

# WHAT IF...

*One Chapter*

Could **CHANGE** How  
Every Child **Learns**.



Scan the QR to  
start your  
classroom trial  
and see how it  
works in your own  
classroom.



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Learn about Hi  
PATH  
1–2 PM.



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(27–29 Nov 2025,  
Lucknow)  
to experience  
a revolutionary  
education.



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*Don't take our word for it.*

**Experience Hi PATH for Yourself.**

# THE ONE CHAPTER TRIAL

Pick one section of a grade for the Hi PATH trial.

Have other section/sections teach the same topic as usual.

In the section implementing Hi PATH:

- Have the children sit and work in random pairs. No need to sort them by ability.
- Do teacher-child demonstration as suggested.
- Follow the prompts at the bottom of each page of the chapter.

After completion of the chapter, give a difficult 3-item test to all sections.

Compare the results between Hi PATH and usual way.

**Witness and feel the change. One Chapter is all it takes.**



# ONE PAGE FROM A CHAPTER, GRADE 3 ENGLISH

1

Bite-sized, visual codes on pages increase autonomy.

2

Prompts provide clarity. They allow a teacher to demonstrate what the children need to do in pairs.

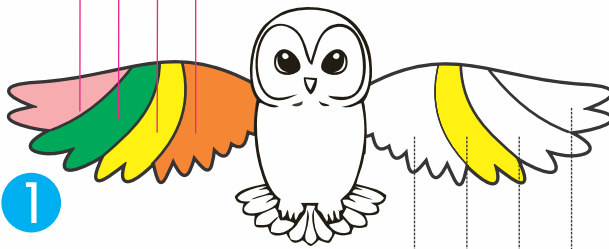
3

In-Class activities are fun and engaging for two children working in a pair.

## Activity 2 Cause and Effect

### CAUSE

- The Magpie and Cuckoo were noisy.
- The Owl watched birds and insects busy with their tasks.
- The Cuckoo pecked at the fruit.
- The Owl shivered all night.



### EFFECT

He felt ashamed.

The Owl scolded the birds.

He began collecting twigs to build his nest.

The Owl woke up annoyed.

### PROMPTS

Every action (cause) has a result (effect).

**Cause:** The reason something happens. (The Cuckoo pecked at the fruit.)

**Effect:** What was the result of that action? (The Owl woke up annoyed.)

The Cuckoo's pecking disturbed the owl's sleep, so he woke up annoyed.

### In-Class

1. Pair up. Discuss the colours, causes and effects on the owl's wings.
2. Match each cause to its effect. Colour the owl's wings for each effect in the same colour as the cause.

### Home-Stretch

Write a few causes in your notebook. The next day, ask your partner to read them and tell you the effect for each one.

**Example:**

**Cause:** I forgot my umbrella.

**Effect:** I got wet in the rain.

### CCC

Check  
Correct  
Cheer

4

Learning stretches to home with home-stretch activities.

5

More homework gets done as children create questions for each other, check each other's home-stretch tasks, and reward their partner with a smiley.

# A NEW PROCESS OF EMPOWERMENT. HOW IT WORKS.

[Click Here](#)



Watch real classroom videos  
to see HiPATH in action  
in hundreds of classrooms.

## 1. Plan

Review the Hi PATH chapter, focusing on the prompts at the bottom. Prepare student name chits in advance and place them in a box for pairing.

## 2. RANDOM PAIRING

Divide the class into pairs randomly. Invite one child to come forward and pick two names at a time. Those two become partners for the day

## 3. TEACHER-CHILD DEMONSTRATION

- A. Close your eyes and pick a random name chit — that child is your demo partner.
- B. Check the prompts at the bottom of the page; they tell you the task.
- C. You go first: ask/solve/read and show how to say “Well done!” or “Try again.” Give a high five.
- D. Then the child does the same with another question/line and also says “Well done!” and gives a high five.
- E. Demo is complete only when both have taken a turn — this shows the class how to learn with a partner.

## 4. ENTIRE CLASS WORKS IN PAIRS

Now, the whole class works in pairs. Remind them to take turns as equals and not repeat what their partner has already said or read. Each child should contribute something new during their turn.

## 5. FEEDBACK

Take a test of your children to see how much they learned this way. Monitor the same test in other sections.

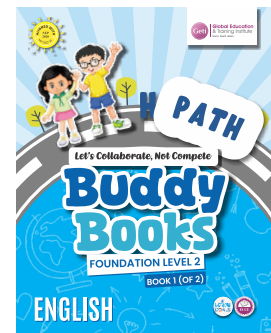
hub.hipath.app → sign up → choose grade/section/subject/chapter → seat pairs → read prompts → exit check → compare vs control → join Townhall for live walkthrough.

# A NEW PATH FORWARD



|  <b>Typical</b> |  <b>Hi PATH</b> |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Teacher-led                                                                                      | Child-led, student agency                                                                        |
| Individual work                                                                                  | Structured paired learning, engaging & effective                                                 |
| Heavy year-long books                                                                            | 2 lighter books, easier on shoulders & psychology                                                |
| Dense chapters                                                                                   | Short visual modules with prompts for activities                                                 |
| Often Abstract                                                                                   | Known-to-unknown, simple-to-complex scaffold                                                     |
| Sporadic training                                                                                | Daily teacher empowerment                                                                        |
| PTMs                                                                                             | Daily transparency for parents                                                                   |
| Delayed feedback                                                                                 | Frequent perfection loops                                                                        |
| Homework, tutor help                                                                             | Home-stretch, no tutors needed                                                                   |

~~Typical Books.~~ **Buddy Books.**  
Revolution, not just books.



-  **Easy to Understand**  
Short modules, visual, and engaging.
-  **Designed for Paired learning**  
Collaboration deepens understanding.
-  **Guides Learning for All**  
Students, teachers, and parents.
-  **Integrates Holistic Growth**  
Panchkoshas, SEL, STEAM, and Inclusion nurtures growth in all aspects: material, human & divine.

## STAGES

- Foundational**  
(Pre-Primary-Grade 2)
- Preparatory**  
(Grades 3 to 5)
- Middle**  
(Grades 6 to 8)

## FREQUENTLY ASKED QUESTIONS

### **Do children stay with the same partner?**

They sit with a new partner each day. This variety helps them learn to adjust, communicate, and think in new ways — making learning deeper and more meaningful.

### **Do we group children by ability?**

We never label children as strong or weak. Random pairing naturally balances abilities. When a child works with someone who learns differently — including those with special needs — both grow in understanding, empathy, and confidence. It builds the 4Cs: collaboration, communication, creativity, and critical thinking.

### **Will it take longer to teach a chapter this way?**

Quite the opposite. Learning happens faster and with greater engagement. While children learn actively from one another, teachers can observe, guide, and support the whole class more effectively.



The ALfA programme is very good for young learners because it works on the minute details to nurture the foundation and concepts of the students. This has been really helpful for my child, as every day my son is curious to learn through different methods.

Parent: Himanshu Tiwari  
Child: Aashvi Tiwari

### **Can I blend this with my normal way of teaching?**

For the trial, follow the Hi PATH process exactly as suggested. Only then can you truly see how it transforms your classroom energy and your students' learning outcomes.

### **Is this the full process?**

This is just the beginning. Hi PATH provides step-by-step prompts in every book, continuous online support, and weekly GROW Circles where teachers plan together and reflect — ensuring you're fully supported at every stage.

### **Does it increase my workload?**

Quite the opposite. You save time as children work and correct with their partners, reducing your correction load outside of class. Traditional planners are no longer needed. You'll notice greater ease, well-being, and joy in the classroom, with children learning more deeply and performing better academically, something you always wanted.



ALfA's interactive pedagogy, which emphasizes the 'I try, We do, We all try, We all do' model is ensuring active engagement and step-by-step skill development.

Sapna Srivastava, Primary Incharge,  
CMS, Kanpur Road

# BENEFITS: EVIDENCE BEATS OPINION.



More smiles.  
More stories.  
Scan to hear  
from hundreds  
of parents.

## Students

- Understand faster with pair work and clear prompts.
- **Better spoken English** and writing; clearer thinking.
- **More confidence in Mathematics** and steady gains **across all subjects**.
- Quick checks help spot and fix gaps early.

## Parents

- See real progress with simple, shareable reports.
- Short Home-Stretch tasks reinforce learning at home.
- Topic-wise data for PTMs builds trust.



Real change. Real classrooms. Read what hundreds of teachers say about ALfA in action.

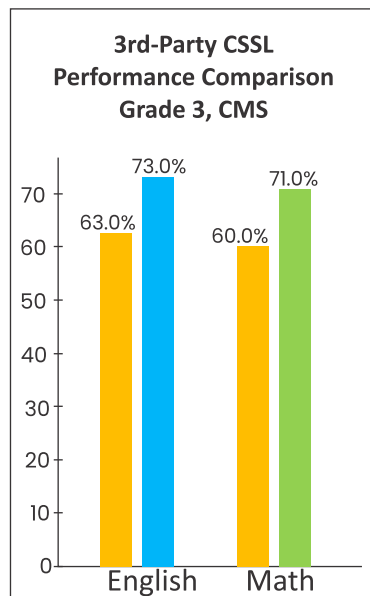
## Teachers

- Less prep pressure: prompts on each page guide lessons.
- Students self/peer-check first; quick exit tickets for feedback.
- Consistent teaching across sections; easier class control.

## School Management

- Faster, visible results—easy to show on dashboards.
- Stand out in the market; run a one-week demo to prove impact.
- Start with one grade; scale smoothly if it works.
- Good value: fewer extra workshops and less heavy prep.

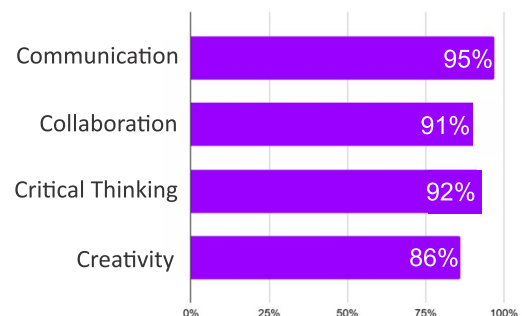
Can a great school do better?  
See evidence below for CMS,  
Lucknow, the world's largest school.



- After 8 weeks, external assessment (CSSL) shows Hi PATH campuses (**Blue: English, Green: Math**) outperforming Control (**Orange**) by 10 pp in English and 11 pp in Math.
- Lower SD (Standard Deviation 15 vs 19 in Math) shows weaker students improved, narrowing the gap.

■ Hi PATH Group (Grade 3)  
■ Control Group (Grade 3)

### Development of 4C Skills



The 4C Skills outcomes of Hi PATH (reported by 490 teachers) were:

- Communication (95%)
- Collaboration (91%)
- Critical Thinking (92%)
- Creativity (86%)

# YOUR TRANSFORMATION ROADMAP.

What Traditional Publishers Don't Offer.

**From  
Little Support  
→ Genuine  
Partnership**

Signing up early allows you to train your teachers in advance of the next session. Orient your parents.

Orient your parents. Take joyful learning home.

Garnish greater appreciation and retention, word-of-mouth publicity.

Include in your promotional materials, prospectus.

