

# ALfA Implementation in Siddharth Nagar

Research Pilot in 4 Schools shows strong learning gains

## Executive Summary

The Siddharth Nagar ALfA pilot tested whether a paired, activity-based approach to foundational literacy and numeracy could outperform business-as-usual teaching in government schools. The pilot followed the Rapid Results Initiative model and covered eight schools in Khesraha Block: four ALfA treatment schools and four comparison schools. A total of 624 children from Grades 1, 3, and 5 were assessed, including 356 in ALfA schools and 268 in non-ALfA schools.

The implementation sequence was structured and time-bound: permission was secured in July 2025, teacher training took place in early August 2025, baseline assessment was conducted from 4–7 August 2025, classroom implementation continued through the school year, and a midline assessment was conducted on 25–26 February 2026.

Results were consistently stronger in ALfA schools than in comparison schools across overall progress, Hindi reading, Hindi writing, and numeracy. The pattern suggests that ALfA’s child-led, paired-learning model can produce meaningful gains within a relatively short implementation window while also reducing dependence on lecture-based teaching.

The district is now planning a broader scale-up in April 2026, as per the MOU signed between Basic Education Department, UP and DEVI Sansthan for scale up across 9 districts in UP.

Pilot design	Coverage	Decision point
4 ALfA schools + 4 comparison schools	624 students in Grades 1, 3, and 5	District scale-up planned for April 2026

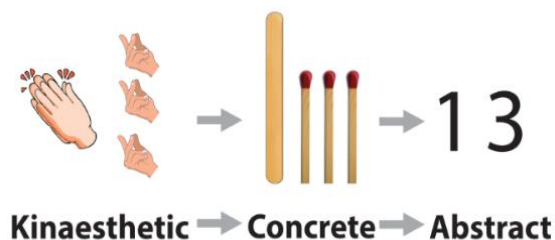
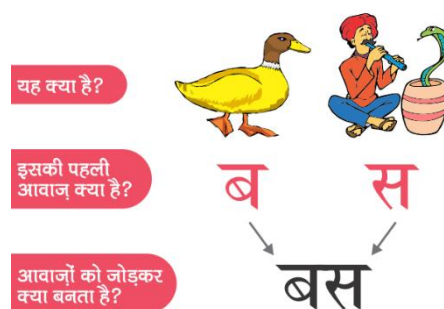
This report explains the ALfA pedagogy, the pilot design, the implementation process, and the outcome patterns that informed the scale-up decision. We express our sincere gratitude towards the Basic Shiksha Adhikari, Shri Shailesh Kumar; Basic Education Officer Khesraha, Shri Neeraj Kumar Singh; and all the hardworking ARPs, head teachers and teachers who made this project a success.



## 1. Background on ALfA

Accelerating Learning for All (ALfA) is a hands-on, activity-based, child-led pedagogy built around continuous paired learning. In literacy, it uses short and highly visual modules that help children move from familiar pictures to sound recognition, blending, and reading. In numeracy, it follows a kinaesthetic to concrete to abstract pathway so that children first experience number physically, then represent it with materials, and finally work with written symbols and operations.

The pedagogy is distinctive not simply because it uses peer learning, but because paired work is built into the daily routine. Pairs are formed randomly rather than by fixed ability grouping, the learning prompts are simple enough for children to use directly, and children are encouraged to make questions for one another. This makes the classroom more participatory while also reducing the burden on the teacher to explain every step from the front.



## 2. Pilot Design and Timeframe

Date	Milestone
16 July 2025	Permission secured and MoU signed with the district education authority.
1–2 August 2025	Teacher training conducted for implementation schools.
4–7 August 2025	Baseline assessment conducted across all eight schools.
August 2025 onward	ALfA classroom implementation began and continued with support visits.
25–26 February 2026	Midline assessment conducted.
April 2026	Scale-up to the whole district planned.

## 3. Methods and Implementation Process

The pilot followed a treatment-comparison design. Four ALfA schools and four non-ALfA schools were selected, and children in Grades 1, 3, and 5 were assessed before implementation. The purpose of the baseline was to establish a starting point for literacy and numeracy and make later comparison possible. After training, implementation schools began using ALfA materials and routines, while the comparison schools continued with regular practice.

Classroom implementation followed a clear sequence: teacher-child demonstration, peer demonstration, pair work, and independent questioning. In literacy, children worked through reading and writing tasks in pairs, discussing answers and checking one another's work. In numeracy, children used simple materials such as bundled sticks and matchsticks to build number sense before moving to symbolic work. Regular support visits from the DEVI team reinforced fidelity to the model and helped teachers sustain the process over time. Teacher regularly shared photos and videos in the WhatsApp group to inspire and encourage each other.

## 4. Results and Interpretation

The clearest finding from the Siddharth Nagar pilot is that ALfA schools improved across all reported domains, whereas comparison schools showed only modest gains in a few places and declines in several others. This pattern matters because the pilot was designed as an early test of whether structured paired learning could produce measurable gains quickly enough to justify district expansion.

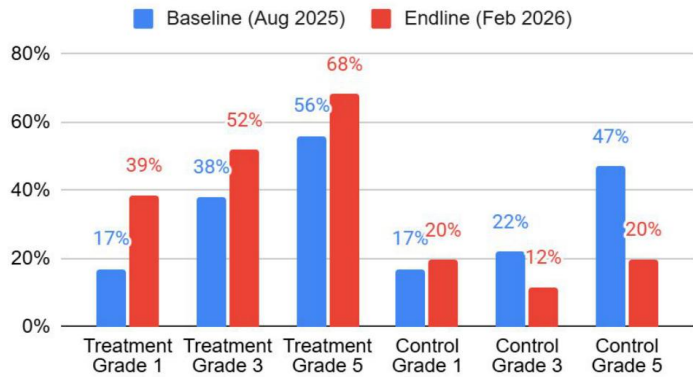
### Key result patterns

- Overall progress improved in treatment schools at every grade level: +22 points in Grade 1, +14 in Grade 3, and +12 in Grade 5.
- Comparison schools improved only marginally in a few cases and declined in several grade-domain combinations.

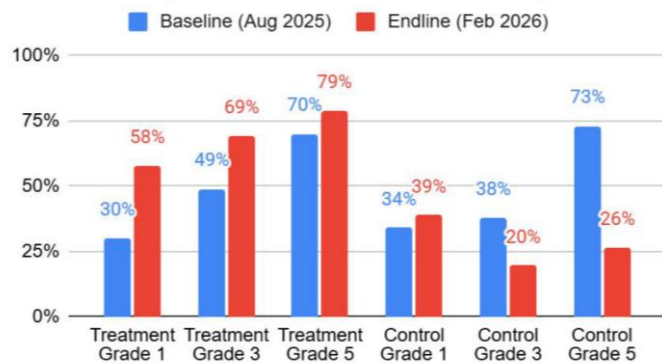
The Hindi reading progress reemphasises this pattern. Treatment-school reading scores moved from 30% to 58% in Grade 1, from 49% to 69% in Grade 3, and from 70% to 79% in Grade 5. The gains suggest that ALfA’s visual prompts, paired reading routine, and repeated student-to-student practice translated into stronger reading outcomes within the pilot period.

In Hindi writing, treatment schools improved from 10% to 37% in Grade 1, from 24% to 37% in Grade 3, and from 42% to 63% in Grade 5. This was again much larger than control group schools, which made negligible or negative gains.

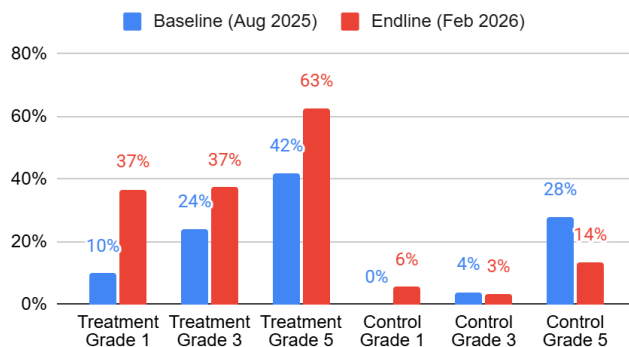
### Siddhartnagar ALfA 4+4 Study Results



### Siddhartnagar ALfA 4+4 Hindi Reading

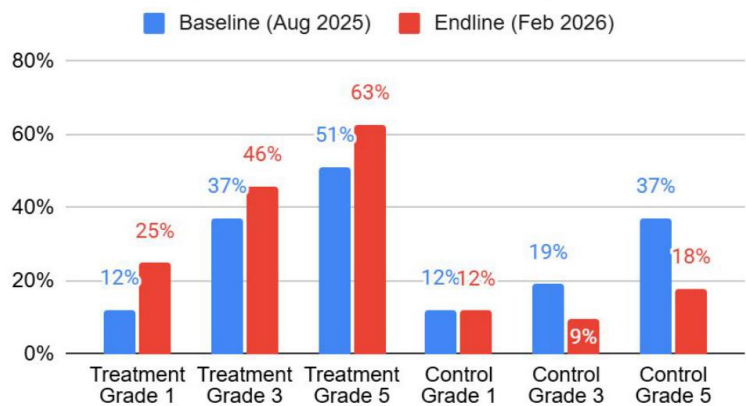


### Siddhartnagar ALfA 4+4 Hindi Writing



The positive pattern extended beyond reading. In numeracy, treatment schools moved from 12% to 25% in Grade 1, from 37% to 46% in Grade 3, and from 51% to 63% in Grade 5. These gains are important because they suggest that the pilot was not producing a narrow reading effect alone; it was influencing core foundational skills more broadly.

## Siddhartnagar ALfA 4+4 Numeracy



The comparison schools, by contrast, were largely flat or moved downward in several grades. That contrast strengthens the practical case for ALfA because the treatment gains appear across multiple domains at the same time. Even though this was a small pilot and should therefore be read as strong directional evidence rather than a final system-wide verdict, the consistency of the findings is notable.

### Conclusion

The Siddharth Nagar pilot shows how ALfA can be implemented through a disciplined sequence of permission, training, baseline testing, paired classroom practice, monitoring, and midline assessment. The evidence indicates that ALfA improved overall learning, Hindi reading, Hindi writing, and numeracy more strongly than business-as-usual practice in the comparison schools. On the basis of these results, the decision to move toward district-wide scale-up appears well founded.

