
Executive Summary

P&G Shiksha Impact Assessment Report 2023-2024

Prepared For



**PROCTER & GAMBLE HYGIENE AND HEALTH
CARE LIMITED**

Prepared By



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ISO 27001:2013 Certified

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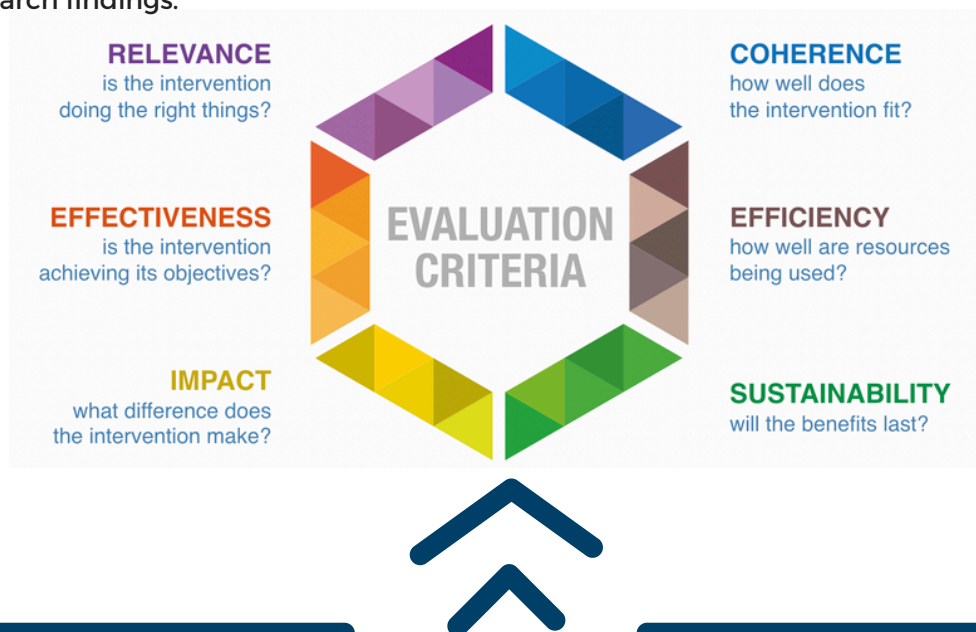
STUDY OVERVIEW

Background

Procter & Gamble Hygiene & Health Care Limited (PGHH) commissioned SoulAce to conduct an impact assessment study on five projects implemented during 2023-24 under its flagship Corporate Social Responsibility (CSR) initiative, P&G Shiksha. These projects aimed to enhance educational outcomes across a wide range of age groups, from early childhood to higher education. The study focused on assessing the program's effectiveness in reducing socio-economic and gender disparities, supporting long-term educational success, and driving systemic improvements in the education sector. The study also focused on assessing the evolution, sustainability, and strategic direction of P&G Shiksha, identifying key lessons and recommendations for future scaling and impact. Notably, the study was conducted after a cooling period of one year.

OECD- DAC Evaluation Framework

The research study utilised the OECD-DAC framework for evaluation, ensuring adherence to internationally recognised standards and norms. This framework provided a robust and standardised approach to assess the project's impact, maintaining the credibility and relevance of the research findings.



The Rationale for Rating: The rating criteria used to assess programs using the OECD Framework for evaluation are based on well-defined sub-indicators that provide a comprehensive evaluation. This checklist of sub-indicators has been internally developed by the SoulAce research team and helps ensure a thorough analysis and accurate rating of program performance. Here are a few examples of the sub-criteria for each parameter in the evaluation framework. Please note that the sub-criteria vary a bit based on the context and nature of the project.

Relevance: Resonance with Beneficiary Priorities, Speaking to Relevant Issues, Coverage of the Right Target Group, and Sensitivity to Local Context.

Coherence: Resonance with National Developmental Priorities, Synchrony with International Laws and Commitments, Strategic Alignment (Harmonizing Program Goals with Business Objectives), and Social and Environmental Responsiveness.

Efficiency: Clear definition of roles, optimal utilization of human and material resources, timeliness of delivery, Robust Monitoring and Evaluation Systems and Processes.

Effectiveness: Formulation of SMART objectives, Extent of Achievement of Program objectives, and Progress made against qualitative indicators.




Impact: Community awareness, Buy-in & ownership, Empowerment (individual and community), Acquisition of Transferable Aptitudes and Skills, Evidence of change in socioeconomic conditions of the beneficiaries, and Shift in sociocultural norms.

Sustainability: Knowledge Transfer and Capacity Building, Strengthening Collaborative Institutional Frameworks (material and others), Financial Viability after exit, and Replicability & Scalability.

P&G Shiksha: Freedom Through Education, School Infrastructure Support

Implementing Partner: Round Table India

Research Methodology

				
Year of Implementation	Type of Beneficiaries	Sample Covered	Project Location	Stakeholders Covered
2023-2024	Students	267 direct beneficiaries	Pan India	Students, Teachers, Parents & Program team

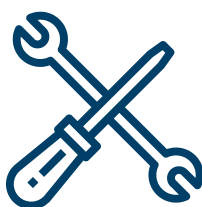
Project Background

PGHH, in partnership with Round Table India, implemented the Freedom Through Education project under its flagship initiative, P&G Shiksha, recognising the critical role of school infrastructure in fostering effective learning environments. By constructing safe, well-equipped, and student-friendly spaces, the project aimed to improve attendance, engagement, and overall learning outcomes. Between 2022 and 2023, the initiative successfully built 308 classrooms in 76 schools across 20 states, ensuring access to essential amenities and enhancing the educational experience for underprivileged children.

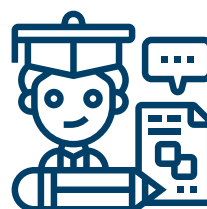
Guiding Principle



The Freedom Through Education project under P&G Shiksha is founded on the belief that every child deserves the freedom to learn in a safe, inclusive, and engaging environment.



By providing well-equipped classrooms that are well-lit and ventilated, the project aims to eliminate infrastructural barriers that hinder education.

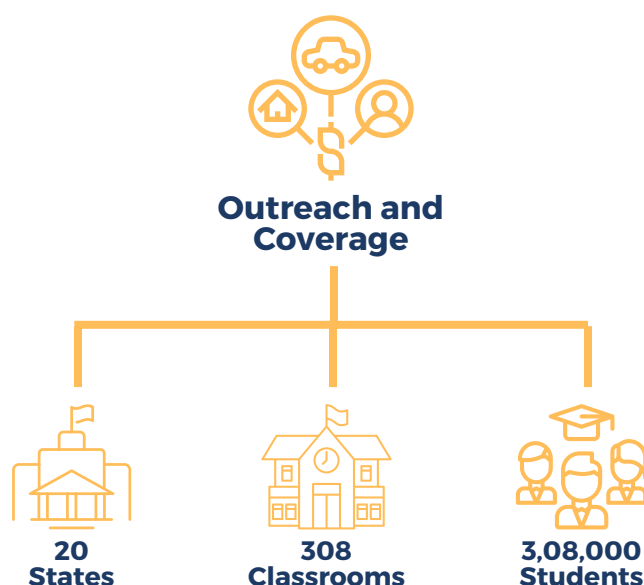


Short-term goals include improving student enrollment, attendance, and retention by making schools more accessible and engaging. Long-term objectives focus on enhancing learning outcomes and fostering a sustained enthusiasm for education among students, teachers, and parents, particularly in underserved rural government schools.

Theory of Change

Components	Description
Inputs	Co-funding by PGHH and RTI, strategic partnership with Round Table India (RTI), engagement with government and local education bodies, rigorous school selection process, monitoring and evaluation mechanisms.
Activities	Identification of schools with inadequate infrastructure, construction of well equipped classrooms, collaboration with local government for long-term maintenance, and periodic monitoring visits.
Outputs	76 schools equipped with new and improved infrastructure in 2023-24, with increased availability of clean and functional toilets, and the creation of safe and inclusive school environments.
Outcomes	Increased student attendance and retention, improved academic motivation and participation, enhanced student engagement in practical and experiential learning, better hygiene and sanitation practices, and strengthened teacher satisfaction and effectiveness.
Impact	Improved overall learning environment, increased parental confidence in school infrastructure, greater student focus and participation in school activities, and long-term improvements in school attendance and retention.

Findings of the Study



Findings from the Students' Survey

Access to Improved Infrastructure and Space

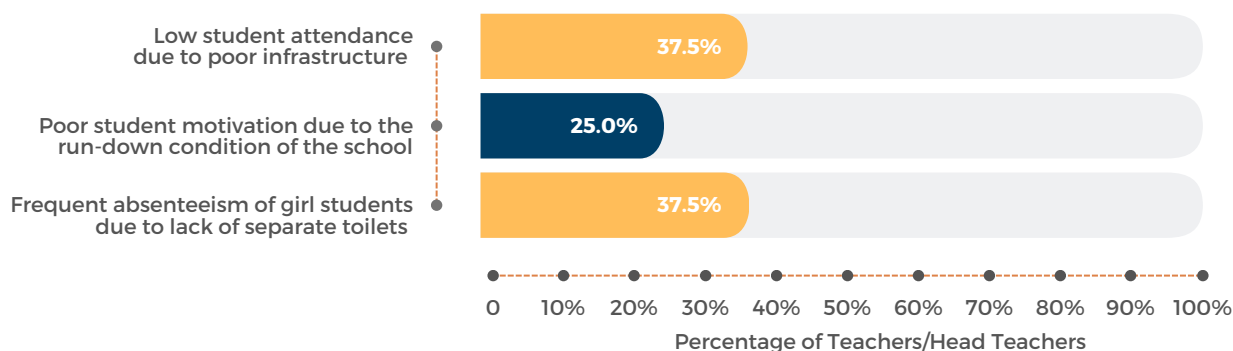
- All students, comprising 100% of the surveyed population, acknowledged the presence of new and visually appealing classrooms in their schools.
- The availability of good lighting and proper ventilation in classrooms was reported by 100% of the students.
- 99% of students expressed satisfaction with the ample space provided in the classrooms, ensuring comfortable seating for everyone.

Access to Functional and Clean Toilets

- Wherever new toilet block were constructed, they were utilised by 97.0% of the students, who also commended their cleanliness and hygiene maintenance.
- Among the students, 100% confirmed the presence of running water in the toilet facilities.
- A significant majority of 80% of the students reported the presence of wash basins for handwashing.
- As per the feedback received, 100% of the students expressed satisfaction with the adequate lighting in the toilet facilities.
- 95.0% of the students reported a reduction in waiting time for using the toilet, ensuring improved accessibility.
- 60.0% of the students expressed their appreciation for the open space in the playgrounds, along with swings, slides, and climbing structures wherever they were constructed.

Findings from the Teacher/School Heads' Survey

Challenges the students faced before Intervention



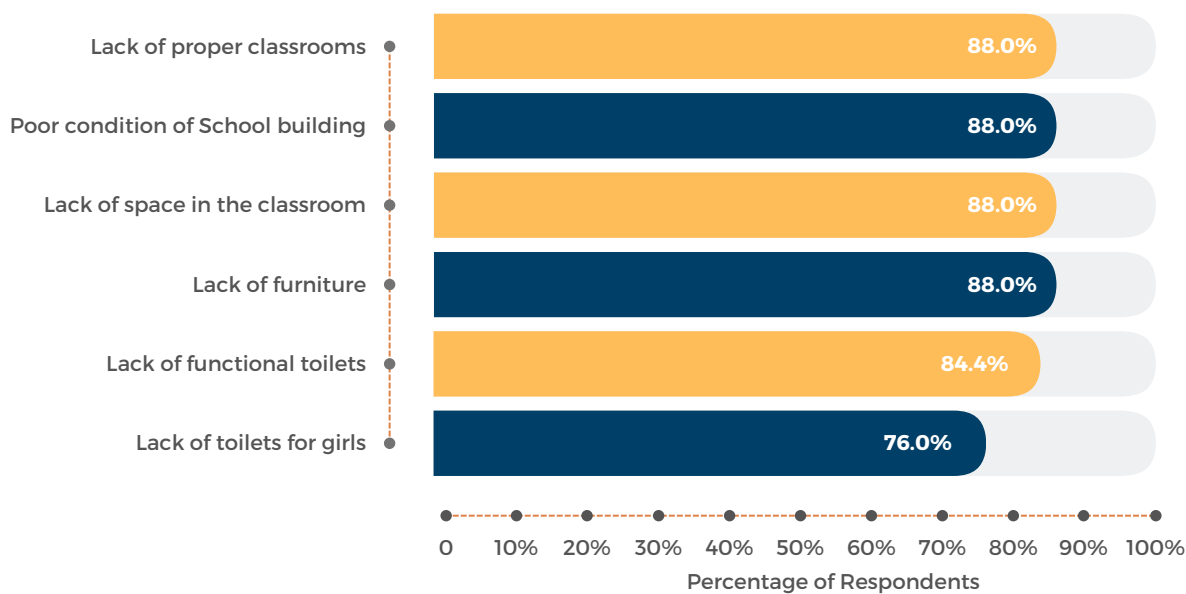
Improvement in Existing Infrastructure/ New Infrastructure

- 100% of the teachers reported the construction of new classrooms in their school.
- Additionally, in a few cases, teachers mentioned other improvements such as the provision of water treatment for safe drinking water, donation of books, installation of interactive digital TVs, slotted angle racks, a park, and a smart digital board.



Findings from the Parents' Survey

Key Challenges before the Intervention



- Academic performance improvements were observed by 88.0% of the parents, up from 56.0% in the previous year, indicating a strong link between better infrastructure and student learning outcomes.
- 100% of the parents were aware of the infrastructure development program and found it highly relevant.
- 84.0% of the parents appreciated the role of the intervention in greatly enhancing the attractiveness and functionality of the classrooms.
- 68.0% of the parents expressed that the construction of toilet blocks was very relevant in improving the school infrastructure.
- Parents also mentioned that many girls dropped out or missed school during menstruation due to inadequate or non-functional toilets and a lack of privacy. Further a few parents said that poor sanitation facilities also resulted in hygiene-related illnesses.
- Parental perception of attendance improvement increased significantly, with 96.0% of the parents reporting a noticeable rise in their child's attendance following infrastructure enhancements, compared to 63.0% in the previous year.
- Motivation to attend school saw a notable rise, with 100% of the parents acknowledging increased motivation compared to 83.0% in the previous year. Additionally, 61.0% observed improved attendance, and 56% noted enhanced academic performance.



Perception of the Students



Improvement in Attendance

- Enhanced school infrastructure and attractive classrooms led to a remarkable increase in eagerness to attend school, as reported by 98.0% of the students.
- A significant majority of 90.0% of the students reported increased attendance and regularity.



Improvement in Academic Performance and Achievement Motivation

- Academic motivation and participation in class activities witnessed a substantial boost, as reported by 98.0% of the students.
- 88.0% of the students from schools where playgrounds were constructed reported feeling motivated to attend school and actively engage in physical activities.



Impact on Teaching-learning and Overall School-Experience

- Teacher support in facilitating student learning was perceived as more effective by 98.0% of the students.
- Notable progress in engagement and learning was acknowledged by 95.0% of the students.
- An overwhelming majority of 97.0% of the students expressed having a significantly better overall school experience.



Perception of Teachers/ School Heads



Impact on Overall Learning Environment, Student Motivation, and Achievement

- 79.0% of the teachers reported a significant impact of the intervention on the overall learning environment of the school.
- 77.0% of the teachers reported a significant to moderate impact of the intervention on the interest and motivation levels of the students.
- 81.0% of the teachers reported a significant to moderate impact of the intervention on the overall learning outcomes of the students.



- 75.0% of the teachers reported improvement in enrollment rates as a result of the intervention.
- 93.0% of them reported significant to moderate improvement in attendance as an outcome of the intervention.
- 92.0% of them reported improved retention rates due to the intervention.



- 65.0% of the teachers/school heads from schools where toilets were constructed reported that the load on toilets has reduced after the intervention.
- 92.0% of the teachers and school heads from schools where toilets were constructed reported a reduction in absenteeism among girls after the construction of the toilet blocks.



- 100% of the parents reported that their ward's motivation to attend school has significantly increased as a result of the improvement in infrastructure.
- 96.0% of the parents mentioned that their ward's attendance had increased post-intervention.
- 88.0% of the parents reported significant improvements in their ward's academic performance.
- 100% of the parents expressed a high level of satisfaction with the current infrastructure of the school.

Retrospective and Future Outlook



Evolution of the Freedom Through Education (FTE) Program

The program has expanded from basic school infrastructure development to a more holistic approach, incorporating smart classrooms, internet connectivity, and digital resources to enhance learning environments.



Impact Beyond Infrastructure

Improved infrastructure has led to higher student retention, increased teacher satisfaction, and greater community engagement. Schools have seen higher enrollment, and local authorities are more invested in maintaining facilities.



Sustainability and Long-Term Maintenance

While school management committees oversee maintenance, long-term sustainability remains a challenge due to the lack of standardised guidelines. Schools with strong leadership maintain facilities better, highlighting the need for replicable sustainability models.



Addressing Emerging Needs – Digital Integration

Leveraging technology is a core focus of P&G Shiksha, with the RTI program similarly exploring digital tools to bridge learning gaps.



Role of Partnerships – Collaboration with P&G and Government

P&G's support has helped scale the program, while partnerships with local governments have aided in identifying schools in need. Strengthening public and private collaborations will be key to sustaining and expanding the initiative.



Creating a Conducive Learning Environment

Transforming classrooms with bright and colorful designs is a simple yet highly effective strategy. It instantly uplifts the learning environment, making students feel more engaged, comfortable, and motivated. This low-cost intervention can have a lasting impact on students' mood, attention, and overall classroom experience.

Rating based on OECD Framework






Relevance	● ● ● ● ●	Effectiveness	● ● ● ● ●	Impact	● ● ● ● ●
Coherence	● ● ● ● ●	Efficiency	● ● ● ● ●	Sustainability	● ● ● ● ●

Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

P&G Shiksha: Hamara Gaon, Remedial Learning Project

Implementing Partner: Pratham

Research Methodology

				
Year of Implementation	Type of Beneficiaries	Sample Covered	Project Location	Stakeholders Covered
2023-2024	Students	265	Delhi, Himachal Pradesh, Maharashtra, Madhya Pradesh	Teachers, Parents (Mothers) & Program team

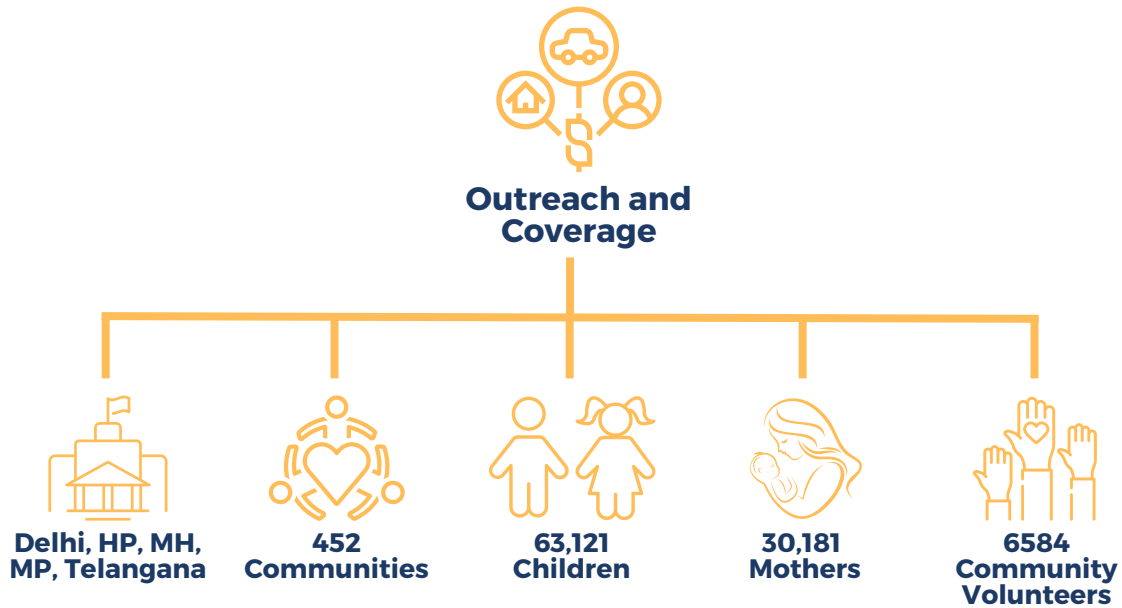
Project Background

PGHH, in collaboration with Pratham Foundation, implemented Hamara Gaon under its flagship education initiative, P&G Shiksha. The project focuses on strengthening foundational literacy and numeracy by engaging key community stakeholders and building local capacity. By fostering a supportive learning environment, encouraging community participation, and raising awareness about education, the initiative aims to improve learning outcomes at the grassroots level. In 2023-24, the project reached 452 communities, benefiting 63,121 children, 30,181 mothers, and 6,584 community volunteers.

Theory of Change

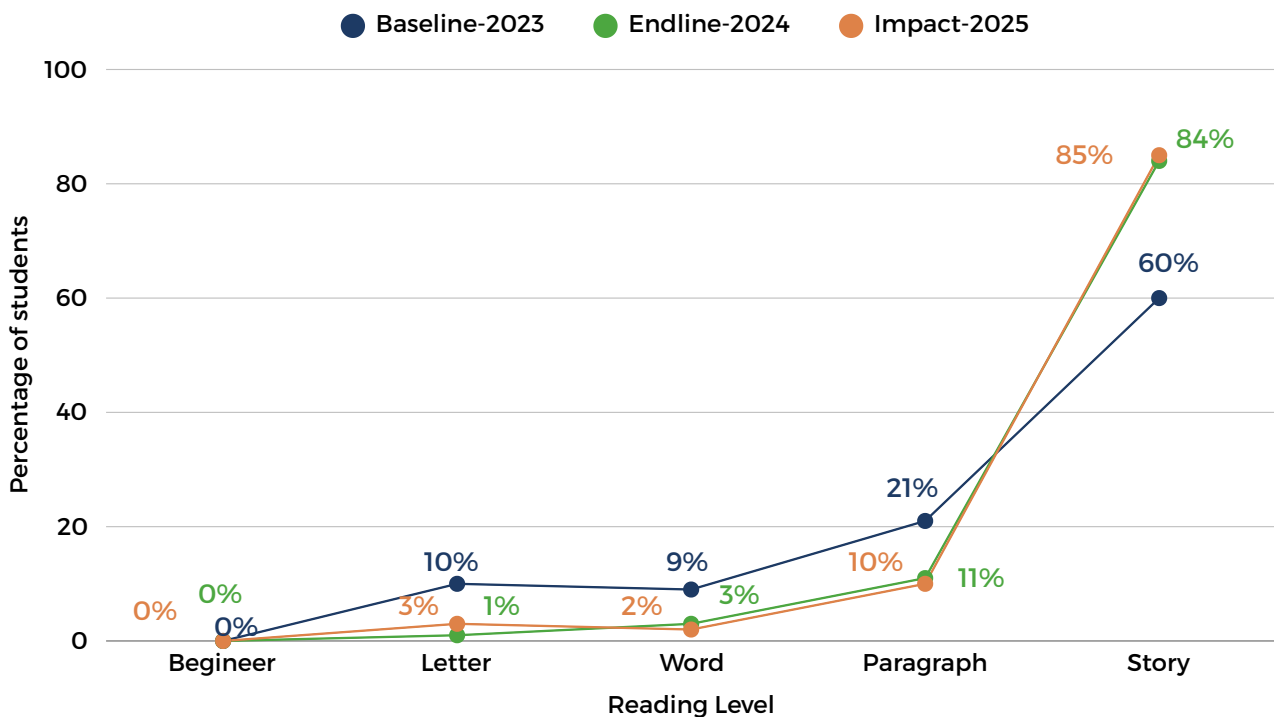
Components	Description
Inputs	Financial support from P&G, partnership with Pratham Foundation, engagement with community stakeholders, recruitment and training of community volunteers, development of instructional materials, and integration of Teaching at the Right Level (TaRL) methodologies.
Activities	Community mobilisation to raise awareness about education, train mothers and volunteers to support children's learning, organise learning camps and remedial sessions, implement cooperative learning strategies, and monitor student progress
Outputs	452 communities engaged, 63,121 children benefited, 30,181 mothers trained, and 6,584 community volunteers mobilised, increased access to structured learning opportunities and improved participation in foundational literacy and numeracy activities.
Outcomes	Improved reading and math proficiency, increased student motivation and attendance, enhanced parental involvement in children's education, strengthened community engagement in learning, and better teaching practices through differentiated instruction.
Impact	Strengthened foundational literacy and numeracy skills among children, sustained parental and community participation in education, improved long-term learning outcomes, and increased awareness of the importance of early education in underserved communities.

Findings of the Study



Improvement in Reading Proficiency of Students as Compared to the Baseline

An analysis of student assessment data showed a steady increase in the proportion of students achieving higher levels of reading proficiency from the 2023 baseline to the 2024 endline and further into the 2025 assessment. At the same time, the percentage of students at lower proficiency levels declined, driven by a significant shift toward higher reading levels.

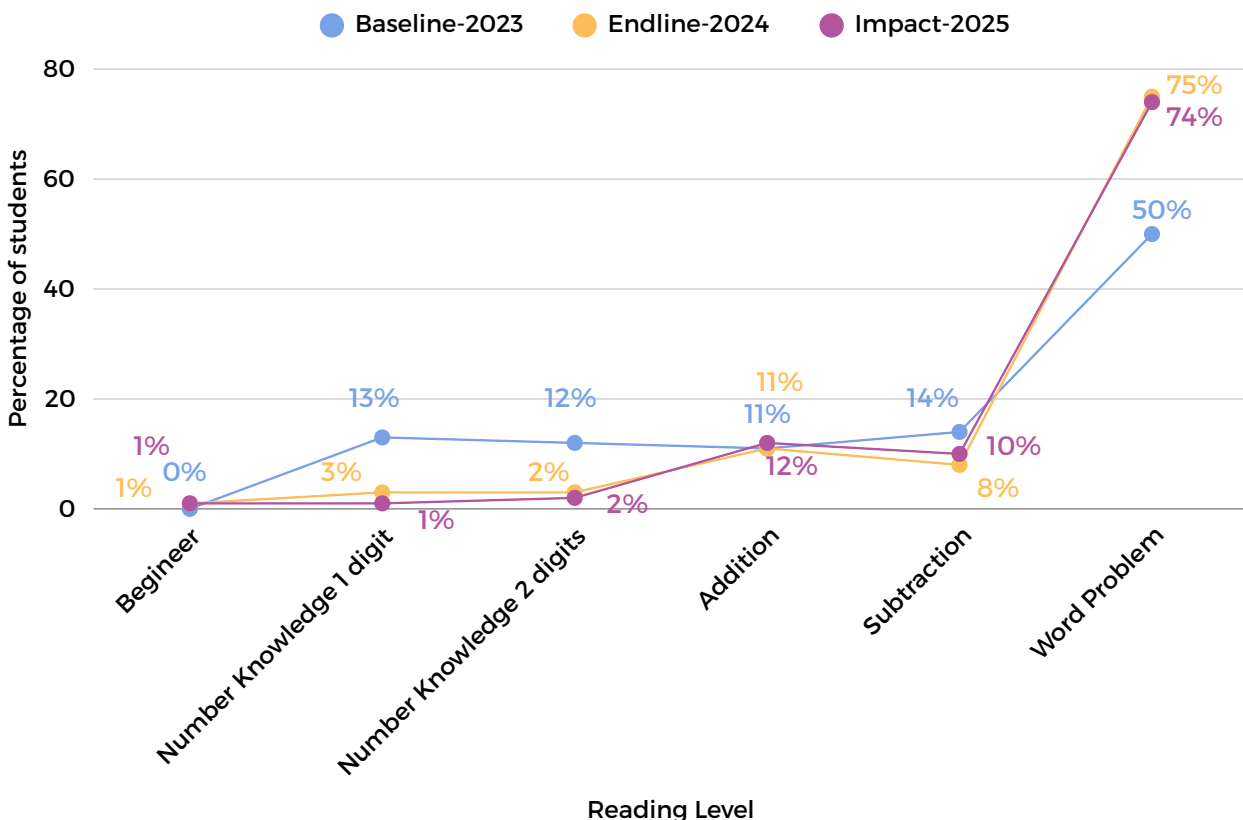


- **Story Level:** The proportion of students at the story level increased from 60% at the 2023 baseline to 84% at the 2024 endline, indicating significant progress in reading proficiency. By the 2025 assessment, this percentage rose marginally to 85%, suggesting that the gains made were largely sustained with a slight improvement.
- **Paragraph Level:** A significant number of students progressed to the story level between 2023 and 2024, reflected in the decline of those at the paragraph level from 21% at baseline to just 11% at endline. By the 2025 assessment, this percentage saw a slight decrease to 10%, indicating that the upward movement of students toward higher reading proficiency levels continued, though at a slower pace.
- **Beginner Level:** The proportion of students at the beginner level remained unchanged at 0% from the 2023 baseline, in the 2024 endline, and to the 2025 assessment, indicating there was no learning regression.



Improvement in Mathematical Proficiency of Students as Compared to the Baseline

An analysis of student assessment data showed a steady increase in the proportion of students reaching higher levels of mathematical proficiency from the 2023 baseline to the 2024 endline, with most gains sustained in the 2025 assessment. At the same time, the percentage of students at lower proficiency levels declined, reflecting a broad shift toward improved numeracy skills and problem-solving abilities.



- **Word Problem Level:** The percentage of students who could solve word problems improved from 50% in 2023 to 75% in 2024. By 2025, it slightly dipped to 74%, showing that the progress was largely sustained.
- **Operations on Numbers Level:** Students at this level dropped from 25% in 2023 to 19% in 2024, with a slight rise to 22% in 2025. Despite some fluctuation, most students moved to higher levels.
- **Number Knowledge (2-Digits) Level:** The percentage of students at this level reduced from 12% in 2023 to 2% in 2024 and remained at 2% in 2025, showing that most students progressed to higher levels.
- **Number Knowledge(1-Digit) Level:** This dropped from 13% in 2023 to 3% in 2024, and further to 1% in 2025, indicating steady improvement as students advanced to higher levels.
- **Beginner Level:** Very few students remained at the beginner level—0% in 2023, rising slightly to 1% in 2024 and 2025 showing overall improvement and very limited fallback.



Findings from the students and Teachers/School Heads' survey

- Students unanimously reported that they thoroughly enjoyed participating in the learning camps, particularly group activities, storytelling sessions, practice exercises and worksheets.
- All the students also mentioned that they received enough support and guidance from the program team and their teachers to improve their learning.
- 100% of the teachers reported that light touch activities were conducted in the remedial camps, while 75% reported engagement with mothers and provision of level-appropriate instructional input for children, and 55% mentioned the conduction of volunteer-led community activities.
- 75% of the teachers reported that Teaching at the Right Level (TaRL) and cooperative learning pedagogies and manipulatives were utilised in the remediation camps, and 75% of teachers mentioned that differentiated instruction was employed.



Findings from Mothers/Anchor Mothers & Community Volunteers & Opinion Leaders Survey

- All the mothers reported that they received training for supporting their child's learning at home, which included weekly instruction materials and resources through WhatsApp.
- As a result, 86.0% of the mothers reported that they are able to conduct home-based activities to promote school readiness.
- 93.0% of the mothers reported that they received consistent support from the program team in negotiating challenges such as lack of time and understanding of instructional resources provided.
- All the mothers unanimously rated their overall program experience as very good and mentioned that they actively advocate for the program.
- All the community volunteers underwent training that provided them with the necessary skills, knowledge and confidence to support children's learning and understand the primary goals of the program.
- Among the volunteers, 54.0% reported specific roles such as facilitating learning sessions for children or mothers groups and assisting in organising community events or melas (27.0%).
- 91.0% of the community volunteers regularly interacted with the program team on a weekly basis to exchange information and updates on the program's progress.
- All the opinion leaders acknowledged the project's high relevance for the needs of children and highlighted the criticality of involving mothers as they play an important role in their children's early development and learning.
- 100% of the opinion leaders expressed their active role in promoting the project within the community.
- All opinion leaders reported receiving project information and updates through community meetings, project team meetings with the panchayat and community-based events. They deemed the frequency of information exchange with the project team as adequate and sufficient.

Impact Created



Perception of the Students

- 100% of the students said the program has made learning more enjoyable, and as a result, they feel motivated to go to school and that their attendance has improved.
- All the students stated that the learning camps had a profound impact on their math and reading skills, enhancing their learning experience, making it enjoyable and interesting, and ultimately transforming them into better learners prepared for the future.



Perception of Teachers/ School Heads

- 85.0% of the teachers reported a substantial improvement in students' motivation and interest in learning mathematics.
- 75.0% of the teachers noted a high increase in student attendance since the program's implementation.
- 100% of the teachers observed a significant improvement in students' learning after participating in the remediation program.



Perception of Mothers, Community Volunteers

- All volunteers unanimously agreed that the program has made a significant improvement in children's learning outcomes.
- A significant 75.0% of the mothers reported a notable increase in their involvement in their child's development through participation in the mother's group and expressed a high level of satisfaction with the support and resources provided by the intervention.
- An informative and empowering experience was reported by 87.5% of mothers as a result of mother's group meetings and the activities conducted therein, and 81.2% of mothers reported feeling more equipped and confident in supporting their child's learning and development at home.
- 93.8% of mothers reported that they have noticed an increase in their child's motivation to learn, and their performance has also seen improvement.
- 100% of the opinion leaders said mother's group and community-based activities empowered mothers to support their children's learning by increasing knowledge and awareness.

Retrospective and Future Outlook



Evolution of the Hamara Gaon Program

The program evolved from a remedial learning initiative into a community-driven model integrating activity-based learning for foundational literacy and numeracy. The Catch-Up Program was introduced for Grades 3 to 5, while early learning efforts were refined for Grades 1 and 2 to ensure a more targeted approach.



Sustainability and Community Ownership

While community-led learning has sustained engagement beyond classrooms, volunteer retention remains a challenge. Peer learning, follow-ups, and capacity-building workshops have supported long-term impact, but structured refresher training and formal monitoring could strengthen sustainability.



Adapting to Emerging Needs

Digital learning tools such as interactive apps and offline content could enhance engagement, especially in areas with limited internet access. Strengthening digital literacy among teachers and volunteers would help integrate technology into learning more effectively.



Empowering Mothers and Strengthening Community Engagement

Capacity-building sessions, instructional materials, and learning groups have increased mothers' involvement in their children's education. Expanding awareness campaigns and leveraging local influencers could further deepen community participation.



Collaboration with PGHH

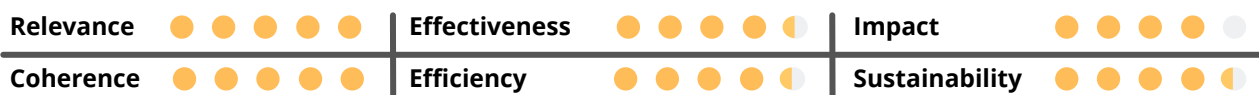
P&G's support has helped expand learning centres, develop quality educational materials, and strengthen community educators. Further, resource mobilisation could enhance the program's scalability.



Scaling and Replication

A train-the-trainer model could empower local volunteers and adapt the program to diverse regional contexts. Integrating digital learning tools and mobile-based content could further improve accessibility and engagement, increasing the program's long-term impact.

Rating based on OECD Framework








Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

P&G Shiksha - Early Childhood Education Project

Implementing Partner: Pratham

Research Methodology

				
Year of Implementation	Type of Beneficiaries	Sample Covered	Project Location	Stakeholders Covered
2023-2024	Students	267	Delhi, Himachal Pradesh, Madhya Pradesh, Telangana and Maharashtra	Teachers, Parents (Mothers), ICDS Workers and Program team

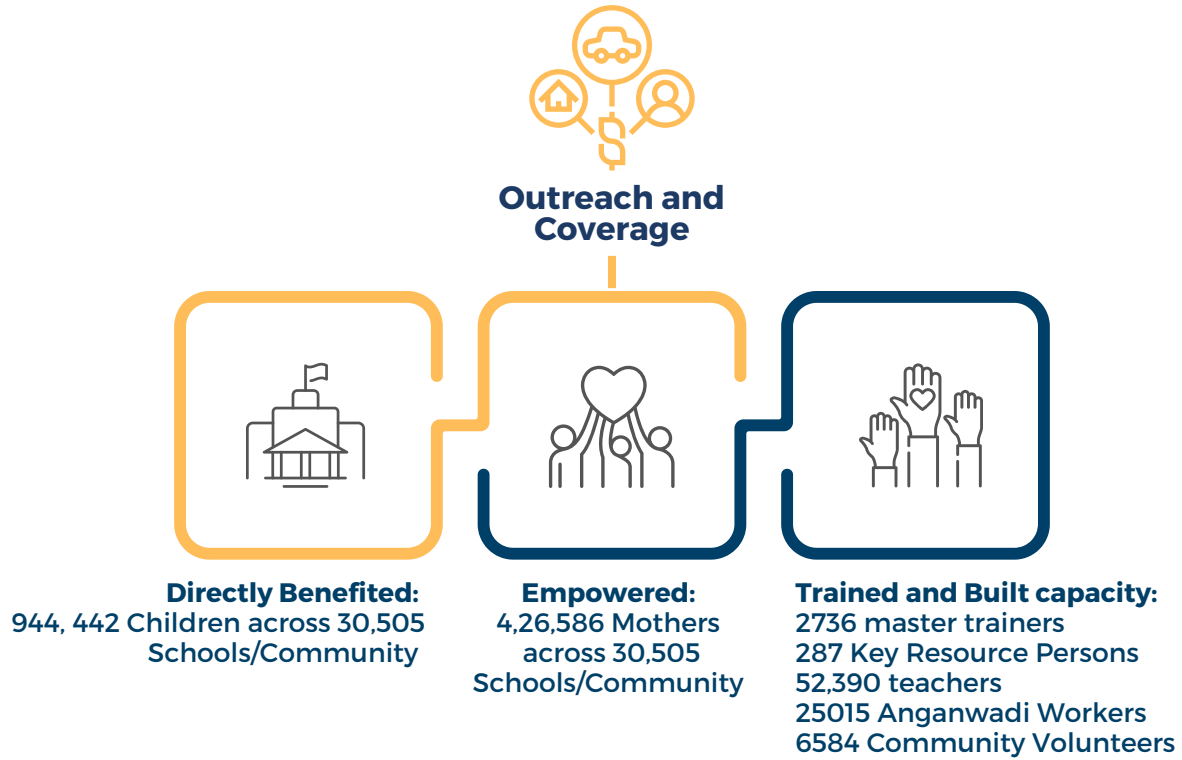
Project Background

The Early Childhood Education Project, led by the Pratham Foundation under the P&G Shiksha initiative, is designed to enhance early childhood education for children in underprivileged communities across India. By collaborating with government bodies and key stakeholders, the program focuses on improving curriculum, training educators, and actively involving communities in the learning process. Embedded within the public education system, the initiative aims to strengthen existing structures, ensure long-term sustainability, and expand access to quality early education.

Theory of Change

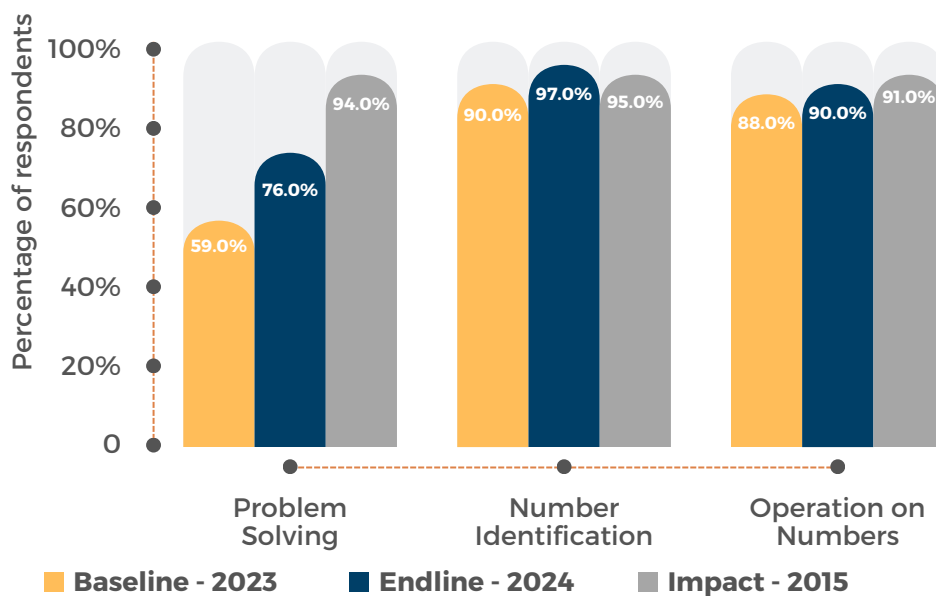
Components	Description
Inputs	Financial support from P&G, partnership with Pratham Foundation, collaboration with government bodies and Integrated Child Development Services Scheme (ICDS), training of Anganwadi workers and teachers, and development of structured curriculum and learning materials.
Activities	Capacity-building for Anganwadi workers and teachers, training mothers to support home-based learning, implementation of structured early childhood learning sessions, integration of play-based learning, and regular monitoring and evaluation.
Outputs	30,053 schools and community centres engaged, 881,321 children benefited, 426,586 mothers empowered.
Outcomes	Improved cognitive, socio-emotional, and language development in early learners, enhanced problem-solving and number identification skills, increased parental involvement in early childhood education, and strengthened the capacity of Anganwadi workers and teachers.
Impact	Strengthened early learning foundation for children in underserved communities, long-term improvements in school readiness, sustained parental engagement, and greater systemic integration of quality early education within government frameworks.

Findings of the Study



Findings of the Student Assessments

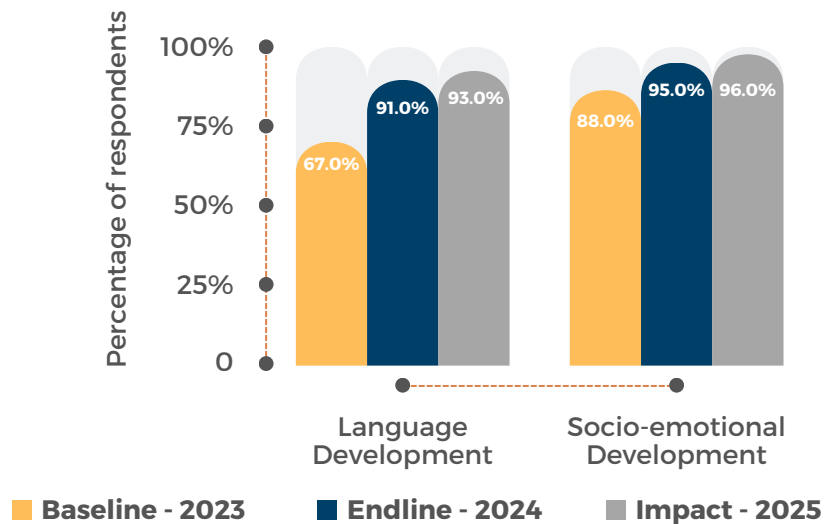
Proportion of Children at Level 2 or above in the learning domain related to Cognitive Development



- **Problem Solving:** The proportion of students demonstrating grade-level proficiency in problem-solving showed a significant upward trend. It increased from 59% at the 2023 baseline to 76% at the 2024 endline, followed by a further rise to 94% in the 2025 impact assessment.

- **Number Identification:** A strong improvement was observed in the proportion of students proficient in number identification, rising from 90% at the baseline to 97% at the 2024 endline. By 2025, this proportion remained nearly flat to 95%, though overall gains were sustained.
- **Operations on Numbers:** The percentage of students proficient in operations on numbers saw a steady increase, improving from 88% at the baseline to 90% at the 2024 endline and further rising to 91% in the 2025 impact assessment, indicating continued progress in numerical operations.

Proportion of Children at Level 2 or above in Socio-Emotional Development



- **Language Development:** The proportion of students achieving grade-level proficiency in reading showed a strong upward trend, increasing from 67% at the 2023 baseline to 91% at the 2024 endline. By the 2025 impact assessment, this figure rose further to 93%, indicating sustained progress in language development.
- **Socio-Emotional Development:** A steady improvement was observed in students' ability to identify emotions, with proficiency increasing from 88% at the baseline to 95% at the 2024 endline. This upward trend continued, reaching 96% in the 2025 impact assessment, reflecting strengthened socio-emotional development.



Findings of the Mothers' Survey

- 100% of the mothers participated in the Anganwadi project, 87.0% reported receiving training for supporting their child's learning at home, and 87.0% actively participated in community-based mothers' groups.
- Participation in community-based mothers' groups increased significantly, with 87.5% of mothers actively engaged, compared to 58.0% in the previous year.
- Consistent access to instructional materials improved, with 100% of mothers receiving weekly resources, compared to 75% in the previous year.
- 100% of the mothers found the instructional materials highly useful for supporting their child's learning at home, an increase from 83% previously.

- Home-based learning activities saw a significant rise, with 100% of mothers regularly conducting activities to promote school readiness, compared to 50% in the previous year.
- 100% of the mothers reported consistent receipt of weekly instructional materials and resources, with 100% finding them very helpful in supporting their child's learning at home by conducting school-readiness activities.
- 87.0% of the mothers expressed high satisfaction with the support and resources provided by the project for their child's early development.



Findings of the Anganwadi Workers' Survey

- 75.0% stated that the project is relevant in addressing the challenges faced by Anganwadi centres.
- 87.0% of Anganwadi workers reported that language development activities, cognitive learning exercises and games, and socio-emotional skill-building activities are conducted as part of the project to promote the holistic development of children in Anganwadi. Additionally, 62.0% mentioned the inclusion of physical development exercises.
- 100% of the Anganwadi workers have received extensive training to enhance their capacity to implement the project effectively.
- 100% of the Anganwadi workers reported that the training program covered language and communication development, And 83.0% reported covering socio-emotional development and counselling, 83.0% reported coverage of child development and early education.
- 88.0% of the Anganwadi workers reported that the program has had a positive impact on the children's development.



Findings of the Teachers and Head Teachers Interactions

The findings from teacher interactions revealed that:

- The school was facing significant linguistic and cognitive deficits among children, limited parental involvement and support, and inadequate awareness of the importance of early childhood education, which were challenges before the program.
- The school's implementation of the program is well-structured and organised. Various activities, such as cognitive skill development, social-emotional skill development, and creative arts and expression, are conducted to support the holistic development of children.

Impact Created



Perception of Mothers

- 100% of the mothers reported feeling significantly more equipped and confident in supporting their child's learning and development at home, up from 67% in the previous year.
- 62.5% of the mothers reported that group participation significantly increased their involvement in their child's early development, up from 50% in the previous year.
- 87.5% of the mothers found the meetings empowering and informative, an increase from 67.0% in the previous year.
- 62.0% of the mothers noticed an increase in their child's motivation to learn, with 75% reporting a notable improvement in their child's learning and attributed it to their participation in the mothers' group.



Perception of Anganwadi Workers

- 50.0% of the Anganwadi workers revealed that the active involvement of mothers in the project has positively impacted the overall development of children.
- 100% of the Anganwadi workers said that parent-teacher conferences and meetings have proven effective in documenting and tracking the progress of children attending Anganwadi centres.
- 88.0% of the Anganwadi workers said that the project has had a moderate impact on promoting the holistic development of children in this age group.



Perception of Teachers

- Teachers feel more prepared after receiving extensive training that emphasises school readiness, foundational literacy and numeracy, cognitive development, and language development activities.
- Thorough documentation and monitoring of children's progress within the project have facilitated the use of customised teaching methods.
- The project has shown a notable positive effect on children's learning and overall growth.

Retrospective and Future Outlook



Evolution of Training and Implementation

Over the years, the program's approach to training Block and Cluster Resource Coordinators has evolved to strengthen foundational literacy and numeracy (FLN) within early childhood education. Continuous improvements in mentor training have reinforced classroom observations, activity-based demonstrations, and regular feedback to teachers, leading to a more structured and effective implementation.



Impact Beyond Training

The program's influence extends beyond capacity building, fostering shifts in classroom practices, community participation, and school readiness among children. Mentors' school visits, hands-on demonstrations, and child assessments have contributed to more interactive teaching-learning processes, with early indicators of systemic improvements within the public education framework.



Sustainability and Long-Term Adoption

While government cadres have adopted several pedagogical practices introduced through the program, long-term sustainability depends on strong school leadership and active community involvement. Schools that have successfully created engaging, print-rich environments and strengthened parental participation have shown promising models of sustainability, particularly in reversing declining enrollment trends.



Strengthening Partnerships for Greater Impact

The collaboration with PGHH has been instrumental in expanding program reach and sustaining annual interventions. Ensuring long-term impact will require deeper alignment with national initiatives like NIPUN Bharat, a focus on community-driven education models, and leveraging partnerships to enhance program scalability.



Scaling and Replication Strategies

Scaling the program to new regions will require a strong emphasis on community engagement, particularly through mother-led learning initiatives. Recognising mothers as a child's first educators, the program can strengthen their role in early learning through structured home-based support, reinforcing school readiness and long-term educational outcomes.






Rating based on OECD Framework



Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

P&G Shiksha: Remedial Learning through Technology

Implementing Partner: Educational Initiatives (Ei)

Research Methodology				
				
Year of Implementation	Type of Beneficiaries	Sample Covered	Project Location	Stakeholders Covered
2023-2024	Students	266	Himachal Pradesh, Uttarakhand, Andhra Pradesh, Telangana, Maharashtra, and Rajasthan	Teachers, Parents & Project Team

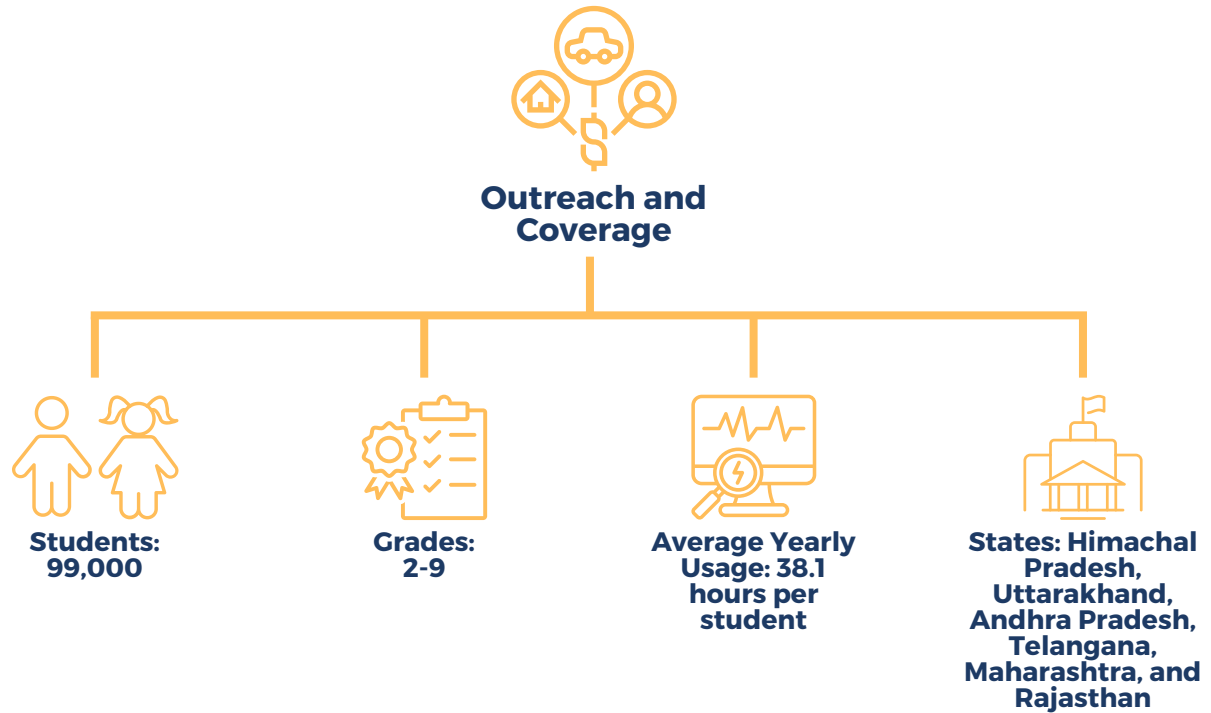
Project Background

In collaboration with Educational Initiatives, PGHH launched the Remedial Learning Through Technology Project under the P&G Shiksha program. This initiative utilises Mindspark, an AI-powered adaptive learning tool, to assess students' learning levels in public schools and provide personalised instruction tailored to their needs, helping them achieve grade-level proficiency. Mindspark's design is informed by comprehensive student assessments, qualitative insights from both students and teachers and a targeted approach to addressing common learning gaps in language and mathematics. The project emphasises modern pedagogical methods, fostering self-paced learning while reducing dependence on traditional teaching constraints.

Theory of Change

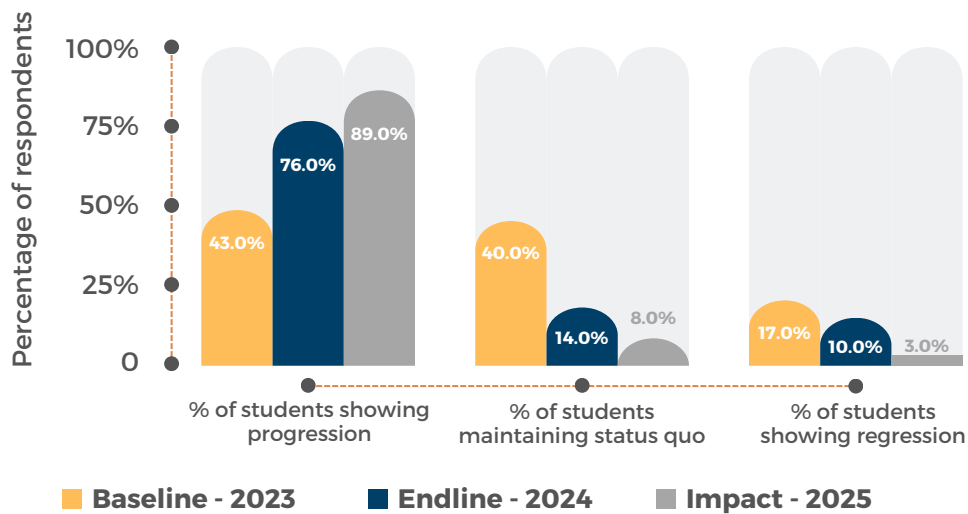
Components	Description
Inputs	Financial support from P&G, partnership with Educational Initiatives, deployment of the AI-powered Mindspark platform, collaboration with government schools, and training for teachers and program facilitators.
Activities	Implementation of adaptive learning using Mindspark, student assessments to determine learning levels, personalised content delivery, teacher training on data-driven instruction, integration of AI-assisted remediation in classrooms, and continuous monitoring and support.
Outputs	99,000 students across Grades 2-9 engaged, with an average yearly usage of 38.1 hours per student, improved access to personalised learning pathways, data insights for targeted remediation, and teacher dashboards for performance tracking.
Outcomes	Increased student proficiency in mathematics and language, improved engagement and motivation for self-learning, enhanced teacher capacity for differentiated instruction, and reduced learning gaps through targeted remediation.
Impact	Strengthened grade-level literacy and numeracy, improved student confidence and academic performance, greater integration of AI-driven personalised learning in public schools, and long-term improvements in self-paced learning and critical thinking skills.

Findings of the Study

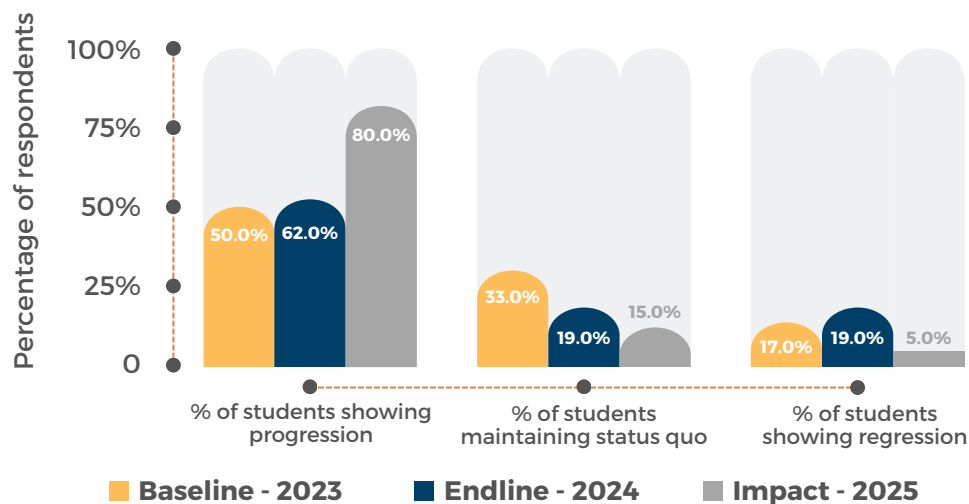


Findings of the Student Assessments

Learning Progression of Students in Language across Grades & Locations over Time



Learning Progression of Students in Mathematics across Grades & Locations over Time



According to the assessment data, there was steady progress in learning levels among students in both language and mathematics from the 2023 baseline to the 2025 impact assessment.

- **Students showing progression:** The proportion of students demonstrating progress in learning increased significantly over time. In language, this percentage rose from 43% in 2023 to 76% in 2024 and further to 89% in 2025. Similarly, in mathematics, the proportion of students showing progression increased from 50% at the baseline to 62% in 2024 and reached 80% in 2025.
- **Students maintaining status quo:** The proportion of students whose learning levels remained unchanged declined over the years. In language, 40% of students maintained their learning levels in 2023, dropping to 14% in 2024 and further to 8% in 2025. In mathematics, this percentage decreased from 33% in 2023 to 19% in 2024 and 15% in 2025.
- **Students showing regression:** The percentage of students experiencing a decline in learning levels consistently reduced in language, from 17% in 2023 to 10% in 2024 and further to just 3% in 2025. In mathematics, the trend fluctuated, with regression initially increasing from 17% in 2023 to 19% in 2024 before dropping significantly to 5% in 2025.

Note:

Studies show that a small percentage of students may experience learning regression despite receiving quality educational support. Within this project, several factors are believed to have contributed to this decline, including school breaks, irregular app usage, influences from the home environment, and socio-economic challenges like seasonal labour. These disruptions can impact learning continuity and overall academic progress. (Ref: Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). Lasting Consequences of the Summer Learning Gap. American Sociological Review)



Findings from the Student Survey

- 88.0% of the students expressed that they enjoyed learning English and Mathematics with the AI-powered program because it is interactive and fun.
- 80.0% of the students mentioned that they are able to operate the app with ease, and technical glitches such as app crashes happen only occasionally, but they are mostly able to secure support to address the issues.
- Additionally, 68.0% of the students appreciated the clear explanations of concepts and the availability of practice exercises.



Findings from the Teachers and School heads Survey

- 67.0% of the teachers identified Language-poor home environments, huge learning gaps, and mismatch between literacy and numeracy aptitudes and grade-level curricular expectations as the main challenges in teaching and learning language and mathematics.
- 89.0% of the teachers reported that the AI-powered remediation project provides content at each student's current learning level, offers additional resources for self-study(72%), and features adaptive learning paths (61%). It also encourages independent exploration and problem-solving, provides immediate feedback and guidance, and allows students to set learning goals and track their progress.
- Additionally, 34.0% of the teachers highlighted topics such as analysing student data, making data-driven decisions, implementing constructivist teaching methodologies, resolving misconceptions in Mathematics and English, and integrating technology into teaching.
- 44.0% of the teachers access the teacher dashboard on a weekly basis to monitor student progress, while 39.0% use it to analyse class performance and identify areas for improvement.
- 59.0% of the teachers mainly appreciated the project's impact on student engagement and motivation, and 21.0% appreciated content relevance and robust alignment with the curriculum, as well as the personalisation of learning based on individual needs.



Findings from the Parents Survey

- Parents unanimously expressed that the program is highly relevant to their child's learning as it effectively addresses learning gaps and improves understanding.
- 100% of the parents found the program relevant as it helps their children improve in different subjects.
- 93.0% of the parents appreciated the additional learning support it provides and its effectiveness in filling learning gaps and improving understanding.

Impact Created



Perception of Students

- Students across the locations unanimously reported improved school attendance owing to the program.
- A majority of the students, 63.0%, reported significant improvement in their language skills and mathematics performance after using the app.
- The app's usage resulted in enhanced confidence among a significant proportion of students, 67.0%, in learning both mathematics and language.



Perception of Teachers & School Heads

- 87.0% of the teachers noted that the remediation project changed their teaching approach by increasing focus on individual student needs and enhancing the use of technology in the classroom.
- 78.0% of the teachers also reported improved ability to track and monitor student progress, adoption of more student-centred and interactive teaching strategies (49.0%), better ability to resolve misconceptions, and more targeted interventions and personalised instruction (48.0%).
- Teachers predominantly observed positive improvements in students' academic performance in mathematics (28.0%) and language (49.0%).
- 49.0% of the teachers noted a reduction in learning gaps and improved learning outcomes among their students.
- 82.0% of the teachers highlighted that the AI-powered remediation project effectively promotes self-learning among students. This is achieved through features such as setting learning goals, tracking progress, providing immediate feedback and guidance, and encouraging independent exploration and problem-solving.
- 89.0% of the teachers stated that the AI-powered remediation project provides content at each student's current learning level, offers additional self-study resources, and includes adaptive learning paths. It also gives immediate feedback and guidance, encourages independent exploration and problem-solving, and allows students to set learning goals and track their progress.
- The intervention resulted in increased student motivation, attendance (28.0%), enrollment (47.0%), and retention (27.0%), as reported by most teachers.



Perception of Parents

- 93.0% of the parents reported a significant boost in their child's confidence and enthusiasm for learning since joining the remediation project.
- 83.0% of the parents observed notable improvements in their children's academic performance following their involvement in the project.
- Every parent mentioned that their child is now more enthusiastic about attending school, and they have also noticed a reduction in school absenteeism.

Retrospective and Future Outlook



Evolution of the Program

The program evolved from a one-size-fits-all approach to personalized, data-driven learning with Mindspark. Average usage reached 38.1 hours, with third-party studies showing 78% progression in language and 62% in math. Key lessons: consistent usage, teacher/community buy-in, and integration into school systems sustain progress.



Sustainability of Technology Integration

Mindspark remains active in schools like those in Telangana and Maharashtra, supported by strong teacher ownership and district-level government backing. Programs like Badi Bata demonstrate how technology is embedded into regular education initiatives.



Balancing Technology and Teacher Capacity

Teacher training, behavioral mapping, and A/B testing have been crucial in blending AI with teacher-led instruction. Teachers now use Mindspark data to inform teaching. Barriers such as data overload and low outcome expectancy are being addressed.



Collaboration with P&G

P&G's support enabled scaling, community engagement, and increased visibility. Their employee volunteering and leadership involvement enriched the program. Future collaboration can focus on structured mentoring, policy advocacy, and content development.



Scaling and Diversification

Scaling requires embedding Mindspark into NEP/NIPUN Bharat with evidence-backed outcomes. Catalytic state partnerships and expanding demo schools will be key, while integrating usage data into school monitoring systems will ensure long-term impact.

Rating based on OECD Framework

Relevance	● ● ● ● ●	Effectiveness	● ● ● ● ●	Impact	● ● ● ● ●
Coherence	● ● ● ● ●	Efficiency	● ● ● ● ●	Sustainability	● ● ● ● ●

Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

ABOUT SOULACE

Established in 2009, SoulAce was the first professional firm to enter the CSR space aimed to positively impact the social development sector. Recognizing the growing global discussions on ethical practices and corporate responsibility towards developing communities, we aimed to assist corporates in understanding ground-level issues and investing in credible partnerships and need-based initiatives.

SoulAce has over 15 years of experience in CSR Impact Assessment with our first engagement in August 2009, involving more than 80 CSR project Impact assessments, and since then, we have completed over 2,000+ CSR project assessments across 28 states and 200+ districts. Having collaborated with 150+ corporates and foundations, we've assessed over 2,000 projects, building a strong reputation for driving impactful change across the nation. Further, we are extensively working with Corporates on M&E and CSR Project Management Software, Fund Utilisation Reviews of NGO partners, Employee Volunteering as well as CSR Strategy and Compliance Advisory.

At SoulAce, our team comprises subject matter experts across thematic areas with a minimum of master's in Social Work/PhD in Social Science background and 10-30 years of experience. We have teams present across 18 cities covering Pan India with local language expertise. Our in-depth knowledge and expertise drive our impactful initiatives and help us make a meaningful difference in the communities we serve.