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We and Our Learning

Impact Assessment Report

Feb 2025

Samprabhav

Foundation

Executive Summary

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We and Our Learning
The Accelerated Learning for All

This executive summary especially focuses on the impact of the **pilot Accelerated Learning for All** project funded and implemented by the Samprabhav Foundation in Karnataka. The report was prepared in **alignment with the Companies Act 2013** Schedule VII and its amendments thereof, the UN sustainable development goals, and the **OECD DAC** evaluation criteria, specifically those aligning with relevance, effectiveness, and efficiency parameters.

The purpose of this impact assessment is to assess the benefit of the activities undertaken to improve foundational literacy and numeracy among tribal girl children in the Chikkamanagaluru District of Karnataka state using **Accelerated Learning for all Pedagogy.**

The organisation also wants to scale up the operations based on the assessment results presented in this report so that a larger number of students from marginalized communities benefit **with minimum investment ensuring sustainability** of the learning to create a larger social capital for the households, state and the country in the long term.

Samprabhav Foundation, established in the year 2023, is a passionate and committed not-for-profit section 8 company focusing on sustainable and impactful social changes. It works with the local NGOs, thought leaders, government and the larger communities to catalyse their native expertise for larger social benefit. This assessment mainly focuses on measuring **the effectiveness of Accelerated Learning for all Pedagogy** in improving student learning outcomes specific to **numeracy and reading.**

The envisaged outcome of this project was improved learning outcomes among students, specific to language and mathematics, measured before the project assessment and after the project assessment of student academic performance.

The report brings out the positive directional change among the **12 students** who received this project intervention with an average of **86% improvement post-intervention compared to the pre-intervention** performance state. The assessment highlights the usefulness of the pedagogy in improving student academic performance.

Background

Foundational Literacy and Numeracy (FLN) serve as the cornerstone of all future learning, equipping children with essential reading, writing, and mathematical skills. Recognising the critical role of FLN, the **National Education Policy (NEP) 2020** prioritises its attainment as a fundamental goal for early education. In alignment with this vision, the **NIPUN Bharat Mission** was launched to ensure that every child in India achieves proficiency in reading and numeracy by Grade 3, laying a strong academic foundation for lifelong learning.

Despite these national efforts, recent data highlights significant learning gaps. According to the **ASER 2022 report**, the proportion of Grade V students across India who can perform basic division has declined from **27.9% in 2018 to 25.6% in 2022**, indicating a worrying trend in mathematical competency. Additionally, basic reading abilities have regressed to pre-2012 levels, underscoring the urgent need for targeted interventions in foundational learning. However, there has been a sharp increase in government school enrollments, rising from **65.6% in 2018 to 72.9% in 2022,** demonstrating a shift towards public education and reinforcing the necessity to strengthen foundational learning systems within these institutions.

The **Government of Karnataka** has taken significant steps to improve Foundational Literacy and Numeracy in terms of implementing programs such as Vidya Pravesh and Nishtha FLN. Substantial gaps remain in learning outcomes among students as identified by a recent **NCERT study (2022)** that revealed that **42% of grade 3 students were proficient in numeracy skills; 58% do not!**

Addressing these challenges requires systematic, **evidence-based interventions** to enhance FLN outcomes, particularly among students from marginalised communities. This project is designed to bridge these **learning gaps through activity-based, student-centred approaches,** ensuring that foundational skills are effectively developed and retained.

Scope of the Impact Assessment

Location

Vikasana, Girls Residential School, Tarikere Block, Chikkamagaluru District, Karnataka

Duration

December 2024 - February 2025

Corporate Social Responsibility

The Companies Act 2013 Schedule VII Section 135 - (ii) promotes education, including special education and employment enhancing vocational skills, especially among children, women, the elderly, and the differently abled and livelihood enhancement projects.

Sustainable Development Goals

Objectives of the Impact Assessment

To measure the effectiveness of ALfA pedagogy in improving learning outcomes among students of government school

ALfA - An innovative and effective approach to learning

The Accelerated Learning for All (ALfA) methodology is a proven, **evidence-based approach** that has been well-documented and **rigorously impact-evaluated**, demonstrating remarkable improvements in **foundational literacy and numeracy (FLN).** Designed for efficiency and scalability, ALfA requires minimal yet concentrated teacher effort over just **45 to 60 days,** yielding significant learning gains. A detailed impact report of this approach can be found here- **Rapid Result Initiative Report**

At its core, **ALfA is a child-led, teacher-mediated model** that fosters active engagement through **peer-assisted and paired learning strategies,** making education an interactive, enjoyable, and effective experience for children. This approach not only enhances concept retention but also **builds confidence and a collaborative learning environment.**

Unlike traditional methods of teaching pedagogy, where one starts by first writing the letters and numbers and then starts vocalising the letters and writing the numbers, **in ALfA pedagogy, the transaction of learning is between two children** and not from teacher to children. Children work from known to unknown, rather than saying a for apple they derive the words from the picture they see. The methodology builds 21st-century skills among children such as creativity, critical thinking and collaboration. **This method of learning saves a year or more for the children.** Paired learning builds communication, critical thinking, language abilities and civic skills among students.

The methodology is low-cost, highly scalable, and designed for long-term sustainability through the development of teacher champions, ensuring continuous implementation beyond the initial intervention. With a wide-reaching impact, ALfA effectively caters to **children aged 6 to 16 years,** particularly those in marginalised communities, bridging critical learning gaps and empowering them with the foundational skills necessary for future success.

Key Findings

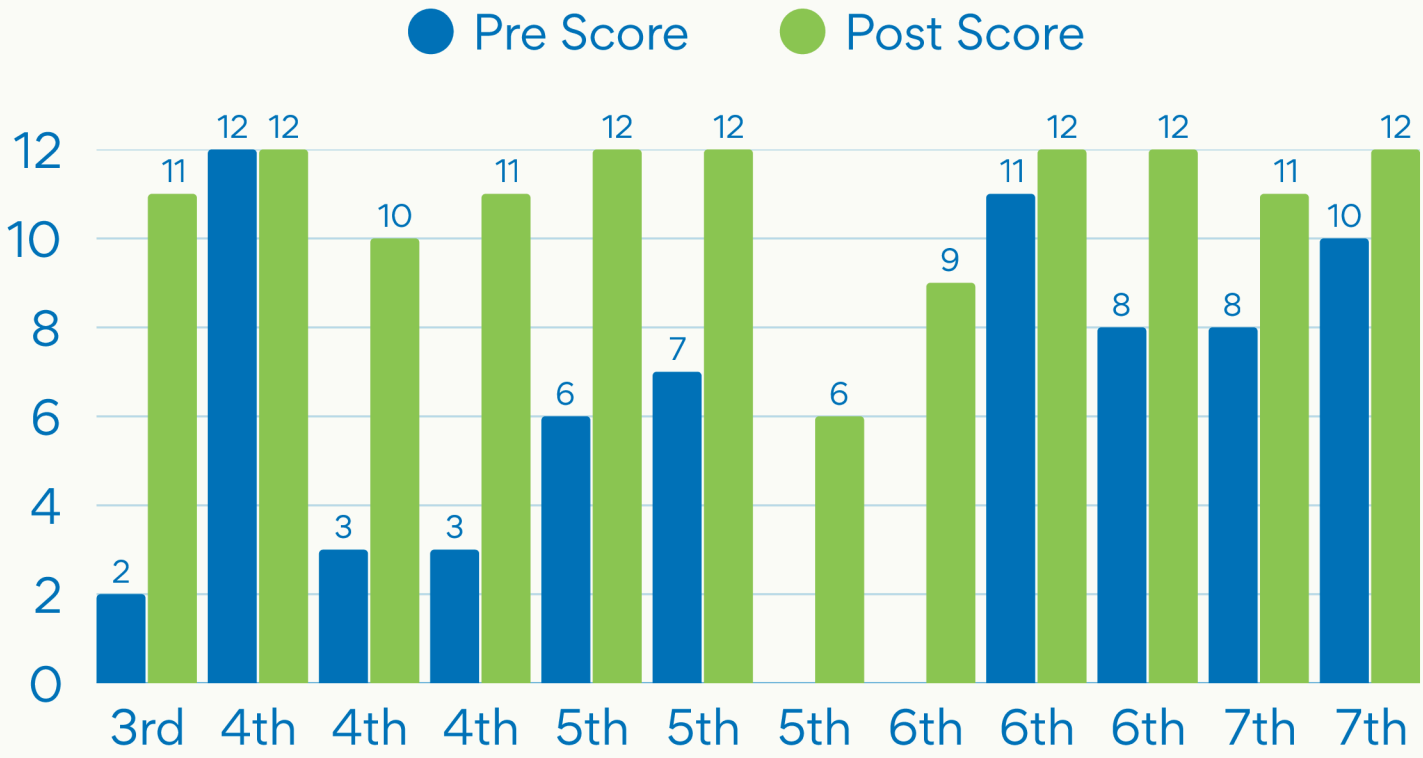
- The implementation of the **ALfA pedagogy** followed a structured and systematic approach to ensure **maximum effectiveness and measurable outcomes.**
- The program was piloted with **12 girl children** from economically disadvantaged backgrounds.
- The girls were studying in **Grades 3 to 7** at a Vikasana Residential School in the Chikkamagaluru District.
- **Four teachers** were trained in ALfA pedagogy

To establish a strong foundation, four **teachers underwent rigorous one-day training on pedagogical** methodologies essential for executing an activity-based learning framework. Recognising that student engagement and retention are significantly higher through experiential learning, teachers meticulously developed customised activity materials for **English and Mathematics, aligning with the ALfA pedagogy principles.**

A baseline **pre-assessment** was conducted before the commencement of the sessions to evaluate students' **existing proficiency levels.** The learning framework was integrated into their academic routine, with a dedicated **one-hour session daily exclusively for ALFA-based instruction.** A key feature of this methodology was peer-assisted learning, **where students were strategically paired** to facilitate knowledge exchange, fostering deeper comprehension through interactive engagement.

As the program progressed, students were exposed to **structured activities rooted in kinesthetic learning techniques,** such as associating claps and snaps with numerical values, and reinforcing mathematical concepts intuitively and enjoyably. The implementation strategy closely followed **textbook-based activity modules,** allowing for a seamless transition from conventional to experiential learning models.

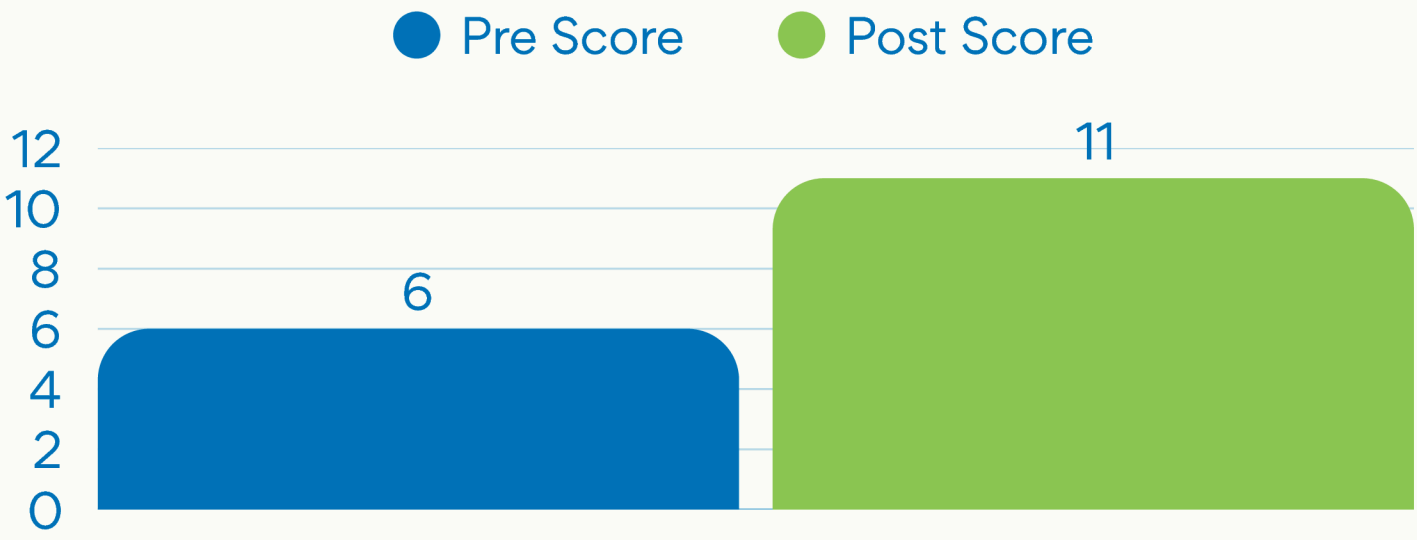
Assessment Scores (out of a total of 20 marks) of Students in Numeracy (n=12)



The implementation of the **ALfA pedagogy** has demonstrated remarkable improvements in learning outcomes, reinforcing its effectiveness as a high-impact intervention. The pre-assessment results revealed significant learning deficits, with **an average score of just 6 out of 12 and two students (5th standard and 6th standard) scoring zero.** The post-assessment scores **improved substantially** when measured with the same set of questions objectively assessed. This highlighted the critical need for targeted foundational literacy and numeracy support.

Improvement in average score by 86% in post-assessment compared to pre-assessment is a testament to the effectiveness of the ALfA pedagogy. This is important if we consider the context from where these students are coming from; many among them are the **first learners** in the family.

Average Score (out of a total of 20 marks) across Pre and Post-assessment in Numeracy (n=12)



The minimum score obtained by the students in the **pre-assessment was zero for two students.**

The minimum score obtained in the **post-assessment was 6.**

The minimum score obtained by the students in the post-assessment **surged to six from zero in the pre-assessment.**

These findings underscore the effectiveness of **ALfA's accelerated learning approach**, particularly in the early years of schooling (Grades 3 to 6), where knowledge acquisition **was significantly higher.** This indicates that early intervention is crucial in shaping a generation of competent and confident learners.

With a per-beneficiary cost of just **INR 700 per child,** this model proves to be highly cost-effective, scalable, and impactful, making it a sustainable solution to address foundational learning gaps at scale.

Student Quotes

Aparna, a fourth standard student who obtained a pre-score of 3 and a post-score of 10 out of 20, said, “This is very easy to learn for me, I am now able to do addition and subtraction very quickly”

Ramya, a sixth standard student who obtained zero score at pre-assessment and post score of 9 out of 20 marks said, “I was always scared of maths and did not like the subject, but this way of teaching and learning from my classmates and friends is fun”.

Conclusions

The Impact Assessment has demonstrated promising early results, showcasing the transformative potential of the **ALfA pedagogy** in **accelerating foundational literacy and numeracy.** With measurable learning gains and high engagement levels, this proven, **evidence-based approach is now poised for large-scale implementation.**

The next phase aims to expand ALfA across **100 schools**, impacting **12,000 students** within a single year, locations would be in **Bengaluru Rural & Urban, Chikkaballapura, Ramanagara & Kolar Districts.** This ambitious scale-up will empower thousands of children with **essential literacy and numeracy skills,** ensuring they become confident, capable learners equipped for future success. **By leveraging its low-cost, high-impact model, ALfA** presents a sustainable and scalable solution to bridge critical learning gaps, driving systemic educational transformation at a national level.

+91 8951 286 611
info@samprabhav.com
samprabhav.com
Bengaluru, Karnataka, INDIA