

An E-News Letter of

DEVI Sansthan

TRANSFORMATION IN EDUCATION



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Dr. Sunita Gandhi featured in national press

The Daily Guardian carried a profile on Dr. Sunita Gandhi's work and mission, underscoring DEVI Sansthan's role in accelerating foundational literacy and numeracy through ALfA; the story was subsequently republished by The Business Guardian, reflecting strong interest from both mainstream and business audiences.

The Daily Guardian

Review

India's Next Education Revolution: from exam factories to innovation labs

TGG NETWORK

Let's not sugarcoat it. Most schools in India still run like production lines. Children walk in. The bell sets the pace. Teachers deliver content. Students sit in neat rows, absorbing, memorising, reproducing. The entire year is a conveyor belt leading to one final output, a percentage on a mark sheet, a rank in a list.

The future is arriving faster than we can imagine. Artificial Intelligence can now write code, compose music, and diagnose illness in seconds. Our children will grow up in a world where information is everywhere, but the real value lies in knowing what to do with it. This is a chance for education in India to step into its most exciting chapter yet, not by doing more of the same, but by creating schools where curiosity, courage, and creativity are daily practice.

THE SHIFT WE NEED

Instead of seeing classrooms as places to prepare for the next test, we can see them as places where real



problems, imagining new possibilities, and shaping the world. Knowledge will still matter, but so will the ability to learn, adapt, and collaborate.

The answer is simple, everything machines can't. Brave thinking. Deep empathy. Ethical judgment. Creative problem-solving. Collaboration across differences. Adaptability in the face of uncertainty.

None of these thrive in a classroom obsessed with "the right answer" and terrified of mistakes. The future will not reward those who never fail. It will reward those who fail, learn, and try again, faster and smarter than before.

WHAT THIS REALLY MEANS FOR SCHOOLS

India doesn't need more exam toppers. It needs people who can look at messy, unsolved problems and figure out a way forward. People who see opportunity where others see dead-ends. People who can imagine, design, and act.

So, the question is no longer "What should schools teach?" It is "How should schools teach so children can do what matters?"

FROM THEORY TO PRACTICE: HOW TO MAKE THE SHIFT

This is not just about adding a few "innovation" periods or running the occasional science fair. It is about rebuilding the core of schooling so every child's daily experience pushes them to think, act, and reflect like innovators.

HERE IS WHAT THAT LOOKS LIKE

1. FLIP THE POWER IN THE CLASSROOM
In an AI age, information is cheap. Understanding is priceless. The teacher's job is no longer to be the foun-



File Photo

tain of all knowledge but the architect of deep learning experiences. That means giving students ownership. Let them work in pairs or small groups to discover concepts. Rotate who leads the discussion so every child learns to explain and defend their ideas. Ask open-ended questions and let silence do

its work.

When children explain things to each other, they don't just learn faster, they learn to listen, to negotiate, and to rethink.

2. MAKE LEARNING ACTIVE, NOT PASSIVE
A child sitting still, eyes glazed over, is not learning

deeply. Replace lectures with activities that demand participation: debates, design challenges, real-world case studies. Give them problems with more than one possible answer.

3. ASSESS WHAT MATTERS

If you want creativity and initiative, measure creativity and initiative. Keep the board exams if you must, but alongside them, track skills like: How well does a child work with others to solve a challenge? Can they break a complex problem into steps? Do they show persistence when a solu-

tion fails?

4. BRING THE OUTSIDE WORLD IN

The more disconnected school feels from real life, the less motivated children will be. Connect lessons to current events, local issues, and global challenges. Invite entrepreneurs, scientists, artists, and activists into classrooms, not to give speeches, but to mentor and collaborate.

5. TEACH HOW TO LEARN, NOT JUST WHAT TO KNOW

Knowledge will keep changing. A child entering Grade 1 today will face jobs in 2040 we can't even name yet. That makes one skill non-negotiable: the ability to learn, unlearn, and relearn.

THE CALL TO ACTION

The next education revolution will not be televised. It will happen in thousands of classrooms where the seating plan changes, where students argue over the best way to solve a problem, where a teacher steps back so a child can step forward.

The answer is simple, everything machines can't. Brave thinking. Deep empathy. Ethical judgment. Creative problem-solving. Collaboration across differences. Adaptability in the face of uncertainty.

ALfA pilot success in Nandurbar, Maharashtra

In Maharashtra's aspirational district of Nandurbar, endline assessments show treatment schools outperforming controls by more than 2x across grades and subjects, confirming strong gains in a short implementation window. Reading led the improvement, with Grade 4 treatment schools scoring 87% versus 36% in control schools, while arithmetic also posted robust gains at 71% (treatment) versus 30% (control) in Grade 4. These outcomes validate ALfA's rapid, paired-learning approach and mark the successful completion of the pilot's endline—paving the way for scale-up across additional blocks and schools.

With Baseline Assessments already conducted, we're confident this initiative will demonstrate how ALfA's innovative, accelerated approach can strengthen foundational learning in just 45 days.



DEVI Sansthan enters into a collaboration with Bindi International, Kishangarh, Rajasthan



DEVI Sansthan has entered into a collaboration with Bindi International to implement the ALfA pedagogy across community schools in Harmara, district Kishangarh. The partnership will focus on rapid foundational literacy and numeracy through paired learning, hands-on activities, and “known-to-unknown” progression, while building a local cadre of trained facilitators and community

volunteers. Initial phases include a Training-of-Trainers, deployment of ALfA toolkits, and continuous classroom mentoring, with joint monitoring to track attendance, reading fluency, and basic arithmetic mastery. This alliance strengthens community-based education in rural Rajasthan and lays the groundwork for scalable, cost-effective improvements in learning outcomes.