# FLN WHAT WORKS

**ARUNACHAL PRADESH**

DIGNITY EDUCATION VISION INTERNATIONAL
**DEVI** Sansthan

**ALfA IMPACT REPORT**



**SWIFT**

**SCALABLE**

**SUSTAINABLE**

## FLN Speed at Scale
## = Policy × Pedagogy

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

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

**A shorthand interpretation:**

What do these "high movers" likely share? Strong policy execution. In this report we describe it through the **5P levers of policy**: **Priority:** FLN stays at the top of the agenda and review calendar. **People:** Clear ownership from state to district to block/cluster; roles are defined. **Plans:** Targets, timelines, timetables, and materials align to the same learning goals. **Process:** Ongoing classroom-facing support—mentoring, coaching, and usable tools. **Proof:** Regular learning checks used for course-correction, not just reporting.

Uttar Pradesh illustrates the pattern. UP improved by about **+10/+10** points statewide.

Within UP, four districts—**Shamli, Lucknow,**

**Barabanki and Unnao**—moved even faster, averaging **+13/+14**. Himachal Pradesh also saw large statewide gains, and **Solan**—the only district-scale site outside UP where the same **ALfA** pedagogy was implemented—rose above the state average in both subjects.

ALfA—launched recently in **August 2022** and implemented at district scale **before PRS 2024 (November 2024)**—shows signals of added acceleration.

## ALfA: Accelerating Learning for All

ALfA is a high-speed FLN pedagogical intervention in which learning moves from known-to-unknown, and children work in pairs. This ensures every child remains active, every minute, leading to rapid gains in learning.

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

# FLN at Speed What Works

ALfA combines:

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

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

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

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

**ALfA is exceptionally low-cost and quick to implement:**

**Language:** Thin 30 to 40 page booklets are shared as one copy among two children working in a pair.

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

ALfA's "speed" comes through **5P levers of pedagogy**: **Preparation:** Teachers and mentors (middle-level officials) learn, practice, and can demonstrate the routine. **Prompts:** Guidance is built into booklets and the Model School Chart (QR videos) to run routines consistently. **Pairing:** Rotating pairs keep every child active and practicing. **Practice:** MAT (Model–Activate–Transfer) creates lots of practice in minutes and builds fluency fast. **Proof:** Collective feedback and "not yet/try again" corrections create a tight loop for course-correction and continuous improvement.

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

India has made extraordinary progress. NIPUN goals are still within reach in the mission's final year, if we align what leaders prioritise through policy (the highway) with what schools do daily through pedagogy (the vehicle).

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

In UP, ALfA grew from a small 20-school pilot in Shamli district in 2022 to 7,500 schools in 2024 (4 full districts) and to 17,500 schools (9 full districts)—showing a clear pathway for a statewide ALfA supplement as an FLN booster.

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

With new agreements signed in **January 2026**, ALfA has doubled from last year, to **60,000+ government schools** across multiple States/UTs.

The Randomized Control Trial in Shamli was validated by **Harvard** (link).

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

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

**(See video link).**
 Access on QR Code.

**Why this matters now**

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

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

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

**1. Approve ALfA-FLN as a state programme** for a 45-working-day **emergency cycle**. Can utilize the time available at the beginning of the academic year, or can be run in parallel with textbooks.

**2. Print and distribute the ALfA booklets as FLN booster.** Booklets are thin, shared among two children. Hands-on math material is simple sticks. Both are together a minor cost (which can be CSR funded or PMU-led).

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

**www.dignityeducation.org/gov**

# POLICY Ⓧ PEDAGOGY
## → Yields Strongest FLN

POLICY Levers build the road. PEDAGOGY Levers improve learning.
ALfA DISRUPTIVE PEDAGOGY improves learning gains faster, at lower costs.

## 5 POLICY LEVERS
### Learning from high-performing States/UTs

**Priority:** FLN stays on top—non-negotiable time, focus, and urgency.

**People:** Clear ownership—roles fixed from state to school.

**Plans:** Targets + timelines + materials aligned—who, what, by when.

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

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

## Ⓧ

## 5 PEDAGOGY LEVERS
### ALfA  |  Accelerating Learning for All

**Priming:** Train teachers + middle-level mentors; ensure fluency in the ALfA routines.

**Prompts:** Booster TLMs + Model School chart (w QR videos) + prompts in TLMs provide real-time guidance.

**Pairing:** Random pairing keeps all children active; strengthens equity, inclusion, SEL, 21st-century skills.

**Practice:** MAT (Model–Activate–Transfer) drives high repetitions in school and home.

**Proof:** Rapid feedback + "not yet/try again" corrections accelerate gains.

## Impact of Policy in UP

## Impact of Pedagogy in UP

### UP Systemwide

**+10 pp Language**
**+10 pp Mathematics**
**(NAS 2021 → PRS 2024)**

Remarkable one-cycle progress associated with UP government's policy measures for Grade 3.

### ALfA 4 Districts-wide

**+13 pp Language**
**+14 pp Mathematics**
**(NAS 2021 → PRS 2024)**

7500 schools, 510,000 children Indicative of pedagogy-driven acceleration at scale (30-40% higher than UP average for G3).

### ALfA Shamli RCT

**HGSE Validated RCT (Shamli)**
**Effect sizes after just 40 days**

**0.23 / 0.89 (Grade 3 / 5)**
**Double Reading Fluency**

Shamli rose from low-performing to Rank 2 of 75 Districts (PRS 2024)

## REPORTS & EVIDENCE

### India

UP Systemwide/ALfA Gains (NAS 2021→PRS 2024)
Harvard GSE 40-Day RCT (Shamli, India, 2022): +0.23 SD (Grade 3), +0.89 SD (Grade 5)
Other learning gains in Arunachal Pradesh, Himachal Pradesh, Jharkhand, Maharashtra.
Reach: Grown from 20 to recent agreements for 60k+ schools pan India.

### International

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

**Click Here**

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

# ALfA ENDORSEMENT FROM LEADERSHIP



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

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



**Scan QR for recent speech on ALfA**

# From 20 to 60,000 schools in 3.5 years!



**Launch in 2022 with Secretary MOE, India**

**DISCOVER WHY & HOW**

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

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

**In just 2 years,** Shamli went from being a **LPD** IN 2022 to **Rank 2** of 75 **districts** of UP in PRS 2024**:**

**Language:** From 65% (NAS 2021) → to 79% (PRS 2024) → **+14 pp**

**Maths:** From 59% (NAS 2021) → 76% (PRS 2024) → **+17 pp**

ALfA is built on 20+ years of research. It is a **disruptive pedagogy** that enables rapid FLN gains by mainstreaming paired-learning, and by a new scaffolding of learning from known to unknown.

# ALfA | Fast & Holistic FLN | Literacy
# Accelerating Learning *for* All

- ALfA is an FLN accelerator that delivers measurable gains in weeks through paired learning and rapid routines that build joy, 21st-century skills, and equity. Learning is sustained year-long through prescribed textbooks. It supports NEP 2020's vision of holistic education.

- ALfA Literacy builds strong reading and writing foundations through daily phonics, fluency, comprehension, vocabulary, and structured writing.

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

## Literacy Paired Learning Routines

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

*Available in 15 Indian languages, 33 worldwide | Easily replicable*

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

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### Picture → Sound → Word (Decoding & Blending )

**Hindi**

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

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

*Repeat for the next picture,* /सपेरा/ → /स/

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

*Swap Roles ↺ → New Pics → Repeat Routine.*

**English**

*One child asks, the other answers.*

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

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

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

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

*Swap Roles ↺ → New Pics → Repeat Routine.*

# AL*f*A | Fast & Holistic FLN | Numeracy
## Accelerating Learning *for* All

- ALfA Numeracy builds strong foundations through paired learning routines that scaffold from kinesthetic→concrete→abstract, and known→unknown.

- Paired transaction of learning is enabled through a **MAT Process**:

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

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



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

### Kinesthetic → Concrete → Abstract

**Routine A: Kinesthetic**
Child 1: Makes 3 claps + 4 snaps (3 tens + 4 ones)
Child 2: Says, "Thirty-four!"
Child 1: Gives Hi-five to Partner 2; or says, "Try again."
*Invert roles. Make new numbers for each other to solve.*

**Routine B: Concrete**
Show with concrete objects (sticks/leaves).
Partner checks. Gives Hi-five! Inverts roles.

**Routine C: Abstract**
Show the numbers formed in digits.
Partner checks. Gives Hi-five! Inverts roles.

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# GLOBAL VALIDATION
## FROM HARVARD UNIVERSITY

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

**Click Here**



**Click or scan QR to check out the book**
Prof. Fernando Reimers et al, Harvard Graduate School of Education

" *The effect size\* of the project was **0.23 for Grade 3** students and **0.89 for Grade 5**... the results suggest there is significant value in pursuing the ALFA model in other schools if implemented in a coherent, structured, and coordinated manner.* "
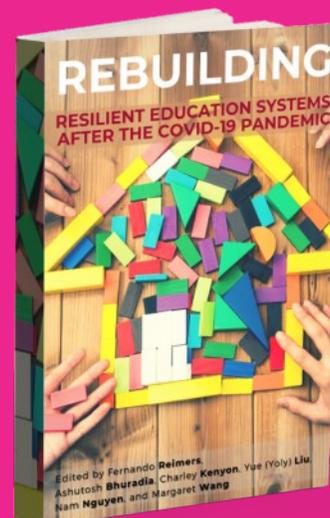
" *We recommend the UP government incorporate the promising ALfA pedagogy developed by DEVI for the first 6 weeks to quickly establish a strong FLN foundation.*"
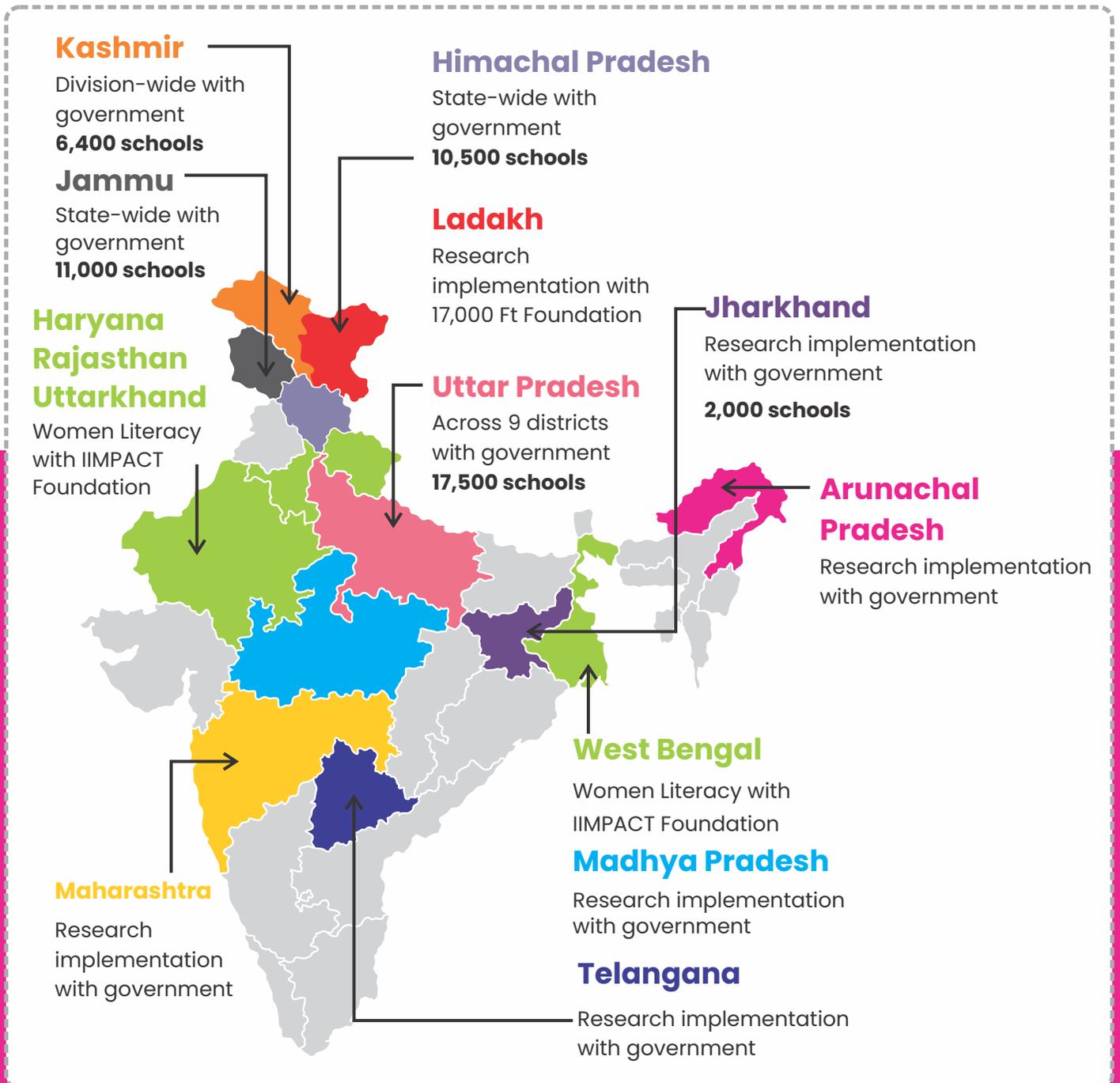
\***Effect size** is a statistical measure of an intervention's impact. A business-as-usual school year in developing countries typically raises literacy levels by **0.15 to 0.21** standard deviations. This means that the ALfA 45-day intervention raised learning levels by the equivalent of **2-4 years 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.*
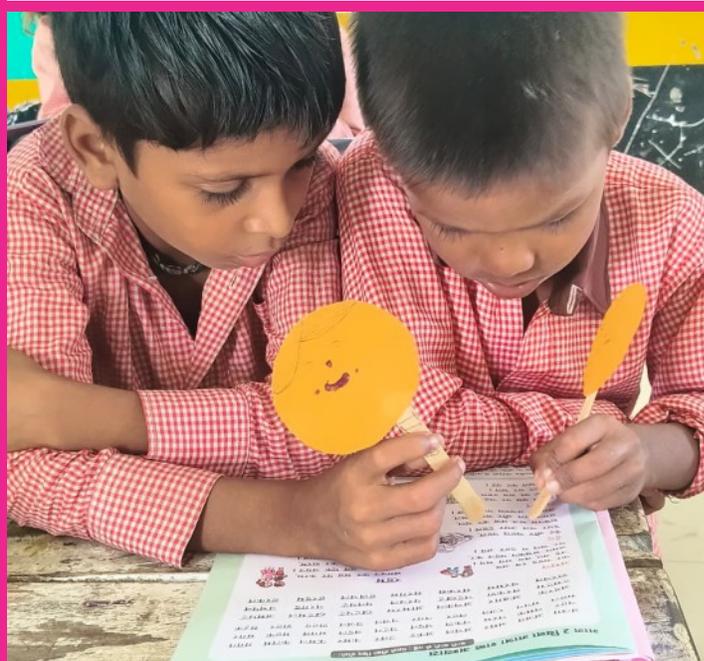
# IMPACT AT SCALE

Since its inception in 2022, ALfA has exploded in schools and adult literacy programs around the country, with MOUs now in place for over 45,000 schools. Many small-scale research implementations are ongoing. DEVI is also partnering with other organisations to provide adult literacy services at scale.
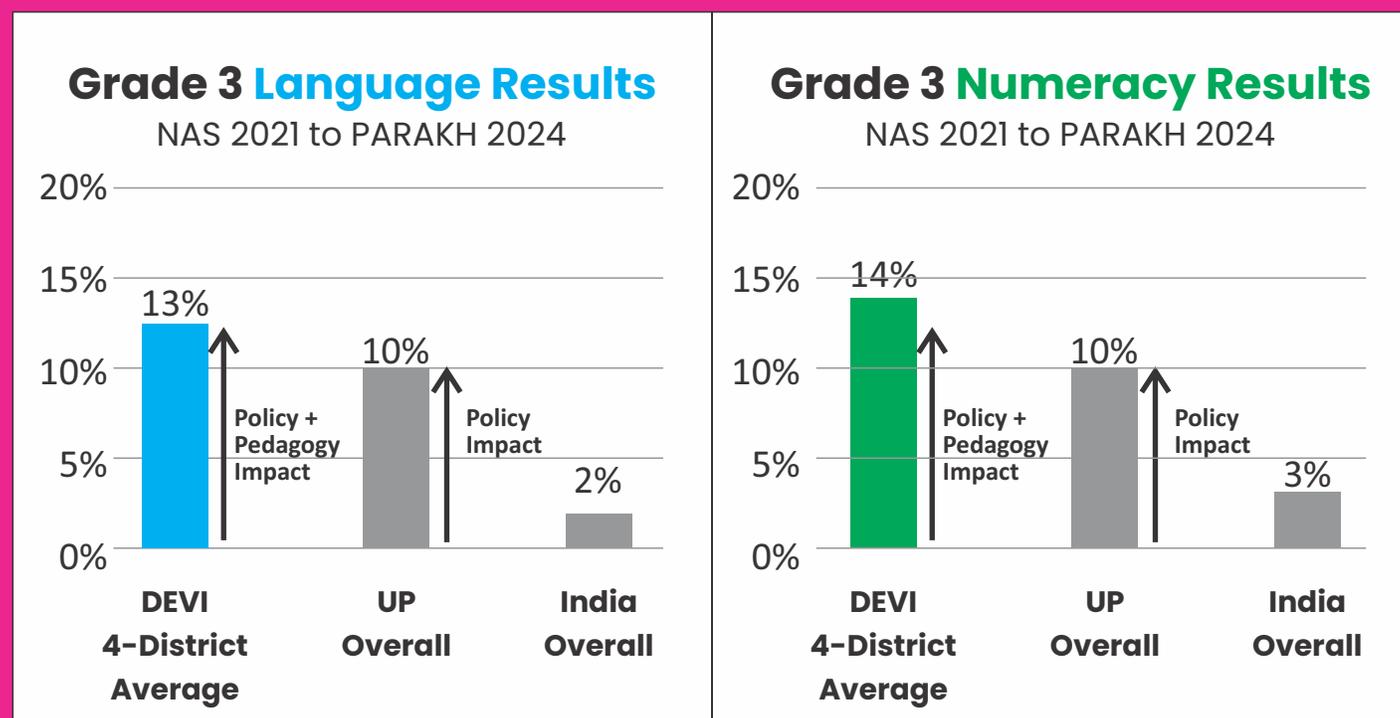


**Kashmir**
Division-wide with government
**6,400 schools**

**Jammu**
State-wide with government
**11,000 schools**

**Himachal Pradesh**
State-wide with government
**10,500 schools**

**Ladakh**
Research implementation with 17,000 Ft Foundation

**Jharkhand**
Research implementation with government
**2,000 schools**

**Haryana Rajasthan Uttarkhand**
Women Literacy with IIMPACT Foundation

**Uttar Pradesh**
Across 9 districts with government
**17,500 schools**

**Arunachal Pradesh**
Research implementation with government

**Maharashtra**
Research implementation with government

**West Bengal**
Women Literacy with IIMPACT Foundation

**Madhya Pradesh**
Research implementation with government

**Telangana**
Research implementation with government

# FROM 20 TO **17,500 SCHOOLS** OF UTTAR PRADESH

The 4 districts in which ALfA has been implemented saw massive improvements in their score for Grade 3 language and maths in Parakh 2024, compared to the NAS 2021. The four districts are all in the top half of UP's districts in Parakh 2024. Particularly remarkable is Shamli, a formerly low performing district, now ranked in the Udit (Excellent) category in Parakh. The **4 districts improved by 13-14 percentage points**, compared to just a 2-3 percentage points gain at the national level, and higher than the state average of 10 percentage points.

In UP, the impressive results in Shamli led to a scale-up from a 20-school RCT (validated by Harvard GSE) to district wide in Shamli and then 3 more districts (Lucknow, Unnao, Barabanki) and now an MOU for 9 districts. **Discussions are also underway for ALfA to be used as a state-wide supplement.**

## Grade 3 Learning Gain Between NAS 2021 & Parakh (2024)

### Grade 3 **Language Results**
NAS 2021 to PARAKH 2024

| Category | Gain |
| --- | --- |
| DEVI 4-District Average | 13% (Policy + Pedagogy Impact) |
| UP Overall | 10% (Policy Impact) |
| India Overall | 2% |

### Grade 3 **Numeracy Results**
NAS 2021 to PARAKH 2024

| Category | Gain |
| --- | --- |
| DEVI 4-District Average | 14% (Policy + Pedagogy Impact) |
| UP Overall | 10% (Policy Impact) |
| India Overall | 3% |

## Key
- 🟦 Literacy Gain
- 🟩 Numeracy Gain

## Sources: Click/Scan QR

NAS 2021 — **Click Here**

Parakh 2024 — **Click Here**
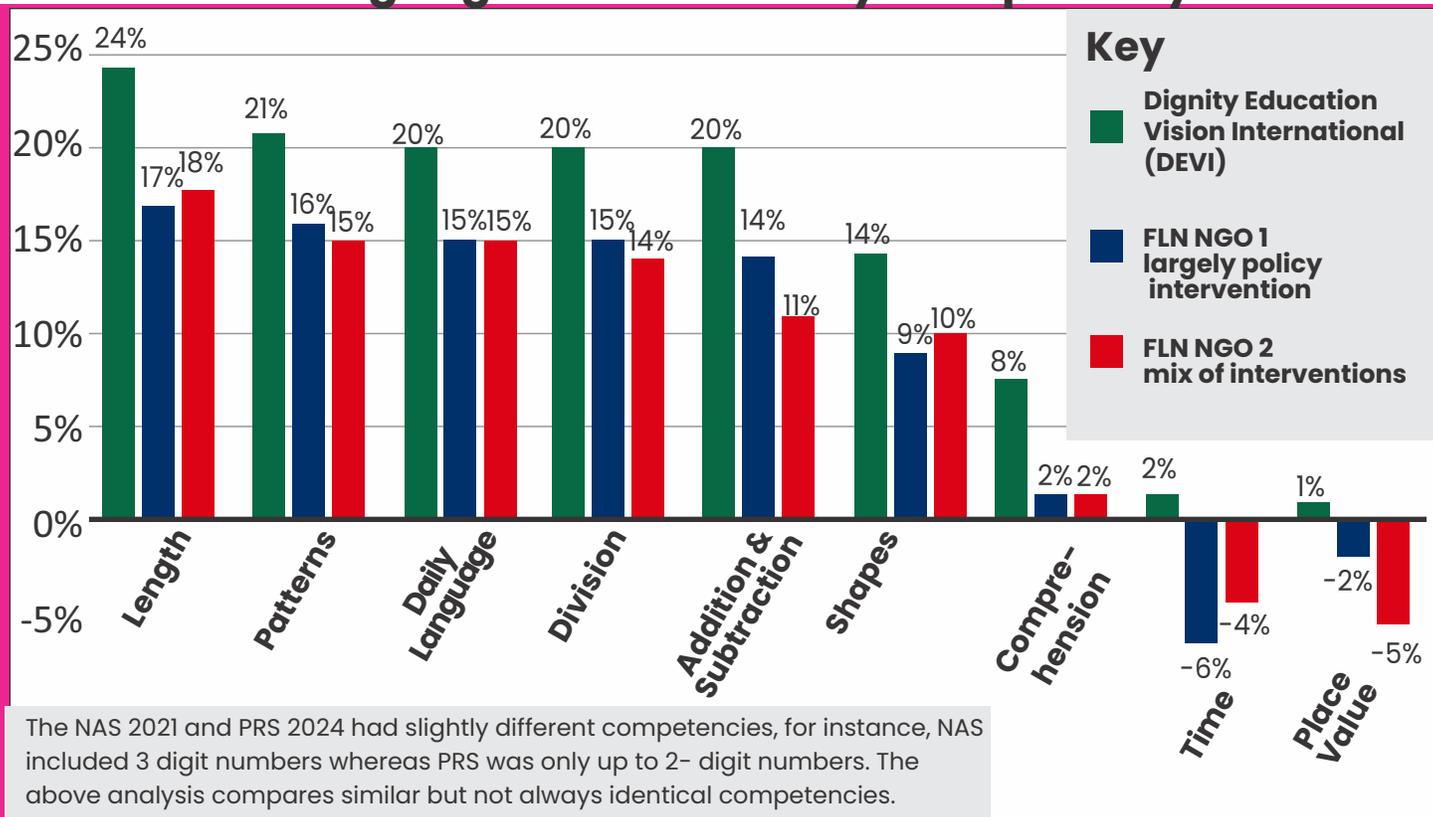
For more details, read the ALIGN FLN report — **Click Here**

# COMPETENCY–WISE ANALYSIS
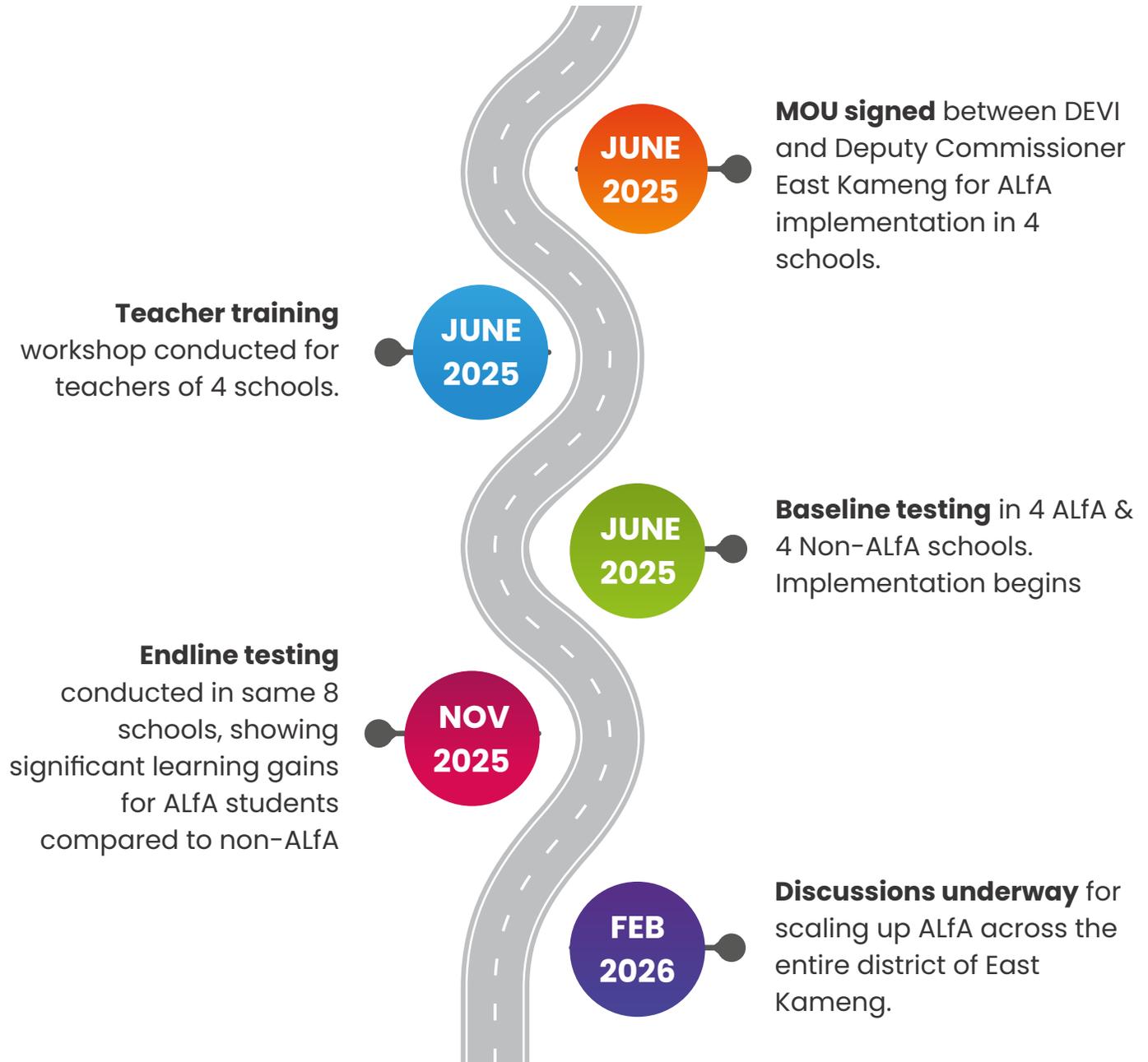## UP: INDIA'S MOST POPULOUS STATE

Three major NGOs are working on FLN in UP. Of these, DEVI's 4 districts showed the largest gains in all of the competencies, between NAS 2021 and PARAKH 2024.

### Grade 3 Language and Numeracy Competency Gains



**Key**
- Dignity Education Vision International (DEVI)
- FLN NGO 1 largely policy intervention
- FLN NGO 2 mix of interventions

The NAS 2021 and PRS 2024 had slightly different competencies, for instance, NAS included 3 digit numbers whereas PRS was only up to 2- digit numbers. The above analysis compares similar but not always identical competencies.

| NAS 2021 | | Parakh Rashtriya Sarvekshan (PRS) 2024 | |
|---|---|---|---|
| **LO Code** | **Learning Outcome for Grade 3** | **LO Code** | **Learning Outcome for Grade 3** |
| M312 | Estimates and measures **length** and distance using standard units like centimetres or meters & identifies relationships | C-8.9 | Select appropriate tools and units to perform simple measurements of **length**, weight, and volume of objects in their immediate environment. |
| M318 | Extends **patterns** in simple shapes and numbers | C-8.2 | Identifies and extends simple **patterns** in their surroundings, shapes, and numbers. |
| L312 | Reads printed scripts on the **classroom walls**: poems, posters, charts etc. | C-9.7 | Knows and uses enough words to carry out **day-to-day interactions** effectively and can guess the meaning of new words by using existing vocabulary |
| M306 | Explains the meaning of **division** facts by equal grouping/sharing and finds it by repeated subtraction | C-8.7 | Recognises multiplication as repeated addition and **division** as equal sharing |
| M303 | Solves simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping | C-8.6 | Performs **addition and subtraction** of 2-digit numbers fluently using flexible strategies of composition and decomposition of both numerical and word problems |
| M309 | Identifies and makes 2D-**shapes** by paper folding. paper cutting on the dot grid, using straight lines etc. | C-8.8 | Recognises, makes, and classifies basic geometric **shapes** and their observable properties, and understands and explains the relative relation of objects in space |
| L304 | Reads small texts with **comprehension**, i.e., identifies main ideas, details, sequence and draws conclusions | C-10.5 | Reads short stories and **comprehends** their meaning – by identifying characters, storyline and what the author wants to say – on their own |
| M302 | Compares numbers up to 999 based on their **place values** | C-8.5 | Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal **place value** system |
| M317 | Reads the **time** correctly to the hour using a clock/watch | C-8.10 | Performs simple measurements of **time** in minutes, hours, day, weeks and months |

# THE AL*f*A JOURNEY EAST KAMENG

**JUNE 2025**

**MOU signed** between DEVI and Deputy Commissioner East Kameng for ALfA implementation in 4 schools.

**Teacher training** workshop conducted for teachers of 4 schools.

**JUNE 2025**

**JUNE 2025**

**Baseline testing** in 4 ALfA & 4 Non-ALfA schools. Implementation begins

**Endline testing** conducted in same 8 schools, showing significant learning gains for ALfA students compared to non-ALfA

**NOV 2025**

**FEB 2026**

**Discussions underway** for scaling up ALfA across the entire district of East Kameng.

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

**Yadam Tajo Jomor**

**Click Here**

**Asha Devi Sonar**

**Click Here**

**Anju Riang**

**Click Here**

# EAST KAMENG, ARUNACHAL
## CASE STUDY: 3X LEARNING GAINS

From July to December 2025, ALfA was implemented in 4 schools with 4 non-ALfA schools as a control. ALfA schools made significantly larger learning gains across grades and subjects.
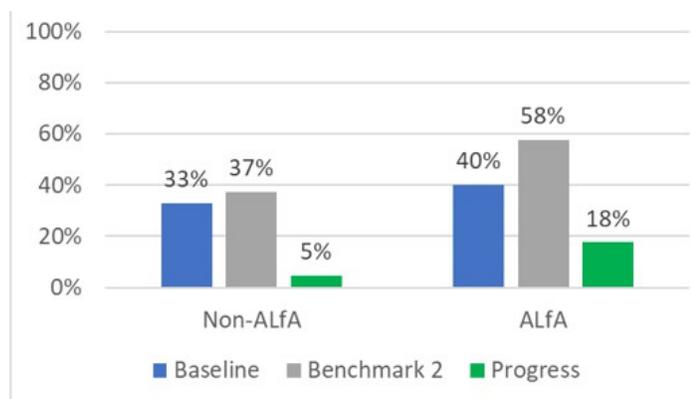
## School-Wise Analysis

There was significant variability between schools in terms of the amount of progress their students made. Non-ALfA schools ranged from 9% to 14%, while ALfA schools ranged from 13% to 26%. This corroborates our field workers' observations that there was significant variation in the level of implementation fidelity.



School-wise progress: Baseline to Endline
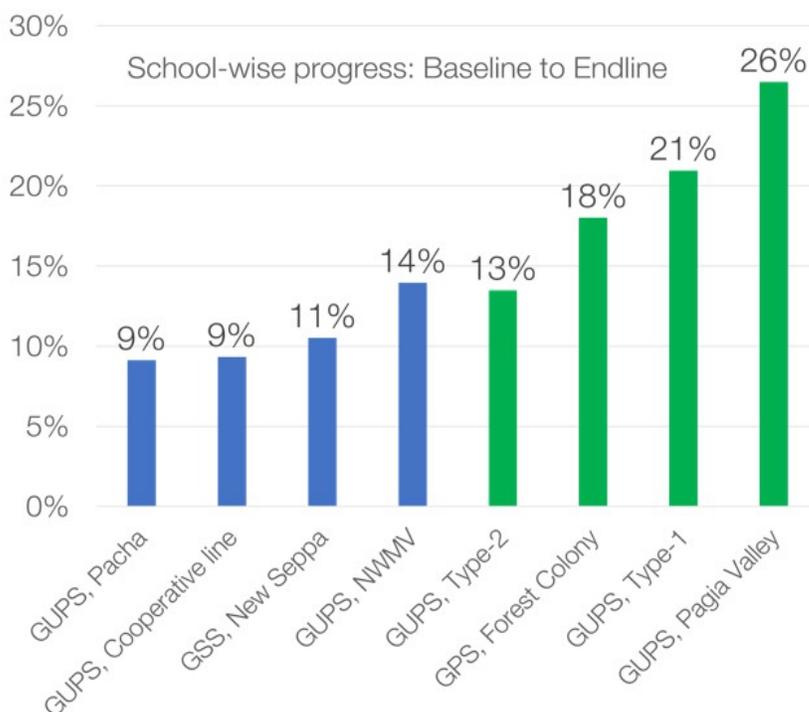
## Assessment Results

The difference in progress between non-ALfA and ALfA groups was significant in both Grade 3 (Non-ALfA: 5%, ALfA: 18%) and Grade 5 (Non-ALfA: 9%, ALfA: 22%). Overall, students using ALfA made three times as much progress (20%) as those not using ALfA (7%).

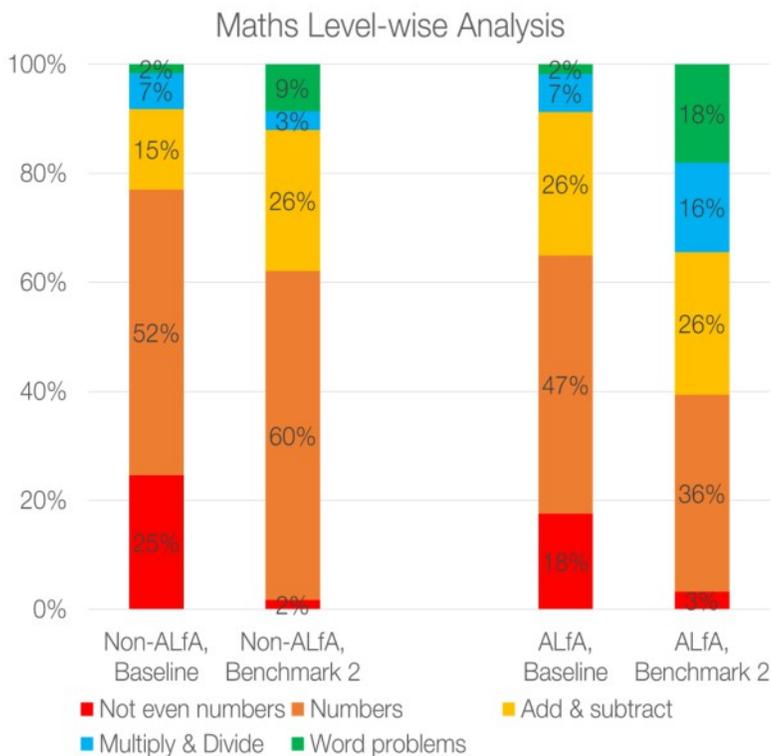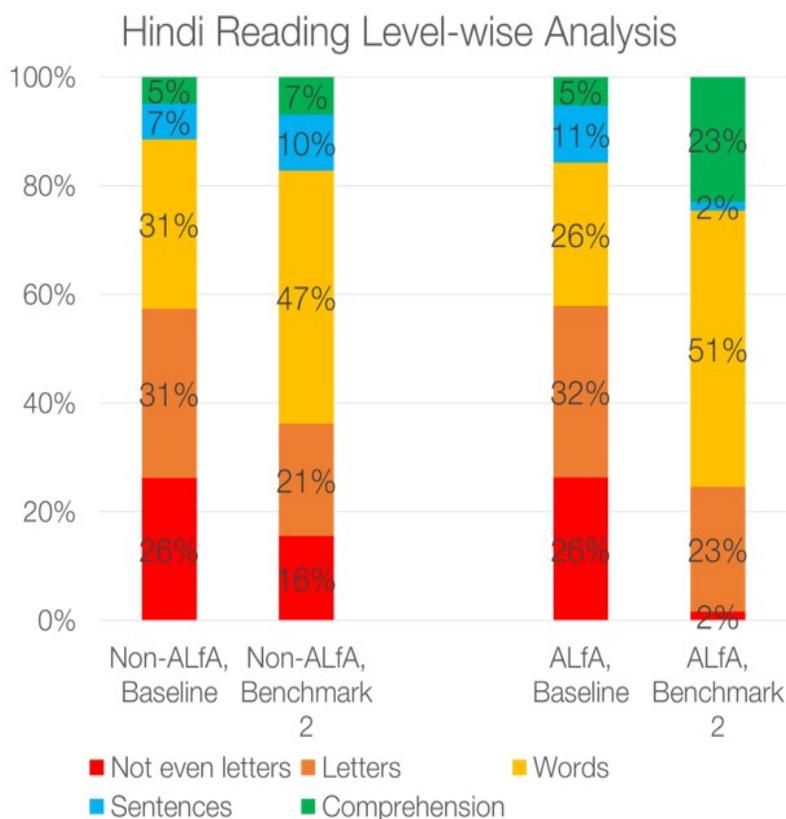### Grade 3 Baseline to Endline



### Grade 5 Baseline to Endline
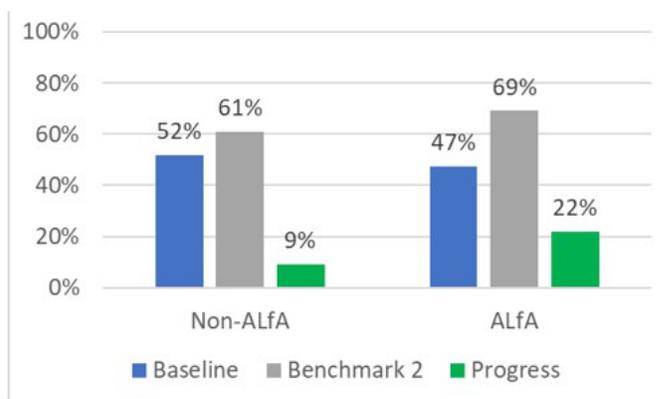
# EAST KAMENG, ARUNACHAL
## SUBJECT-WISE ANALYSIS

## Hindi Levels Analysis

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

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

### Hindi Reading Level-wise Analysis



Legend: Not even letters, Letters, Words, Sentences, Comprehension

| | Non-ALfA, Baseline | Non-ALfA, Benchmark 2 | ALfA, Baseline | ALfA, Benchmark 2 |
|---|---|---|---|---|
| Comprehension | 5% | 7% | 5% | 23% |
| Sentences | 7% | 10% | 11% | 2% |
| Words | 31% | 47% | 26% | 51% |
| Letters | 31% | 21% | 32% | 23% |
| Not even letters | 26% | 16% | 26% | 2% |

## Maths Levels Analysis

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

### Maths Level-wise Analysis



Legend: Not even numbers, Numbers, Add & subtract, Multiply & Divide, Word problems

| | Non-ALfA, Baseline | Non-ALfA, Benchmark 2 | ALfA, Baseline | ALfA, Benchmark 2 |
|---|---|---|---|---|
| Word problems | | 9% | | 18% |
| Multiply & Divide | 2% | 3% | 2% | 16% |
| Add & subtract | 7% | 26% | 7% | 26% |
| Numbers | 15% | 60% | 26% | 26% |
| Not even numbers | 52% | 2% | 47% | 36% |
| | 25% | | 18% | 3% |

# POLICY + PEDAGOGY: HP / SOLAN

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



**Shri Rohit Thakur**
Hon'ble Education Minister, HP
at Leadership Circle, September 2024



Can put QR Code to videos of Solan and Shimla

## Grade 3 Learning Gain NAS 2021 to Parakh 2024

### Language

| | India overall | HP overall | Solan |
|---|---|---|---|
| NAS 2021 | 62% | 60% | 57% |
| PRS 2024 | 64% | 76% | 75% |
| Learning Gain | 2% | 16% | 18% |

### Mathematics

| | India overall | HP overall | Solan |
|---|---|---|---|
| NAS 2021 | 57% | 53% | 50% |
| PRS 2024 | 60% | 72% | 73% |
| Learning Gain | 3% | 19% | 23% |
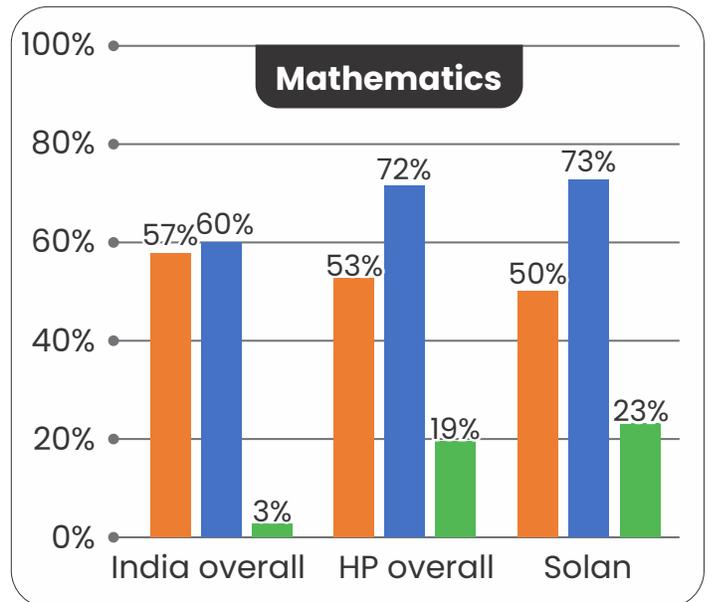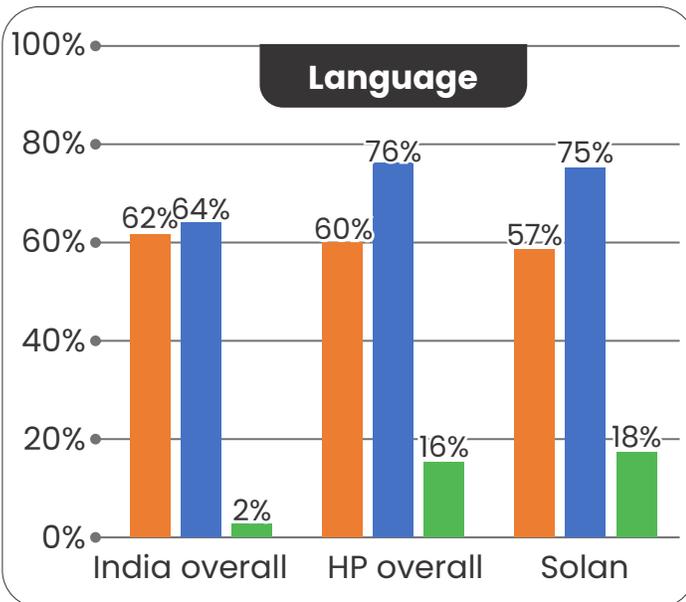
**Sources Click/Scan QR**

Click Here   Click Here

- NAS 2021
- PRS 2024
- **Learning Gain** 2021 to 2024

# ATTENDANCE SIGNAL OF SUCCESS

## Joyful, fast progress brings children back—every day

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

### Shamli, Uttar Pradesh

"**The attendance of children has improved drastically.**"
Mr Rahul Mishra
BSA, Shamli, UP (2022)
Shamli rose to rank 2 of 75 districts in PRS 2024, from being a Low-Performing District (NAS 2017).

**Click Here**

### Hilauli, Uttar Pradesh

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

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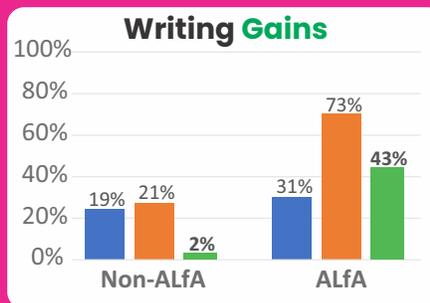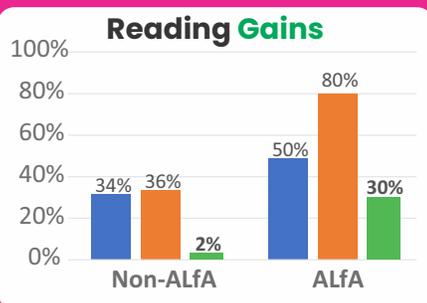
**Click Here**

**Click Here**

### Attendance: Nandurbar, Maharashtra

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

**Attendance for Grades 3 & 4 (Non-ALfA vs ALfA)**



Non-ALfA:
- Nandarkhe Non-ALfA: baseline 33%, endline 61%
- Waghale Non-ALfA: baseline 53%, endline 59%
- Koparli Non-ALfA: baseline 46%, endline 54%
- Kolda Non-ALfA: baseline 45%, endline 27%

ALfA:
- Vadvad ALfA: baseline 37%, endline 94%
- Umarde BK ALfA: baseline 55%, endline 85%
- Tokartalav ALfA: baseline 37%, endline 71%
- Dhandane ALfA: baseline 32%, endline 70%
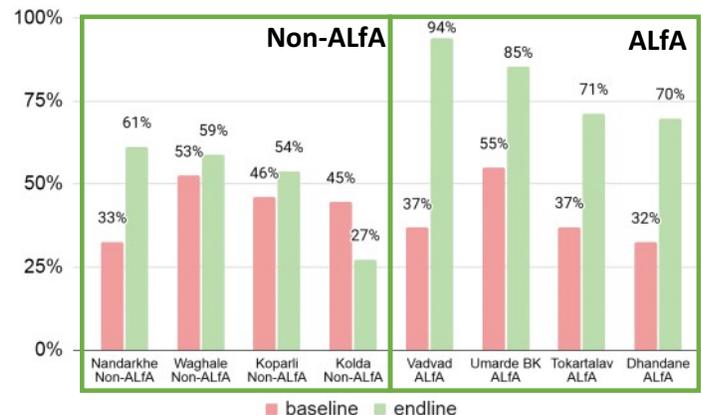
baseline / endline

## Dramatic Learning Gain, Nandurbar, Grade 3

### Reading Gains
- Non-ALfA: 34%, 36%, Gain 2%
- ALfA: 50%, 80%, Gain 30%

### Writing Gains
- Non-ALfA: 19%, 21%, Gain 2%
- ALfA: 31%, 73%, Gain 43%

### Numeracy Gains
- Non-ALfA: 23%, 25%, Gain 2%
- ALfA: 21%, 72%, Gain 51%
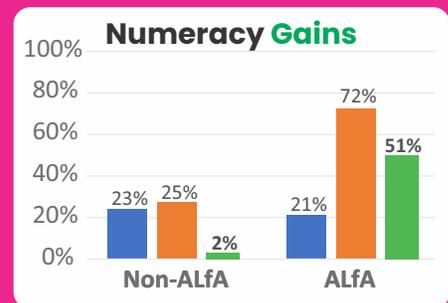
**Baseline** ■ **Endline** ■ **Learning Gain** (in percentage points)

# RESEARCH ADULT LITERACY

- DEVI's adult literacy efforts began in 2015 with the Global Dream Campaign for Literacy, starting with a **survey of 1.06 million adults in Lucknow**. Findings showed that age, caste, and geography significantly affect literacy rates.

- DEVI then partnered with Karouni village in Sarojini Nagar, where 22 women led a **community-driven literacy initiative**, empowering 800 women over two years. This success was widely covered in media.

- DEVI ran a program where students from grades 6–12 across India tutored adult learners. **The Literacy NOW app, supported by SBI Foundation**, further boosted these efforts and was adopted by Literacy Chicago in the US.

- DEVI also partnered with the Mizoram government in 5 districts, HCL Foundation in Hardoi, and IImpact Foundation, empowering 19,000 women with literacy (see results on next page).

**Click Here**

## Key Policy Insights

**Women's Leadership Drives Success:** Community-based programs are more effective when women lead, as demonstrated in Karouni village with 800 women empowered.

**Volunteering Over Wages:** The Karouni women worked voluntarily, showing that community-driven efforts often outperform paid work.

**Global Lessons for Local Success:** DEVI's Disruptive Literacy (2022, Bloomsbury) shares insights from global literacy movements to guide effective strategies.

**Engaging Youth Benefits All:** Children and young adults teaching adults creates mutual benefit, and should be part of school curricula to promote lifelong learning.

**A People's Movement is Key**: A grassroots movement, as seen in Ernakulum, ensures sustainable adult literacy and should be prioritized in policy.
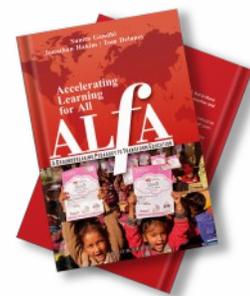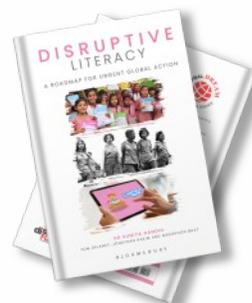
# CASE STUDY
# MOTHER LITERACY PROGRAM
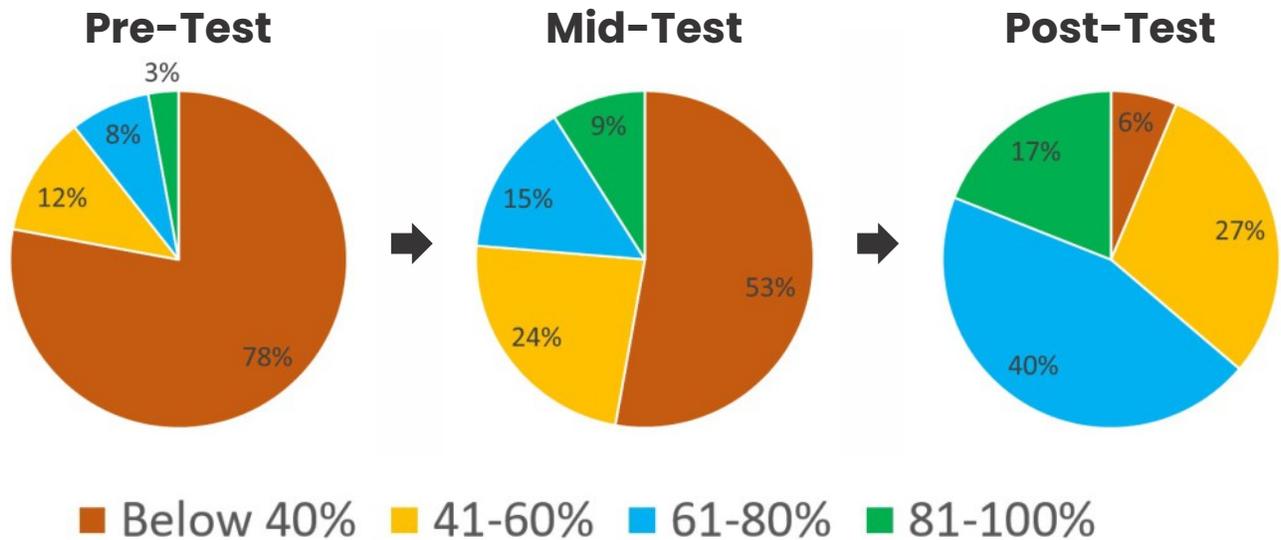## A Pilot Collaboration Between DEVI & IIMPACT

**SCALE**

**10,000+ Learners across 5 states:**
West Bengal, Rajasthan, Haryana, UP, Uttarkhand

**IMPACT**

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

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

### Pre-Test

3%
8%
12%
78%

### Mid-Test

9%
15%
24%
53%

### Post-Test

6%
17%
27%
40%

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

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

# TEACHER TRAINING AT SCALE

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

## PHYSICAL TRAINING

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

✓ Role-plays & Hands-on activities

✓ Paired learning practice

✓ Classroom videos

✓ Quizzes and Q&A



**Physical Training**

## ONLINE MOOT (MASSIVE OPEN ONLINE TRAINING)
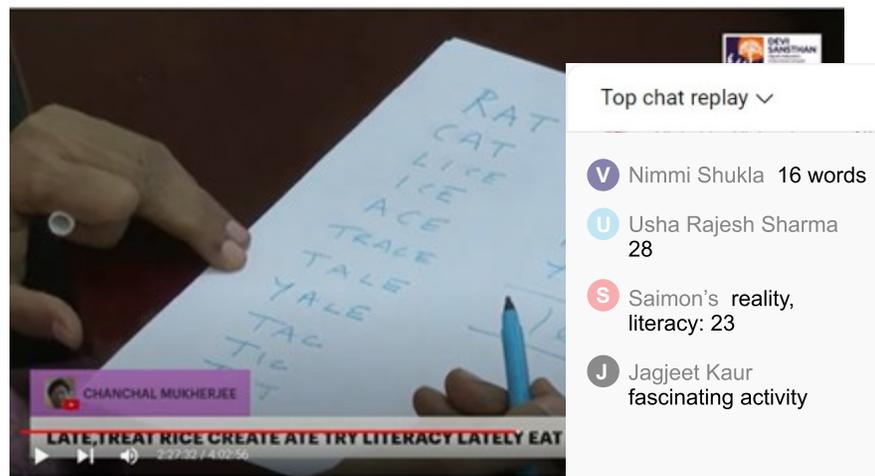


Audience polls on online training modality were overwhelmingly positive (see one of the largest MOOT feedback below). Most participants also opted for the online training end-test and certificate, indicating strong engagement.

| Questions to ONLINE Trainees | Feedback |
|---|---|
| Has the online format of this MOOT been effective for you? | Yes 93% Somewhat 5% No 1% |
| 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% |
| How did you find today's training? | Excellent 73% Quite good 22% Ok 3% Nothing new 0% |

## MONITORING & SUPERVISION

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


**Click Here**
Click/Scan QR
to experience
an ALfA training


**Click Here**
Click/Scan QR
to watch our
training playlist


**Click Here**
Click/Scan QR
to experience
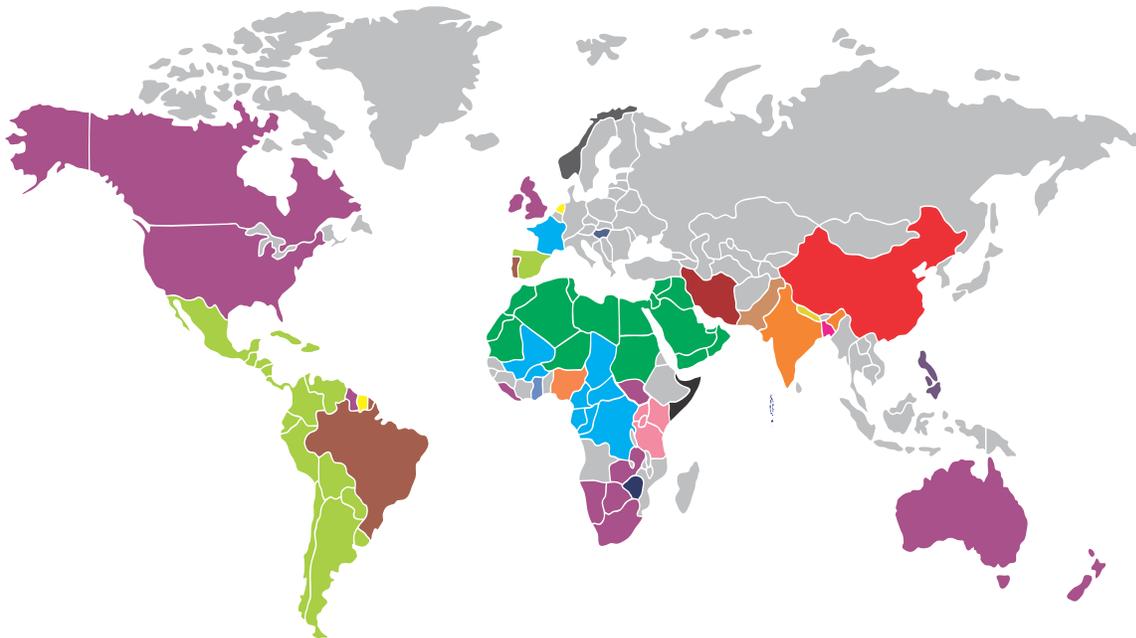the MOOT yourself

# AL*f*A TOOLKITS IN 33 LANGUAGES

Accelerating Learning for All is available in 33 languages, making this quality pedagogy freely accessible to millions around the world.

## INDIAN LANGUAGES

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

*\* in process*

## INTERNATIONAL LANGUAGES

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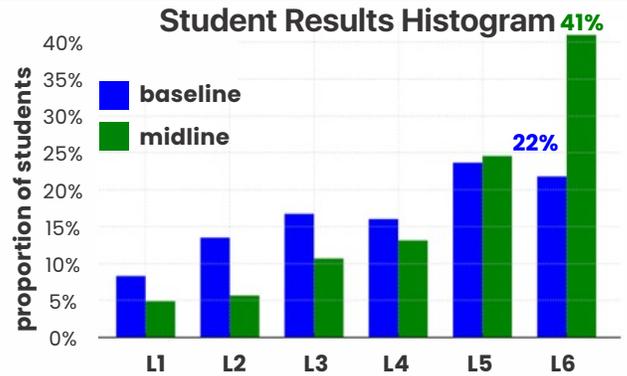- Yoruba
- Somalian*

*\* in development*

# GLOBAL IMPACT

ALfA is being used around the world in diverse contexts, from the remote Amazonian rainforest in Peru to downtown Chicago. Partnerships with governments, NGOs, and international organizations can drive research implementations and scale-up.

**Click Here**

## GHANA
### Olinga Foundation / Associates for Change

The Olinga Foundation
For Human Development

Implementation in 6 schools with 2 as control. 30 days later, in the midline test, the proportion of Grade 4 & 5 students reading at the highest level **almost doubled from 22% to 41%**.

**Student Results Histogram** 41%

- baseline (blue)
- midline (green)

proportion of students — L1, L2, L3, L4, L5, L6 — 22%

## PERU
### ArcaBeta NGO

BetA

In collaboration with Arca Beta NGO, we are piloting ALfA in a school in the remote Amazon. Results are impressive, and discussions are now underway with government for scaling up.

Baseline | Endline | Learning Gain

Maths: 50%, 72%, 22%
Spanish: 53%, 70%, 17%
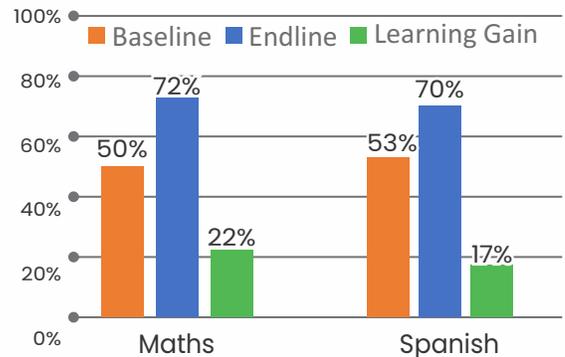
## MALDIVES
### Ministry of Education, UNICEF

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.

**Improvement in English Test Scores**

5 Control Schools | 12 Implementation Schools
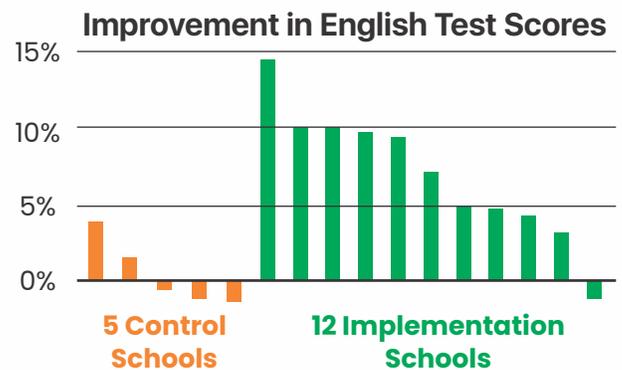
# FAST + HOLISTIC

## NEP 2020 IN ACTION

**Key Insight:** When pedagogy is shifted from being primarily teacher-led to being driven by child-to-child interaction, learning becomes faster, fairer, and more durable for every learner.

**Equity at scale**: Peer learning strengthens holistic development by building 21st-century skills and SEL every day.
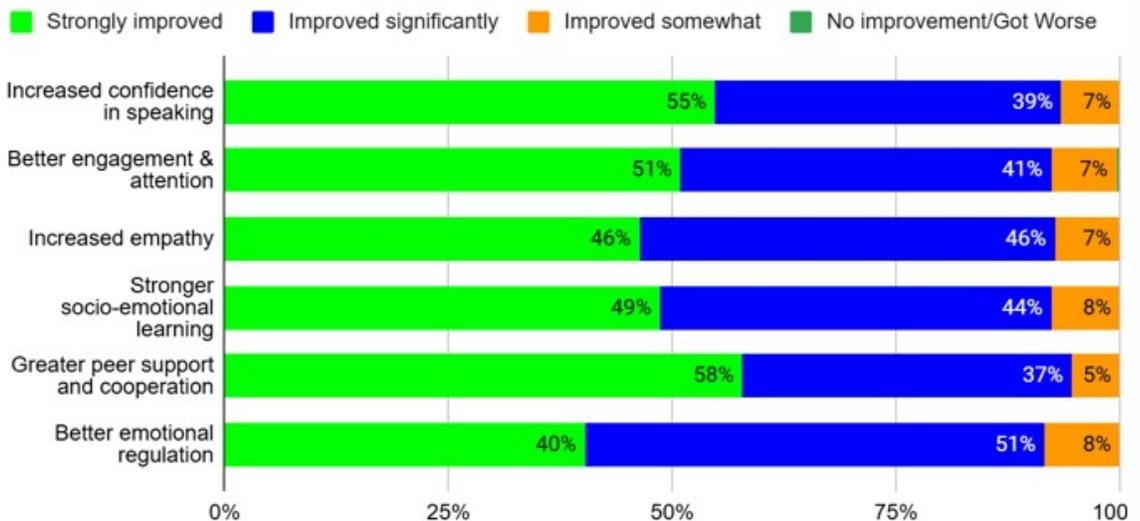
## 21st CENTURY SKILLS (4Cs)

The chart to the right shows gains in communication, collaboration, critical thinking, and creativity through a teacher opinion survey.

| Skill | Percentage |
|---|---|
| Communication | 97% |
| Collaboration | 94% |
| Critial Thinking | 92% |
| Creativity | 86% |
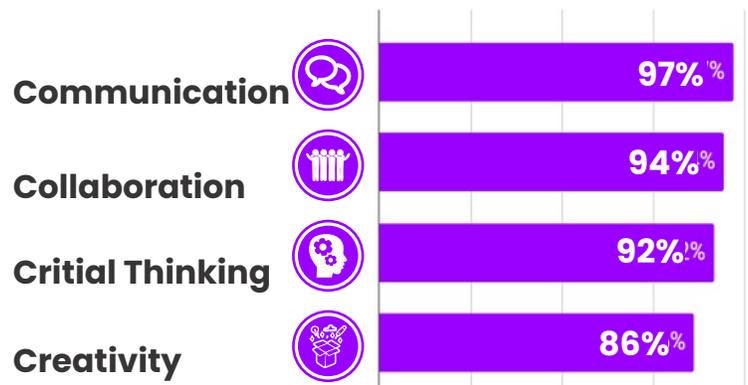
## Social-Emotional Learning (SEL)

Chart shows how structured peer routines strengthen confidence, empathy, engagement, and self-regulation.

Legend: ■ Strongly improved ■ Improved significantly ■ Improved somewhat ■ No improvement/Got Worse

| | Strongly improved | Improved significantly | Improved somewhat |
|---|---|---|---|
| Increased confidence in speaking | 55% | 39% | 7% |
| Better engagement & attention | 51% | 41% | 7% |
| Increased empathy | 46% | 46% | 7% |
| Stronger socio-emotional learning | 49% | 44% | 8% |
| Greater peer support and cooperation | 58% | 37% | 5% |
| Better emotional regulation | 40% | 51% | 8% |

# ALfA: COMPARISON WITH OTHER PEDAGOGIES

The Copenhagen Consensus Education Report 2023 cited the data shown below for FLN Best Buys. ALfA is new and was not included. However, HGSE 2023 and PRS 2024 indicate greater leaning gain and higher returns on investment for ALfA. This is still up for further scrutiny by the international research community.

" *While ALfA is newer and still emerging compared to established programs such as TaRL and Structured Pedagogy, its ability to deliver swift learning gains positions it as a promising strategy for achieving universal literacy and numeracy.* "

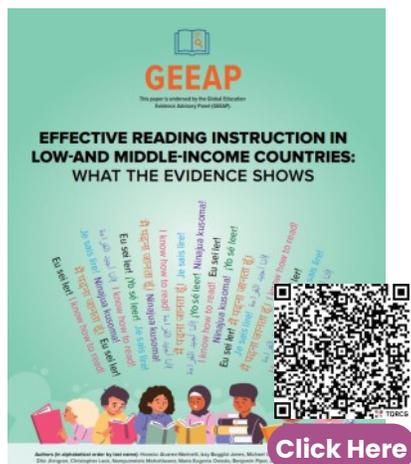**- Aïcha Bah Diallo**
Former Minister of Education, Guinea

" Manish Kumar's research found that physical separation changed the identity of students. They began calling their classmates not by their names but by the group name, and even refused to play with the group perceived as weak in ability. "You don't know anything, that's why you are in Vishwas (lower-ability group)," a student reported being told. "

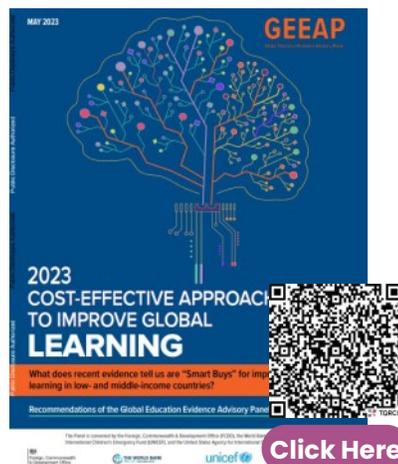**- excerpt from 'How Rich Donors Have Caused More Harm than Good to India's Education**

Kalra Aparna, The Wire

**Benefit: Cost Ratios of FLN Pedagogies**

| Pedagogy | Ratio |
|---|---|
| TaRL without Technology | 48 |
| TaRL with Technology | 65 |
| Structured Pedagogy | 105 |
| ALfA | 800 |

**Source:** Copenhagen Consensus, 2023. Halftime to SDGs Best Investment Paper: Education.

**Source:** Weighted average from implementations. $2-$4 per child, effect size of 0.52 (HGSE and others).

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

**- Emliy Hanford**

Education Research & Author

## References

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

GEEAP 2025

GEEAP 2023

Copenhagen Consensus 2023

**Click/Scan QR** for more details & further references

**Click Here**

**Click Here**

**Click Here**

**Click Here**

# ALfA: COMPARISON WITH OTHER PEDAGOGIES

## STRUCTURED PEDAGOGY

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

**Teacher role:** Can mean strict adherence and reduced professional autonomy.

**Speed:** Typically needs longer-term implementation.

**Effect size:** Approx 0.13

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

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

**Data as per Copenhagen Consensus, 2023.**

## TEACHING AT THE RIGHT LEVEL (TaRL)

**Pedagogical approach:** Assess group by level -> teach targeted core skills -> address multi-level classrooms. **Teacher role:** Teachers manage multiple learning groups simultaneously.

**Speed:** Evidence includes 50-day implementations; this earlier community model is no longer active but data is unavailable for recent model.

**Effect size:** 0.15-0.28

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

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

**Data as per Copenhagen Consensus, 2023.**

## SOR/EXPLICIT INSTRUCTION

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

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

**Speed:** Can show strong gains within an academic year when well-implemented at scale, but varies by programme design.

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

**As per World Bank's GEEAP 2025. SD not mentioned.**

## ACCELERATING LEARNING for ALL (ALfA)

**Pedagogical approach:**
ALfA follows a process-led MAT (Model, Apply, Transfer) structure (similar to Science of Reading) except children work in random pairs and follow a known-to-uknown, concrete-abstract scaffolding.

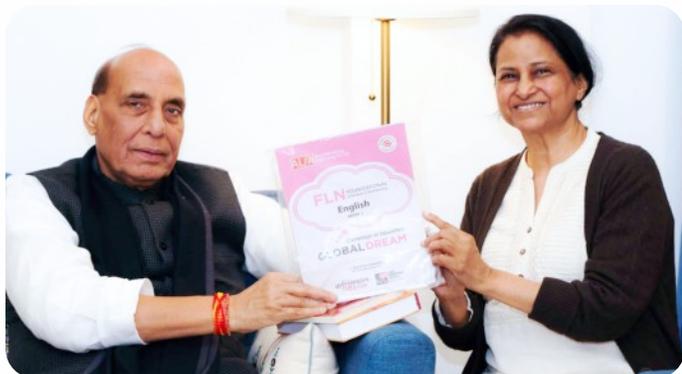**Teacher role:** Lightens teacher load; learners support/check in pairs.

**Speed:** Designed to build FLN in 45 days; MAT process is used with government textbooks taught alongside ALfA.

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

**Cost per child:** ~$2-4/child (leverages local resources; minimal training time).

**Harvard GSE 40-Day RCT (Shamli, India, 2022)**

# STRONG SUPPORT FROM LEADERSHIP



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

## Shri Rajnath Singh
Hon. Defense Minister, India



**Click Here**    Scan QR for recent speech on ALfA

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

## Smt Anandiben Patel
Hon. Governor, Uttar Pradesh



**Click Here**    Scan QR for endorsement letter



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

## Shri Yogi Adityanath
Hon. Chief Minister, Uttar Pradesh



**Click Here**    Scan QR for endorsement letter



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

## Shri Sandeep Singh
Hon. Minister of State for Education, UP



**Click Here**    Scan QR for endorsement letter

# BOOKS

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

**Bloomsbury, January 2024**



> *"All students should be able to learn to read quickly so that they can maximize their academic potential and ALfA does that."*
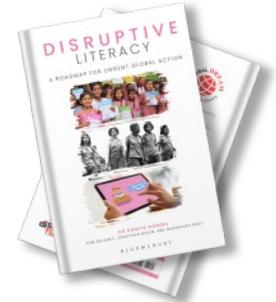> Jon Corippo
> Founder of EduProtocols, USA

> *"This book 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



## Disruptive Literacy
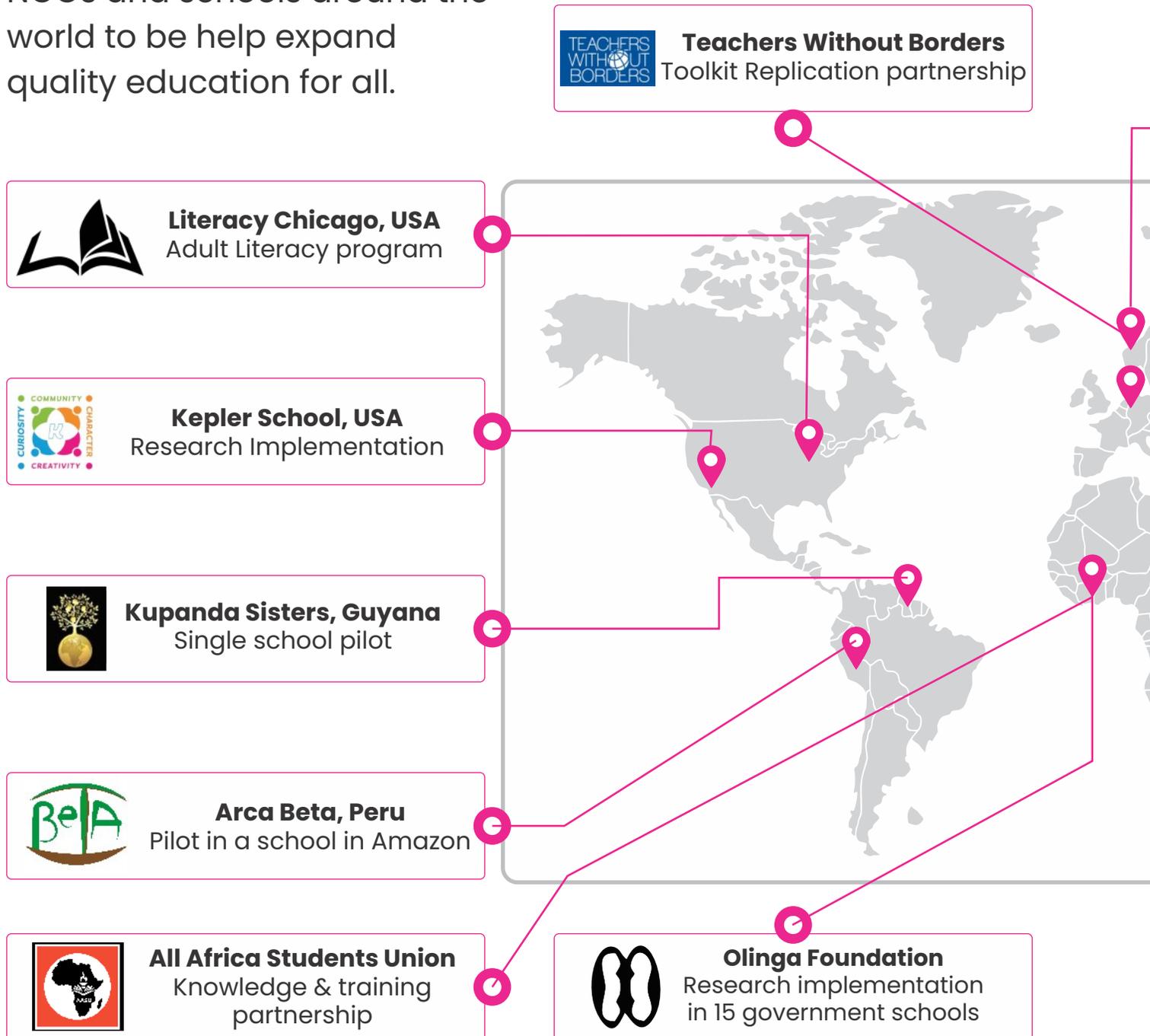## A Roadmap for Urgent Global Action

**Bloomsbury, August 2022**



> *"A much-needed manifesto for achieving large scale transformation of the global literacy crisis."*
> Ernesto Schiefelbein
> Former Minister of Education, Chile

> *"A must read for policymakers and all those associated with the campaign against illiteracy."*
> Anil Swarup
> Former Secretary of Education, India

# Stories of Change from Countries Around the World

We are passionate about partnering with governments, NGOs and schools around the world to be help expand quality education for all.

**Teachers Without Borders**
Toolkit Replication partnership

**Literacy Chicago, USA**
Adult Literacy program

**Kepler School, USA**
Research Implementation

**Kupanda Sisters, Guyana**
Single school pilot

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

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

**Olinga Foundation**
Research implementation in 15 government schools

# ALfA Partner Organisations

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

**SBI Foundation**
CSR partner

**Ministry of Education, India**
Thousands of government schools

**Reliance Foundation**
Providing learning materials in Shamli, UP

**amazon**
Donating Alexa devices for government primary schools, UP

**SBI-SG**
CSR Partner

**Dawnbreakers Foundation, Philippines**
Informal education program

**Radiant Gems Preschool, Malaysia**
Single school implementation

**Ministry of Education, Maldives**
200 government schools

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

**PATH Youth, Kenya**
School literacy intensives

# OoSC Out of School Children

- One Tara School is a free, alternative school by DEVI Sansthan for out-of-school children, based on the belief that if they can't go to school, the school should come to them. The purpose of the school is also to mainstream children as quickly as possible.

- The One Tara school empowers individuals, NGOs and private schools to start informal education centers, offering quality education.

- DEVI provides full know-how and support including training, study materials, and assessments, at low cost to volunteers who offer free education in both formal and informal settings.

- DEVI invites individuals, families, and NGOs to open free schools in memory of their loved ones, honoring them through education—a "*star above supporting a star on earth*."

## Learning Materials



## E-Learning & AI Assisted Ed Tech



## Physical & E-Assessments



## Online / In-Person Training

# THE ALfA JOURNEY

**1992-2013**
**22 years of broader education research** in India, Iceland, UK, The Czech Republic.

**2014-2021**
**Research on FLN**; Campaigns for Literacy. **Grassroots literacy work** in slums & villages. **Women & Adult Literacy** & Out-of-School Children. **Research continued** for school-based model.

**2022**
Accelerating Learning for All (ALfA) launched **in government schools:** 20-school RCT in Shamli, UP and Sambalpur, Odisha. Published '**Disruptive Literacy**' (Bloomsbury).

**2023**
ALfA expands to **pilots in 4 districts of UP** (Barabanki, Lucknow, Shamli, Unnao). Hosted **MOOT: (Massive Open Online Training).** Partnership with **Ministry of Education, Maldives**.

**2024**
ALfA expands to **full district level implementation** in Barabanki, Lucknow, Shamli & Unnao. **Implementation begins in Himachal Pradesh** (state-wide MOU).

**2025**
ALfA **research implementations** in Arunachal Pradesh, Jharkhand, Maharashtra, Telangana; Ghana, Peru show strong results. **Statewide MOU** for J&K takes the total to 35,000+ schools.

**2026**
MOUs signed in January to expand to **9 full districts** of UP, & **entire Uttarakhand and Ranchi**, expands to **60,000+ schools**.

# ALfA: Fast & Holistic FLN Today

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 pedagogy, empowering teachers, and leveraging policy to enable rapid gains towards literacy and quality education for all and help meet the goals of SDG4.

+91 740 840 6000     info@dignityeducation.org     dignityeducation.org