

**A New Script: A  
Disruptive FLN Pedagogy  
for the World**



# Searching for Impact



# World's Best FLN Buys

When benchmarked against the world's best FLN solutions (Copenhagen Consensus Report), ALfA outperforms on every parameter: cost, learning impact, and economic returns.

	Cost / Child (US\$)	Learning Benefit / Child (SD)	Economic Benefit / Child (US\$)	Benefit : Cost Ratio
TALL / TaRL without technology*	\$20	0.15	\$900	1:48
TALL / TaRL with technology*	\$27	0.28	\$1700	1:65
Structured Pedagogy*	\$8	0.13	\$800	1:105
<b>ALfA: Accelerating Learning for All**</b>	<b>\$4</b>	<b>0.52</b>	<b>\$3200</b>	<b>1:800</b>

\* **Copenhagen Consensus**. 2023. Halftime to SDGs [Best Investment Paper: Education](#). Economic benefit calculations based on 20% lifetime income boost per 1 SD learning improvement. See also World Bank Global Expert Advisory Committee, 2023. [Cost-Effective Approaches to Improve Global Learning](#).

**TaRL / TALL** = Teaching At Learning Level (assessment -> grouping students by learning level -> targeted instruction)  
**Structured pedagogy** = coherent package of lesson plans + learning materials + teacher training & mentoring

\*\* A process-driven structured pedagogy by Dignity Education Vision International (DEVI Sansthan) [Uttar Pradesh Case Study 2025..](#)

# TaRL / TALL RCTs

The latest study dates to 2013–14 (no recent sources are readily available). Most studies are even older. Barring Haryana and Kenya, many of these studies focus on TaRL approaches no longer used in practice: using community volunteers outside school hours. Average SD is 0.15 as mentioned in the Copenhagen Consensus.

Geography, Year	Implementation approach	Duration	Results (SD improvement)
Bihar, 2008-10	Community volunteers teaching outside school hours	60 days	0.11
Bihar, 2008-10	Govt teachers running one month summer camp	20 days	0.08
Haryana, 2012-13	Govt teachers during school year	200 days * 1 hour/day	Reading: 0.15 Writing: 0.14
Uttar Pradesh, 2013-14	Series of 10- or 20- day camps conducted by volunteers	50 days	Hindi: 0.61-0.71 Maths: 0.61-0.69
Ghana, 2011-13	Community volunteers teaching 2 hours per day	200 days	0.09
Kenya, 2005-07	Govt teachers during school year	200 days	0.14
<b>Average SD improvement given in Copenhagen Consensus. 2023: Half-Time to SDGs <a href="#">Best Investment Paper: Education</a></b>			<b>0.15</b>

Source: [Teaching at the Right Level Summary of Interventions](#)

# Structured Pedagogy Impact

Most studies on Structured Pedagogy seem dated, with the latest from 2013–14. Trials have been small to medium in scale, with effect sizes ranging from modest to moderate. Average impact across studies is estimated by the Copenhagen Consensus at 0.13 SD.

Authors	Geography, Year	Sample size	Duration	Effect size
<a href="#">He, Linden &amp; MacLeod</a>	India (Mumbai), <b>2009</b>	3 RCTs; several hundred children per arm across settings	~1 term to 1 school year (varies by arm)	+0.12 to +0.70 SD across implementations.
<a href="#">Jukes et al. (HALI Literacy)</a>	Kenya (Coast), <b>2010–2012</b>	101 public schools; Grade-1 cohort	2 school years	Up to <b>+0.64 SD</b> on literacy; dropout fell 5.3% → 2.1%.
<a href="#">Abeberese, Kumler &amp; Linden</a>	Philippines, <b>2011</b> (published 2014)	100 schools; ~4,000 Grade-4 pupils	31 days (+ 3-month follow-up)	+0.13 SD at endline; ~+0.06 SD at 3-month follow-up.
<a href="#">Pallante &amp; Kim</a>	Chile, <b>2013</b>	Kindergarten: 312; Grade-1: 305	1 academic year	d = 0.18 to 0.70 across outcomes (e.g., 0.70 for letter-naming).
<a href="#">Lucas, McEwan, Ngware &amp; Oketch</a>	Kenya & Uganda, <b>2014</b>	Kenya: 28 clusters (112 schools); Uganda: 10 clusters (109 schools)	~1 school year	Uganda: +0.20 SD (oral), +0.18 SD (written); Kenya: +0.08 SD (oral), ~0 (written).
<b>Average SD</b> (given in Copenhagen Consensus 2023: Halftime to SDGs <a href="#">Best Investment Paper: Education</a> )				<b>0.13</b>

**Source:** Evans & Yuan, 2019 [Equivalent Years of Schooling: A Metric to Communicate Learning Gains in Concrete Terms](#)

# ALfA RCTs

- In ALfA’s 40-day RCT in 20 (10+10) schools, SD ranged from 0.23 (Grade 3) to 0.89 (Grade 5) – [HGSE](#).
- The program was expanded to 270 (200+70) schools of Shamli and subsequently to 100% of its 590 schools for grades 1 through 5.
- ALfA also expanded rapidly to cover all 7,600 schools of UP’s four districts: Shamli, Lucknow, Barabanki, and Unnao.

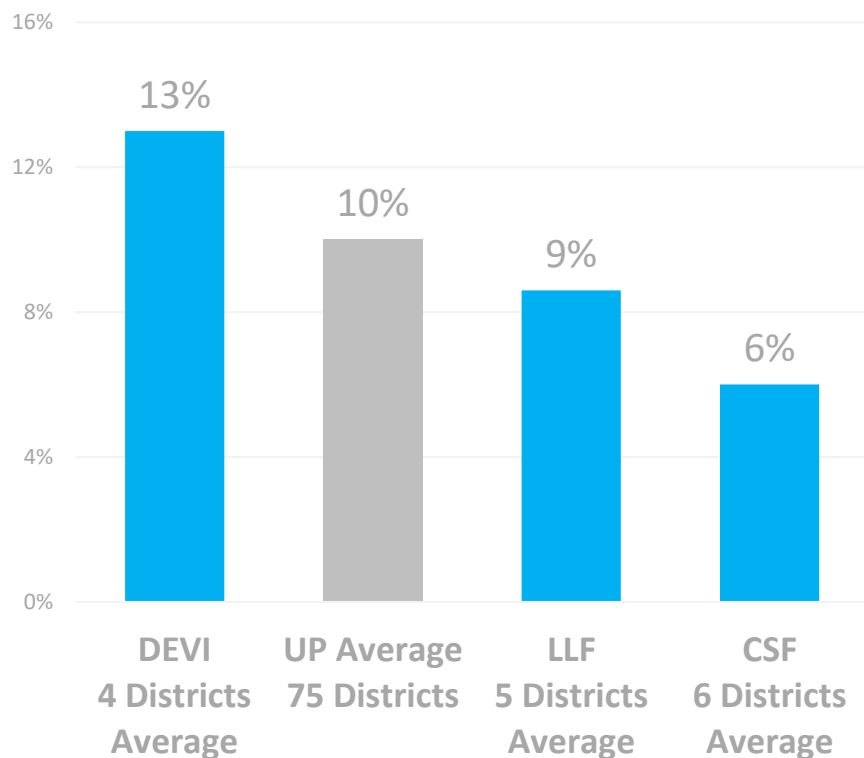
Geography, Year	# of Intervention Schools	# of Non-Intervention Schools	# of Intervention Students	Results (SD Improvement)
Shamli, UP, 2022	10	10	2,014	Gr 3: 0.23   Gr 5: 0.89
Shamli, UP, 2022-23	200	70	43,787	Math: 0.28   Hindi: 0.29
Lucknow, UP, 2023	110	60	24,837	Math: 0.68   Hindi: 1.28
Barabanki, UP, 2023	30	20	8,852	Math: 0.31   Hindi: 0.46
Ayensuano District, Ghana, 2024	6	3	244	Gr 5: 0.31   Gr 6: 0.32
Ayensuano District, Ghana, 2025	6	6	359	Gr 3: 0.65   Gr 4: 0.90   Gr 5: 0.25
<b>SD Improvement Range SD Weighted by # Students</b>				<b>0.23 to 1.28 0.52</b>

**Sources:** DEVI Sansthan, 2025 [Uttar Pradesh ALfA Case Study](#); Olinga Foundation, Ghana, 2025. [Ghana ALfA Case Study](#)  
Shamli RCT was validated and [published by HGSE in a 2023 book, USA](#).

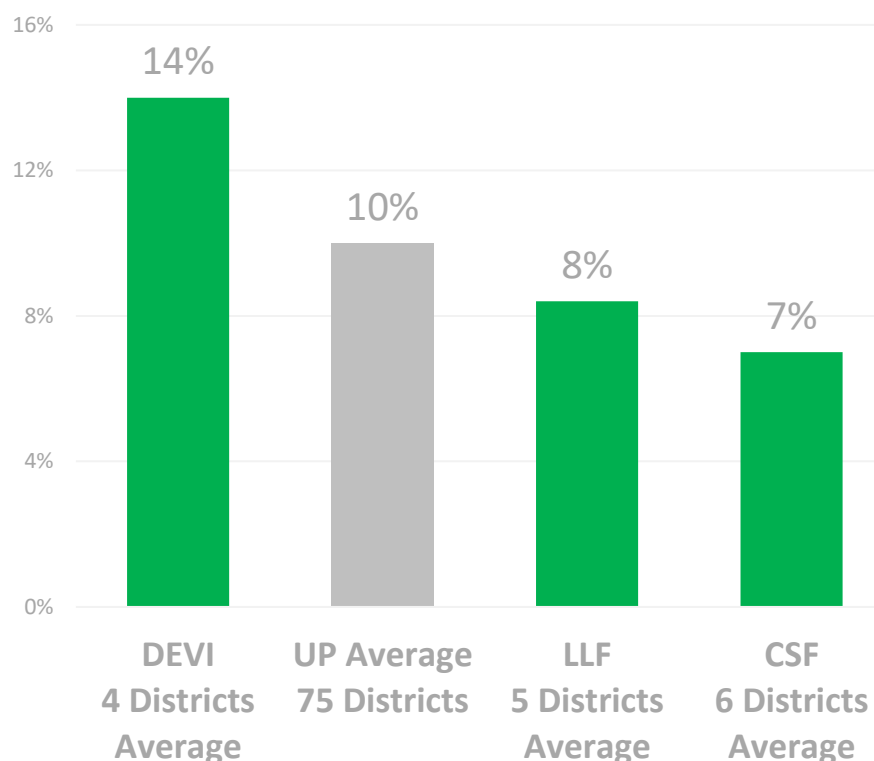
# Impact across NGO-Clusters

- DEVI Districts had +13/+14 pp gains in Grade 3 language and mathematics between NAS 2021 & PRS 2024.
- In the same exact comparison: UP gains +10/+10 pp & India +2/+3 pp
- Other NGO-Clusters also made valuable contributions: LLF +9/+8, CSF: +6/+7

Grade 3 **Language Learning Gains**  
NAS 2021 to PRS 2024 in pp



Grade 3 **Numeracy Learning Gains**  
NAS 2021 to PRS 2024 in pp



[CLICK HERE](#)

To view PRS 2024 data

[CLICK HERE](#)

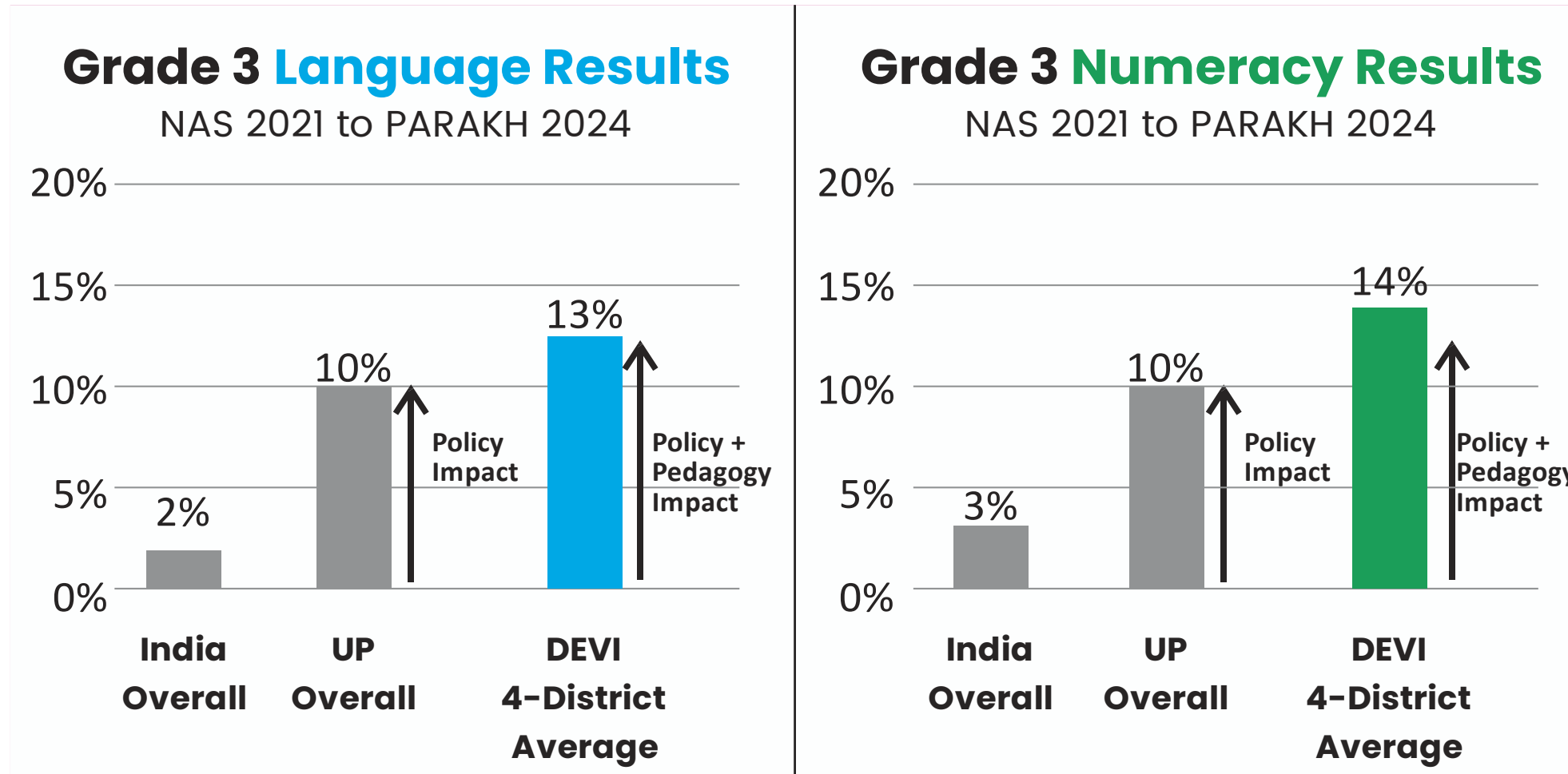
To view NAS 2021 data

- **PRS:** PARAKH Rashtriya Sarvekshan last conducted in November 2024
- **NAS:** National Achievement Survey last conducted in November 2021.

# Policy × Pedagogy = FLN Speed at Scale

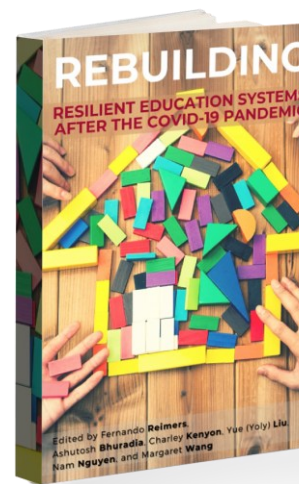
**Signals from UP PRS/DEVI Grade 3 results:** Policy builds the highway: +10/+10 pp average gain across UP.

Some pedagogies, like vehicles, set the speed. ALfA pedagogy is designed to move faster in real classrooms. DEVI Cluster added 30%-40% gain above the state average (+13/+14 pp).



# Searching for Impact-ALfA

- ALfA (Accelerating Learning for All) emerged from work in Lucknow's slums and pilots in government schools.
- It began with one question: **Can a child or adult learn to read in 1 month**, building on their mother tongue and everyday context?
- **Fall 2022:** First large implementation in Shamli, UP (offered by the Secretary, MoE to DEVI Sansthan) as it was identified by the MOE as one of India's 10 low-performing districts (NAS 2017).
- The implementation was set up as an **RCT** and documented by **HGSE** students under **Prof. Fernando Reimers**.
- The RCT was conducted for **40 working days** between August and October 2022.
- **It led to significant SDs:** 0.23 (Grade 3) and 0.89 (Grade 5) – documented in Chapter 8 of book: *Rebuilding Resilient Education Systems After the Covid 19 Pandemic* by Prof. Fernando Reimers, et al.



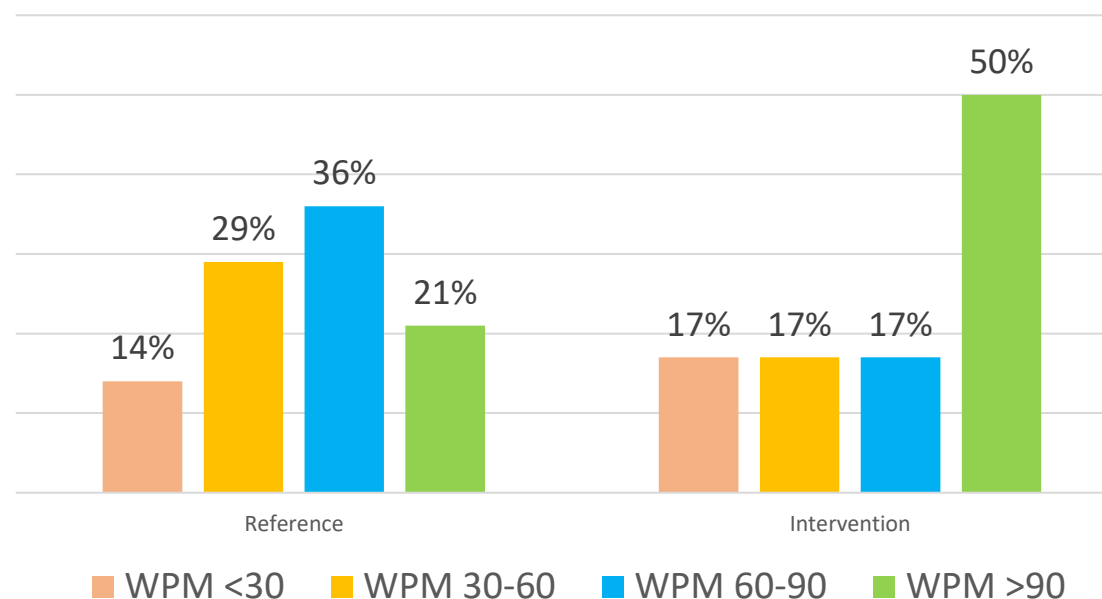
For evidence  
[see HGSE report.](#)

*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.*

# Oral Reading Fluency in Shamli RCT: HGSE

*Students in the intervention groups had much higher ORF [oral reading fluency] levels 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 (WPM) compared to 20% of reference group students.*

ORF Comparison, Grades 4-5



Chapter 8, 2023 Book by  
Prof. Fernando Reimers  
HARVARD GRADUATE  
SCHOOL OF EDUCATION

[Click to Read](#)

**Our Best Buddies:  
Tina & Toto Puppets**



# 21<sup>st</sup> Century Skills, SEL, Equity & Inclusion

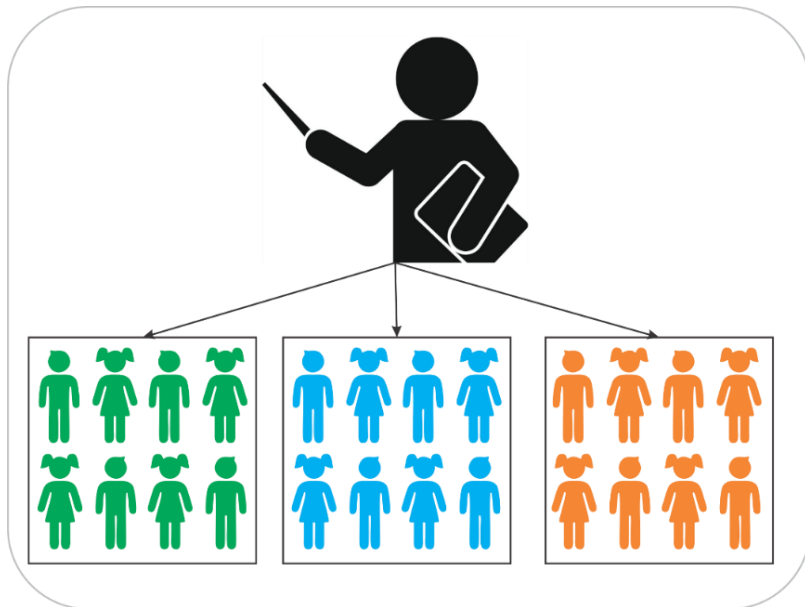


# Mainstreaming Paired Learning



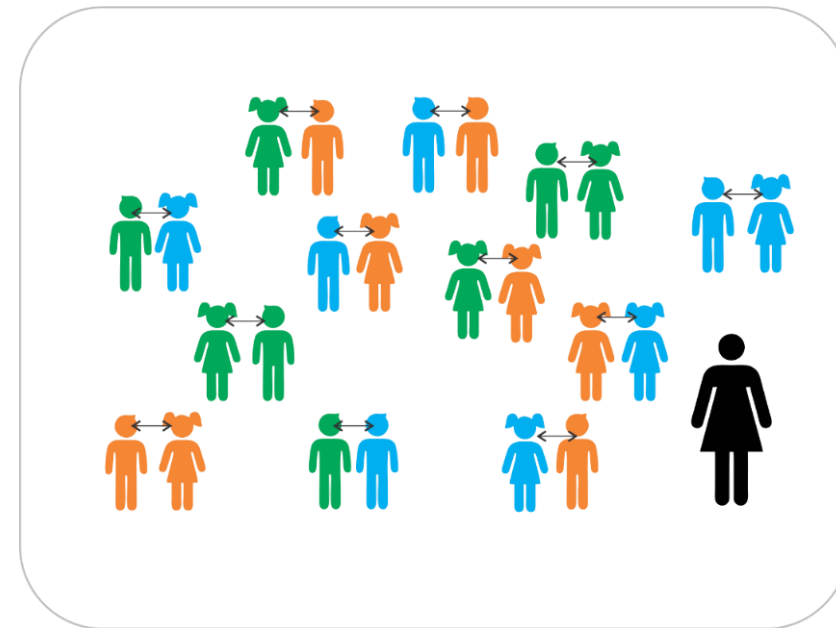
# TaRL: Teaching At Right Level

- Knowledge flows primarily from teacher
- Grouping by ability level
- May lead to fixed mindsets about ability



# ALfA: Mainstreaming Paired Learning

- Daily Random Pairing 1:1
- Student agency: Learning flows between students
- Inclusive
- Equitable
- SEL
- Teacher as galvanizer
- Paired 1:1 work leads to greater support for learning, collaboration & communication, creates growth mindset



# Qualitative Outcomes

1. Teacher empowerment; greater intrinsic motivation
2. Government stakeholders' beliefs:
  - a. Children are capable of learning far better and faster;
  - b. ALfA pedagogy is the way forward for all children
3. Development of 21<sup>st</sup> Century Skills, Equity, Inclusion, SEL

## Creating an inclusive classroom

### ALfA: An inclusive classroom

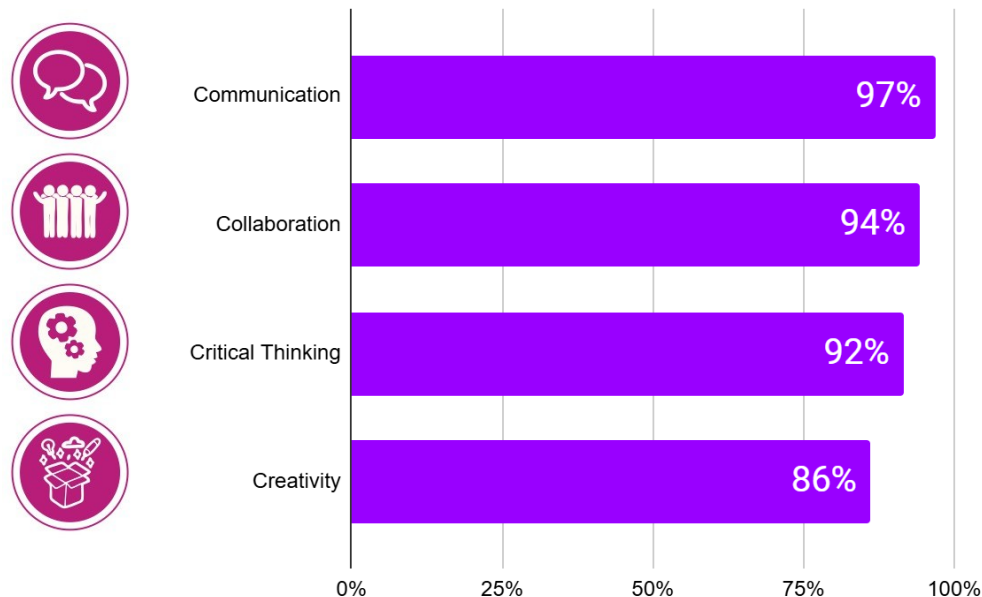


An 8-year-old with Cerebral Palsy in a government school enjoys his ALfA classroom where all children work with him through random pairing.

# 21<sup>st</sup> Century Skills

**Question:** Apart from academics, which of the following 4C Skills are you observing in students now under ALfA compared to previous practice? (261 teachers)

The highest outcome was Communication (97%) followed by Collaboration (94%), Critical Thinking (92%), and Creativity (86%).



# Socio-Emotional Learning

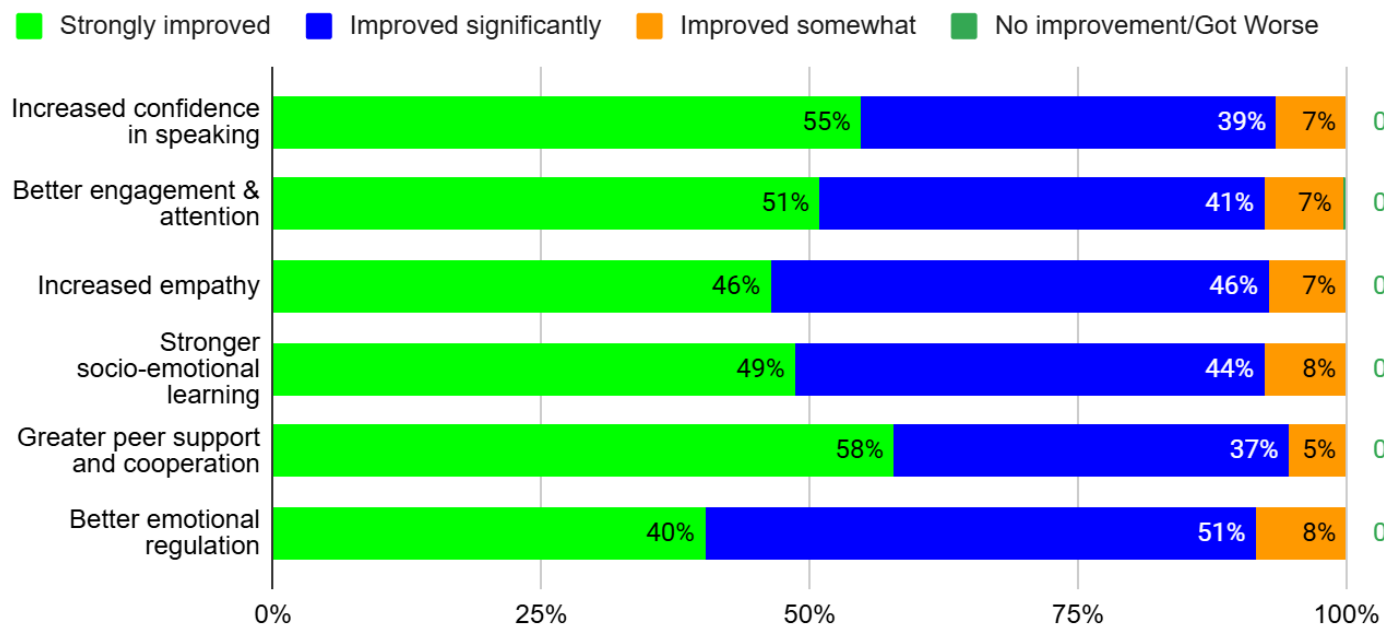
A September 2025 survey of 261 teachers found that ALfA paired learning processes including use of Tina/Toto puppets was improving socio-emotional well-being. Teachers too were feeling much better than before.



*“With ALfA, I feel much more positive and confident. Children learn faster, enjoy the activities, and show real understanding. For example, they are able to explain concepts in their own words, work independently, and even help peers. The appreciation from parents for their child’s progress has also boosted my motivation and overall well-being.”*

**Deepika Moolchandani, Teacher**

How are Tina-Toto puppets engaging students in richer and socio-emotional ways compared to previous tools/practices?



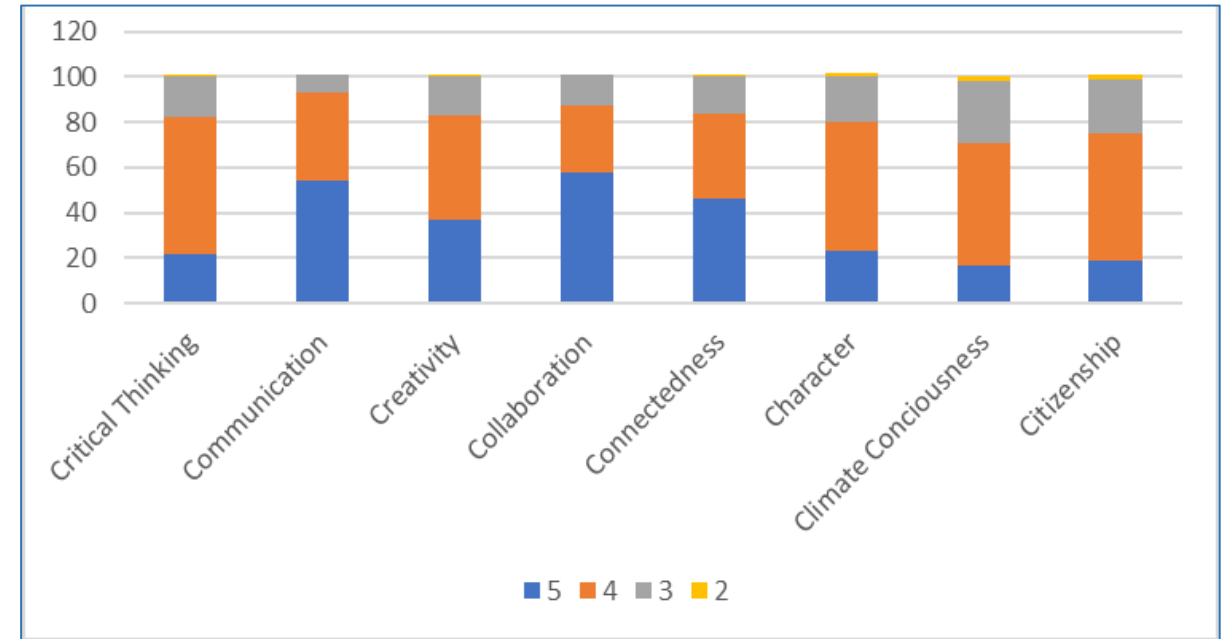
# Gauging Holistic Growth, Maldives

*Rating the 4C Skills + 4C Traits Development in Children: 101 Teachers of Maldives, 2024*

**Question:** On a scale of 1 to 5, how much have each of the 4C Skills + 4C Traits developed in your children (with ALfA) compared to last year?

**4C Skills:** Collaboration, Communication, Critical Thinking, Creativity

**4C Traits:** Character, Connectedness (SEL), Climate Consciousness and Citizenship



	Critical Thinking	Communication	Creativity	Collaboration	Connectedness	Character	Climate Consciousness	Citizenship
<b>5</b>	22	54	37	58	46	23	17	19
<b>4</b>	60	39	46	29	38	57	54	56
<b>3</b>	18	8	17	14	16	20	27	24
<b>Below 3</b>	1	0	1	0	1	2	2	2

ALfA Implementation in India



# Is There Another Way?



ALfA Implementation in Mombasa, Kenya

# Launch of a Disruptive Pedagogy

- ALfA began in August 2022 with a research study in Shamli, UP.
- ALfA is based on two decades of research in education, and eight years of research on FLN in slums and government schools of Lucknow.
- Shamli was suggested by MOE Secretary, IAS Anita Karwal, as it was one of India's ten low-performing districts.
- DEVI Sansthan requested Harvard Graduate School of Education, USA, to do the [research scrutiny](#) of an RCT in Shamli, UP.



Above is Anita Karwal with Sunita Gandhi, CEO, Dignity Education Vision International

# Reports on ALfA

## India Impact Report

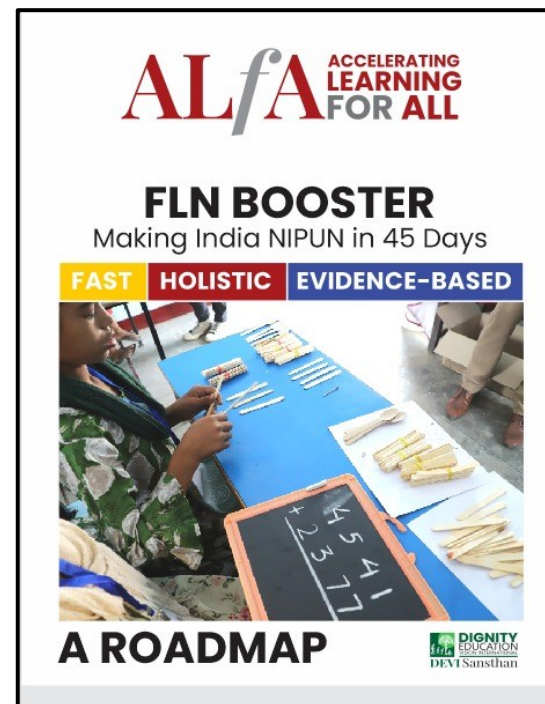
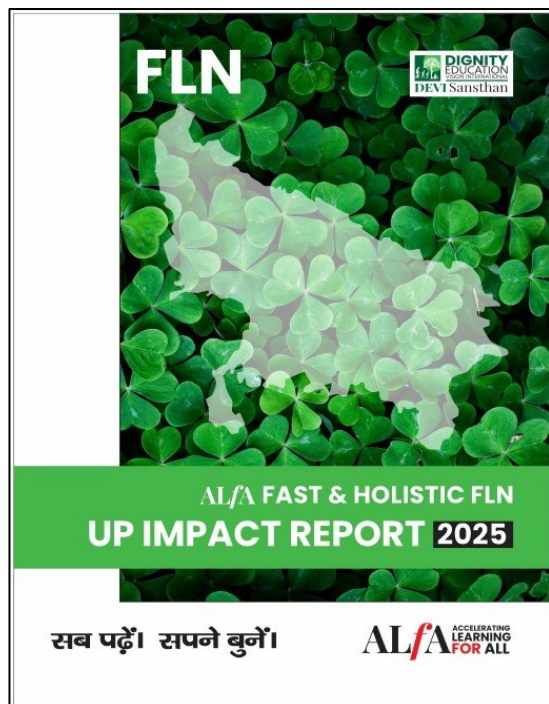
## UP Impact Report

## FLN Booster

## Empowering Women & Girls

A Roadmap to Making  
India NIPUN through  
ALfA

Community Transformation  
Through FLN



# Achieving FLN in 45 Days: Video Evidence



Click [HERE](#)  
Scan the QR to see the results  
in Shamli within 45 Days



Click [HERE](#)  
Scan the QR to watch the outcomes  
of the Fast-Track FLN summer camp

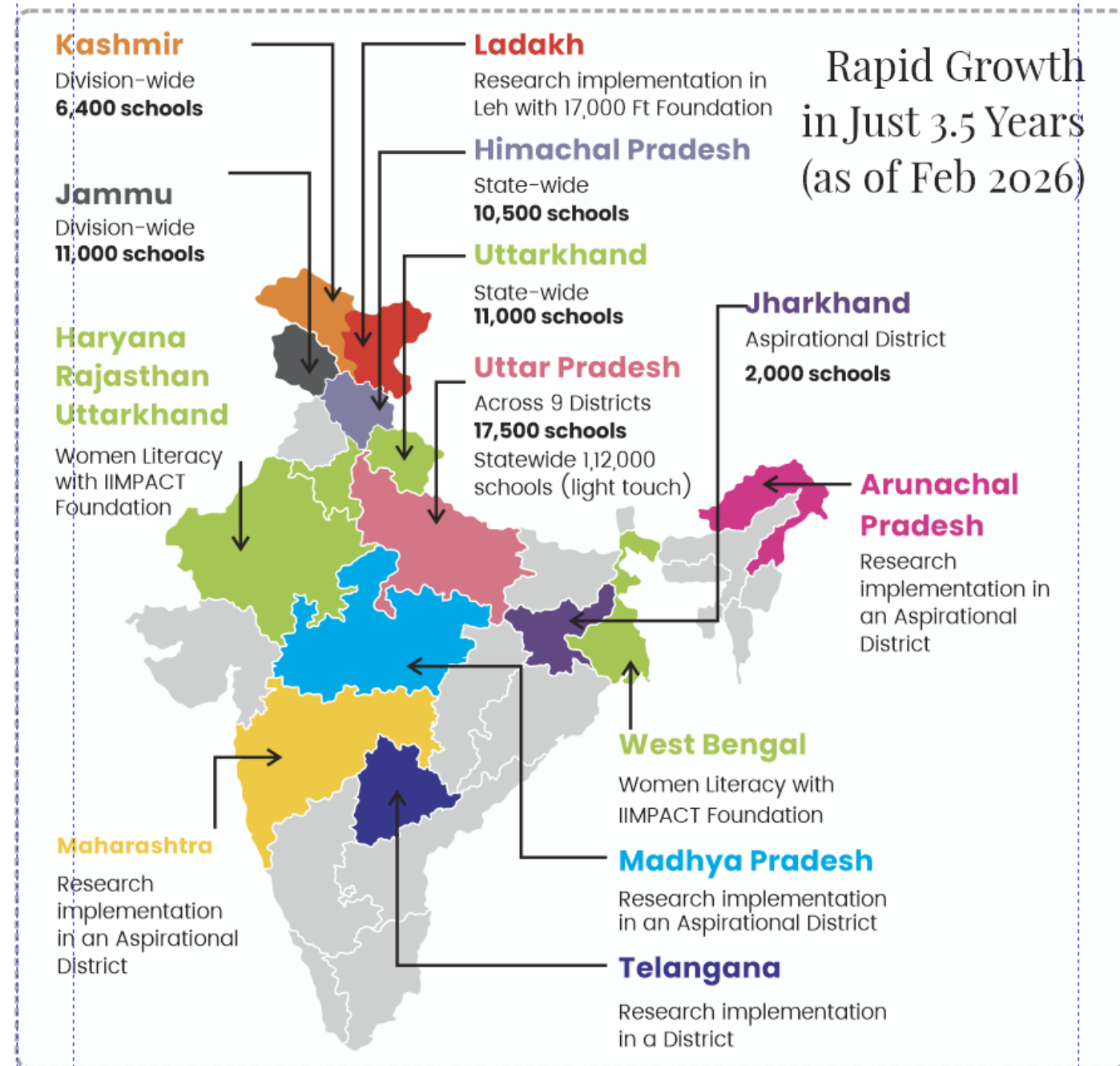
**From 20 to 150,000+  
Schools in 3 Years  
since Pilot**



# Rapid Growth

- **Grown from 10 schools** (in August 2022) to implementations in 10,000 schools (2025), to MOUs for 151,000 schools covering 4 entire states and 5 others with districts or pilots (Early 2026)
- **15 Indian Language Replications.**
- **Women Literacy Programs.**

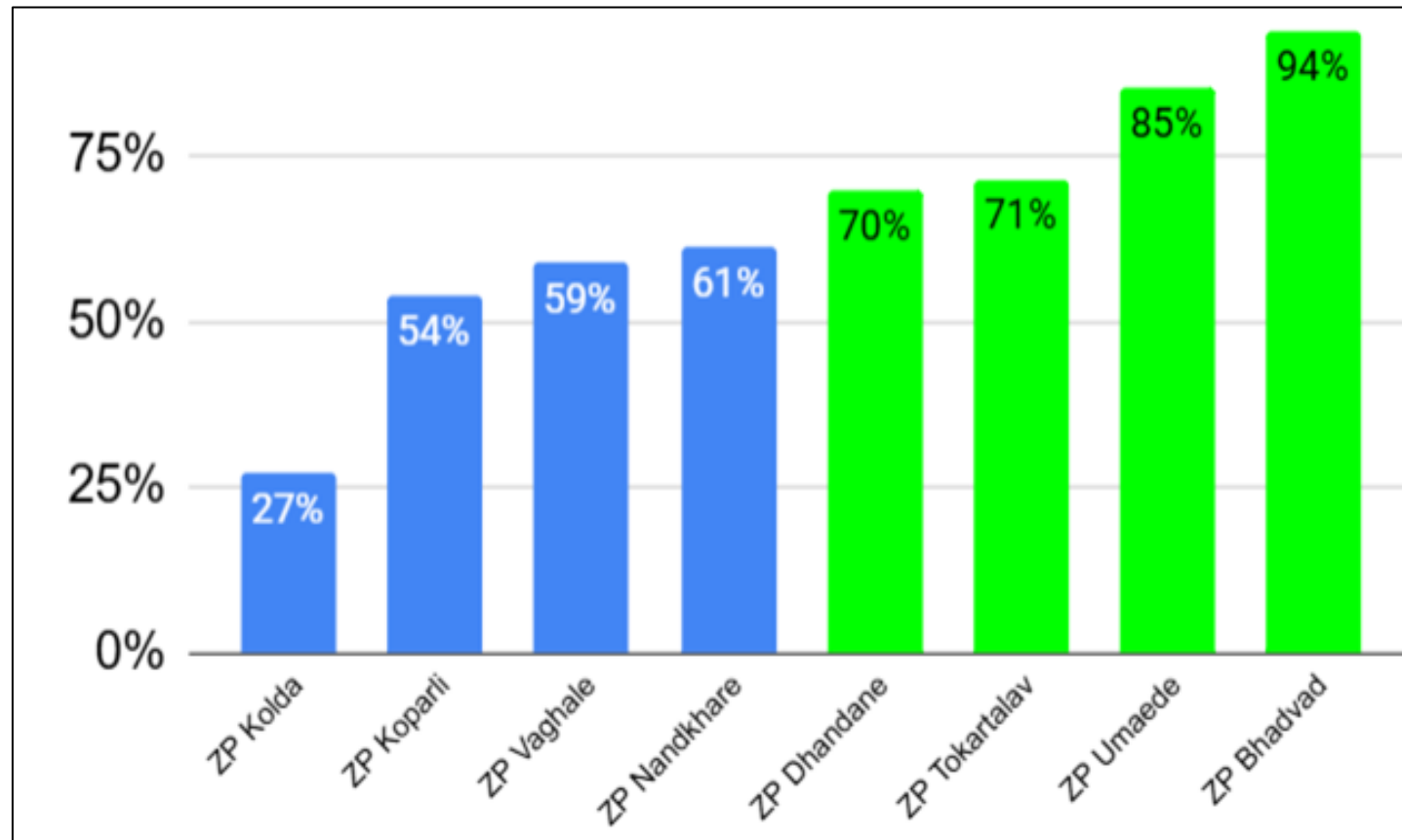
■ Assamese	■ Maithili
■ Bangla	■ Marathi
■ English	■ Mizo
■ Gujarati	■ Odia
■ Hindi	■ Punjabi
■ Kannada	■ Tamil
■ Konkani*	■ Telugu



# Attendance as Success Indicator

Attendance in **ALfA Schools (green bars)** was significantly higher:  
83% for Grade 3 and 75% for Grade 4 vs **Control Schools (blue bars)**  
54% for Grade 3 and 44% for Grade 4

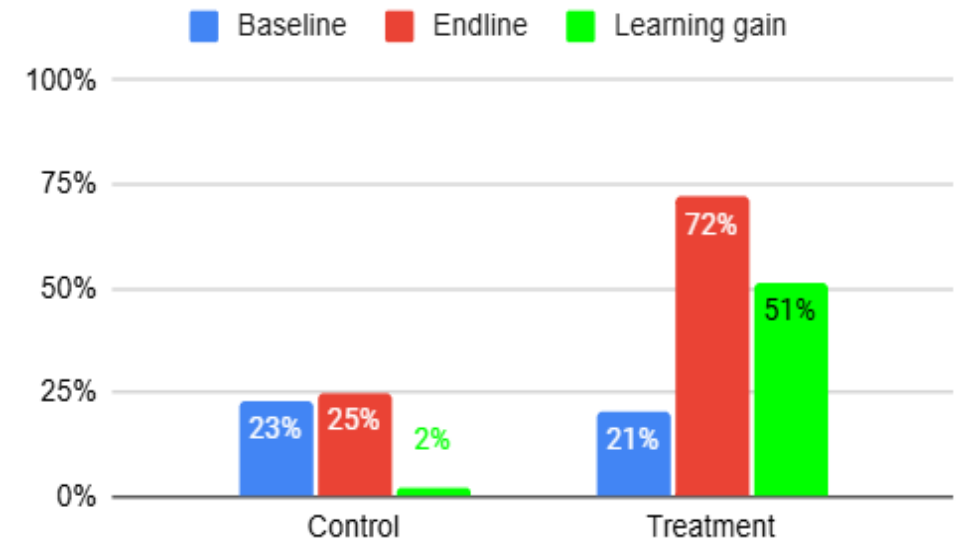
[Nandurbar,](#)  
[Maharashtra](#)



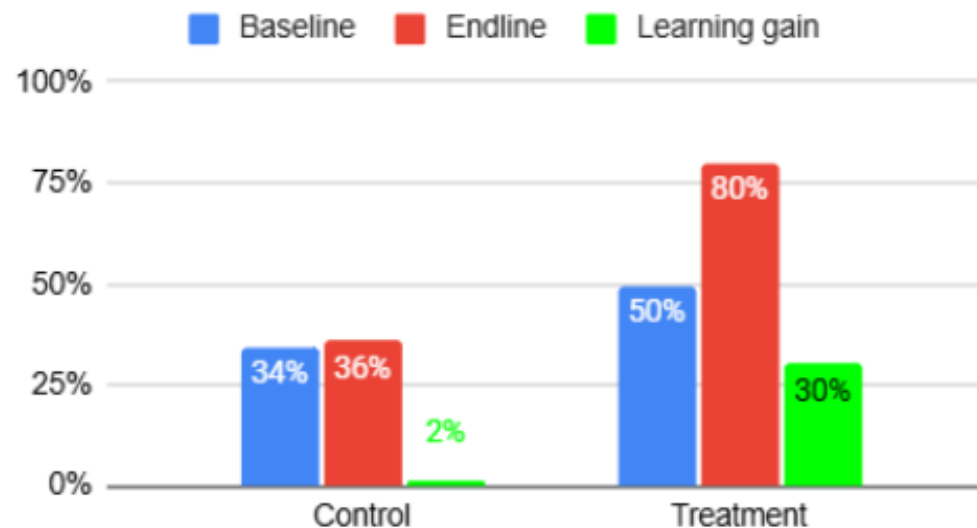
# Nandurbar, Maharashtra Grade 3 Results over time

Tracking the same cohort of students reveals the huge difference in learning gains: while control schools increased their score by only 2 percentage points, schools using ALfA increased by 30 to 51 pp.

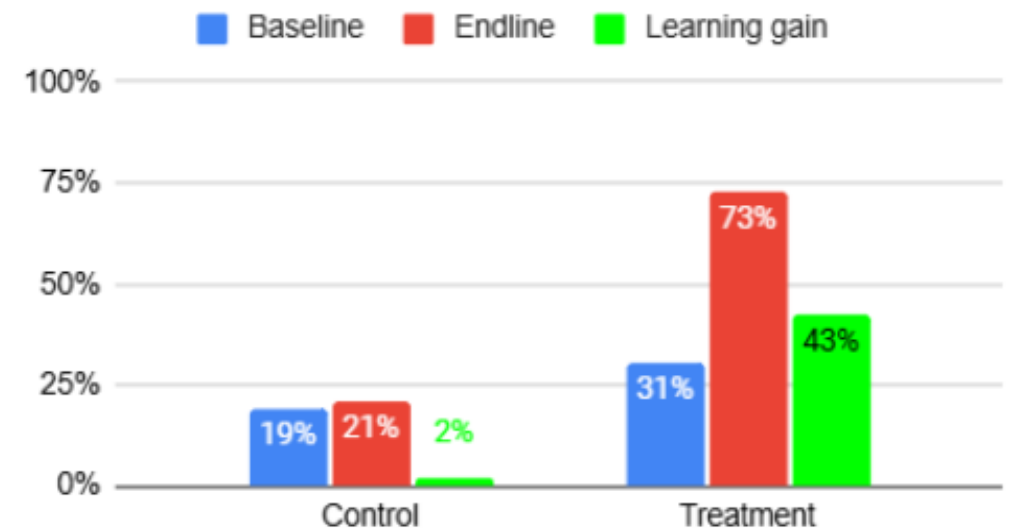
### Grade 3 Numeracy



### Grade 3 Reading



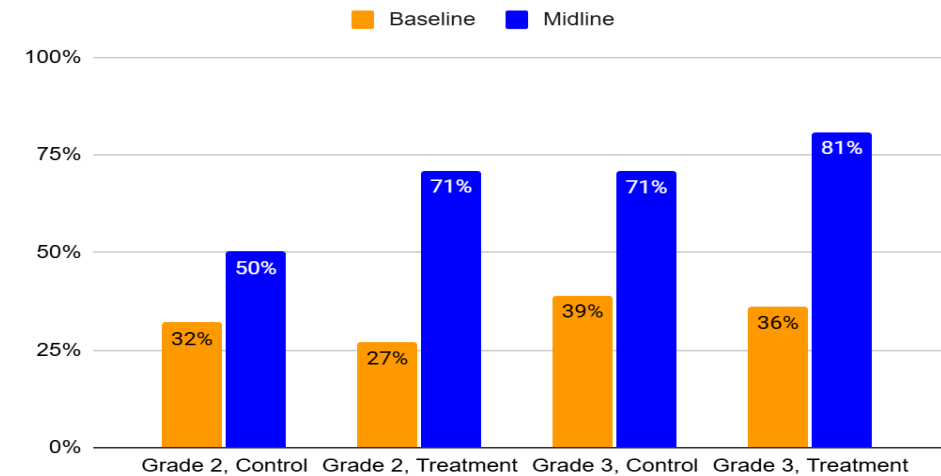
### Grade 3 Writing



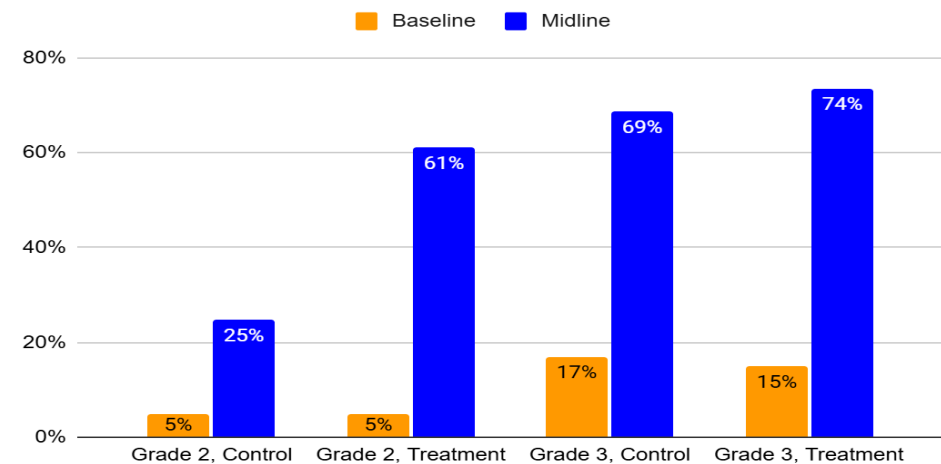
# Ranchi, Jharkhand Literacy Impact

- Hindi reading scores increased dramatically from 27% to 71% in Grade 2, and 36% to 81% in Grade 3.
- Writing scores also rocketed up from 5% to 61% in Grade 2 and 15% to 74% in Grade 3
- This implies a rate of learning over double that of control schools

Hindi Reading



Hindi Writing

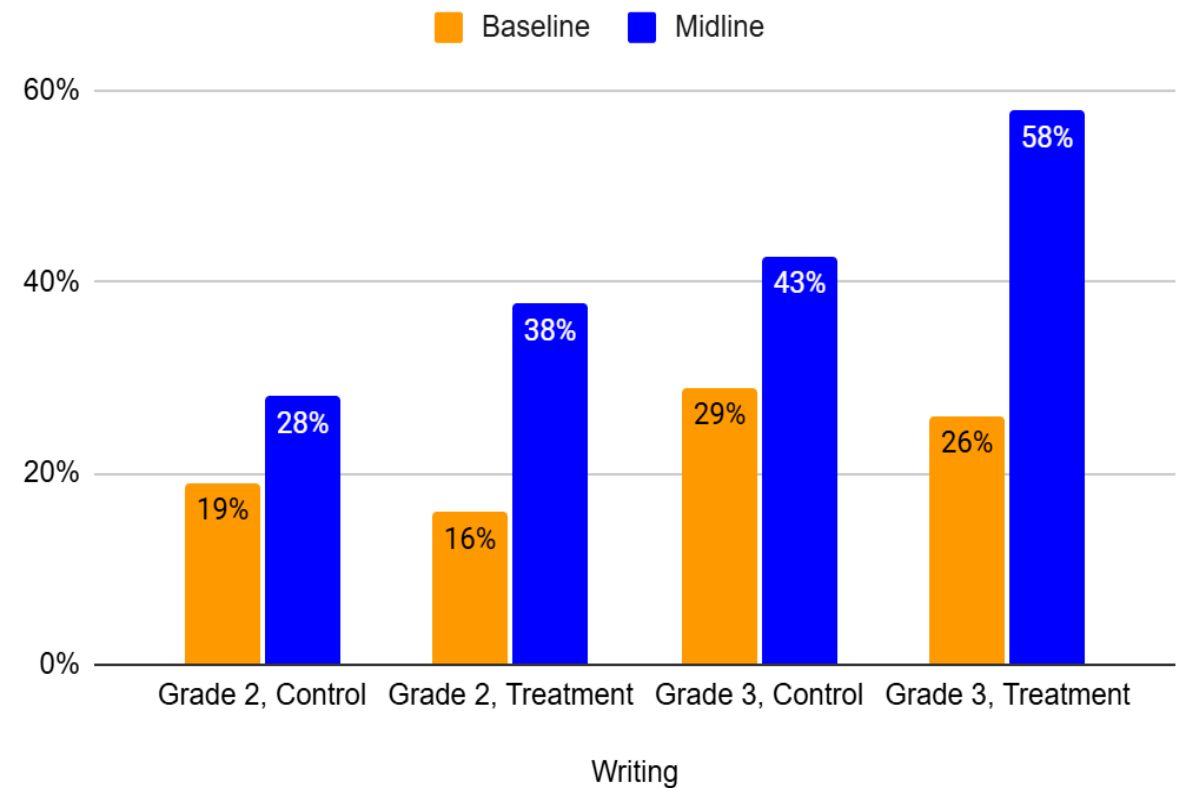


# Ranchi, Jharkhand

## Numeracy Impact

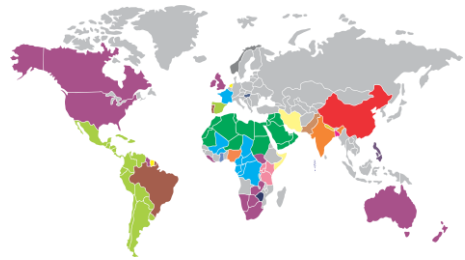
- In Grade 2, Numeracy scores grew from 16% to 38% (22 percentage points) for the treatment group and from 19% to 28% (9 percentage points) for the control group.
- In Grade 3, 26% to 58% (Grade 3) for the treatment group and from 19 to 28% and 29 to 43% for treatment group.
- The rate of learning in schools using ALfA was **more than double that of control schools.**

### Arithmetic



# ALFA Global

- [8 Countries](#) + India
- [33 Languages](#)



[Click Here](#)

To see 33 language toolkits of ALFA



Watch video of ALFA research RCTs around the world

USA



Peru



Philippines



Maldives



Trinidad & Tobago



Kenya



Malaysia



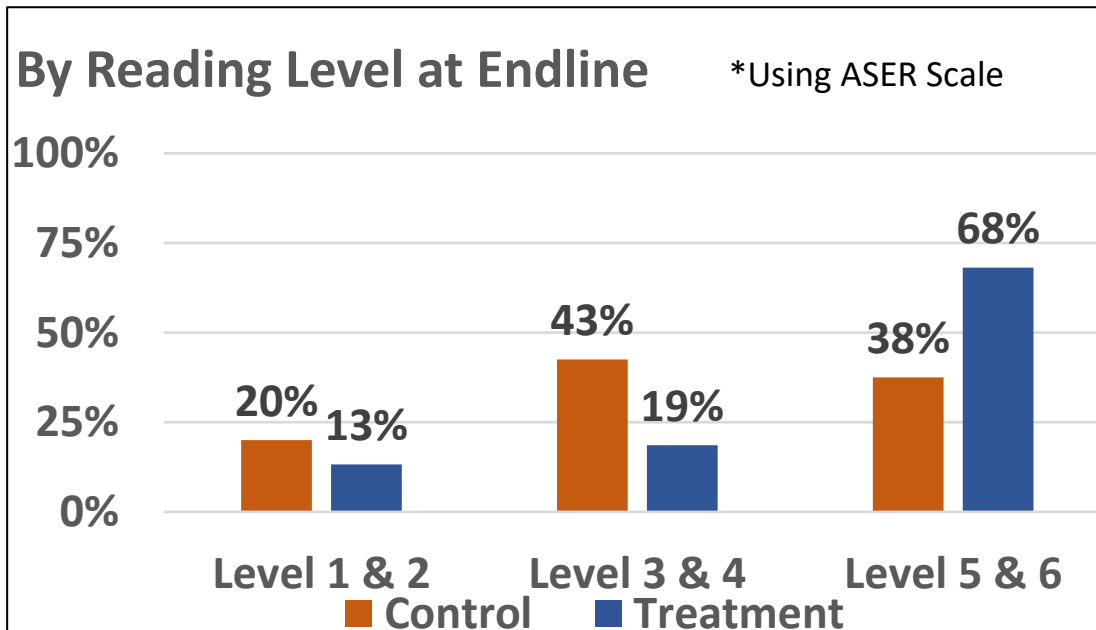
Visit: [dignityeducation.org/what-we-do.html](https://dignityeducation.org/what-we-do.html)

# Ghana RCTs

- In Ghana, 68% of students in the ALfA treatment group reached reading comprehension levels L5 & L6 by the endline\*, compared to 38% in the control group—achieved in just 55 days during the first RCT ([2025, Ayensuano District](#)).
- Impressed by these results, the Director of Ghana Education Services [requested ALfA implementation](#) across all district schools.
- Promising results are also emerging from the second RCT in Ghana, covering both Literacy and Numeracy.
- This led to a [Podcast by ADEA](#): Association for the Development of Education in Africa.



Read the Case Study



**Hear the ADEA Podcast on ALfA**

**Theme**  
Improving Foundational Learning Results in 45 Days: The ALFA Methodology

**Ep. 20**  
June 2025

**Host:** Dr. Jacqueline Jere-Folotiya, Senior Foundational Learning Expert, ADEA

**Guest:** Dr. Sunita Gandhi, Founder, Dignity Education Vision International (DEVI)

**Guest:** Dr. Leslie Caseley Hayford, Director, Associates for Change

**Guest:** Rev. Alexander Narh Amanya, District Education Director, Ayensuano District, Ghana

# Peru: ALfA in the Amazon

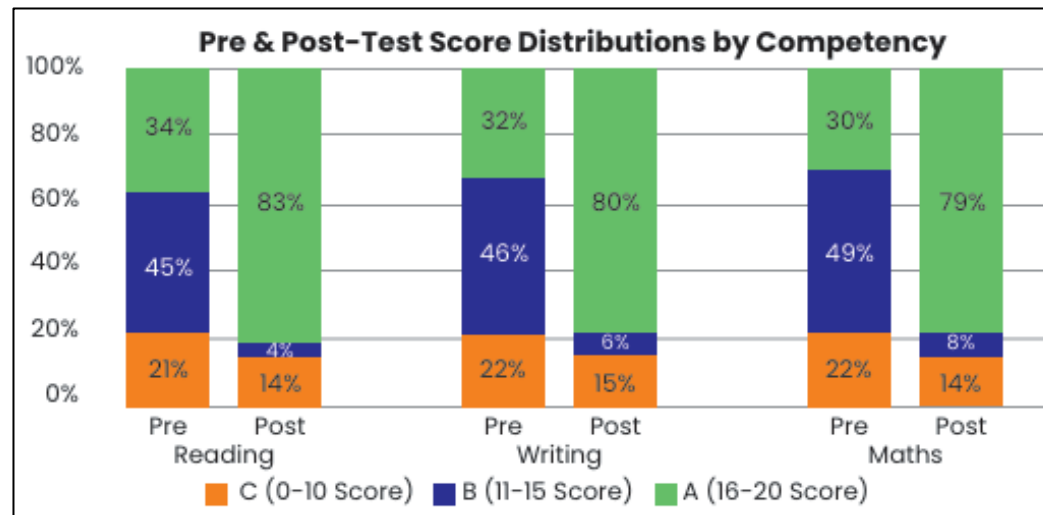
- In government schools of Iquitos, a landlocked area in the Peruvian Amazon, [data showed](#) major gains in foundational skills in just 45 school days of using ALfA.

## Results After 45 days of ALfA implementation:

83% of students in Reading, 80% in Writing, and 79% in Mathematics were found proficient (**green**) in the post-test versus 34%, 32% and 30% respectively at the time of pre-test.

[Click Here](#)

To watch a video on the ALfA journey in Peru



**PROFICIENT: 70% to 100%**

■ A: Proficient

■ B: Above Basic

■ C: Below Basic

[Read Peru Case Study](#)

# Maldives

- An [MOU was signed](#) by the government for nationwide implementation. [HGSE created a model](#) on potential impact of ALfA on FLN in Maldives.
- Delegations of 78 and 130 officials, school leaders, and teachers visited India to study ALfA. In May 2023, ALfA trainers from India went to [Male to train master trainers](#). In Oct 2023, 1,200+ teachers received online training in ALfA.
- Subsequently, in a UNICEF-supported research on ALfA by Ministry of Education, Maldives 2023 in which 79% of teachers said the rate of learning was greater or far greater compared to last year. ([See Research Report](#))
- Subsequent change in government stalled the project indefinitely but we have started re-negotiations.



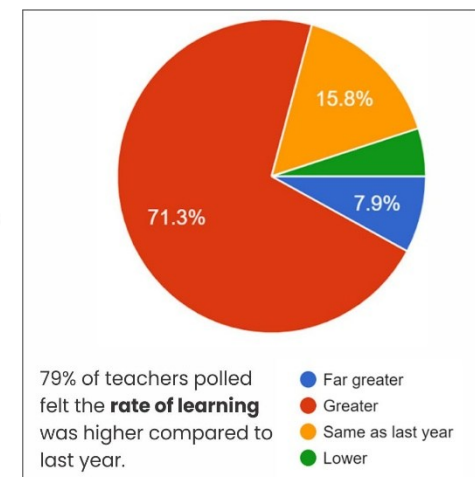
Hear the Minister of State and watch the Maldives Delegation's Lucknow ALfA visit leading to nationwide MOU



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



Hear testimonies from Maldives teachers



# ALfA MALDIVES

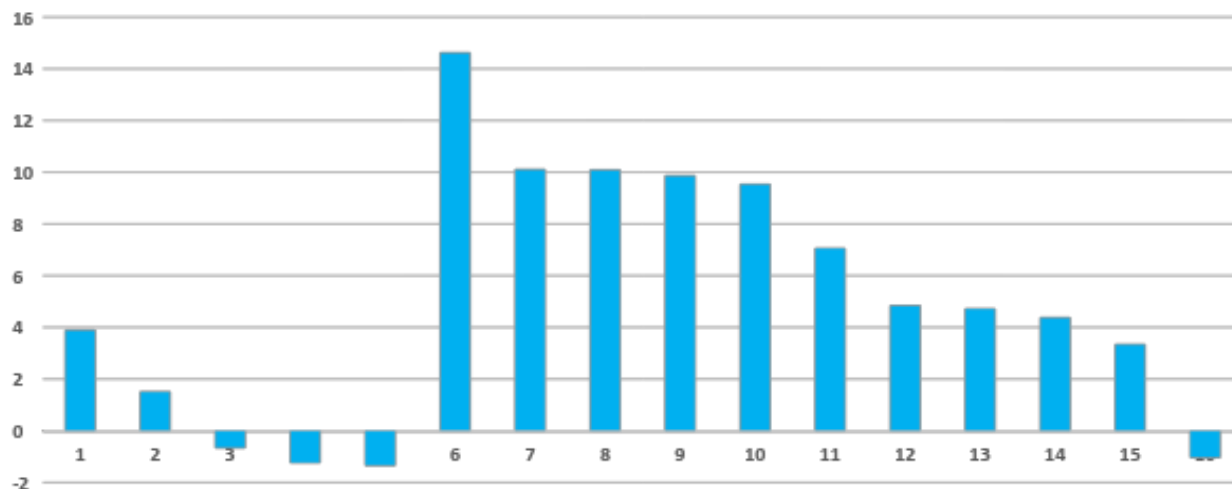
In a UNICEF supported Research Study, ALfA Treatment Group in Maldives jumped by 7.24 percentage points (pp) vs 0.25 pp for the Control Group for English over 45 working days between end of Sept and Dec 2023.

ALfA's RCT in Maldives shows SD of 1.82. This not only statistically significant results but a pedagogy that is potentially educationally transformative. [See Report](#)

unicef  
for every child



## ENGLISH



	BASELINE SURVEY	PROGRESS SURVEY	Difference
Treatment Group Averages	56.70	63.94	7.24
Control Group Averages	51.91	52.15	0.25



Above **DIET Principal** with a  
Headmaster, Aspirational District,  
Nandurbar, Maharashtra



# ALfA Pedagogy

# ALfA: Accelerating Learning for All



**Achieves FLN Goals  
In 45 Days**  
Cognitive, No Rote, Effective  
Speeds Up Learning



**Random Paired Learning**  
Develops 21<sup>st</sup> Century Skills  
Makes Learning Joyful,  
Equitable & Inclusive

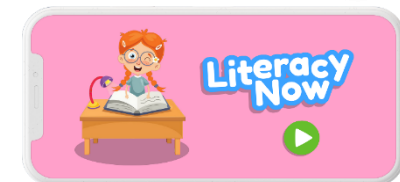


**Thin Booklets & App**  
Easily Scalable  
Low Costs & Carbon

English

Maths

Click above  
to view  
toolkit



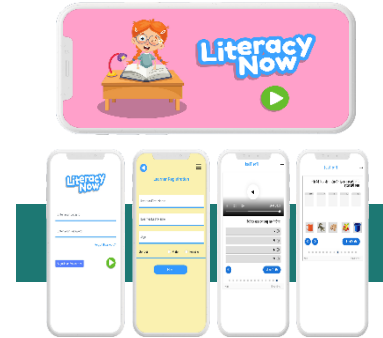
# 360° Empowerment



**Thin Booklets**



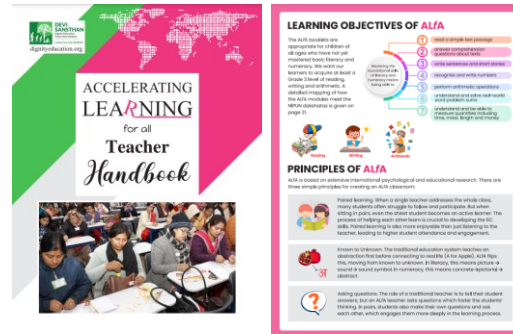
**Learning Materials**



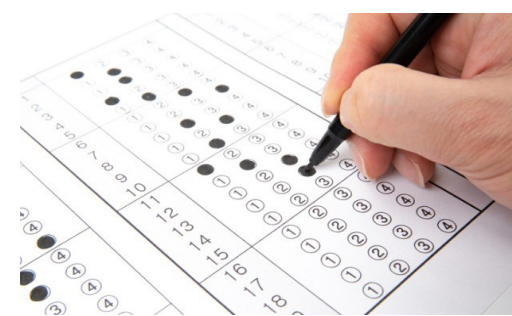
**EdTech Tools & Apps**



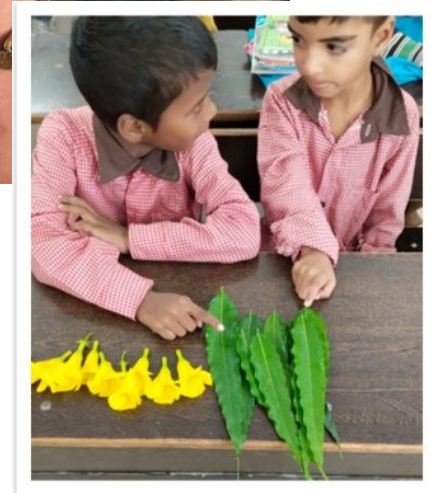
**Teacher Training & Support**



**Teacher Handbook**



**Assessments**



# Learning in Pairs & Cognitive Transfer

- All subjects benefit through cognitive transfer.
- Here Shamli, UP, children are asking each other questions on Chapter 10 of their EVS book after reading and understanding the books by themselves.
- Around 1 min:28 sec in the video below, one little girl asks the other girl: *“Where does the Sun get its light from?”* Pat comes the answer: *“The Sun has its own light as the Sun is a star.”*
- When children work in pairs, interactive learning leads to better understanding and greater retention.



**Watch video  
on the left**



From Teacher-Child Demo to Child-Child Demo  
& High Five to Entire Class Working in Pairs!

# ALfA Literacy: Learning to Read in 30-45 Days



# Reading Wars: Which Approach?

**Science of Reading**

**Phonics**

**Structured Phonics**

**Balanced Literacy**

**Structured Literacy**

**Whole Language**

**Synthetic Phonics**

**ALfA:  
Accelerating Learning for All**

# Phonics vs ALfA Literacy

## PHONICS

### Unknown to unknown | rote initially

- Letter → sound association; both unknown to the child.
- Teacher-led learning of letters and / or letter-sounds.
- Takes a year or more before children can read.

Letters  
(unknown) →

C

Letter Sound  
(unknown) →

/c/

## ALfA Known to unknown | cognitive

- Learners derive the first sounds of pictures they already know (a cognitive process; no rote learning of letters first).
- Learners blend first sounds of these pictures (a cognitive process), then blend these sounds to make meaningful words from day 1.
- It takes just 45 working days for most learners to read their own textbooks.
- Making meaningful words focuses on reading with understanding from the beginning.

Pictures (known) →



Decode First Sounds (cognitive) →

c

a

t

Add Sounds (cognitive) →

cat

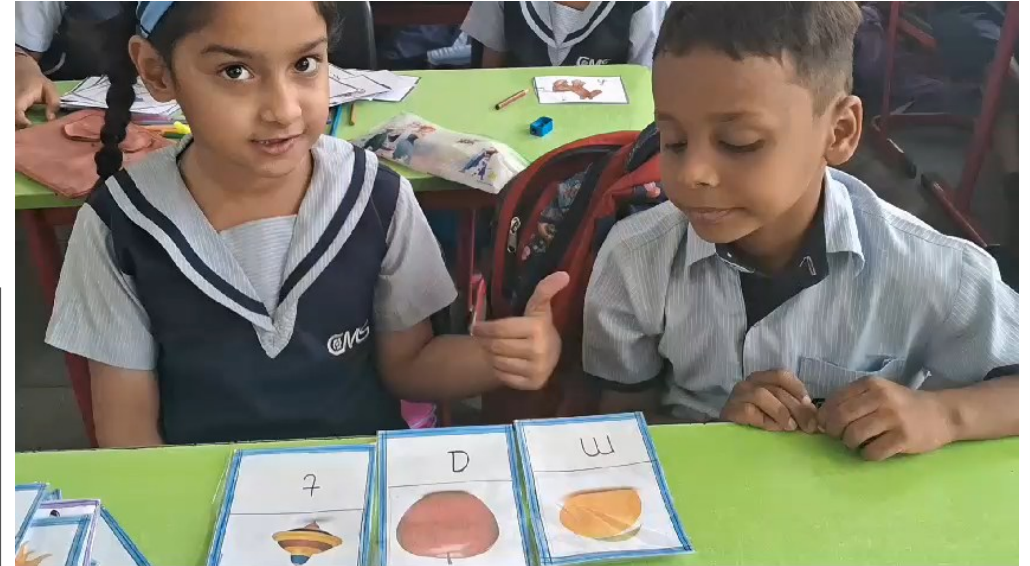
# How it Works – ALfA

## Traditional

Teacher-led,  
'repeat after me'

## ALfA

Student-led, pairs ask  
each other questions



Who to start with	What it delivers	Time + measurement
Grades 1-3 or 1-5; also works for older learners with FLN gaps; random pairs for equity.	Reading: decoding -> fluency -> comprehension. Math: number sense -> concepts -> confidence. Joyful, student-led learning.	45-day booster; 1 period/day per subject followed by year-long textbooks where MAT process continues. Baseline + endline using school tools (or ours); followed by textbook year long.

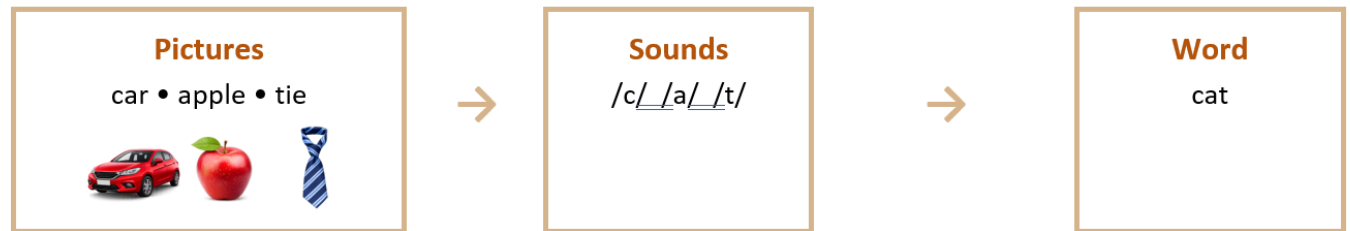
# Phonics vs ALfA Literacy

- Focus shifts from "teaching" to "learning": children lead; teachers galvanize.
- Scaffolds from known -> unknown (and concrete -> abstract) so children succeed immediately.
- Paired learning is built-in: equity rises and teacher load reduces as children help each other.
- A simple MAT rhythm (Model-Activate-Transfer) keeps implementation consistent while flexible.

## Daily classroom rhythm

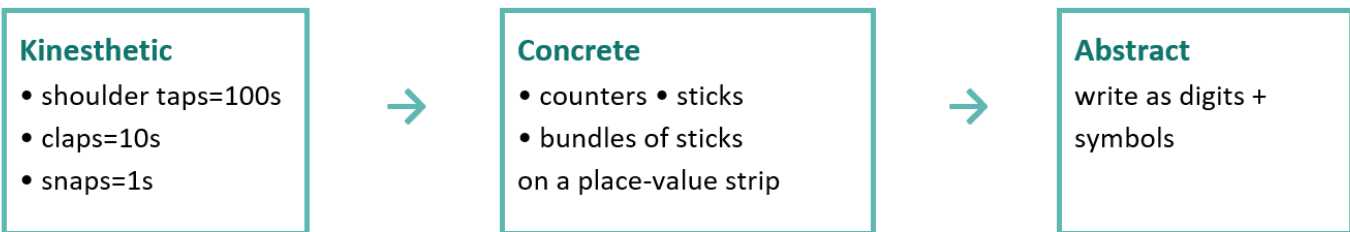


## Literacy routine: Picture -> Sound -> Word (PSW)



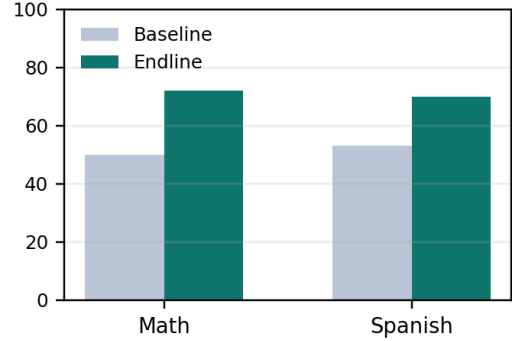
Children derive sounds from pictures, blend, then read - leading quickly to sentence building.

## Numeracy routine: Kinesthetic -> Concrete -> Abstract (Place value)

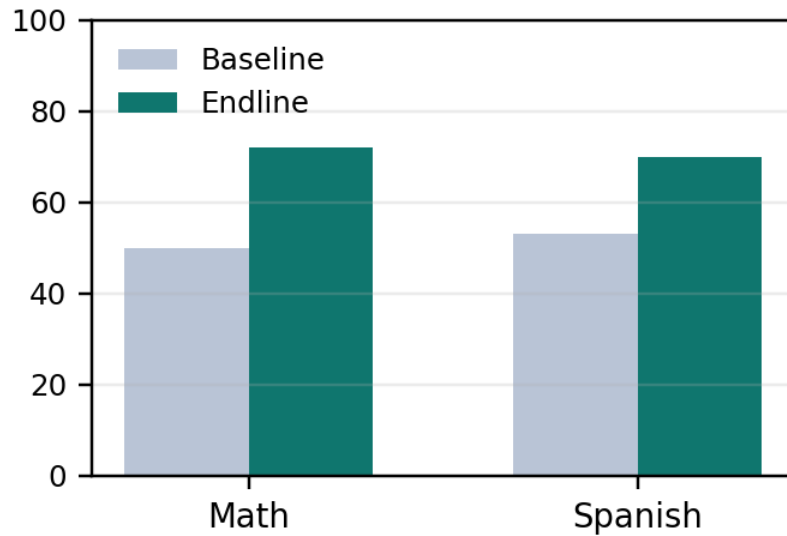


Pairs explain thinking aloud, check each other's work, and stretch to higher levels as confidence grows.

# e Snapshot – ALfA



Multi-grade): 50->72 Math, 53->70 Spanish



[India](#) (RCT, 40 days): +0.23 SD (Grade 3)  
+0.89 SD (Grade 5)

[Ghana](#) (55+55 days): 0.30-0.90 SD literacy gains;  
strong numeracy; ~3x learning vs comparison  
schools.

[System gains](#) (NAS 2021->PRS 2024):  
ALfA districts +13 (language), +14 (math)  
compared with overall India +2 (language), +3  
(math); Uttar Pradesh +10/+10;

[Reach](#): Grown from 20 to 60,000 schools in 3.5  
years.

[Replication](#): ALfA Toolkits adapted in 33 world  
languages (15 Indian).

Sources: 1) [Harvard GSE RCT](#) (India, 2022) 2) [NAS 2021 -> PRS 2024](#)  
(India Benchmarks by Government of India)  
3) [Ghana](#) Rapid Results case study 4) [Peru](#) multi-grade case study









# English Literacy







- A. Games with picture and sound cards (written in mentor notes) 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.
- B. By deriving first sounds of pictures, learners create three CVC words, on their own.
- C. Learners proceed to read new words without picture clues. Abstraction happens quickly as we discovered.
- D. Prompts at the bottom provide guidance and enrichment activities / video links.

LESSON 1: 'a' words

Step 1




					
c	a	t	b	g	m

Step 2

   |   

c a t | b a g

cat | bag

m a t



mat

Step 3

am	at	bam	bat	cab	cam	gab
gag	mac	mag	mam	tab	tam	tag

**Mentor Notes**

- Call a student to the front and do a demo with them of asking 'what is this,' 'what is its first sound' and 'what do these sounds join together to make!'
- Help the learners form random pairs. For example, ask everyone to write their name on separate bits of paper, shuffle them, and draw two at a time – these two will sit together.
- Give out a book to each pair, and have the learners take turns to ask each other questions and read.

<https://youtu.be/ZDeLdFmVUPI>  
Learn the concept of:  
Three Letter Words

Global Dream Disruptive Literacy & Numeracy Book 1: Introduction to Letters

DEVI SAMSTHAN District Education Vikram International











# How Does it Work? Literacy

Now they can read any CVC word.

Only after this, the children are introduced to the letters and alphabetical order.















**PRACTICE 1** **RHYMING WORDS** 8

### Reading 'a' Words

				
bag	cat	dad	fan	jam
				
mat	pan	van	hat	yak

bat	fat	rat	tat	cat	pat	sat
vat	bad	fad	had	lad	mad	pad
sad	cap	gap	lap	map	nap	rap
sap	tap	yap	zap	fag	gag	nag

### Reading 'e' Words



























				
bed	den	fed	hen	jet
				
leg	men	net	peg	pen
				
pet	red	vet	web	

ben	ken	men	ten	wen	yen	zen
bet	get	let	set	vet	wet	yet
beg	keg	reg	fed	led	red	wed

**Mentor Notes**


- Take turns to read the rhyming words
- Talk about what the words mean
- Write a poem using these words

**LETTERS OF THE ALPHABET** 11

				
apple Aa	bat Bb	car Cc	dog Dd	egg Ee
				
fan Ff	goat Gg	hen Hh	insect Ii	jam Jj
				
kite Kk	lion Ll	mug Mm	nest Nn	octopus Oo
				
pot Pp	queen Qq	rabbit Rr	sun Ss	tub Tt
				
umbrella Uu	van Vv	web Ww	six Xx	
				
Yak Yy	Zebra Zz			

Global Dream Disruptive Literacy & Numeracy Book 1: Introduction to Letters

<https://youtu.be/KGZFmW3uPJE>  
Learn the concept of:  
Let's Learn About The Alphabet  
Phonics Song



# English Literacy

- A. Digraphs, silent vowels, double consonants and more.
- B. More sight words, vocabulary, grammar and comprehension passages are introduced.
- C. Fluency is developed through reading storybooks and newspapers.



push wash bush shampoo splash

sh push wash bush shampoo splash

This is a shark.



There is a fish in the ship.



She puts a shell on the shelf.



Krish washes the dish.



Shalu uses a brush to paint.



# How Does it Work? Literacy

Then the children learn sight words alongside digraphs, blends, vowel pairs, silent letters and more. They learn to read with understanding.

Joe was a mole who lived in a hole. Joe wanted a new home. He did not want to live in a hole. Joe looked at a stove for a home. The stove was too hot. The smoke made Joe choke. Joe looked at a pile of stones for a new home. Joe poked his nose on the stones. He did not like the stones. He went back to his hole. A hole can be a fine home for a mole.



Joe was a 1. hole 2. mole	Joe lived in a 1. hole 2. mole	The ___ was too hot for a home. 1. stone 2.stove	Joe poked his ___ on the stones. 1. nose 2.finger
---------------------------------	--------------------------------------	--	---

1. Sing with actions the song: Heads and Shoulders, Knees and Toes (Scan QR Code).
2. What are the different types of homes you have seen? (brick homes, mud homes, stone homes, big homes, small homes).
3. Pretend to dig a hole for a mole with spade.
4. Take turns to answer:
  - a. The mole went back to his hole. Where is your home?
  - b. The mole wanted a new home. Do you want a new home?
  - c. Can you live in a stove?
  - d. Should we pick our nose or use a handkerchief to clear our nose?

Action Song  
Heads &  
Shoulders



## At The Playground

- Tina:** Let us play 'catch, catch'! **Toto:** So can I!
- Toto:** We will run fast. **Tina:** I can snap my fingers.
- Tina:** No, we will not run fast. **Toto:** I can roll my tongue.
- Toto:** Yes, we might fall down. **Tina:** I can rub my hands.
- Tina:** Yes, we might scrape our knee. **Toto:** I can shrug my shoulders.
- Toto:** Yes, we might twist our ankle. **Tina:** So can I!
- Tina:** I can stand on my toes. **Toto:** Then catch me if you can!
- Tina:** I can, I can, I can!



1. Work in pairs. Take turns to follow instructions clearly like, jump, run, skip, clap, stand on your toes and snap your fingers.
2. Repeat the rhyme with actions.

### Rhyme Time

I can jump, I can run;  
I can skip, and have fun.



# How Does it Work? Literacy

The children then proceed to read stories and poems, even newspapers. They learn to write.

## Mice are Nice

I think **mice**,  
Are rather **nice**.  
Their tails are long,  
Their faces **small**,  
They haven't any  
Chins at **all**.



Their ears are **pink**,  
Their teeth are **white**,  
They run around,  
The house at **night**.  
They nibble things  
They shouldn't **touch**  
And no one seems  
To like them **much**.  
But I think **mice**  
Are rather **nice!**





– Rose Fyleman

1. Pair up. Use stick puppets and take turns to read each line in the poem by Rose Fyleman with expression and voice intonation.
2. Write down all the rhyming words in your notebook. Think of all the other words that rhyme with them like small, tall, ball. Look up

- on the Internet and make a long list of these words in your notebook.
3. Write a prose using ideas from the poem to write about a cat: I have a cat. I think my cat is rather fat. It has a long tail and a big round face.

## Compare & Contrast

	size	colour	number of legs	food	habitat
<b>A horse</b> 	big	brown, black or grey	four	grass hay oats	field stable
<b>A rabbit</b> 	small	brown, white or black	four	grass carrots lettuces	field burrow



A horse



A rabbit

1. Pair up. Let one of you be horse and the other rabbit. Write down in a rough notebook as many lines as you can about your animal friend using the information provided: My horse is big. My horse is brown. It has four legs. It likes to eat \_\_\_\_\_. Write similarly for the rabbit. My rabbit is small. My rabbit lives in a \_\_\_\_\_.
2. Now put 'and' or 'also' in the middle (without My) and write neatly in your notebook: A horse is big and a rabbit is small. A horse has four legs and a rabbit also has four legs.

# Developing Collaboration and Critical Thinking

- The ability to read leads to better understanding in all subjects.
- When students ask each other questions, they develop critical thinking skills.
- When students work in pairs, they develop 21<sup>st</sup> century skills like collaboration, communication, creativity, and critical thinking.



Watch video

**4-Year-Olds  
in Word-Play**



# Hindi Reading Simplified

Just 2 Formulae are enough to learn the skill to read the difficult language of Hindi Newspaper & Textbooks in Just 30-45 days. Learners work on fluency and vocabulary by reading new and different text.

**Process of Learning:**  
KNOWN TO UNKNOWN  
No Rote Learning

Picture → Known

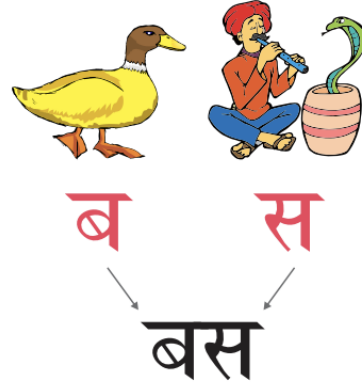
Sound → Known

Adding Sounds → Known

Letter Symbol → Unknown

## FORMULA 1:

Read all words without matras in **8 Pages, 10-15 days**



यश उठ इधर आ । बस पर चढ़ । झटपट उतर ।  
अंगद घर तक चल । ऊन ऊपर रख ।  
छत पर चरण रख कर चढ़ ।  
अक्षय थम कर चल । फल ढक कर रख ।  
डर मत । ऋषभ आज हवन कर ।  
ईश भजन और यज्ञ कर । ओम कह ।  
ऐनक पहन कर एक पत्र पढ़ ।

## FORMULA 2:

Read complete text / newspaper in another **20 pages, 20-30 days**



## राष्ट्रगान

जन-गण-मन अधिनायक जय हे ।  
भारत भाग्य विधाता ।।  
पंजाब सिन्ध गुजरात मराठा ।  
द्राविड़ उत्कल बंग ।।

# Hindi Literacy

## Formula 1: Words without matras

- A. Games with picture and sound cards ensure all learners know the pictures and can also derive picture sounds. →
- B. Using these pictures and their first sounds learners can read six words and ten unique letters independently on the same or next day. →
- C. Learners proceed to read new words without picture clues. Abstraction happens quickly. →
- D. Prompts at the bottom provide guidance and enrichment activities / video links. →

  
**DEVI Sansthan**

**MODULE 1** 10 Letters | 6 + 36 Words  
Ask. Wait. Don't Tell. पूछिये। इंतजार करिये। बताइये नहीं।

यह क्या है?



ब स

↓ ↓

बस

इसकी पहली आवाज़ क्या है?



प र

↓ ↓

पर

इन आवाज़ों को जोड़कर क्या बनता है?



अ ब

↓ ↓

अब



घ र

↓ ↓

घर



त क

↓ ↓

तक



च ल

↓ ↓

चल

**MODULE 2**

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

**Prompts** शिक्षार्थियों की जोड़ियाँ बनायें

- माँड्यूल-1 में शिक्षार्थी चित्रों द्वारा 10 अक्षर सीखते हैं (ब, स, प, र, अ, घ, त, क, च, ल) और 6 शब्द पढ़ना सीखते हैं (बस पर अब घर तक चल)।
- हम 'ब से बत्तख' नहीं बोलते हैं बल्कि शिक्षार्थी एक-दूसरे से पूछते हैं, 'यह किस चीज़ का चित्र है?' और 'इसकी पहली आवाज़ क्या है?'। शिक्षार्थी चित्र द्वारा अक्षर और शब्द सीखते हैं बिना रट्टा लगाए।
- जब शिक्षार्थी 'ब' और 'स' को पहचान लेते हैं, वह इन्हें जोड़कर नया शब्द बनाते हैं। इसी प्रतिक्रिया से वह बाकी शब्द भी सीखते हैं।
- माँड्यूल-2 में शिक्षार्थी उन्हीं 10 अक्षरों से नये शब्द बनाना सीखते हैं, बिना चित्रों की सहायता से। इससे उनकी अक्षरों की पहचान मज़बूत होती है।

Global Dream Disruptive Literacy & Numeracy

Reading Book 1

DEVI SANSTHAN Dignity Education Vision International Learn no one behind

# Hindi Literacy

## Formula 2: Words with matras

- A. Learners already know the three letters from the previous pages (hence known).
- B. The only variation is colour coded in red; /aa/ converts to a vertical line; so /g//aa//y/ become /gaay/ (cow in Hindi). Learners practice with similar words with picture support.
- C. They practice with more /aa/ words without picture support
- D. They read full paragraph with the only variation being /aa/ words. The rest they know from previous pages.
- E. Mentor prompts at the bottom provide guidance on how to scaffold this page and other similar pages.

MODULE 19 आ T की मात्रा 14

आ T ग आय ग T य गाय

ज T ल जाल घ T स घास  
न T ल नाल ग T ज र गाजर  
ग घ T गधा ग म ल T गमला

जा छा का  
ता ढा डा टा  
भा बा पा ना  
सा वा ला मा  
झाला जाला

जा गा खा का  
दा था ता ठा  
ला मा भा ना

छा गा खा का  
ला मा भा पा  
या

जा छा गा खा  
पा ना धा दा  
झाला मा भा ता

MODULE 20 आ T की मात्रा

राम थाल ला। खाना खा।  
माता, पापा, चाचा साथ ढाबा जा। ज्ञान-दान कर।  
वादा याद रख। भाषा पढ़ा। गाना गा। छाता ला।  
कपड़ा मत फाड़। चार गाजर ला। टाल मत।  
माता का आदर कर। फल खाकर बलवान बन।

Prompts शिक्षार्थियों की जोड़ियाँ बनायें

- मॉड्यूल-21 में शिक्षार्थी चित्रों और मिलते-जुलते शब्द द्वारा मात्रा सीखने लगेगे।
- मॉड्यूल-22 में शिक्षार्थी गद्यांश द्वारा मात्रा का अभ्यास करते हैं। एक शिक्षार्थी पहली लाइन पढ़े फिर दूसरा अगली लाइन पढ़े।

इन पंक्तियों द्वारा शिक्षार्थी को आ से परिचित करें।  
बड़े जोर से चोट लगी,  
मुख से निकला आ-आ!

Global Dream Disruptive Literacy & Numeracy Reading Book 1

DEVI SANSTHAN Dignity Education Vision International Leave no one behind

# ALFA Literacy in Action

## Grade 2 after 30-45 Days

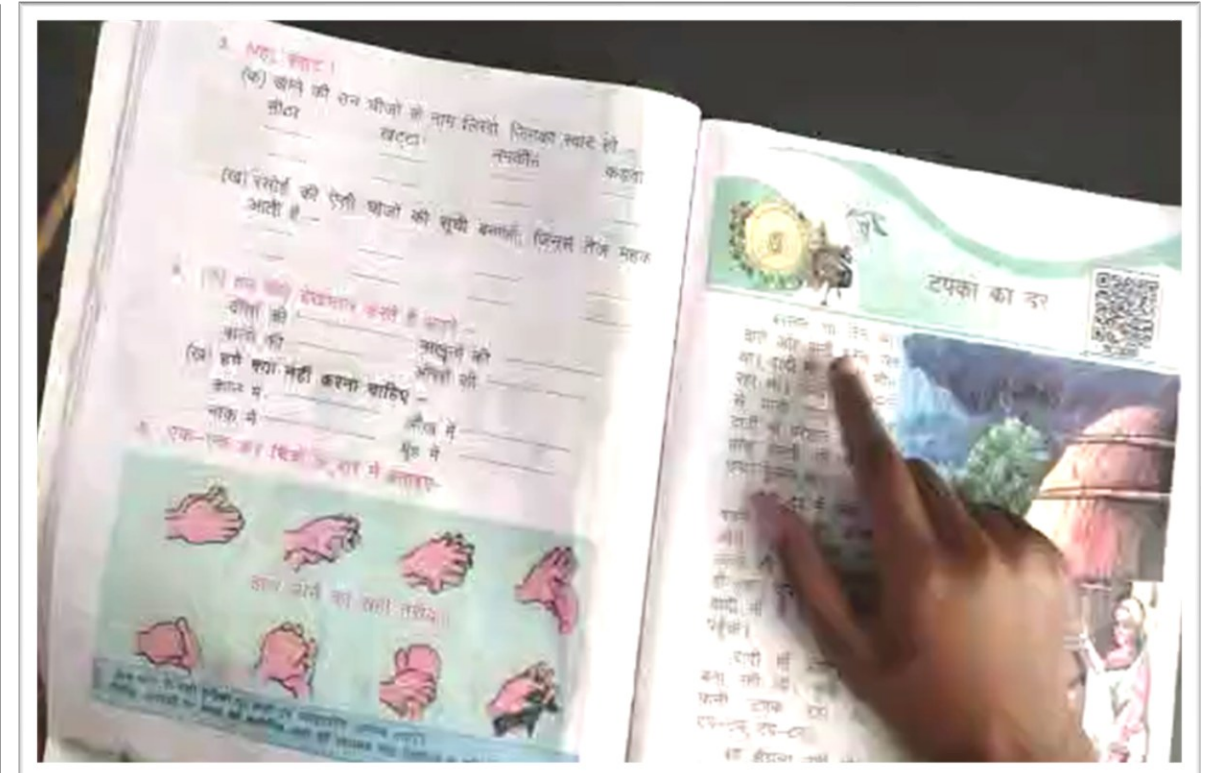


Watch videos below

### English Newspaper Reading



### Hindi Textbook Reading



# Comparison: Learning to Read

## Typical Supplement to Textbook

Multiple pictures for each letter

Letters taught in isolation, letter recognition takes months

50+ pages to Learn Letters | Teacher-led

पाठ - 41 **न**

चित्रों को पहचान कर उनकी पहली ध्वनि अपने साथी को बताएं।

‘न’ वर्ण के नीचे वाले गोले में रंग भरें।

न क र न म न र न

लिखें।

न न न न न न

चित्रों को पहचान कर उनका पहला वर्ण लिखें।

पाठ - 42 **म**

चित्रों को पहचान कर उनकी पहली ध्वनि अपने साथी को बताएं।

‘म’ वर्ण पर गोला बनाएं।

म न म र म न

ल म ल म र म

लिखें।

म म म म म म

मछली का चित्र बनाएं और उसके बारे में अपने साथी को बताएं।

## ALFA

One Picture → One Sound → Word

Make real words from day 1

5 pages to Learn Letters | Student-led

**MODULE 1** 10 Letters | 6 + 36 Words

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

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

ब स

बस

प र

पर

अ ब

अब

---

घ र

घर

त क

तक

च ल

चल

**MODULE 2**

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

# Comparison: Learning Foundational Skills



Watch video

# ALFA Numeracy – Making Math Joyful

Grade 2 Children are confidently  
dividing 2-digit numbers  
 $84 \div 3$



Teacher Empowerment Leads  
to Student Empowerment.

# Typical vs. ALfA Numeracy

## Typical

Teacher-Led | Often Without Concrete Experiences

- Questions given by teachers
- Practice of questions from textbooks
- Highly repetitive

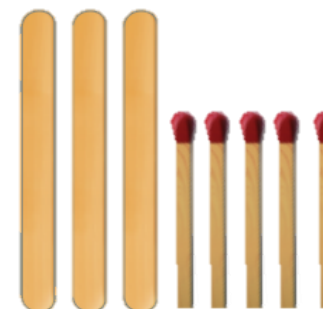
35

## ALfA

Student-Led | Kinesthetic → Concrete → Abstract

- Discovery of facts
- Practice with real-life objects at home
- Students make their own questions, develop critical thinking

3 claps (3 tens)  
5 snaps (5 ones)



35

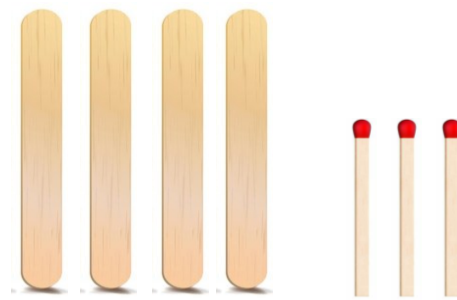
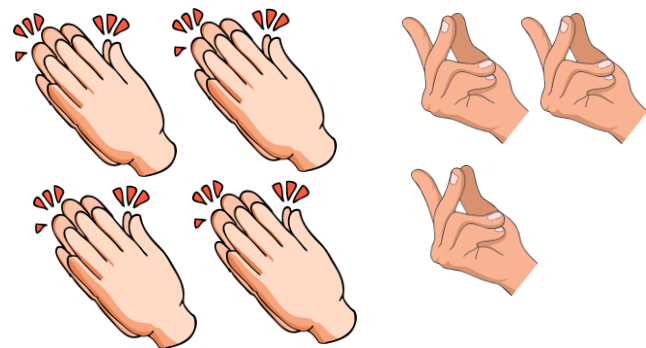
# Number Sense

Kinesthetic → Concrete → Abstract

Kinesthetic

Concrete

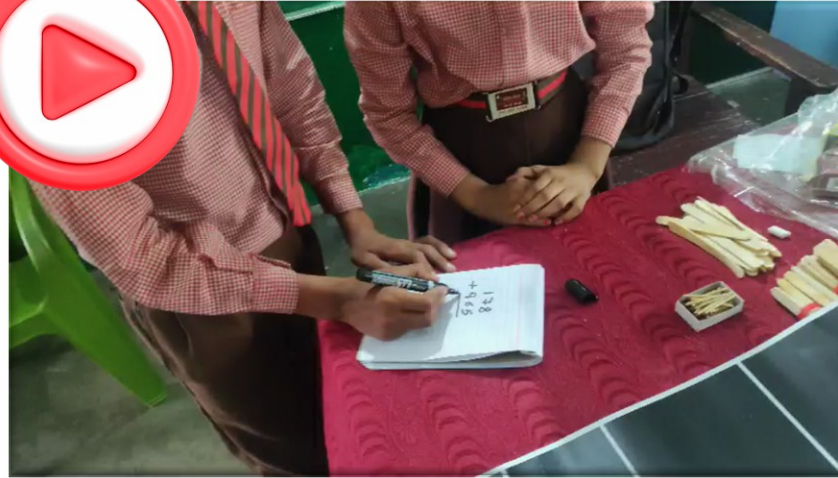
Abstract



4 3









# Math Acceleration: Let's Try!

## Watch a video



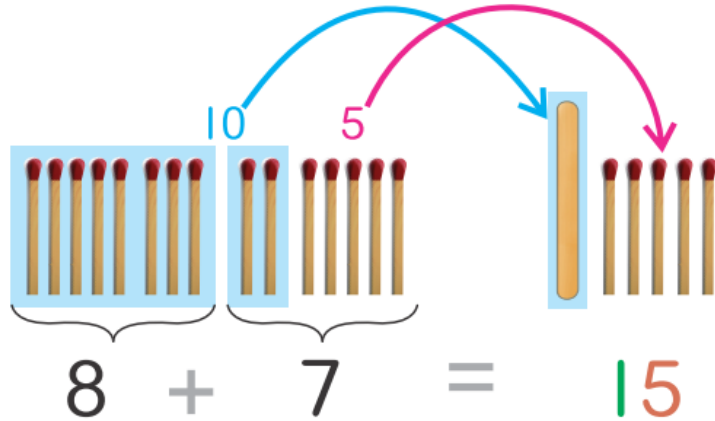
- No finger counting. No sitting idle and watching. **It is clap, snap, action!** Place values from the start.
- Children take turns to make numbers & to answer. Even 5-year-olds grasp 100s and 1000s, because when learning is shared, math makes sense.
- Use any objects. Children become resourceful and creative.



Thousands 1000	Hundreds 100	Tens 10	Ones 1
Clap Up	Shoulder Tap	Clap	Snap
			
			
2	1	3	5



# Numeracy in Practice



- **Concrete Understanding:** Children use ice-cream sticks & matchsticks to represent numbers & solve all operations using simple visual models as above. They use paired learning to provide control of error.
- **Coverage:** All competencies of NIPUN Bharat / NAS in 36-page booklet.

**Shamli, UP, Grade 2, August 2022**



**Watch video**

**National Initiative for Proficiency in reading with Understanding and Numeracy** – government flagship program for FLN  
**National Achievement Survey** – a government assessment tool which measures specific competencies

# ALFA Numeracy Grade 2

Well above grade level  
understanding; working in pairs



Independent Learning  
With Tina & Toto puppets

Watch videos here



# Comparison: Teaching Numbers

## Typical Textbook

Visual Understanding | 21 Pages for 0-10

अभ्यास 03 40 विद्यार्थी

1. चित्रों में दिखाए गए वस्तुओं की कुल संख्या गिनकर लिखें। \* जमी चक्रों से गिनना शुरू करें।

2. चित्रों में दिखाए गए वस्तुओं की कुल संख्या गिनकर लिखें। \* जमी चक्रों से गिनना शुरू करें।

3. चित्रों में दिखाए गए वस्तुओं की कुल संख्या गिनकर लिखें। \* जमी चक्रों से गिनना शुरू करें।

सर्वश्रेष्ठ शिक्षक की पसंदीली/संभवतः की कक्षा का उपयोग करने के लिए कृपया सादर धन्यवाद।

www.dignityeducation.com

संस्कृत/हिन्दी/अंग्रेजी/गणित-1

## ALFA Book

Kinesthetic → Concrete → Abstract | 2 Pages for 0-99  
 Students learn to work in pairs, make questions for each other supported by prompts on every page

Mon Tue Wed Thu Fri Sat Sun  
 Date / Month / Year

M1: We understand numbers in tens and ones

Tens and Ones

**A**

Tens	Ones
10 One Ten	4 Ones
14	

**B**

Tens	Ones
50 Five Tens	8 Ones
58	

Tier 3

- Take turns to clap and snap a number. Let your partner guess what that number is. Place that many ice cream and small sticks there. Write in your notebook that number under T (tens) and O (ones) as shown above.
- Swap roles and repeat for several TO numbers.
- At home, count and place ten beans in a bowl and a few outside the bowl (say 4). The numbers formed are 10 and 4, or 14. Repeat for other numbers. You can also have two, three, or more bowls with ten beans in each. Make new numbers and write them under T and O.

T	O
1	4

# Nurturing Teachers as Galvanizers



# MOOT: Massive Open Online Training

Dignity Education launched the first Massive Open Online Training (MOOT) on the ALfA program in March 2023. The training empowered teachers and positioned them as *galvanizers of learning* rather than mere content providers. The first MOOT in 2023 drew participants from **66 countries and 26 Indian states/UTs**, reflecting its global and national reach.



Watch above the video (12:00 mins onwards) of a 2-hour training session about numeracy (in English). In the beginning, it shows a video of training of trainers in Malaysia

On the left, see another complete training session of 3.5 hours.

# MOOT: Highly Effective Training

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

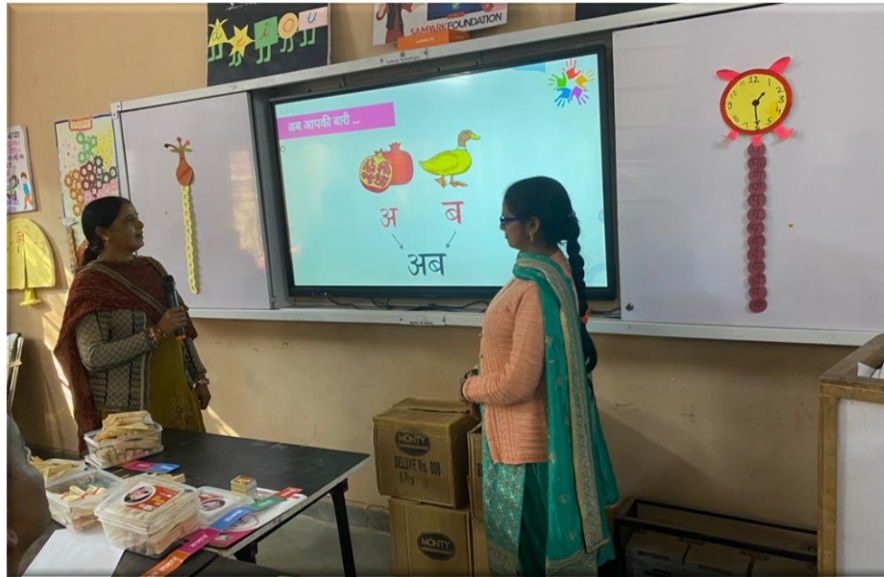
The 2023 MOOT training was rated highly by participants during anonymous audience polls.

Qualitative feedback on the ALfA process was also encouraging, for instance:

*"All the children are learning with each other in pairs, which is remarkable in and of itself. They are learning maths through games. Amazing." – Padmaja Tripathi SRG*

*"This is an excellent method, in which children collaborate to derive the first sound from the name of a picture." – Hemlata Sahu*

# In-Person Teacher Empowerment



Hands-on Training  
of Primary School  
Teachers  
in Himachal  
Pradesh, and  
below in Uttar  
Pradesh.



ALfA numeracy training of teachers in pairs

ALfA Training for Government Teachers



Watch video here  
and more videos  
on  
YouTube/[@devisansthan](https://www.youtube.com/@devisansthan)

# Assessments That Empower



# Assessments that Empower

- Assessments can be a mix of multiple choice and writing questions.
- This provides greater insight.
- Results are diagnostic reports for the children, teachers and the school management come on the same day.


READING

Marks	Out of
3	3

**5. Tick the correct sentence order.**  
Understanding Syntax



Apples I eat.  
 Eat apples I.  
 Eat I apples.  
 I eat apples.



Ran the dog.  
 Dog ran the.  
 The ran dog.  
 The dog ran.



India love I.  
 I love India.  
 I India love.  
 Love I India.



It hot is.  
 It is hot.  
 Is hot it.  
 Hot is it.

**6. Tick the correct word to complete each sentence.**

Completing sentences

I hear thunder, it is \_\_\_\_\_.  soft  loud  smelly

I see a ball, it is \_\_\_\_\_.  square  triangular  round

I smell a flower, it is \_\_\_\_\_.  nice  disgusting  noisy

I taste a lemon, it is \_\_\_\_\_.  soft  sweet  sour

**7. Read the given passage and answer the following questions.**

The little cat is sleeping on a mat. The lights are off. The sun has set.  
The family is sleeping. The cat will wake up tomorrow.

Who is sleeping on the mat?

Family  Dog  Cat

Where is the family?

At the office  At school  At home

Why is the house dark?

The cat is playing  Nobody is at home  The lights are off

When will the cat wake up?

Tomorrow  Today  Next week

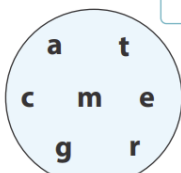
READING

Marks	Out of
3	3

WRITING

Marks	Out of
3	3

**8. Write any 6 words using only the letters in the given circle.**

Marks	Out of
6	6

**9. Complete the sentences using the correct word.**  
(root, right, wind)

(A) Everyone has the \_\_\_\_\_ to education.

(B) Trees give us clean \_\_\_\_\_.

(C) Dirtiness is the \_\_\_\_\_ of many diseases.

**10. Write the names of any four fruits.**

--	--	--	--

WRITING

Marks	Out of
4	4

**11. Make sentences from the following words.**

house \_\_\_\_\_

plow \_\_\_\_\_

bird \_\_\_\_\_

field \_\_\_\_\_

WRITING

Marks	Out of
4	4

ALFA

ACCELERATING  
LEARNING  
FOR ALL

SET 1

READING  
WRITING  
ARITHMETIC

Name \_\_\_\_\_ Gender  M  F Date \_\_\_\_\_

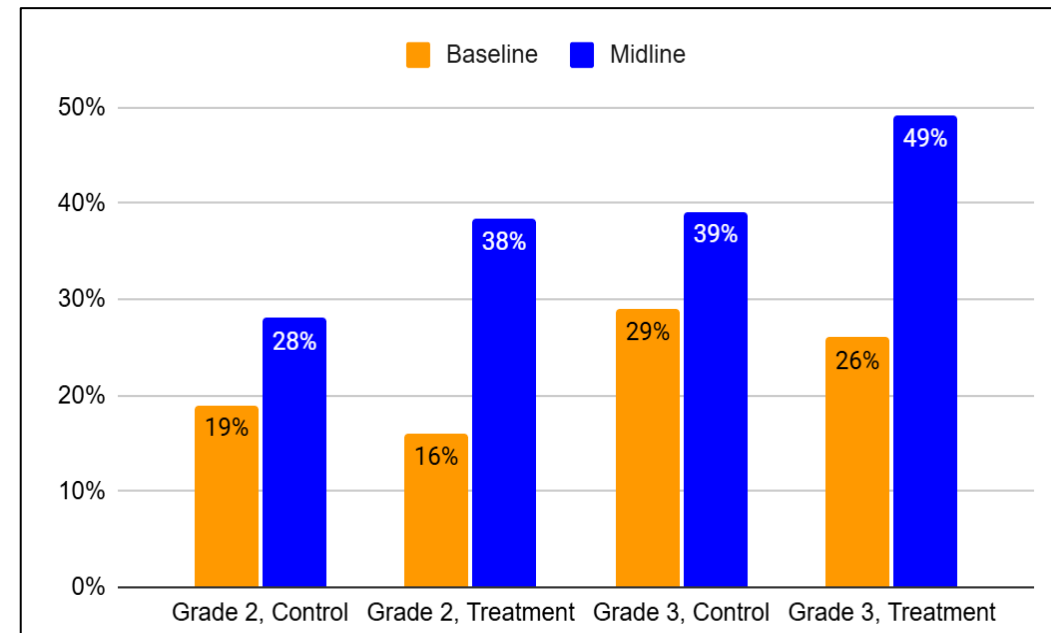
Class \_\_\_\_\_ School \_\_\_\_\_

# Assessment Design

- **Cross-Grade Assessment:** Same test is used for different grades. This helps to measure impact across grades.
- **Baseline & Endline** test items are aligned and equivalent to ensure valid gains are measured.
- **Midline test** for numeracy in Ranchi, Jharkhand, showed a 22 and 23 pp learning gains in Grades 2 & 3 treatment groups, versus 9 and 10 pp learning gains for the control group schools.

Since Grade 2 treatment group average was the same as Grade 3 control in Ranchi, it shows ALfA had generated a year's worth of learning gain in under 30 working days from baseline to midline.

## NUMERACY



Scientifically similar items on different paper sets.

Chocolates in box: 42

Eaten: 8

**How many left?**



34



36



32

Butterflies in garden: 23

Flew away: 5

**How many left?**



20



18



22

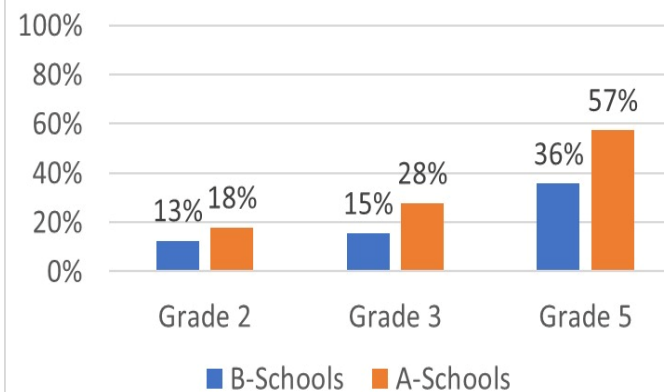
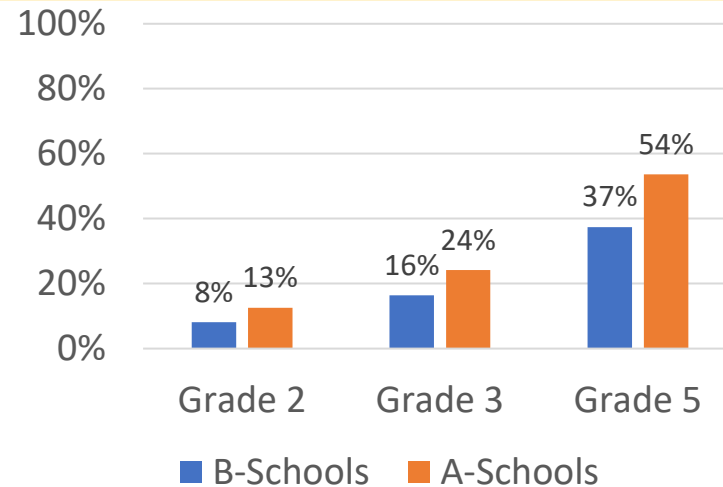
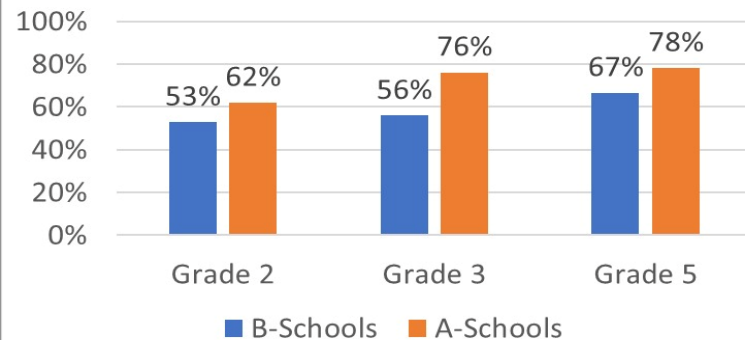
# Assessment Design

- Tests are mapped to the competencies required in the National Curriculum.
- Reports pinpoint where children struggle, for example, 54% of children could read the clock in Grade 5, while 24% could in Grade 3.

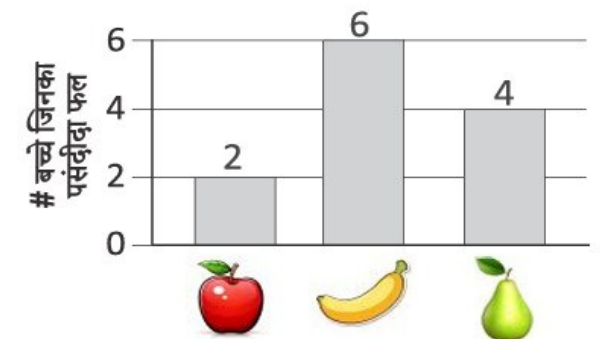
## Missing Numbers

11	13	15	17	19
2	4		8	
10	20			50

### Competency: Number Patterns



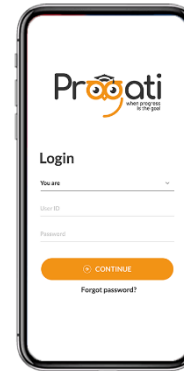
## Data Handling



# Instant Reports

## Dignity Education's Pragati Scanning & Report App

- Available on both Android and iOS mobiles.
- Instantly generates 3-colour diagnostic reports.
- Reports serve as actionable plans for all stakeholders.
- OMR sheets can be photocopied or printed locally; avoids expensive printing and scanning, and time loss.
- The app was also used by the Maldives government to capture its school data, besides large-scale data collection in the Indian context.



**Pragati** when progress is the goal

Topic	Score (%)
The Right to Life and Personal Liberty	100%
The Executive Core	100%
The Union Legislature	79.2%
Indian National Movement	78.6%
The Union Executive	70%
The Second Phase of The Indian National Congress	62.5%
The Commonwealth	39.3%
The Judiciary	30%

**Topic 5: The Union Executive** Topic Average: **70%**

Colour	Band	Q#	Worth Marks	Your Marks	Descriptor
GREEN	1 (d)	1.0	1.0	1.0	Administering oath
GREEN	4 (a)	3.0	3.0	3.0	Describing the qualifications
GREEN	1 (f)	1.0	1.0	1.0	Explaining the election procedure
GREEN	1 (a)	1.0	1.0	1.0	The origin of Money bills
BLUE	4 (b)	3.0	2.0	2.0	Stating the functions of the Vice President
ORANGE	4 (c)	4.0	2.0	2.0	Explaining the powers of the President
ORANGE	1 (e)	1.0	0.5	0.5	Explaining Legislative powers
ORANGE	1 (g)	1.0	0.0	0.0	Enumerating the functions

**Topic 6: The Second Phase of The Indian National Congress** Topic Average: **62.5%**

Colour	Band	Q#	Worth Marks	Your Marks	Descriptor
GREEN	2 (f)	2.0	2.0	2.0	Describing the Act of 1947
GREEN	2 (d)	2.0	2.0	2.0	Naming the objectives of The Muslim League
ORANGE	2 (c)	2.0	1.0	1.0	Analysing the contributions
ORANGE	2 (e)	2.0	0.0	0.0	Describing the Civil Disobedience Movement

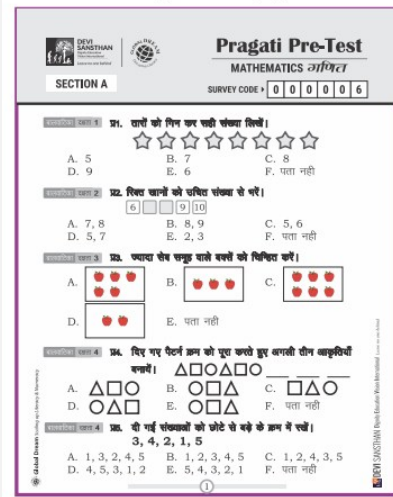
**Topic 1: Goods and Service Tax (GST)** Topic Average: **97.6%**

Band	Q#	%	Descriptor
GREEN	24	97.6	Finding the cost of dealer including GST.

**Topic 2: Banking (Recurring Deposit Account)** Topic Average: **92.5%**

Band	Q#	%	Descriptor
GREEN	73	92.5	Finding the maturity value for a recurring deposit.

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



### STEP 1

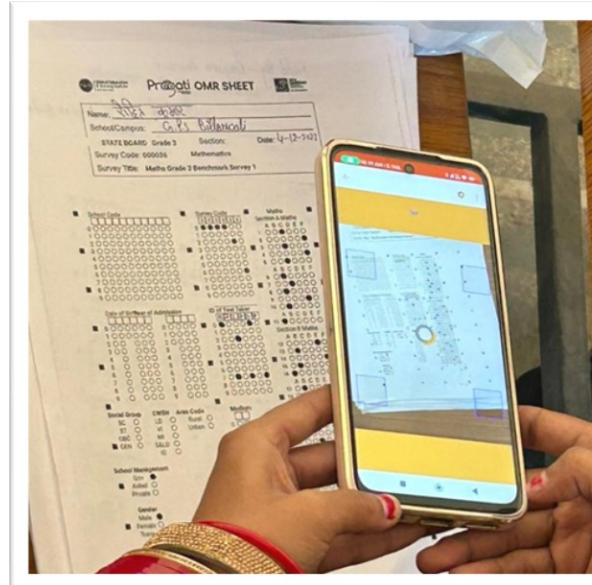
Children sit test

### STEP 2

Answers filled on OMR sheet by surveyors

### STEP 3

OMR sheet scanned & uploaded using DEVI's Pragati App



# RCT Process & Effect Size Calculation

- Schools are randomly selected by the government within a geography (sometimes with criteria like minimum enrollment) and further randomly assigned to treatment and control.
- Treatment schools receive ALfA materials and training; control schools only take baseline and endline tests.
- We use Difference-in-Difference analysis to measure effect size in terms of SD.



**Hon. Minister of  
Education, UP, Sandeep  
Singh, with Dr. Sunita  
Gandhi holding the ALfA  
Toolkit for Literacy  
(Hindi)**



# Endorsements



**Hon. Chief Minister, UP, Yogi Adityanath with  
Dr. Sunita Gandhi holding the ALfA Toolkit & Book on ALfA**

# Endorsement by Indian Leaders



**Shri Rajnath Singh, Defense Minister, India**  
**Former Minister of Education, UP**

“Dr Sunita Gandhi has a very innovative literacy and numeracy toolkit. It is a highly scalable literacy model for children in school, children out of school, and adults who are illiterate.”

# Recognition from Indian Leaders



“I am very happy to know that DEVI Sansthan is implementing projects in slums of Lucknow to enable foundational literacy and numeracy through innovative toolkits and leveraging technology.”

**Mr. Yogi Aditya Nath**  
Chief Minister  
Uttar Pradesh



“Through its ‘Each One Teach At least One’ summer campaign involving school children of 150 Lucknow schools, an estimated 2 lakh people were made literate. This is a very big step for which I congratulate Dr. Sunita Gandhi.”

**Mr. Dinesh Sharma**  
Deputy Chief Minister  
at the time  
Uttar Pradesh



“Dr Sunita Gandhi has developed groundbreaking tools and processes that have the potential to solve India's greatest education problem — Foundational Literacy and Numeracy (FLN).”

**Mr. Anil Swarup**  
Education Secretary  
at the time  
Government of India



## Former Minister of Education, Guinea Ms Aicha Bah Diallo

“  
Dr. Sunita Gandhi’s innovative ALfA method allows learners of all ages to quickly master essential foundational skills. It surpasses traditional methods, promoting holistic learning. Learning happens in pairs, embedding critical 21st-century skills into the curriculum.”



Click or Scan the **QR code** to  
**hear other prominent  
policymakers'  
views on ALfA**

# Recognition from Eminent Leaders

## Minister of State for Education, Maldives Dr Abdullah Rasheed Ahmad

“  
Despite all the efforts which may countries are making, still a large proportion of students are suffering from low literacy. Why? It's because we all are repeatedly doing the same thing in the same way. Thank you Dr Sunita for coming up with a totally new strategy for teaching literacy and numeracy. Rather than taking years, students can learn literacy in just three months.”



Click or Scan the  
**QR code** to  
watch **Dr Ahmad**  
**announce**  
**the launch of ALfA**  
**in Maldives**



## Founder, World Climate School, Norway Inger Mette Stenseth

“

Dr Gandhi's educational pedagogy, ALfA: Accelerating Learning for All, is truly transformative. It is inclusive, scientifically rigorous, and capable of scaling to reach learners of any age. During my visits to India, I witnessed firsthand the profound impact of ALfA in government schools, slums, and among out-of-school children and illiterate adults.

”



Click or Scan the **QR code** to read **Inger Mette Stenseth's letter**

## TEACHERS, PRINCIPALS & OFFICIALS

“ I started with 22 children, many of whom had some challenges with reading and mathematics. 19 children can now read fluently, and the rest are in process. I feel delighted with everything I have been observing in my children.

**Zenaida**

*Grade 3 Teacher, Sachachorro School, Iquitos, Peru*

”

“ In 4th grade, we had so many kids who couldn't write or read. My own daughter's 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**

*Chief Business Official, Kepler Neighborhood School, California, USA*

”

# Research Papers & Books

Pedagogical Principles: 2024 book, Accelerating Learning for All (Bloomsbury), ALfA's key principles include, among others:



**The Inconvenient Truth  
of Illiteracy Inequality**  
(Economic & Political Weekly, 2021)



**Disruptive Literacy**  
(Bloomsbury, 2022)



**Accelerating Learning  
for All**  
(Bloomsbury, 2024)

# A Purpose-Driven Team

At Dignity Education Vision International & Global Education & Training Institute

Participants at the 15<sup>th</sup> Ed Leadership International Roundtable which also hosted the **India's largest ECCE/FLN Fair**



# Organogram



**CEO**  
**Dr Sunita Gandhi**

1. Athira Santhosh
2. Riya Gupta
3. Pragya Pattra



**Chief Admin Director**  
**Nixon Joseph**

1. Ojaswita Malhotra
2. Grisha
3. Saumya
4. Shubhangi



**Training & Supervision Head**  
**Sumita Bhatt**

1. Abhishek Srivastava
2. Akansha Chandra
3. Jai Awasthi
4. Ramsha Khan
5. Shivendra Singh
6. Vidisha Pandey
7. Others



**EdTech & Academics Head**  
**Kumar Saurabh**

1. Sanjay Tandon
2. Shehwar Fatma
3. Medhavi Pandey
4. Priyansh Singh
5. Abhishek Yadav
6. Ashita Sonkar
7. Ashmita Banerjee
8. Others



**Government Partnerships Manager**  
**Yusra Fatima**

1. Manish Srivastava
2. Ashutosh S
3. Ashfaque Ciddikie
4. Saif Ali
5. Vedant Gupta
6. Others



**NGO Partnerships Manager**  
**Milita Halder**

1. Aslam Khan
2. Mohd Haider
3. Nawaz Akhtar
4. Piyush Mishra
5. Others



**Field Operations & Logistics Head**  
**Tom Delaney**

- |                      |                    |                    |
|----------------------|--------------------|--------------------|
| 1. Akhilesh Tripathi | 5. Jitendra Yadav  | 9. Sarvesh Rastogi |
| 2. Anshu Kashyap     | 6. Pratyush Shukla | 10. Sawan Kumar    |
| 3. Devesh Patel      | 7. Praveen Kumar   | 11. Shubhankar Day |
| 4. Dharmendra Pandey | 8. Priyanka Yadav  | 12. Others         |

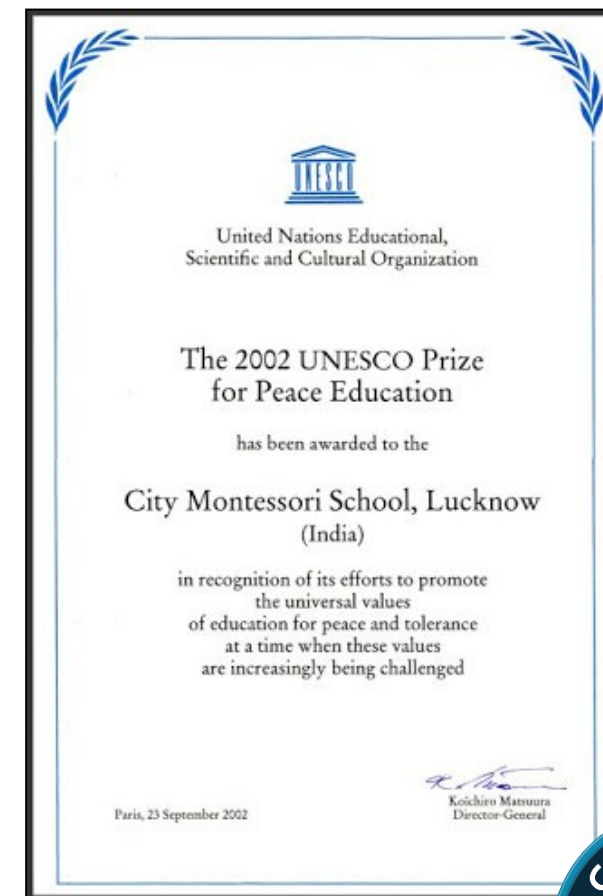
# Credentials: CEO & Founder



## Dr SUNITA GANDHI

Founder & CEO, DEVI Sansthan

- Educator, Researcher, Innovator, Author
- Former YPP & Economist, The World Bank, Washington, DC, USA
- PhD, Physics, Cambridge University, UK
- Travelled to and studied education systems in 51 countries till date
- Chief Academic Advisor to the world's largest City Montessori School – winner of UNESCO Peace Prize & Guinness World Record



# Global Advisory Committee



**Aïcha Bah Diallo**

Founding Member of  
FAWE



**Alesha Anderson**

Senior Program  
Officer at Pro-Literacy  
Worldwide



**Alexandre Romanovsky**

Advisor to Companies  
Dedicated to the United  
Nations



**Bill Graham**

Chief Mentor/Adviser at  
Rotary Youth for a  
Better World



**Chetnaa Mehrotra**

Founder, Applied  
Theatre Organization  
(Rangbhumi)



**Chris Macrae**

Head of Talent, Diversity,  
Equity and Inclusion at  
GlaxoSmithKline



**Cindy Charles**

Kupanda Sisters Inc.  
Founder & CEO,  
Guyana



**David J. Rosen**

Director, Adult Literacy  
Resource Institute,  
University of Massachusetts



**David Bovill**

Partnerships Manager,  
DEIP



**Ernesto Schiefelbein**

Chilean Pedagogue,  
Professor, Economist &  
Politician



**Fred Mednick**

Founder, Teacher  
Without Borders, USA



**Girish Menon**

CEO, STIR Education,  
UK



**Inger-Mette Stenseth**

Certified Trainer in System  
Thinking, Mapping &  
Leadership at IM STENSETH



**Joanne Telsr Frere**

Director, Program  
Development, USA



**Jon M Corippo**

Author, Eduprotocols,  
USA



**Kyle Zimmer**

Author, Eduprotocols,  
USA



**Mary McCool Berry**

Founder, Read Keys,  
USA



**Michael Matos**

Education Technology  
Director, ScaleLIT



**Navneet Anand**

Director, GreyMatters  
Communications &  
Consulting



**Nicolas Gravel**

Professor of Economics,  
Aix-Marseille University,  
France



**Nixon Joseph**

CEO, Children's  
LoveCastles Trust,  
India

# Global Advisory Committee



**Peter Campling**

Global Programmes  
Director, USA



**Peter Kwasi Kodjie**

Secretary-General All  
Africa Student's Union



**Rana Dajani**

President, We Love  
Reading, USA



**Ravi Sreedharan**

Founder & President, Indian  
School of Development  
Management



**Rebecca Doreen**

Founding Director,  
Vadiwa Trust  
Organization, Zimbabwe



**Richard Allen**

Director of Partnerships,  
VOYCE, USA



**Robert Thorn**

Director, Developing Real  
Learners & Academy of  
Learner Development



**Sigamoney Naicker**

Professor, University of  
the Western Cape,  
South Africa



**Sigbjorn Dugal**

Founder, Pickatale  
Norway



**Stephen Peters**

President, The Peters  
Group, USA



**Sylvia Guimarães**

Co-founder & President,  
Vaga Lume, Brazil



**Tim Howarth**

Senior Advisor, United  
World Schools, UK



**Vicky Colbert**

Founder & Director,  
Fundación Escuela Nueva,  
Colombia



**Yogesh Kumar**

Operation & Programs  
Head, HCL Foundation,  
India

# Rapid Results Initiative

FLN: Foundational Literacy & Numeracy

Children studying from ALfA Toolkit as part of  
RRI in Ayensuano District of Ghana



# Rapid Results Initiative (RRI)

## RRI: A 3-Step Path to Embedding ALfA

In India and worldwide, we follow a **3-step RRI**.

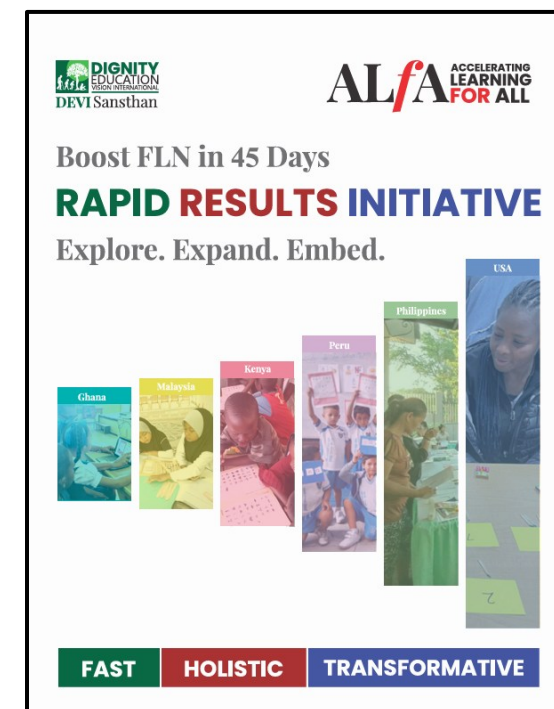
- ✓ **Stage 1 (Study):** Research implementation, as demonstrated in Ghana, Maldives, and across multiple regions in India. Example: State/UT wide in HP and Jammu MOUs.
- ✓ **Stage 2 (Scale):** Scale ALfA across a district, state, or entire country. Example: Nearly achieved nationwide rollout in the Maldives.

- ✓ **Stage 3 (Sustain):** Ultimate goal is to embed ALfA into State/Country curricula so millions of children benefit sustainably.
- ✓ **Next Step:** Partnering with organizations and governments who see the value of RRI and wish to scale ALfA in India and globally.

### RRI: Rapid Results Initiative

Invitation to boost FLN in ± 45 Days

## Explore. Expand. Embed.

DIGNITY EDUCATION VISION INTERNATIONAL  
DEVI Sansthan

**ALfA** ACCELERATING LEARNING FOR ALL

Boost FLN in 45 Days  
**RAPID RESULTS INITIATIVE**  
Explore. Expand. Embed.

Ghana, Malaysia, Kenya, Peru, Philippines, USA

**FAST** **HOLISTIC** **TRANSFORMATIVE**

# RRI Stage 1 | Explore | Research

- ✓ Conducted in at least **4 intervention** and **4 control schools**, randomly chosen within a small, easily accessible area for government oversight.
- ✓ Objective: establish a **proof of concept**.
- ✓ Process:
  - **Baseline assessment** across all 8 schools.
  - **Training** and ALfA Toolkit provision for intervention schools.
  - **Government supervisors** empowered to provide ongoing support and handholding.
- ✓ After  $\pm 45$  days, an **endline test** is administered with government staff (sometimes with third-party support).
- ✓ Results: creation of **model schools** → expansion (Stage 2) → embedding (longest stage).
- ✓ Note: Our FLN work in schools began only **3 years ago**, yet rapid progress is already visible.



## School Selection

Random selection and assignment of treatment and control schools.



## Baseline Assessments

Third-party-validated tests to measure initial skill levels.



## Teacher Training

Online or in-person, covering ALfA pedagogy and classroom triggers.



## Implementation

Structured daily lessons in foundational literacy and numeracy.



## Endline Assessments

Measure progress using post-tests and real-time analytics via Pragati app.



## Model Schools

Establish ALfA Model Schools as hubs for observation and inspiration.

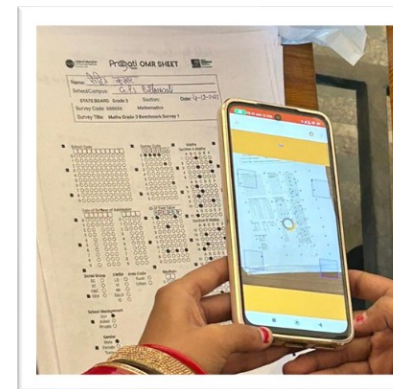
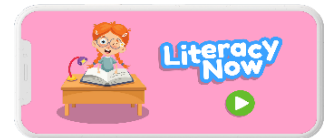
# Seeking Collaboration

# Exploring Collaboration

- 1. Independent Evaluations (45–90–180 days | longitudinal):** Compare ALfA vs. other FLN approaches on common metrics: learning gains, SEL, 21st-century skills, equity & inclusion.
- 2. RRI / RCTs (Expansion to other countries and contexts):** Build on India, Ghana, Peru & Maldives—expand ALfA FLN research ([RRI](#)/RCTs) to Africa / Latin America / Asia.

ALfA is already in **33 languages** and can be adapted rapidly.

## RRI: Rapid Results Initiative



# Bringing African Ministers to India

3. **GLL: Global Learning Lab** | Oct 8–10, 2026 | Lucknow: Help get maximum Ministers of Education from the Global South and members of the worldwide research community to the [Global Learning Lab](#) to discuss scaling through evidence—spotlight worldwide & ALfA research.

- a. **Experience ALfA in Action:** See the pedagogy live and interact with Indian policymakers driving strong FLN gains.
- b. **Access Implementation Tools:** Take ready-to-use resources to launch the ALfA FLN Rapid Results Initiative (RRI).
- c. **Learn from RRIs:** Insights from successful RRIs in Ghana, Kenya, and other regions.

## Sidekicks (Optional Visits)

- **Taj Mahal, Agra** (3 hours from Lucknow) or Ayodhya (2 hours).
- **Be at world's largest school** (Guinness World Record holder) and UNESCO Prize for Peace Education recipient. (Host for GLL)
- **Field visit:** ALfA in Lucknow—implemented across all its 1,600 government schools.



# Thank You!

The logo for ALFA, with the letters 'ALFA' in a black serif font and a red stylized 'f'.

**DEVI Sansthan**

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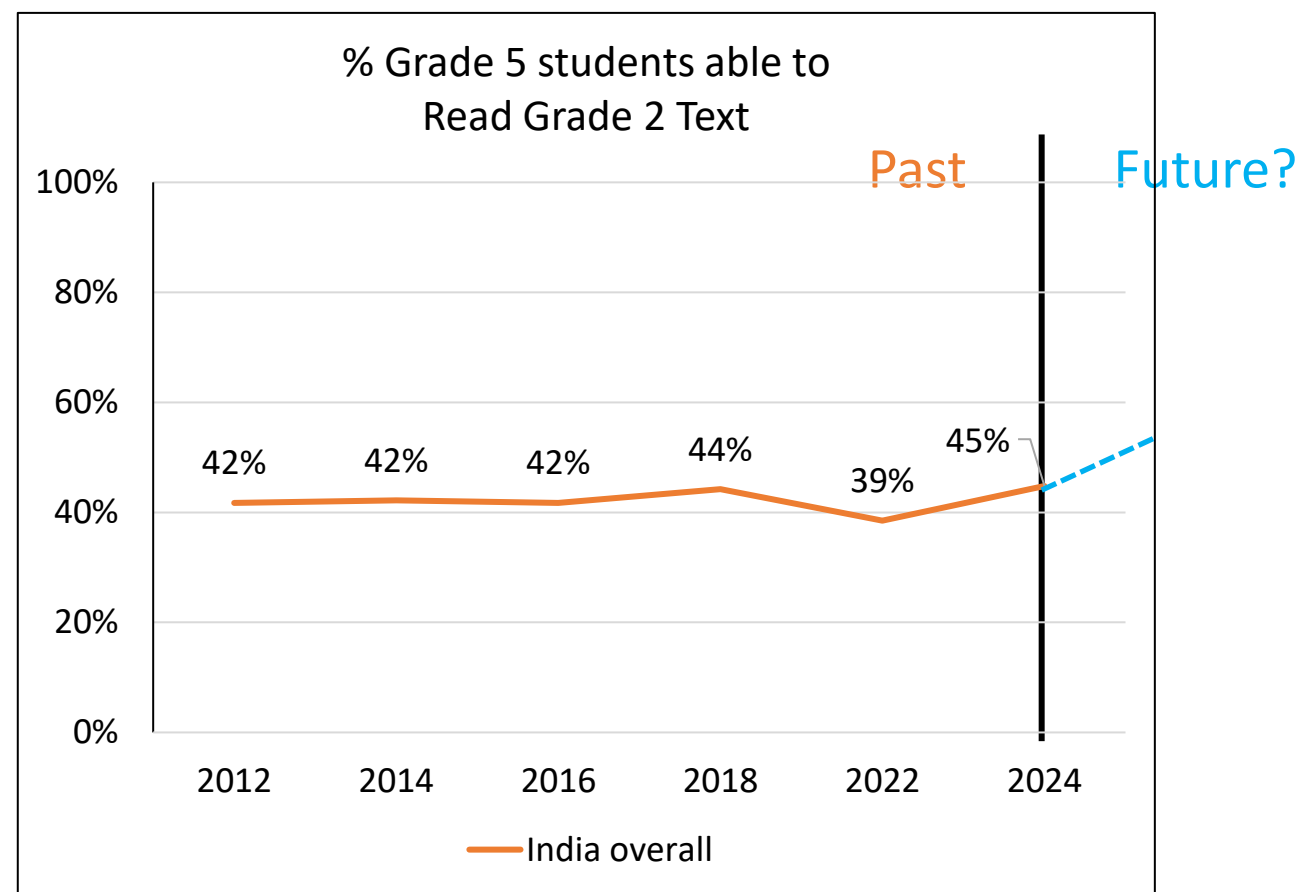
# Macro-Level Impact in UP 2023

- Results of Shamli prompted ALfA’s expansion in the district from 41% to 100% of its schools. In addition, 45-day implementations were taken up in three more districts: Lucknow, Unnao, Barabanki
- Seeing impact at the macro level in a short time ( $\pm$  45 days) is rare. Yet, ALfA schools performed 2X – 3X better in Uttar Pradesh Government’s own NAT (NIPUN Assessment Test) in December 2023 in which 68,352 schools in 75 districts of UP were tested.
- Shamli moved from being a low-performing district of India to Rank 18 of 75 in UP.
- In Unnao, the percentage of ALfA schools that became NIPUN was three times (47%) the districtwide average (15%).

NAT—UP Government		Schools Tested	# Schools NIPUN	% Schools NIPUN	<a href="#">CLICK HERE</a> To view NAT data and its analysis
<b>UP Overall Schools Tested</b>		<b>68,352</b>	<b>16,169</b>	<b>24%</b>	
<b>4 districts</b> (Lucknow, Shamli, Unnao, Barabanki)	Schools Tested	3,682	638	<b>17%</b>	<b>200% Impact</b>
	<b>ALfA Schools Tested</b>	<b>344</b>	<b>120</b>	<b>35%</b>	
<b>1 Entire Block</b> (Hilauli Block vs Unnao District averages)	Schools Tested	1,322	193	<b>15%</b>	<b>300% Impact</b>
	<b>ALfA Schools Tested In Hilauli Block</b>	<b>85</b>	<b>40</b>	<b>47%</b>	

# Are We On Track?

- Even after a focussed effort under NIPUN Bharat Mission, the 2024 results are merely 1% above the pre-Pandemic 2018 level (ASER Report 2024).
- At the current **post-pandemic pace** (~3 pp/year: from 39% to 45% in two years), India will reach 80% literacy around 2036, 95% around 2041, and near-universal literacy around 2043.
- This highlights that the current interventions may not be sufficient to drive rapid gains. A different approach maybe necessary to accelerate progress.



**Data Source:**

Pratham: [Teaching at the Right Level](#)

# PRS Competencies-Impact across NGO Clusters at Granular Level in UP

- **Green:** DEVI Cluster implementing ALfA showed greater learning gain on every single PRS competency tested
- **Blue & Red:** Impact of other approaches is shown in blue and red.
- The lesson is that daily transactions of learning produce better results than any other measures.