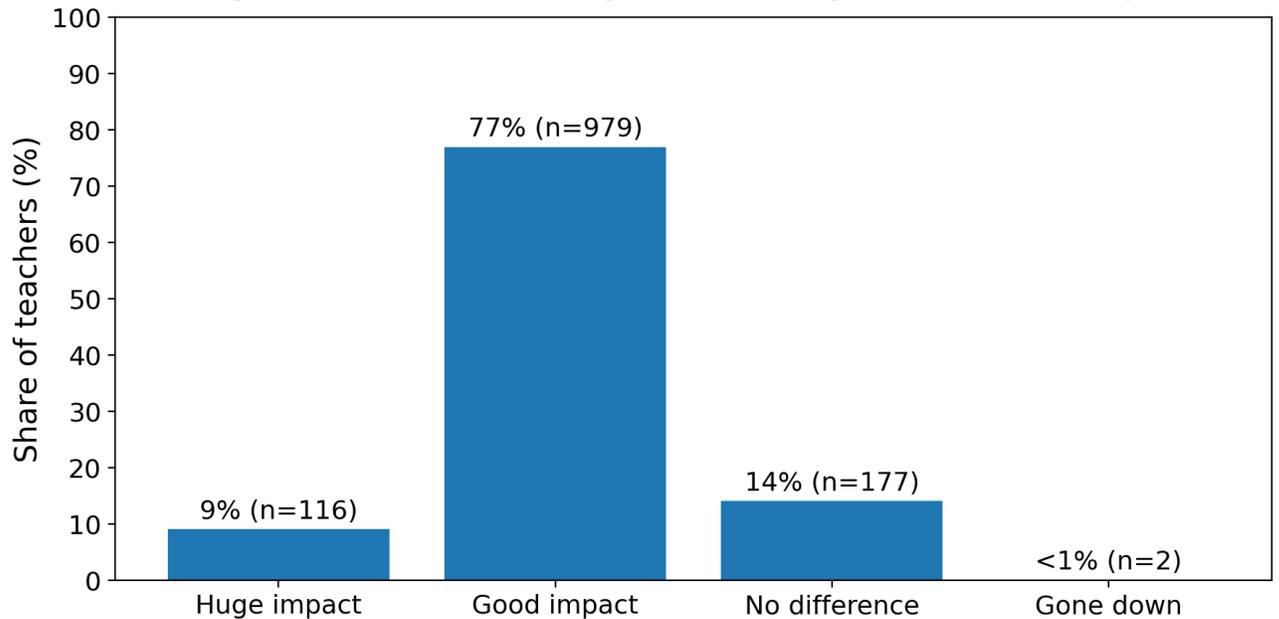
## Executive Summary

This report summarises responses from the Google Form “[ALfA Teacher Feedback](#)”, which had a total of 1,592 teacher responses – primarily from Himachal Pradesh and Uttar Pradesh. Of these, teachers who reported having completed less than 40% of either the ALfA Hindi and Maths books were excluded. The remaining 1274 teachers (80% of all respondents) are analysed below. Because these teachers report sustained progress through both core books (>40% Hindi and >40% Maths), the findings here can be read as the experience of ‘active implementers’ though still fairly early on in the ALfA implementation.

- **Attendance:** 86% report improved attendance (Good or Huge impact); 14% report no difference.
- **21st-century skills:** across the eight skills, 61%–78% report ‘Huge’ or ‘Significant’ improvement; ‘Huge improvement’ alone ranges from 21%–32%. The highest ‘meaningful improvement’ is in Collaboration (78%), followed by Character (72%).
- **Curriculum integration:** 79% agree ALfA should be integrated into the government curriculum; 18% are neutral; 3% disagree.
- **Open-text themes:** teachers most often describe benefits related to paired learning/peer support (22%), literacy progress (16%), and improved confidence/communication (13%). Suggestions concentrate on resourcing: more materials/books/toolkits (27%), strengthening English rollout (8%), and expansion to more grades/schools/subjects (9%).

## 1. Attendance impact

Figure 1. Attendance change after starting ALfA (filtered sample)



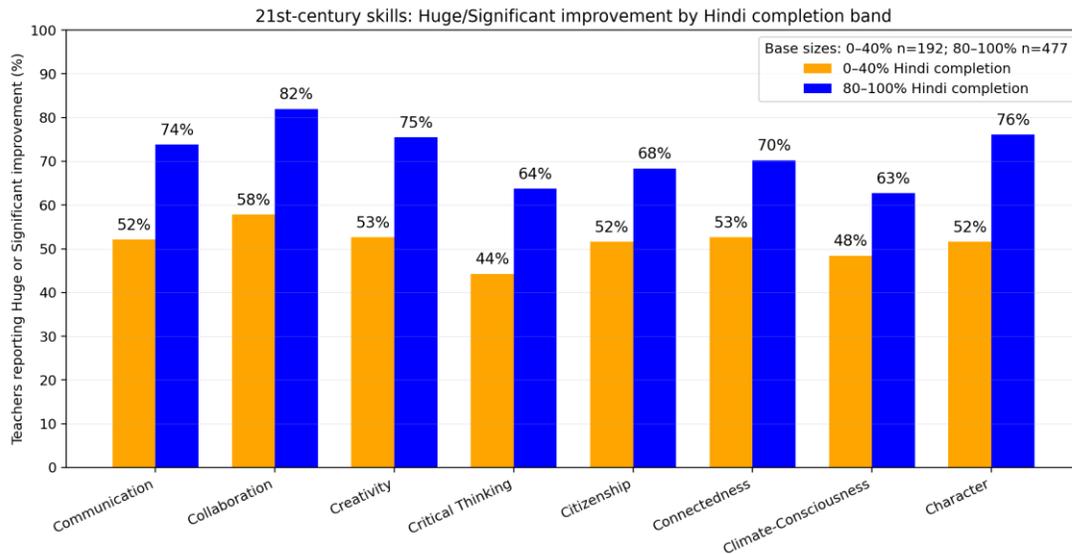
Among the 1274 teachers in the filtered group who answered the attendance question, 86% report that attendance improved after adopting ALfA, including 9% describing a 'huge' improvement. The majority response is 'good impact' (77%).

Only 14% report no change in attendance. For active implementers, 'no change' may reflect a ceiling effect (attendance was already high), or external constraints (seasonal migration, family responsibilities, weather, illness) that classroom practice alone cannot overcome. Even in such cases, teachers may still report learning gains; attendance is an enabling condition, but not always the binding constraint.

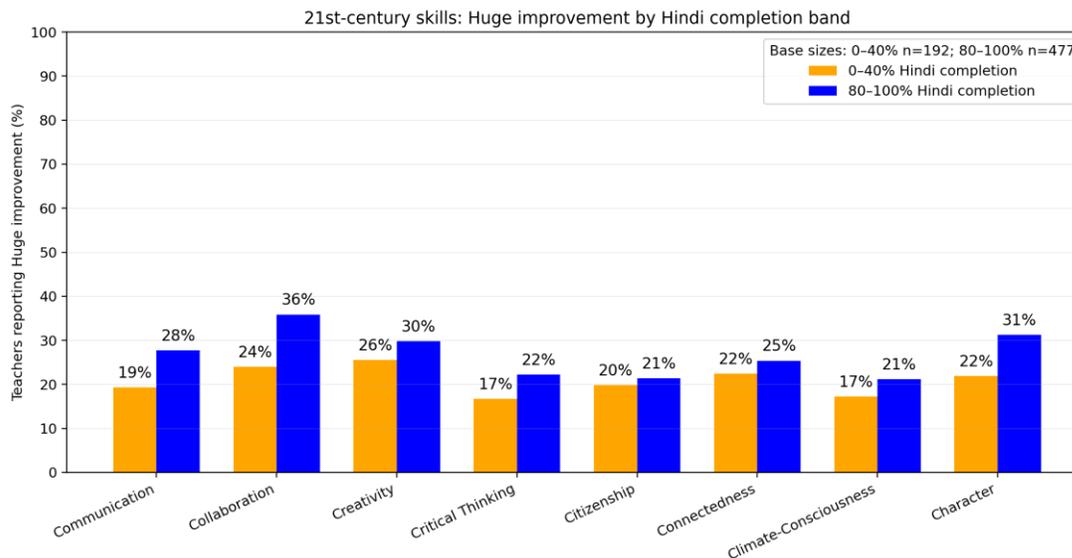
Attendance declines are extremely rare in this group (n=2). This is reassuring because it indicates ALfA is unlikely to be 'pushing' learners away. A plausible mechanism, reflected in teachers' open comments, is that paired routines make learning more social and lower-stakes: children are engaged continuously, receive immediate feedback from peers, and feel less fear of being singled out for errors. That combination often increases willingness to attend and participate.

## 2. 21st-century skills (paired learning effects)

The survey asked teachers to rate whether ALfA's paired learning routine has influenced eight 21st-century skills. Here we compare teachers who had completed only 0-40% of the Hindi book, with those who completed 80-100%.



Meaningful improvement is high across all skills, ranging from 63% to 82%. This is substantially higher than among teachers who had only completed 0-40% of the Hindi book, ranging from 44% to 58%. The strongest signal is for Collaboration (82% collaboration), which aligns closely with ALfA's daily operating model: children work in pairs, swap roles frequently, and must coordinate turns and feedback. Character and Creativity also show strong improvement, consistent with teachers' qualitative notes about greater confidence, willingness to speak, and more active participation.

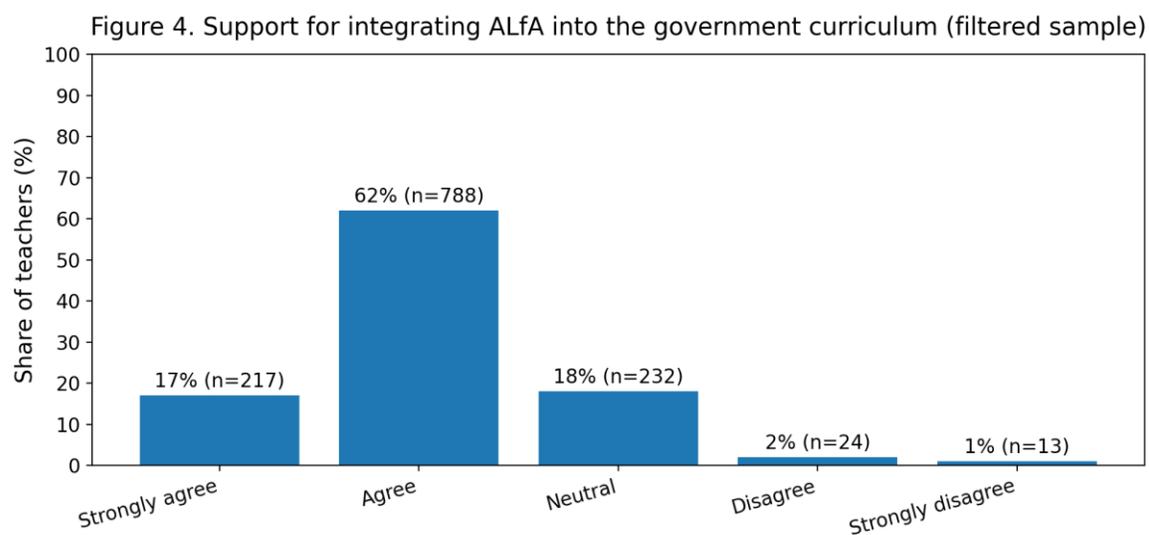


When we tighten the lens to ‘Huge improvement’ only, the range becomes 21%–36%; again substantially above the ratings of teachers who had completed <40% of the Hindi book (17%–26% range). Collaboration remains the highest (36%), suggesting that the biggest shifts teachers notice are those directly produced by constant peer interaction.

**Overall, the skills profile for this filtered group is coherent: as implementation progresses, teachers not only observe learning gains, but also report that classroom behaviour becomes more collaborative and participatory.**

### 3. Views on integrating ALfA into the government curriculum

This section summarises teacher views on whether ALfA should be integrated into the government curriculum, again restricted to the filtered sample of those that completed above 40% of the ALfA program (n=1274). Because these respondents are the more ‘progressed’ implementers, their views provide a useful signal about whether the approach feels feasible and valuable once it has been used at some level of depth.



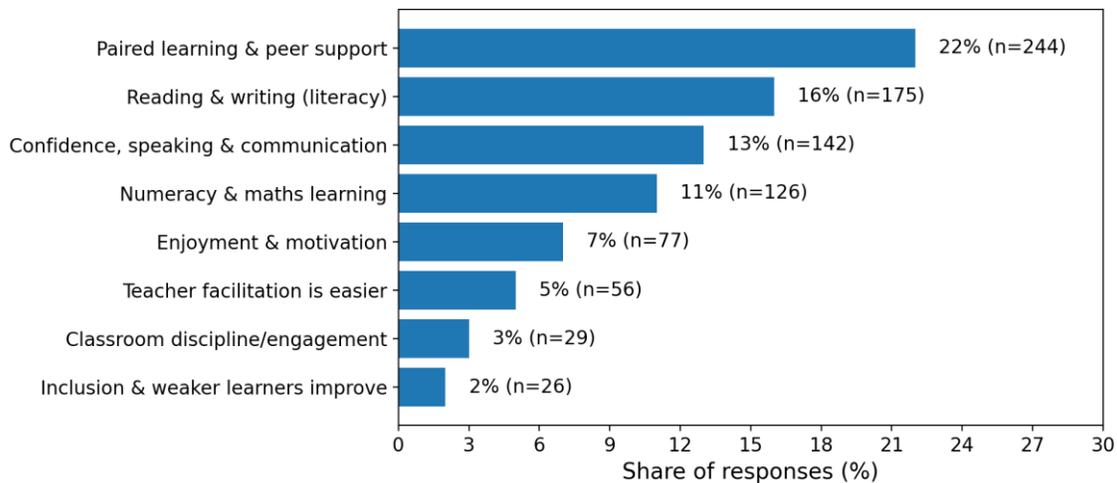
Support for integration is strong: 79% of teachers in this filtered group agree or strongly agree that ALfA should be integrated. Notably, 17% ‘strongly agree’, which suggests that a sizeable subset see ALfA as core practice rather than an add-on.

At the same time, 18% are neutral. In implementation-heavy contexts, neutrality often reflects operational uncertainty rather than opposition: how ALfA time will be protected in the timetable; how progression aligns with mandated textbooks; and what ongoing support structures (BRC/CRC coaching, refresher cycles, model classrooms) will exist once external support reduces. Only 3% disagree or strongly disagree with the notion of ALfA integration within the curriculum.

## 4. Qualitative analysis (open-text responses)

The final two questions collected free-text responses on (a) what has been most beneficial, and (b) suggestions to improve. This analysis is restricted to the same filtered group of those who have completed >40% of the books, and excludes non-substantive entries (e.g., 'NA', 'Nil'). Rather than counting uninformative single words (e.g., 'should', 'more', 'all'), we focus on themes, common phrases, and underlying sentiments.

Figure 5. Most common themes in 'most beneficial aspects' (filtered sa



We analysed 1,114 substantive 'benefits' responses in the filtered group. The most common theme is paired learning and peer support (22%), reflecting comments about children helping one another, correcting mistakes, and staying engaged through turn-taking routines. Literacy progress (16%) is also prominent, with teachers describing stronger letter recognition, matra blending, and smoother reading. Improved confidence, speaking and communication (13%) appears frequently, often linked to learners feeling safer to attempt answers with a partner.

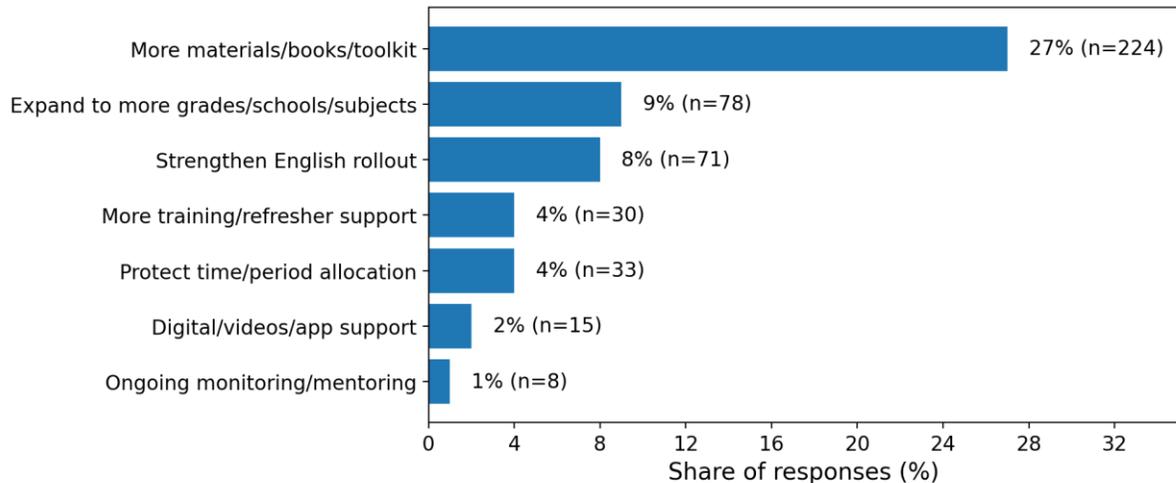
A practical interpretation is that, once classrooms have progressed beyond the first 40% of both core books, teachers most value ALfA's 'classroom physics': practice time multiplies because every child is active, feedback is immediate because peers correct in real time, and participation becomes the default. These mechanisms naturally produce the kinds of benefits teachers report: fluency, confidence, and collaborative norms.

### Common phrases teachers used (benefits):

- "critical thinking" (mentioned in 44 responses)
- "communication creativity" (mentioned in 30 responses)
- "peer learning" (mentioned in 28 responses)
- "learning doing" (mentioned in 27 responses)
- "reading writing" (mentioned in 23 responses)
- "creativity collaboration" (mentioned in 22 responses)

- “pair learning” (mentioned in 19 responses)
- “tina toto” (mentioned in 19 responses)
- “collaboration creativity” (mentioned in 17 responses)
- “creativity critical” (mentioned in 16 responses)

Figure 6. Most common themes in ‘suggestions to improve’ (filtered s



We analysed 837 substantive ‘suggestions’ responses in the filtered group. The dominant request is for more materials/books/toolkits (27%), often expressed as the need for timely supply, replenishment, and enough copies for all children. Two other recurring directions are expansion to more grades/schools/subjects (9%) and strengthening English rollout (8%).

Overall, the suggestions read less like criticism of the pedagogy and more like a set of ‘enablers for fidelity’: books and toolkits arrive on time; teachers get periodic refreshers; and ALfA time is protected in the timetable. In other words, once teachers see progress through both books, their primary ask is to make it easier to sustain and scale the same routines.

## Appendix: Notes on method

**1) Filtering rule:** We included only teachers who reported that most students have completed more than 40% of both the ALfA Hindi and ALfA Maths books. Operationally, this corresponds to selecting the ‘40–60%’, ‘60–80%’, ‘80–100%’, or ‘Completed & now reading textbooks’ options on both completion questions. The resulting filtered sample size is n=1274.

**2) Percentages:** All charts show the percentage of non-empty responses within the filtered sample for the relevant question.

**3) Open-text analysis:** We removed non-substantive entries (e.g., ‘NA’, ‘Nil’) and analysed themes via keyword-pattern matching across English/Hindi/romanised Hindi. A single response can contribute to multiple themes. We also extracted recurring multi-word phrases to capture sentiment and practical concerns without over-interpreting isolated words.