Executive Summary

P&G Shiksha

Impact Assessment 2024-2025

Prepared For

PROCTER & GAMBLE HYGIENE & HEALTH CARE LIMITED

Prepared By

SOULACE CONSULTING PVT LTD

ISO 27001:2013 Certified

DELHI NCR | MUMBAI | KOLKATA

Website: www.soulace.in; Email: enquiry@soulace.in

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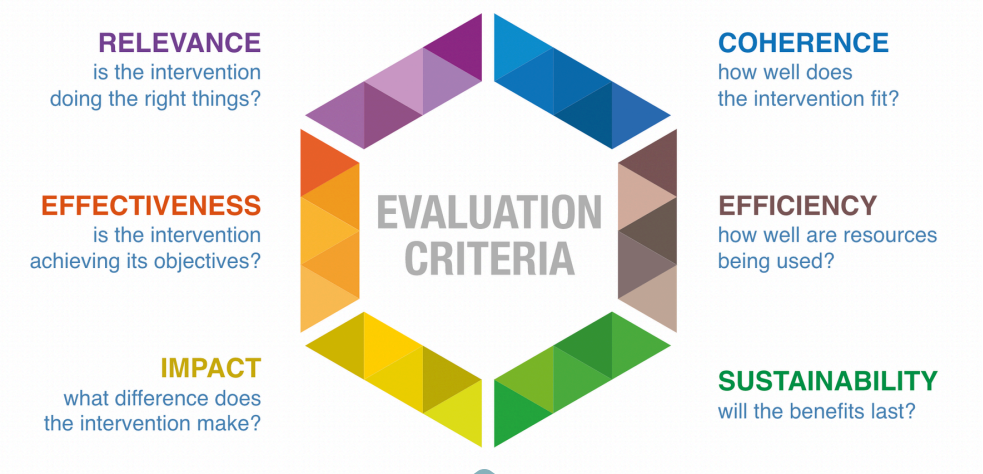
STUDY OVERVIEW

BACKGROUND

Procter & Gamble Hygiene & Health Care Limited (PGHH) commissioned SoulAce to conduct an impact assessment study on four projects implemented during 2024-25 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 almost a 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, standardised approach to assessing the project's impact, thereby maintaining the credibility and relevance of the research findings.



Rationale for the Ratings: The rating criteria used to assess programs using the OECD framework for evaluation is 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 the 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: Mindspark - Remedial Learning through Technology

Implementing Partner: Educational Initiatives (EI)

Research Methodology

Year of Implementation

FY 2024–25

Sample Covered

267 students

Assessment Locations

Rajasthan, Himachal Pradesh & Telangana

Type of Beneficiaries

Primary beneficiaries include students studying in Government schools (Grades 1-9) using the Mindspark platform for English, Mathematics and Language learning

Stakeholders Covered

Teachers, School Principals/Headmasters, Parents

Project Background

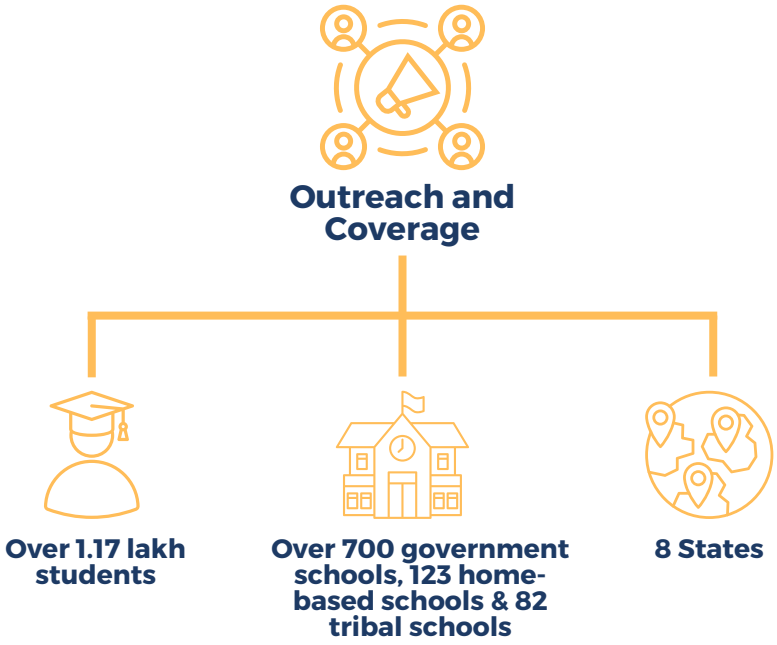
India's public education system continues to face persistent learning gaps, with many students in government schools, particularly in rural and tribal areas, performing below grade level in foundational subjects such as Mathematics and language due to mixed-ability classrooms, limited resources, and lack of personalised remedial support.

To address these gaps, P&G Shiksha, Procter & Gamble India's flagship CSR initiative, partnered with Educational Initiatives (Ei) since FY 2017–18 to implement the Mindspark Remedial Learning through Technology programme. Mindspark is an AI-powered adaptive learning platform available in nine Indian languages for Grades 2–9, providing personalised learning pathways through continuous assessment, interactive exercises, and instant feedback. The platform's gamified design, featuring learning games, reward systems, and performance leaderboards, transforms foundational practice in Mathematics and English into an engaging and self-motivating experience for students.

The programme operates through two delivery streams, based on contextual feasibility: sessions conducted in government school computer labs with available digital infrastructure, and community-based learning sessions where facilitators guide students in designated community spaces.

Since its launch, the programme has expanded from 1 state, 30 schools, and 6,700 students to 700+ government schools, 82 tribal schools, 123 home-based schools and over 1.17 lakh students across 8 states by FY 2024–25, with Karnataka and Madhya Pradesh added this year, further strengthening its reach in underserved regions.

Outreach and Coverage



Theory of Change

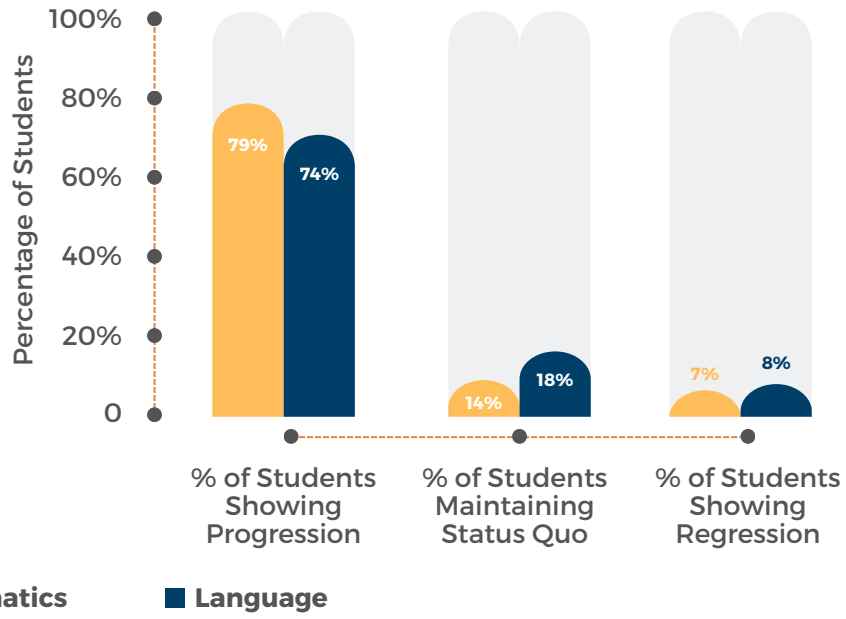
Components	Description
Inputs	• P&G CSR funding; Mindspark AI-adaptive platform (9 Indian languages, Grades 1-9, three subjects); dedicated computer labs and community learning spaces • Unique student login IDs • Trained Lab In-Charges (LICs) and community volunteers • Ei field support team (State Managers, Associate Managers) • Teacher training resources • Real-time monitoring dashboards and MIS systems • Government MoUs; WhatsApp communication groups
Activities	• Government-level orientation and MoU execution • Establishment of Mindspark computer labs and community learning centres • Entry-level learning assessment and student placement at the actual learning level • Delivery of personalised, adaptive learning sessions in Mathematics, English, and Language; teacher and LIC capacity building on platform use, dashboard interpretation, and data-driven instruction • Regular school and community visits by Ei field teams • Weekly dashboard reviews to identify and address learning gaps • Student progress report sharing with school leadership and parents • Community engagement through home visits, parent meetings, and WhatsApp groups; student motivation initiatives including Sparkie rewards, Sparking Champs recognition, and holiday engagement plans

Components	Description
Outputs	• 1,17,914 students actively using Mindspark across 8 states • 700+ government schools, including 82 tribal schools • 1,000+ teachers and principals trained • 170 fully functional Mindspark labs in Telangana • Average platform usage of 31 hours per student (July 2024–March 2025) • 70,000+ students reached via WhatsApp during holidays • 200+ government stakeholder meetings • 500+ workshops and seminars conducted
Outcomes	**Student Learning Outcomes** • Sustained learning progression confirmed over three consecutive years: Language progression ranged from 74–89% (FY 2023-24 to AY 2025–26) and Mathematics from 62–80%, with regression rates consistently below 10%, evidencing the compounding impact of sustained platform engagement. • Students reported improved confidence in learning, Mathematics marks, and English marks • Reduction in test anxiety **Behavioural & Psychosocial Outcomes** • Students reported increased classroom participation • Students applied Mindspark learnings directly in school classes • Students helped classmates with topics learned on the platform • Improved school attendance and reduced absenteeism were reported across Telangana, Himachal Pradesh, and Rajasthan **Teacher Outcomes** • All surveyed teachers reported observable improvement in student academic performance • Adoption of data-driven, differentiated instruction; stronger teacher–student learning relationships **Community & Systemic Outcomes** • Increased parental support for digital learning at home • Strong government adoption and endorsement across multiple states • Programme recognised by elected representatives as aligned with NEP 2020

Key Findings

Findings from the Student Assessments (Assessment Year 2025-26& Three-Year Trend)

Learning Progression of Students across Grades & Locations as Compared to the Baseline-2025



Subject-wise Comparison: Language vs Mathematics (Assessment Year 2025-26)

According to the FY 2025-26 assessment data, students demonstrated strong learning progression in both Language and Mathematics, with Mathematics recording a marginally higher progression rate than Language.

In Language, 74% of students showed learning progression, 18% maintained status quo, and 8% experienced regression.

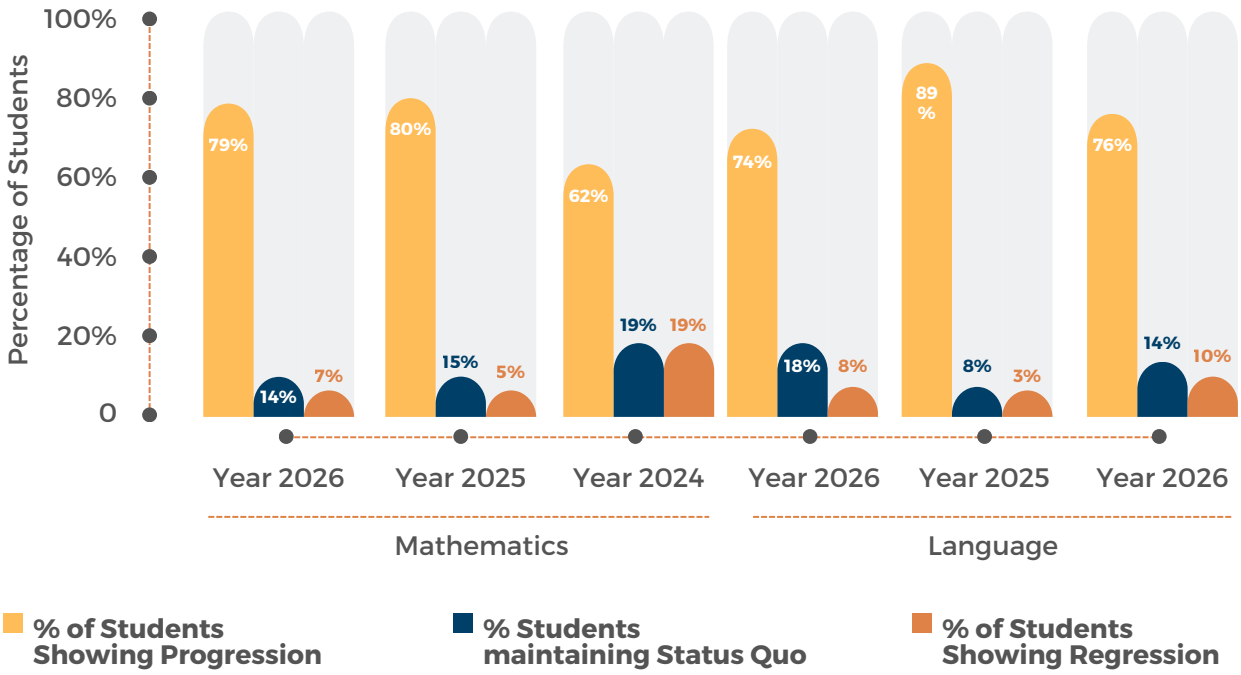
In Mathematics, 79% of students demonstrated learning progression, 14% maintained status quo, and 7% showed regression.

The data indicates that **Mathematics progression outpaced Language in AY 2025-26**, with a 5-percentage-point difference in favour of Mathematics. Regression and status quo rates remained comparably low across both subjects, reflecting broad and consistent programme impact.

A review of three consecutive years of assessment data reveals a strong and sustained pattern of learning improvement across both subjects, with FY 2025 recording the highest progression rates in the programme's history.

Year-wise Trend: FY 2023-24 to AY 2025-26

Learning Progression of Students across Grades & Locations as Compared to the Baseline-2024 & 2025



Students showing progression

The proportion of students demonstrating learning progression remained high across all three years. In **Language**, progression stood at 76% in FY 2023-24, peaked at 89% in FY 2024-25, and recorded 74% in AY 2025-26. In **Mathematics**, progression improved from 62% in FY 2023-24 to 80% in FY 2024-25, sustaining at 79% in AY 2025-26. The consistently high progression rates across both subjects reflect the programme's sustained impact on foundational learning outcomes.

Students maintaining status quo

The proportion of students whose learning levels remained unchanged has declined over the years, indicating that the programme is successfully moving students out of stagnation. In **Language,** this figure reduced from 14% in FY 2023-24 to 8% in FY 2024-25, with a marginal rise to 18% in AY 2025-26. In **Mathematics,** the status quo proportion decreased from 19% in FY 2023-24 to 15% in FY 2024-25 and further to 14% in AY 2025-26, reflecting a steady positive trend.

Students showing regression

The percentage of students experiencing a decline in learning levels has remained low across the assessment period. In **Language,** regression reduced from 10% in FY 2023-24 to 3% in FY 2024-25, with a marginal increase to 8% in AY 2025-26. In **Mathematics,** regression declined from 19% in FY 2023-24 to 5% in FY 2024-25, stabilising at 7% in AY 2025-26.

Overall, the assessment results indicate that a substantial majority of students demonstrated measurable improvement in learning outcomes, particularly between FY 2023-24 and 2024-25, with progress levels remaining consistently high in 2025-26.

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 contribute to this decline, including school breaks, irregular app usage, home-environment influences, and socio-economic challenges such as 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 Students' Survey

Strong Platform Engagement

75.7%
of students have used Mindspark for over one year, indicating sustained engagement with the learning platform.

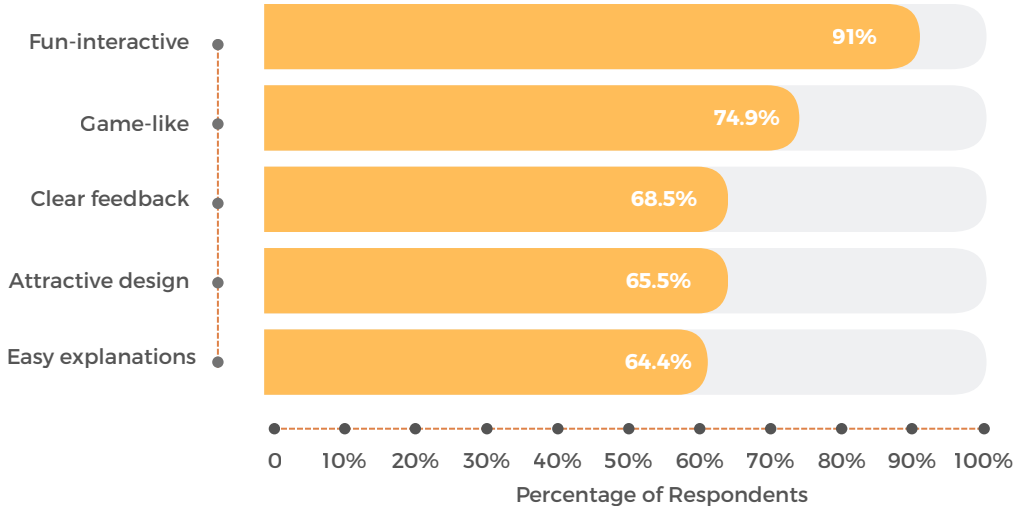
90%
of students use Mindspark at least three days per week, with 58.4% spending 1–2 hours daily, reflecting consistent usage and integration into learning routines.

"Mindspark makes learning fun. Practising questions regularly helps me understand chapters better, and I feel more prepared for tests now."

- **Student, Grade 8**

Engaging Learning Experience

Ways in which Mindspark makes learning enjoyable



87.3%
expressed overall satisfaction with Mindspark, highlighting its interactive design and concept clarity.

Motivation Drivers in Learning

Immediate feedback boosts motivation

89.1%
feel happy upon receiving correct answers

78.7%
feel proud of their achievements

Encourages continued learning

73.0%
reported being motivated to attempt to ask more questions

Gamification enhances engagement

71.5%
enjoy earning “Sparkies” rewards

56.2%
like sharing scores and progress with peers

"When I answer questions correctly on Mindspark, it makes me happy and motivates me to try more questions. My confidence in Maths and English has improved."

- **Student, Grade 7**

Findings from the Teacher Interactions

The programme is implemented through two delivery streams based on local infrastructure availability — **school-based digital learning** in Telangana and Himachal Pradesh, and **community-based learning** sessions in Rajasthan (Ajmer District). Across both models, teacher interactions revealed a consistent set of pre-intervention challenges, implementation approaches, and post-intervention outcomes, with region-specific nuances noted below.

Immediate feedback boosts motivation

Across all locations, teachers reported that students entered the programme with significant foundational gaps in Mathematics and English. Key challenges included:

Mixed-ability classrooms with wide variation in student learning levels

Weak foundational numeracy and limited language comprehension

Limited academic support available at home

Low student confidence and reluctance to participate in class

Mismatch between curriculum expectations and actual student learning levels

"Before Mindspark, many students struggled with basic language and mathematics concepts. With the program's interactive and personalised learning approach, we have seen clear improvements in students' understanding, confidence, and motivation to learn."

- **Teacher implementing Mindspark Program, Ajmer District, Rajasthan**

Programme Implementation and Teacher Support

Teachers across both delivery models received structured capacity building and ongoing programme support, enabling them to effectively integrate Mindspark into their teaching practice:

Training

Structured pre-implementation orientation covering platform use, dashboard interpretation, progress monitoring, and targeted intervention strategies

Monitoring

Regular use of Mindspark dashboards to track individual and class-level performance, identify learning gaps, and plan differentiated support

Ongoing support

Monthly review meetings, programme team interactions, and peer communication through WhatsApp groups

> "The platform allows students to learn at their own pace and receive immediate feedback. This has helped us identify learning gaps quickly and provide targeted support to students who need additional help."
>
> - **Teacher, Telangana School**

Post-Intervention: Observed Improvements

All surveyed teachers (100%), across both school-based and community-based delivery models, consistently reported the following improvements following programme introduction:

Improvement in students' Mathematics problem-solving ability and English language comprehension

Reduction in foundational learning gaps through personalised, adaptive practice

Higher student motivation, engagement, and attendance during learning sessions

Greater student confidence in classroom participation and answering questions

Enhanced teaching practices, with teachers increasingly using data to inform instruction

"Students are more motivated to attend sessions because the learning activities are interactive and engaging. Regular practice on the platform has improved their problem-solving skills and participation during learning sessions."

- **Teacher, Himachal Pradesh School**

Region-Specific Nuances

Dimension	Rajasthan – Ajmer (Community-Based)	Rajasthan – Ajmer (Community-Based)
Delivery Model	Evening community sessions (1–2 hours, 4–7 PM) are conducted in village spaces or school premises where permitted; teachers travel across multiple hamlets within a Panchayat.	Scheduled digital learning sessions within government school computer labs during school hours
Key Implementation Challenge	Limited smartphone access among students; intermittent internet connectivity; logistical difficulty in reaching dispersed hamlets	Balancing Mindspark sessions with regular classroom timetables and limited device availability in some schools
Distinctive Strength	Extends learning support beyond school hours, benefiting students with limited academic support at home	Structured lab infrastructure ensures consistent access and teacher-monitored usage.
Suggestions for Improvement	Offline or downloadable content to address connectivity gaps; stronger school coordination for premises access; expansion to Science, EVS, and General Knowledge	Continued teacher training on digital pedagogy; content expansion to Science, Social Science, and Hindi; coverage of additional grade levels

Findings from Parent Interactions

High awareness and acceptance

All surveyed parents were aware of the Mindspark program and considered it relevant to their child's learning needs.

Multiple awareness channels

In Himachal Pradesh, most parents learned about the program through their children, indicating strong student engagement, while in other locations, awareness was also generated through community outreach by program coordinators and interactions with other parents.

Perceived relevance for core subjects

Parents highlighted that the program provides additional support in Mathematics and Language, which are commonly perceived as difficult subjects, and helps address learning gaps through regular practice.

> "My child finds Mathematics and English easier now because the platform allows them to practice regularly and understand concepts better. The different types of questions also make learning more interesting than studying only from textbooks."
>
> - **Parent, Government School Student, Ajmer District, Rajasthan**

Positive perception of learning support

Parents noted that the platform supports conceptual understanding, practice-based learning, and exposure to different types of questions, making learning more engaging compared to traditional textbook-based study.

Suggestions for program expansion

Several parents recommended expanding the program to include additional subjects such as Science, Environmental Studies, Social Science, and General Knowledge to broaden learning opportunities.

Device accessibility constraints

Some parents reported challenges related to limited smartphone availability at home, as devices are often carried by parents for work during the day, occasionally affecting students' access to the platform.

Overall community perception

Despite minor operational constraints, parents generally view the program as a valuable educational support that strengthens learning outcomes and motivates children to study more regularly.

> "My child finds Mathematics and English easier now because the platform allows them to practice regularly and understand concepts better. The different types of questions also make learning more interesting than studying only from textbooks."
>
> - **Parent, GSSS Mandiyaghat, Sirmaur District, Himachal Pradesh**

Impacts Observed from the Students' Survey

Reduced Academic Stress and Improved Classroom Participation

Reduced Academic Stress and Improved Classroom Participation
100% reported reduction in test anxiety after using Mindspark.

Reported Reasons for Reduced Test-Related Stress

Practice improves exam readiness
- 79.0% reported that practising test-like questions overall reduced stress
- 62.5% felt more prepared for exams

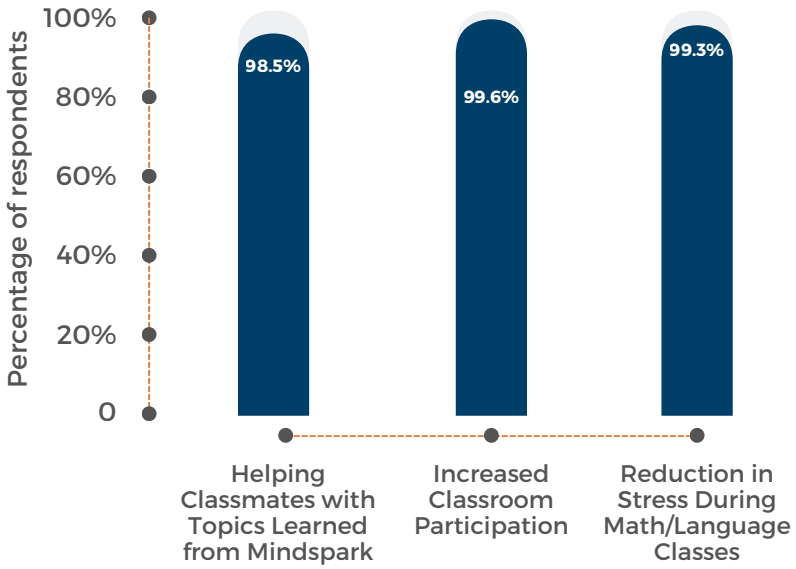
Better understanding lowers anxiety
70.8% said improved chapter understanding reduced stress

Improved performance builds confidence
- 71.2% reported reduced stress due to improved scores
- 46.1% found tests easier with regular practice

"After practising regularly on Mindspark, I understand chapters better and feel more confident while writing tests. Daily practice makes exams easier for me."

- **Student, Grade 8**

Change in Classroom Stress, Participation, and Peer Support After Using Mindspark



The findings show a strong positive impact of Mindspark on classroom dynamics. Most students reported increased peer support (98.5%), higher participation (99.6%), and reduced stress in Math and Language classes (99.3%), indicating improved engagement, collaboration, and confidence.

Improved Learning Behaviour and Problem-Solving Skills

When encountering difficult questions, 48.7% adopt a step-by-step approach, while 18.7% try similar questions, demonstrating improved persistence and problem-solving strategies.

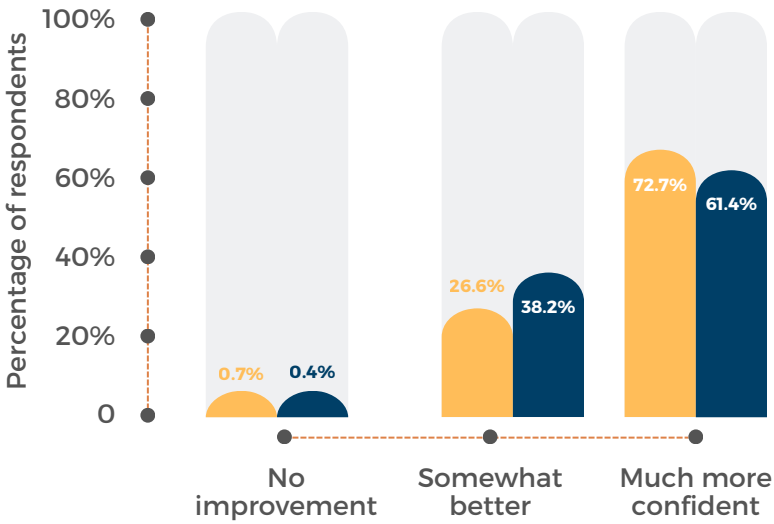
88% of students reported better understanding of difficult concepts, and 68.2% reported answering more questions correctly.

"Mindspark helps me learn difficult topics step by step. Now I can answer more questions correctly, and I participate more during class discussions."

- Student, Grade 7

Improved Learning Behaviour and Problem-Solving Skills

Student Perception Towards Learning After Using Mindspark



100%
of students reported improvement in Mathematics marks, while 95.9% reported improved English marks.

"Earlier, I used to struggle with Mathematics, but after practising on Mindspark, I understand the concepts better and feel more confident while answering questions in class."

- Student, Grade 8

Strong Teacher Support and Classroom Integration

97.8%
of students rated teacher support during Mindspark sessions as very helpful, indicating strong facilitation in classrooms.

98.5%
reported that what they learned on Mindspark directly helped in their regular school classes.

Operational Considerations

While most students reported smooth usage, 27.7% experienced occasional technical issues, primarily related to slow system performance.

23.6%
suggested adding more variety in learning content, indicating opportunities for further enhancement of platform experience.

Impact Observed from the Teacher Interactions

Improved academic performance

Teachers observed improvements in students' Mathematics problem-solving ability and English language comprehension after using Mindspark.

Reduction in learning gaps

Personalised practice and adaptive learning helped students strengthen foundational numeracy and language skills.

"Before the program, many students struggled with basic concepts in Mathematics and English. With Mindspark's personalised practice and visual explanations, students now understand concepts better and show greater confidence while solving problems."

- Teacher, Ajmer District, Rajasthan

Higher student engagement and attendance

Interactive digital learning increased student motivation, participation in sessions, and regular attendance.

Enhanced teaching practices

Teachers increasingly use dashboard data to monitor progress, identify learning gaps, and implement targeted interventions.

> "Before the program, many students struggled with basic concepts in Mathematics and English. With Mindspark's personalised practice and visual explanations, students now understand concepts better and show greater confidence while solving problems."
>
> **- Teacher, Government Senior Secondary School, Himachal Pradesh**

Extended learning support

Community-based sessions provide structured learning opportunities beyond school hours, particularly benefiting students from rural areas with limited academic support at home.

Note: The impact presented in this section is based on teacher feedback from three sample locations. While the programme operates through different delivery streams across these locations, the nature of improvements observed in student learning outcomes, engagement, and conceptual understanding remained broadly consistent across all sites.

Impact Observed from the Parent Interactions

Improved school attendance

Parents indicated that children became more eager to attend school, with a noticeable reduction in absenteeism and greater participation in learning activities.

Increased learning motivation

Parents observed higher motivation towards studies, with children showing greater interest in engaging in learning activities on the platform.

"Since joining the program, my child has shown more interest in studying and often talks about the questions practised on the platform. I have also noticed that my child is more eager to attend school and participate in learning activities."

- Parent, GSSS Mandiyaghat, Sirmaur District, Himachal Pradesh

Improved learning confidence

All parents reported noticeable improvement in their child's confidence in learning after using the Mindspark platform, with students showing greater willingness to attempt questions independently.

"Earlier, my child hesitated to solve questions in Mathematics, but after using the platform regularly, I can see more confidence in studies. My child now practices more and performs better in school tests."

- Parent, Government School Student, Ajmer District, Rajasthan

Better academic performance

All respondents reported improvement in their child's academic performance following participation in the program, supported by regular practice and improved conceptual clarity.

Positive household engagement in education

Parents reported increased discussions about school lessons and learning activities at home, reflecting stronger student interest and parental awareness of academic progress.

Retrospective and Future Outlook

Programme Evolution and Achievements

The programme has expanded from 1 state and 6,700 students (FY 2017–18) to 8 states, 700+ schools, and 1.17 lakh students (FY 2024–25), including 82 tribal schools, demonstrating sustained scale-up across underserved geographies and strong resilience through the At-Home learning model during COVID-19.

The programme operates through both school-based and community/home-based learning streams, enabling flexible delivery based on local infrastructure availability and ensuring continued access to personalised digital learning in remote areas.

Across Telangana, Himachal Pradesh, and Rajasthan, students, teachers, and parents reported improved learning in Mathematics and English, reduced fear of difficult subjects, higher classroom participation, and better school attendance, with notable gains among tribal and first-generation learners.

The programme has also built a strong multi-stakeholder ecosystem, with 1,000+ teachers and principals trained, 200+ government engagements, and 500+ workshops, alongside growing endorsement from elected representatives and alignment with NEP 2020 priorities.

> "Over the years, we have seen the program grow significantly in scale and impact. The adaptive learning approach has helped address diverse learning needs, particularly supporting students who struggle with Mathematics and English, and enabling them to progress at their own pace."
>
> **- Associate Manager, Program Implementation, Telangana**

Emerging Gaps

In community-based models such as Ajmer, limited smartphone access and connectivity constraints lead to inconsistent platform usage, highlighting the need for offline learning access or downloadable content.

Operational integration challenges persist in some locations, including limited school access for community sessions and incomplete teacher training coverage, affecting the consistency of programme delivery.

Future Direction

The programme continues to expand its reach and deepen its impact across multiple geographies, strengthening engagement with government, municipal, and tribal school systems in states such as Maharashtra, Telangana, Kerala, Karnataka, Himachal Pradesh, and Madhya Pradesh.

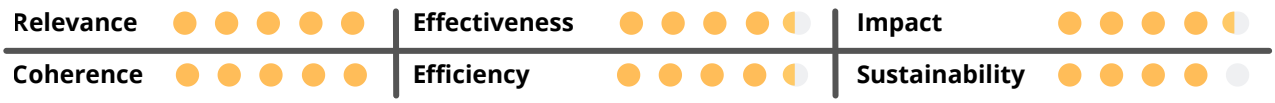
Key priorities include offline platform access, recurring teacher training, dedicated school timetable integration, and stronger school–community coordination, particularly for community-based implementation models.

Strategic Ei–P&G knowledge forums and policy engagements can position the programme as a national model for personalised adaptive learning, enabling wider adoption beyond the current CSR footprint.

"The integration of AI-enabled learning through the platform has strengthened personalised learning in classrooms. Going forward, strengthening teacher capacity, ensuring timetable integration, and expanding access across more schools will be key to sustaining and scaling the program's impact."

- Associate Manager, Program Implementation, Telangana

OECD-DAC Ratings



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

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

Implementing Partner: Round Table India

Research Methodology

Year of Implementation

FY 2024–25

Sample Covered

Students: 255
Teachers: 12

Assessment Locations

Rajasthan, Madhya Pradesh, Maharashtra, and Assam

Type of Beneficiaries

Students studying in government and government-aided schools supported under the P&G Shiksha – Round Table India (Freedom Through Education) programme

Stakeholders Covered

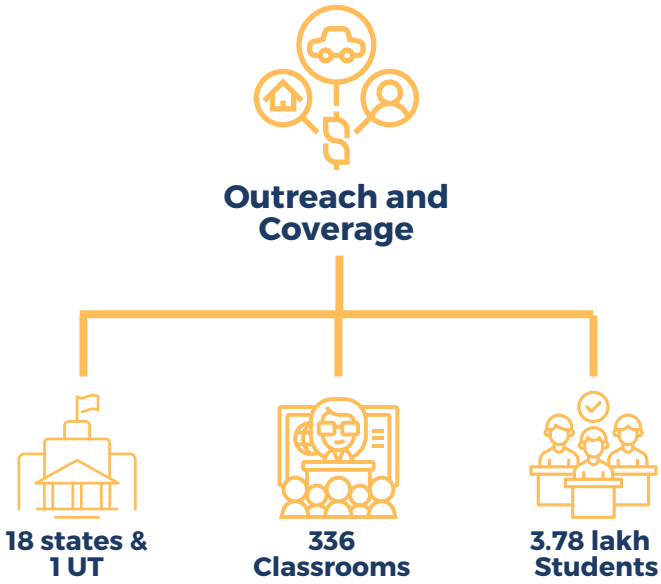
- Teachers and school heads
- Parents of beneficiary students
- Implementing partner representatives (Round Table India)
- School Management Committee (SMC) members, where relevant

Project Background

P&G Shiksha, the flagship CSR initiative of Procter & Gamble in India, focuses on strengthening access to quality education by improving school infrastructure and learning environments in government and under-resourced schools. The programme has been implemented in partnership with Round Table India (RTI) under the **Freedom Through Education (FTE)** initiative since 2010, with a long-term focus on addressing infrastructure gaps that affect teaching–learning conditions. Over the years, the initiative has supported the construction and improvement of classrooms across multiple states, enabling schools to reduce overcrowding and create safer, more conducive learning environments for students.

During FY 2024–25, the programme continued its infrastructure-focused interventions through the construction and upgrading of classrooms and related facilities in selected schools.

Outreach and Coverage



Theory of Change

Components	Description
Inputs	• CSR investment from P&G Shiksha to improve education infrastructure in government and low-resource schools across India. • Implementation partnership with Round Table India (RTI) for project identification, construction management, and programme monitoring. • Baseline infrastructure assessments and consultations with school leadership, teachers, and School Management Committees (SMCs) to identify priority needs such as classrooms, furniture, and learning facilities. • Stakeholder participation and community engagement support implementation, oversight, and infrastructure maintenance.
Activities	• Construction of new classroom blocks and renovation of existing classrooms to address overcrowding and inadequate learning conditions. • Provision of desks, benches, and classroom furniture to improve seating comfort and learning conditions. • Integration of visual learning elements, such as BaLA (Building as Learning Aid) educational paintings, to support concept recall and experiential learning. • Engagement with SMCs and school leadership for monitoring infrastructure usage and supporting maintenance of school assets.

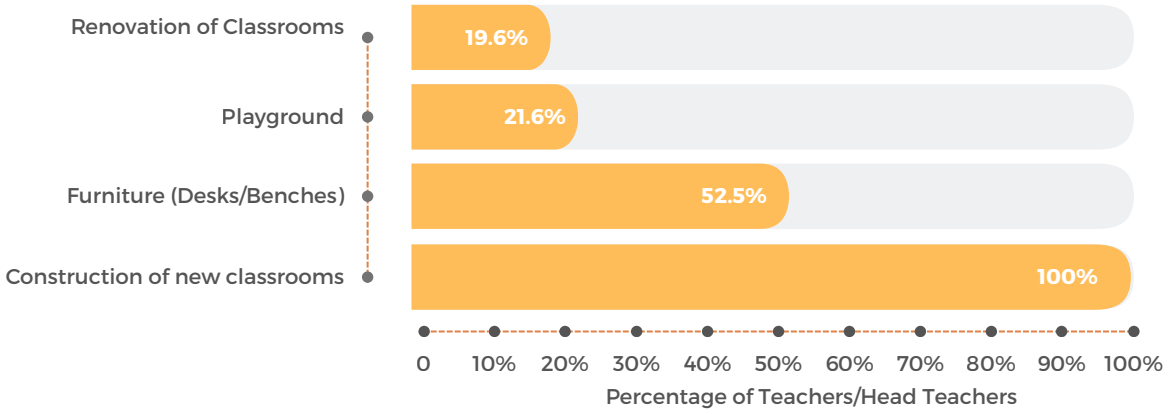
Components	Description
Outputs	• 336 classrooms constructed or upgraded, covering approximately 1.9 lakh sq. ft. of learning space under the programme. • Infrastructure interventions implemented across 76 school projects through the P&G Shiksha–RTI partnership. • Improved classroom infrastructure is expected to benefit approximately 3.78 lakh students over the lifecycle of the classrooms. • Provision of classroom furniture and improved seating arrangements, reducing overcrowding and eliminating floor seating in supported schools.
Outcomes	• Improved student attentiveness, participation, and classroom engagement due to more comfortable and organised learning environments. • Higher student attendance, punctuality, and retention are supported by improved infrastructure and better classroom conditions. • Improved teacher morale and classroom management, enabling more structured lesson delivery and effective teaching practices. • Stronger community confidence in schools, reflected in increased enrolment and improved institutional reputation. • Long-term improvement in the learning environment, supporting sustained academic engagement and educational outcomes.

Findings from the Students' Survey

Focus on Classroom Infrastructure Expansion

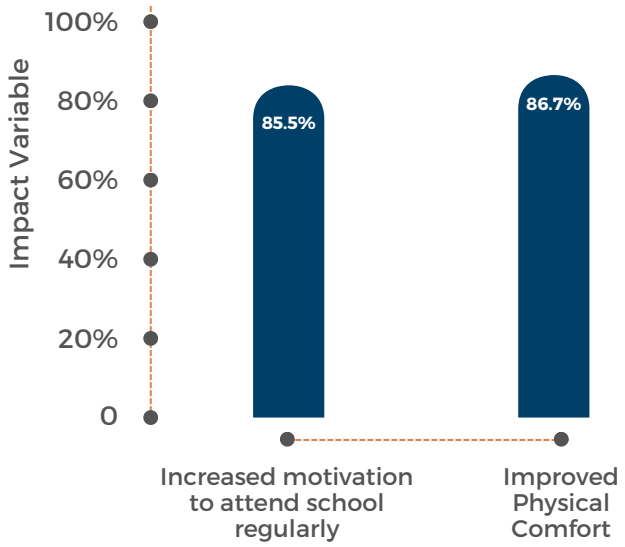
The students' survey captured firsthand perceptions of the types of infrastructure improvements undertaken across P&G Shiksha × RTI project schools. The data reveals a clear prioritisation pattern in how infrastructure investments have been deployed, with new classroom construction forming the universal foundation of the programme, supplemented by furniture provision, playground development, and renovation at varying levels across sites.

Types of Improvement Undertaken in School



Improved Classroom Conditions Enhance Comfort and Attendance

Chart: Student Perception of Improved Classroom Comfort and Its Influence on Attendance Post-Intervention



A high proportion of students reported **improved physical comfort (86.7%)** and increased motivation to **attend school regularly (85.5%)**, underscore the strong influence of better infrastructure in enhancing student well-being and encouraging consistent school attendance.

"The new classrooms are more comfortable, and I participate more actively in discussions now. Sitting in a proper classroom makes me feel respected and motivated to attend school regularly."

- Student, Class 6, Mahatma Gandhi Government School, Dhawas (Jaipur, Rajasthan)

Improved Cleanliness and Student Responsibility

Classroom cleanliness improved significantly, with 91.0% of students reporting cleaner classrooms and 96.5% indicating greater care in maintaining school spaces. This behavioural shift aligns with broader improvements in the learning environment, where 86.7% reported improved classroom comfort and 85.5% stated that better classroom conditions strongly motivate regular school attendance, as shown in the chart.

BaLA Visual Learning Infrastructure and School Environment

52.2% of students reported the presence of BaLA educational paintings, which have contributed to a more stimulating school environment, with 93.2% stating that the school looks more colourful and lively and 88.7% reporting that BaLA elements make the learning environment more engaging.

Findings from the Teacher/School Heads' Survey

Improved Teaching Delivery and Teacher Motivation

Before the intervention, insufficient classrooms and severe overcrowding made classroom management difficult and sometimes delayed syllabus completion. Following the construction of a new classroom block and the provision of desks/benches, 66–67% of respondents reported that renovated classroom infrastructure improves lesson delivery and positively influences teacher motivation.

"Earlier classrooms were overcrowded, and students often shared benches, which made lesson delivery difficult. The additional classrooms and furniture have made teaching more organised, and students are now more attentive during lessons."

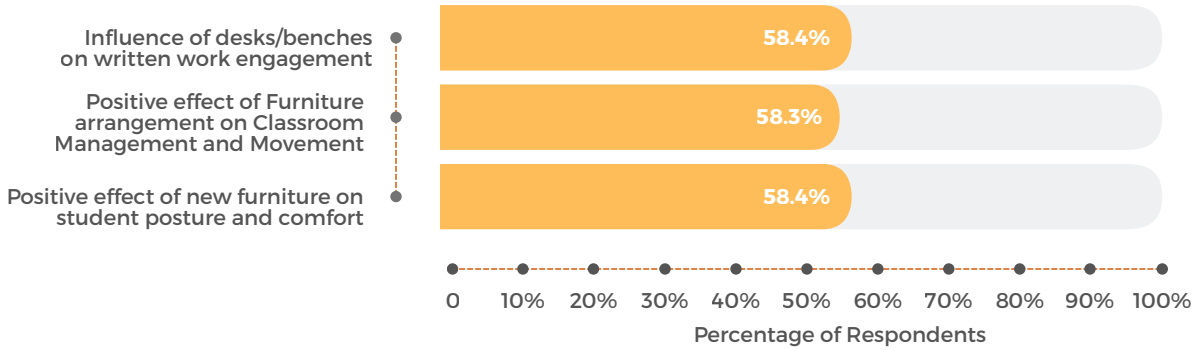
- Teacher, Government School, Dhawas, Jaipur

Better Classroom Organisation and Student Comfort

The addition of new classrooms improved the student-to-classroom ratio, reduced overcrowding, and enabled more structured classroom allocation. Improved seating arrangements also reduced bench sharing and enhanced student comfort during lessons.

Improved Classroom Management and Student Comfort through Infrastructure Enhancements

Chart: Teachers' Perception on the Impact of Classroom Furniture on Student Comfort, Management & Engagement



Pedagogical Use of BaLA for Concept Reinforcement

71.4% reported that students actively use BaLA wall elements during lessons to recall concepts, formulas, and examples, supporting concept reinforcement.

Findings from the Parents' Insights

Awareness of Infrastructure Improvements

80% of parents reported visible upgrades in the school, particularly the construction of new classrooms and the provision of desks and benches, which signalled positive institutional development.

> "The improvements in classrooms and school facilities make children feel more comfortable and confident, which helps them focus better on learning."
>
> **- Parent, Hatod (Madhya Pradesh)**

Improved Learning Environment

100% parents observed that improved classroom conditions, such as better lighting, ventilation, and seating, have made children more comfortable and attentive during daily learning activities.

Greater Confidence in Infrastructure Quality

100% parents expressed satisfaction with the structural quality and safety of the renovated classrooms, indicating stronger confidence in the school's learning environment.

Areas for Further Improvement

Parents in Hatod highlighted that BaLA visual learning elements are not currently present in a few schools, indicating potential opportunities to enhance experiential learning through visual teaching aids.

Key Impacts

Impact Observed from Students' Perspectives

Improved Classroom Engagement and Learning Behaviour

Infrastructure improvements strengthened academic engagement, with 66.7% of students reporting greater attention during lessons and 28.6% indicating increased participation in classroom discussions and activities.

Increased Academic Motivation and Aspirations

Improved facilities motivated students academically, with 80.8% reporting that the new infrastructure encourages them to study and pursue future goals, while 62.7% identified improved classrooms as having the greatest positive impact on their daily school experience.

> "With better desks and classrooms, I can sit comfortably and concentrate on lessons without getting distracted."
>
> **- Student, Class 6, Government School, Pune District**

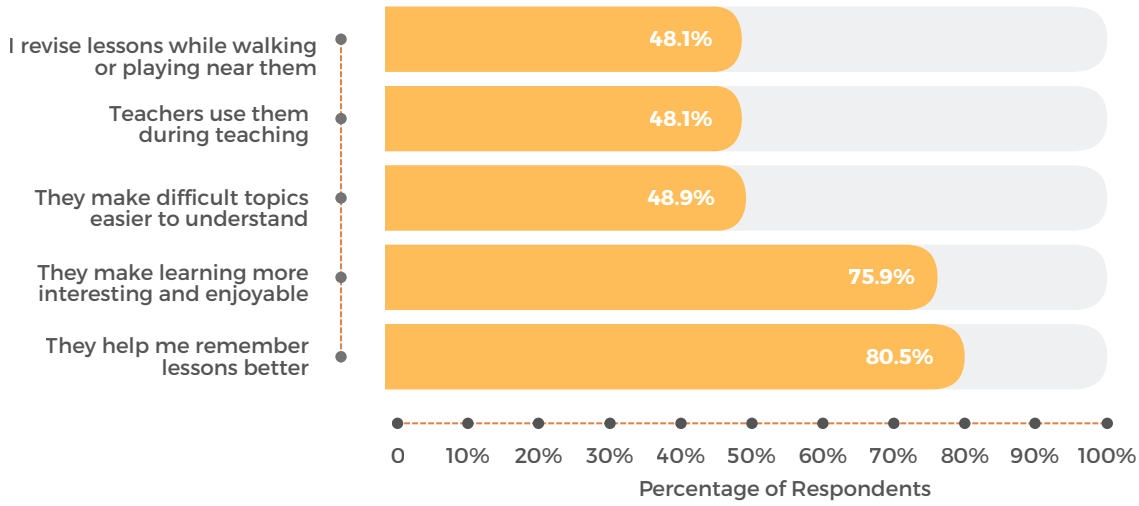
Pedagogical Impact of BaLA Visual Learning Elements

Increased Classroom Participation

Among schools with BaLA paintings, 81.2% of students reported increased classroom participation.

Supporting Concept Understanding and Learning Engagement

Ways BaLA Paintings Help in Learning



> "The learning paintings on the walls help me remember lessons easily, and teachers often use them while explaining concepts in class."
>
> **- Student, Class 6, Government School, Pune District**

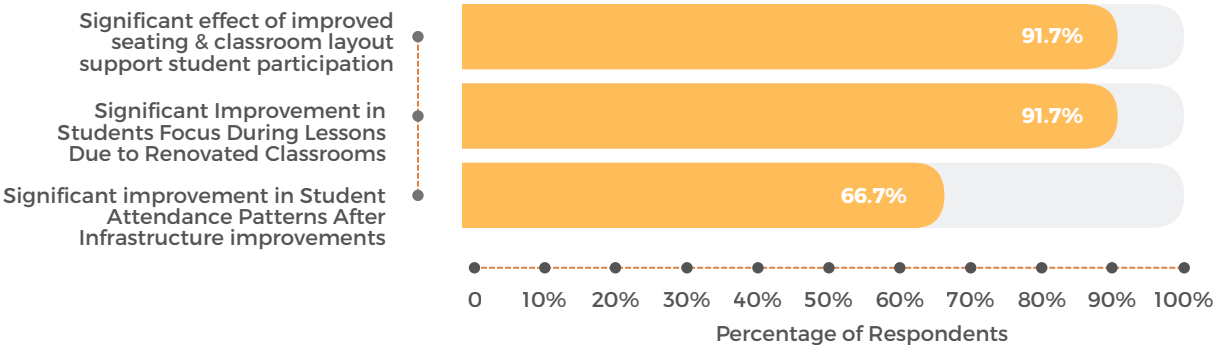
Stronger Emotional Connection to School

83.5% of students reported feeling very proud when talking about their school after the infrastructure improvements.

> "Studying in better classrooms makes it easier to concentrate, and it motivates me to take my studies more seriously and work toward my future goals."
>
> **- Student, Class 12, Government Higher Secondary School, Hatod, Indore**

Impact Observed from Teachers' Perspectives

Increased Student Focus, Participation, and Attendance

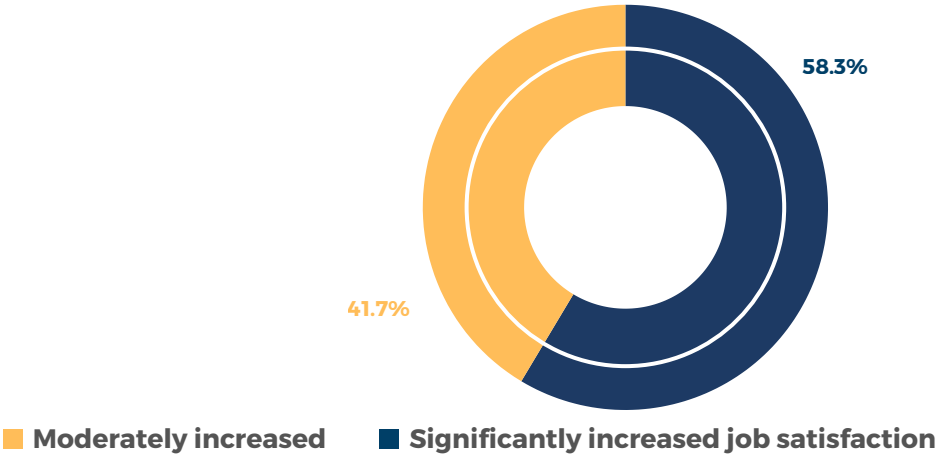


"With better classroom space and seating arrangements, students are more focused during lessons, and classroom management has become significantly easier for teachers."

- Teacher, PM SHREE Government Higher Secondary School, Hatod, Indore

Improved Teacher Professional Satisfaction

Chart: Impact of Infrastructure Improvements on Teachers' Professional Satisfaction



Improved Student Regularity and Classroom Engagement

Teachers observed that students are more punctual, attentive, and willing to participate in classroom discussions and activities in the improved learning environment.

"After the infrastructure improvements, parents have greater confidence in the school, and we have seen increased interest in admissions from the surrounding community."

- Teacher, Principal, Hatod School

Positive Shift in Academic Environment and Long-Term Learning Prospects

75% observed a positive shift in the overall academic environment, and 66.7% believe the improvements will contribute to stronger long-term learning outcomes.

Infrastructure Strengthening Priorities Identified by School Leadership

School leadership emphasised opportunities to further strengthen the school ecosystem through science and computer laboratories, improved sanitation facilities within the new block, a boundary wall, playground and activity spaces, a reliable water supply, additional classrooms, and an auditorium for academic and cultural events.

Impact Observed from Parents' Insights

Improved Student Engagement and Well-being

100% parents reported that children appear more energetic, happier, and more confident, suggesting that the improved school environment positively influences students' emotional well-being and motivation to learn.

"After the new classrooms and facilities were added, my child appears more attentive and comfortable in school. The better learning environment helps children stay focused and interested in their studies."

- Parent, Pune (Maharashtra)

Improved Student Attendance and Regularity

80% of parents observed that children are more regular and punctual in attending school, as the improved facilities make the school environment more appealing.

Strengthened Institutional Trust

Infrastructure improvements have increased parents' trust in school leadership and confidence in the school's long-term development, reinforcing their decision to continue their children's education in the same school.

"Seeing the improvements in classrooms and facilities has strengthened my confidence in the school's future and reassured me about continuing my child's education here."

- Parent, Hatod (Madhya Pradesh)

Growing Community Advocacy and Enrolment Interest

Parents indicated a willingness to recommend the school to others, and some noted increasing interest among community members in enrolling their children due to the improved facilities.

Retrospective and Future Outlook

Programme Evolution and Achievements

Two Decades of Programme Scale and Partnership

P&G Shiksha completed 20 years in FY 2024–25, including 15 years of collaboration with Round Table India (RTI) under the Freedom Through Education (FTE) initiative, cumulatively supporting the development of 3,800+ classrooms since 2010.

Expansion of School Infrastructure

In FY 2024-25, 336 classrooms covering ~1.9 lakh sq. ft. were constructed or upgraded, benefiting approximately 3.78 lakh students across supported schools.

> "When we first visited the school, several students were sitting outside due to the lack of classrooms. The new classrooms and furniture have helped create a more structured and supportive learning environment for students and teachers."
>
> **- Immediate Past President, Round Table India**

Improved Classroom Organisation and Teaching Effectiveness

Additional classroom space reduced overcrowding and enabled better grade-wise classroom allocation and structured teaching, allowing teachers to manage lessons more effectively.

> "After the infrastructure upgrades, teachers reported better classroom discipline, and students appeared more attentive and engaged during lessons."
>
> **- Project Coordinator, Round Table India**

Stronger Student Engagement and Learning Motivation

Infrastructure improvements contributed to higher student attentiveness and motivation, with 66.7% reporting improved focus during lessons, 80.8% stating that improved facilities motivate them to pursue academic goals, and 83.5% expressing pride in their school environment.

Improved School Culture and Student Ownership

91% of students reported cleaner classrooms, and 96.5% indicated greater care in maintaining school spaces, reflecting improved student responsibility toward school infrastructure.

Pedagogical Value of Visual Learning Elements

52.2% of students reported the presence of BaLA educational paintings in their schools, and among these students, 81.2% reported increased classroom participation, indicating the value of visual learning tools in enhancing engagement.

Emerging Gaps

Sanitation and Basic Infrastructure Limitations

In some locations, newly constructed classroom blocks lack attached toilet facilities, while older sanitation units require renovation to ensure adequate hygiene and accessibility.

Need for Academic and Digital Learning Infrastructure

Several schools continue to face limited access to science laboratories, computer rooms, libraries, and other academic resource spaces, constraining practical and digital learning opportunities.

Infrastructure and Space Constraints in Select Schools

Despite infrastructure additions, some schools continue to face classroom shortages and limited recreational or safety infrastructure, including playgrounds, boundary walls, and a reliable water supply.

Future Outlook

Integrated Infrastructure Development

Future programme phases may expand support beyond classrooms to include science laboratories, computer labs, sanitation facilities within new blocks, BaLa paintings, playgrounds, boundary walls, indoor sports spaces, and a reliable water supply to strengthen overall school ecosystems.

Strengthening Monitoring and Evidence-Based Impact Measurement

Institutionalising systems to track attendance, enrolment, participation, and academic outcomes will enable the programme to demonstrate long-term educational impact through evidence-based monitoring.

Sustaining Programme Impact through Governance and Community Engagement

Strengthening School Management Committee (SMC) involvement, maintenance frameworks, and parent engagement mechanisms will support long-term sustainability of infrastructure investments.

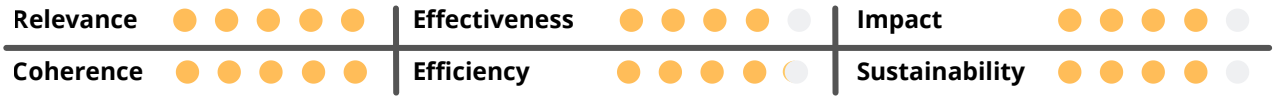
"With continued monitoring by the School Management Committee and proper upkeep by schools, the infrastructure created under the programme can support learning for many years."

- Chairman, Round Table India

Leveraging Programme Scale for Long-Term Impact

As the programme marks two decades of implementation, there is an opportunity to undertake longitudinal impact studies and deepen engagement at existing sites, while continuing expansion to underserved schools across India.

OECD-DAC Ratings



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 Education Foundation

Research Methodology

Year of Implementation

FY 2024–25

Sample Covered

Students: 129
Teachers: 10
Mothers: 12

Assessment Locations

Maharashtra and Himachal Pradesh

Type of Beneficiaries

Pre-primary children (ages 3–6) in Anganwadi centres

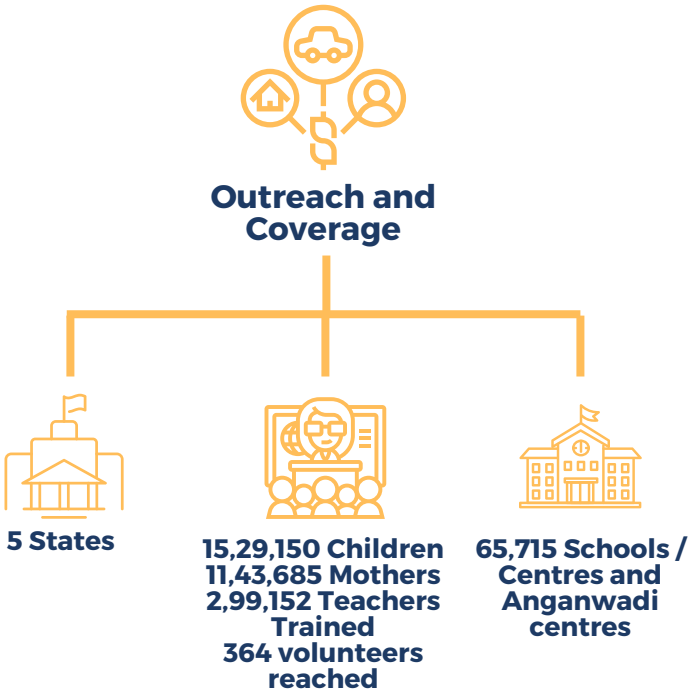
Stakeholders Covered

- Students
- Mothers/Caregivers
- Teachers/School Heads
- BEO
- Program Team

Project Background

The P&G Shiksha–Pratham partnership, for more than 10 years, has been working toward improving early learning outcomes for children across India. In 2024–25, the program reached over 15.29 lakh children and engaged more than 11.43 lakh mothers across 65,715 schools and Anganwadi centres spanning 4 states. Within its Early Childhood Education (ECE) component, the program targets children aged 3 to 8 years through daily play-based activities conducted at Anganwadi centres, nursery classrooms, and government pre-primary schools delivered through core mechanisms including the School Readiness Mela, a structured three-phase classroom routine, and weekly community-level Mothers' Group meetings led by a "Leader Mother." Operating through government partnerships in Delhi, Maharashtra, Himachal Pradesh, and Telangana, and integrated within state FLN frameworks including NIPUN Bharat, Samagra Shiksha, and ICDS, the program has progressively evolved from a classroom-focused intervention into a multi-stakeholder early learning ecosystem spanning children, teachers, Anganwadi workers, caregivers, and government systems. In 2024–25, this evolution was further deepened through the introduction of new system-strengthening components, including tech-enabled assessments, revised state-contextualised ECCE materials, expanded geographic coverage, and strengthened community engagement mechanisms, reflecting the program's sustained commitment to building scalable, government-owned, and community-led early learning systems.

Outreach and Coverage



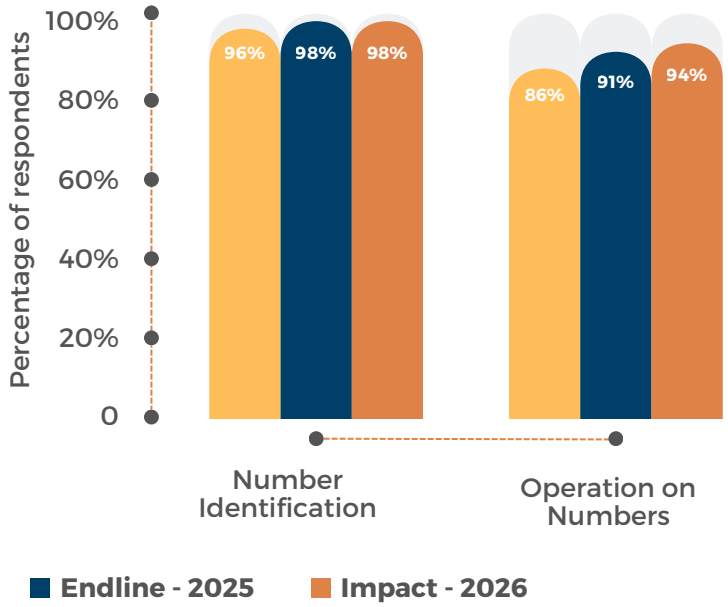
Theory of Change

Components	Description
Inputs	• Financial support from P&G Shiksha to design, implement, and monitor the ECE intervention across states • Pratham's ECE curriculum, pedagogical frameworks, and teaching-learning materials (TLMs), including the Himvatika Kit and idea cards • Cascade training system: Master Trainers, KRPs, Supervisors, Anganwadi Workers, and primary teachers • Government partnerships with WCD, ICDS, Samagra Shiksha, and NIPUN Bharat • Community structures, including Mothers' Groups, Leader Mothers, and WhatsApp-based resource sharing networks for sustained home-based learning support • Digital monitoring and assessment tools for real-time data collection, progress tracking, and evidence-based decision-making at the field and state levels
Activities	• Conducting School Readiness Melas (SRM) to assess children across five developmental domains • Delivering daily three-phase classroom routines (warm-up → emergent → foundational) in nursery and pre-primary settings • Running weekly Mothers' Group meetings led by Leader Mothers, using idea cards, WhatsApp videos, and activity resources • Organising monthly caregiver workshops to strengthen home-based learning practices

Components	Description
Activities	• Providing cascade training and refresher support to teachers, AWWs, and supervisors • Conducting regular school and Anganwadi centre visits for classroom observation, mentoring, and feedback • Administering baseline, midline, and endline assessments to track learning progression
Outputs	• Over **15 lakh children** reached through structured ECE interventions across Anganwadi centres, nursery classrooms, and government pre-primary schools spanning 5 states • More than **11 lakh mothers** oriented on ECCE concepts and equipped with home learning tools, idea cards, and WhatsApp-based activity resources through regular Mothers' Group meetings • Over **2 lakh teachers** trained and supported in structured, play-based, and level-appropriate ECE delivery across states • Structured **three-phase daily classroom routines** operationalised across schools and Anganwadi centres, with consistent implementation monitored through regular observation visits and feedback cycles • **School Readiness Melas** conducted across all program states, simultaneously serving as child assessment events, parental orientation platforms, and community mobilisation mechanisms • Assessment data were systematically collected through baseline, midline, and endline assessments and shared with government stakeholders for informed planning, monitoring, and course correction • **Government systems strengthened** through co-designed materials, revised state curricula, digital assessment tools, and structured mentoring frameworks — contributing to the institutionalisation of ECE practices beyond direct program support
Outcomes	• Improved school readiness among children aged 3–8 across physical, cognitive, language, math, and socio-emotional domains; reduction in beginner-level learners • Teachers demonstrating consistent use of play-based, level-appropriate instruction • Mothers transitioning from passive observers to active home learning facilitators • Strengthened caregiver understanding of developmental expectations • Improved teacher confidence in conducting assessments and using data for instructional planning • Sustained foundational learning gains aligned with NIPUN Bharat goals • Institutionalisation of ECE practices within government systems; community-owned learning ecosystems that continue beyond direct program support

Cognitive Development [Maharashtra]

Chart: Proportion of Children at Level 2 or Above in Learning Domain related to Cognitive Development [Maharashtra]



Number Identification

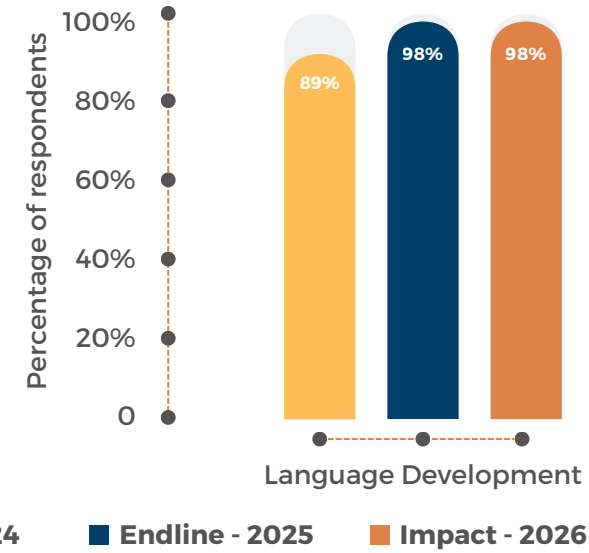
A consistently high level of proficiency in number identification was observed across all assessment points. The proportion of students demonstrating this competency stood at 96% at the 2024 baseline, rising to 98% at the 2025 endline. By the 2026 impact assessment, this figure remained at 98%, indicating that gains from the intervention were fully consolidated and sustained, reflecting near-universal proficiency in number identification among students.

Operations on Numbers

A steady and continuous upward trend was observed in the proportion of students demonstrating proficiency in operations on numbers. It increased from 86% at the 2024 baseline to 91% at the 2025 endline. Further, it rose to 94% at the 2026 impact assessment, reflecting consistent and accelerating progress in students' ability to perform numerical operations, and indicating that the intervention's focus on foundational numeracy is producing sustained gains over time.

Language Development [Maharashtra]

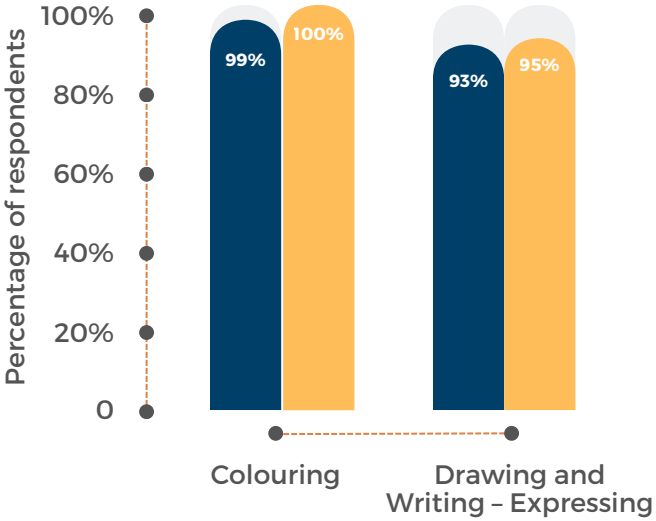
Chart: Proportion of Children at Level 2 or Above in Learning Domain related to Language Development



The proportion of students achieving grade-level proficiency in reading demonstrated a strong and sustained performance across all assessment points. It increased sharply from 89% at the 2024 baseline to 98% at the 2025 endline. By the 2026 impact assessment, this figure remained stable at 98%, indicating that the gains achieved through the intervention were fully consolidated and maintained, reflecting a high and consistent level of reading proficiency among students.

Creative and Expressive Development [Himachal Pradesh]

Chart: Proportion of Children at Level 2 or Above in Learning Domain related to Creative & Expressive Development



Drawing and Writing – Expressing

A consistently high level of proficiency in drawing and writing as a means of expression was observed across both assessment points. The proportion of students demonstrating this competency stood at 93% at the 2025 endline, rising further to 95% at the 2026 impact assessment, indicating a steady consolidation of expressive development skills among students over time.

Colouring

An exceptional and near-universal level of proficiency in colouring was observed across both assessment points. The proportion of students demonstrating this competency was already at 99% at the 2025 endline, reaching 100% at the 2026 impact assessment, indicating that all assessed students had fully achieved this foundational creative skill, reflecting the effectiveness of the program's play-based and activity-centred approach to early childhood learning.

Key Findings

Findings from Teachers' Survey

School Readiness Mela (Shalapurv Tayari)

The School Readiness Mela is a flagship community-based initiative under the P&G Shiksha–Pratham program, designed to assess children's foundational development across five developmental domains: physical, cognitive, language, mathematics, and socio-emotional development through play-based, interactive activities. A defining feature of the Mela is the active participation of mothers, who observe their children's performance and gain a direct understanding of their developmental level, motivating them to engage more actively in home-based learning.

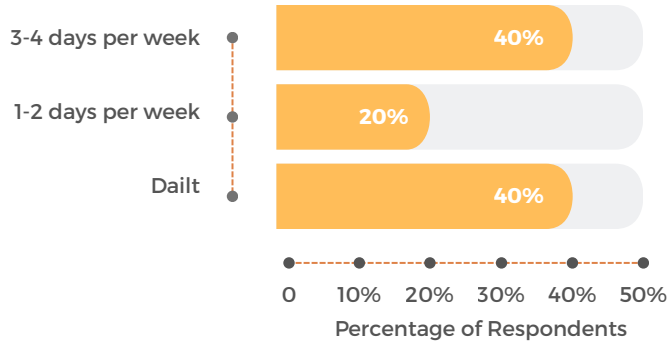
Beyond assessment, the Mela serves as a powerful community mobilisation and parental awareness platform, orienting families on Mothers' Groups, Leader Mother structures, and idea cards for home learning. In Maharashtra, it was conducted across 14,154 schools, with participation from 13.5 lakh parents, resulting in an average 21% improvement in learning levels. In Delhi, it was held twice in the academic year to track learning progress from entry to exit.

Strong teacher-led implementation

40% of teachers led core School Readiness Mela activities (readiness tasks, play-based learning, parent orientation, classroom organisation), while 60% supported logistics and activity management.

Structured teaching routines adopted

Consistency in Following the Three-Phase Daily Routine



80% of teachers regularly implemented the three-phase classroom routine, with group games and circle time identified by 40% as the most effective engagement strategy.

"After introducing group games, circle-time, and the three-phase routine, I have seen children participate more actively and complete tasks more independently."

- Teacher, ZP Primary School, Goji, Wardha, Maharashtra

Active parent engagement established

50% of teachers conducted monthly parent/Leader Mother meetings and 20% weekly. Further, teachers reported that parents supported learning through storytelling/picture reading (60%) and number games or idea-card activities (50%).

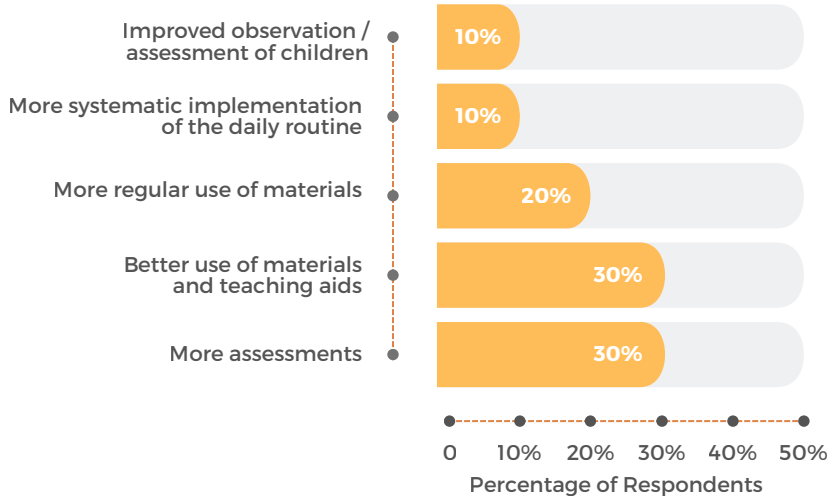
Teacher capacity strengthened through training and mentoring

80% of teachers attended 1–2 training sessions.

Improved assessment and classroom practices

Teacher training under the program produced observable shifts in both instructional practice and assessment quality within ECE classrooms.

Classroom Changes Observed Due to Trainings



Taken together, these findings suggest that training inputs have strengthened teachers across two complementary dimensions:

Pedagogical delivery through better and more regular use of TLMs and teaching aids

Assessment competency through more accurate and systematic evaluation of children's learning levels.

This is directly aligned with the program's broader theory of change, which positions data-informed, activity-based instruction as the primary driver of improvement in foundational learning. The fact that assessment accuracy serves as a leading change indicator also points to teachers' growing capacity to use evidence, rather than intuition alone, to guide their classroom decisions.

Effective mentoring support mechanisms

30% of the teachers found mentoring support (WhatsApp/phone guidance and classroom feedback) most useful.

Findings from Mothers' Interaction

School Readiness Mela strengthened parental understanding of child development

It provided all mothers (100%) a structured opportunity to observe children's progress across cognitive, physical, language, and numeracy skills through play-based activities.

Adoption of home-based learning practices

78% mothers began conducting structured learning activities at home after attending Mothers' Group meetings and using idea cards and WhatsApp-shared resources.

> "The mothers' meetings help me learn simple activities that I can practice with my child at home. After the mela and these activities, I can see my child becoming more confident and interested in learning."
>
> - **Mother, Goji Village, Wardha District, Maharashtra**

Differential engagement across activity types

Across all mothers, physical and creative activities (sports, colouring, drawing) were consistently reported as areas of highest child comfort and engagement. Mathematics and number-related activities were cited as the most challenging domain by 44% of respondents.

Leader Mother model enabled programimplementation

89% of mothers consistently highlighted Leader Mothers as the key facilitators, helping them understand and practice activities through demonstrations.

Mothers' meetings strengthened parental confidence and awareness

Beyond activity guidance, these meetings improved mothers' confidence in their communication and understanding of child development by 89%.

Findings from System Functionaries (CRC & BEO/BRCC)

Collaborative program planning and coordination

Activities are jointly planned at block and cluster levels with coordination among cluster heads, teachers, Pratham teams, and block officials to implement School Readiness Melas and classroom interventions.

Shift toward activity-based teaching practices

Teachers moved from textbook-centred instruction to child-friendly, activity-based, and level-grouped teaching following program training.

Use of assessment data for instructional planning

Teachers actively use child assessment data to identify learning gaps and plan targeted instruction for weaker learners.

Structured monitoring and support systems established

Weekly school visits and classroom observations by block and cluster officials provide regular feedback and follow-up to teachers.

"Regular school visits, classroom observations, and review meetings have helped improve teaching practices and track student progress more systematically."

– CRC, Solan, Himachal Pradesh

Strengthened Anganwadi classroom practices

Anganwadi centres adopted more structured and interactive routines, with workers conducting language, pre-math, and socio-emotional activities.

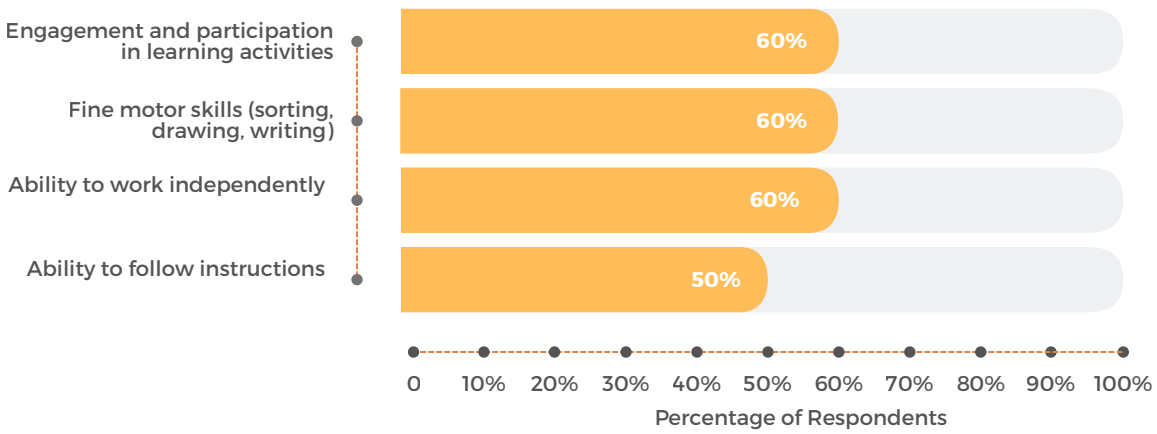
Implementation constraints remain

Key challenges include limited technology access, irregular attendance among economically weaker children, and the need for continued teacher training, particularly for digital tools and smart TV use.

Key Impacts

Impacts Observed from the Teachers' Survey

Improved classroom readiness among children



Highest improvement in social and behavioural readiness

- Teachers most frequently observed improvements in **social skills,** with 60% highlighting enhanced behaviours such as sharing, following classroom routines, turn-taking, and responding to instructions, indicating stronger classroom participation and peer interaction.

- Alongside this, **foundational academic skills** such as number recognition and counting also showed noticeable improvement, reflecting progress in early numeracy readiness.

- **Motor skill** development was evident through enhanced abilities in activities like sorting, colouring, coordination, threading, and drawing, suggesting better fine motor control and engagement in classroom tasks.

- **Language skills**, including listening and picture-based communication, also improved, indicating gradual strengthening of early communication and comprehension abilities.

Overall, the findings reflect **holistic improvements across social, cognitive, motor, and language domains**, reinforcing the programme's role in strengthening overall school readiness.

Early improvements in foundational learning

Literacy Skills Improvement

- The majority of the teachers observed clear improvements in **phonemic awareness, along with letter identification, story recall, listening, and responding, early reading and comprehension abilities,** and **Oral expression and communication, including vocabulary use**, indicating strong progress in foundational literacy skills.

Numeracy Skills Improvement

- Teachers highlighted strong improvements in **sorting and classifying, foundational numeracy skills, number recognition (1-20)** and **basic arithmetic operations**, indicating better number sense and practical understanding.

Overall, the findings reflect **broad-based enhancement in early mathematical understanding**, spanning number sense, operations, and cognitive classification skills.

Positive learning outcomes linked to parent engagement

50% of teachers reported improved familiarity with letters and numbers among children whose parents participated, while 30% observed better oral expression and readiness habits

"When parents practice storytelling and number games at home, children become more confident in recognising letters, numbers, and participating in class activities."

– Teacher, ZP Upper Primary School, Daroda, Wardha, Maharashtra

Impacts Observed from the Mothers' Interaction

Improved confidence and learning participation among children

89% of mothers reported greater willingness among children to attempt new activities and complete tasks independently.

Progress in foundational numeracy through regular home practice

77.8% of mothers reported that continued home practice contributed to improvement in mathematics skills, particularly among children who initially struggled.

> "Earlier, my daughter faced difficulty in mathematics, but after practising the activities regularly, she is now more confident and tries to solve problems on her own."
>
> **– Mother. Daroda, Hinganghat, Wardha District, Maharashtra**

Shift in mothers' role in children's learning

The program enabled 89% of mothers to transition from passive observers to active facilitators of early learning at home.

Improved socio-emotional development and peer interaction

89% of mothers observed that their children demonstrated greater comfort in group settings and more confident social behaviour.

Evidence of dependency on parental engagement

A case of non-participation highlighted that mothers not attending meetings or using idea cards showed limited awareness and minimal child-level changes, highlighting the importance of active engagement.

Case Study: Sushma Dudke, Mother, Daroda, Hinganghat, Wardha, Maharashtra

Sushma Dudke, a 30-year-old mother from Wardha district, remained disengaged from all three core community structures of the program — she did not attend Mothers' Meetings, did not use idea cards or worksheets at home, and had no involvement with the Leader Mother network. During the School Readiness Mela, her daughter observed activities passively rather than participating actively. Consequently, her daughter showed limited progress in foundational learning, particularly in mathematics, and continued to require external guidance for basic number tasks.

Placed alongside actively participating mothers from the same village — Maya Jivane and Nikita Shivankar, whose children showed marked improvements in confidence, numeracy, and independent learning, Sushma's case makes a critical programmatic point explicit: the classroom alone is insufficient. The P&G Shiksha–Pratham ECE model is designed as a shared responsibility system, in which school-based instruction, community structures, and home-based practice function as interconnected, reinforcing loops. When a mother is absent from this system, the home-learning loop, which accounts for a significant share of the child's daily practice time, simply does not activate. The child receives instruction at school but lacks the reinforcement, encouragement, and guided practice at home that consolidate learning gains over time.

This case, therefore, highlights that children whose caregivers are disengaged risk being left behind even within an otherwise well-functioning intervention.

Impacts Observed from Stakeholder Feedback – System Functionaries (CRC & BEO/BRCC)

Improved foundational learning outcomes

Children demonstrated stronger oracy, phonemic awareness, reading fluency, counting skills, and understanding of basic mathematical operations.

"Children are now more confident in speaking and participating in activities, and many are now able to read simple words and understand basic numbers."

— BEO, Wardha, Maharashtra

Reduction in beginner-level learners

Respondents observed a decline in the number of children at the beginner learning level due to level-based instruction and regular practice

Higher engagement in well-implemented classrooms

Classrooms with strong program implementation showed more confident, curious, and actively participating learners.

Greater parental involvement in learning

Parents increasingly prioritised children's education, understood developmental expectations, and supported learning activities at home.

Strengthened system-level processes

The program contributed to more structured monitoring, data-driven reviews, and integration of FLN activities into block and cluster planning systems.

Retrospective and Future Outlook

Programme Evolution and Achievements

Now in its tenth year, the program has evolved from a classroom-focused intervention into a multi-stakeholder ecosystem engaging children, teachers, Anganwadi workers, mothers, and government systems across various states

> "Alignment with the NIPUN Maharashtra framework is ensured through regular engagement with government stakeholders — the process begins with awareness and planning meetings with district-level education officials to ensure program goals are aligned with the state's priorities."
>
> **— Program Implementation Team, Maharashtra**

Key scale milestones include the finalisation of the Himvatika Kit as state-adopted ECCE material in Himachal Pradesh and the expansion of the ECE government partnership to five new districts in Telangana.

The program introduced system-strengthening innovations such as the MODEL mentoring exercise for classroom observation and the Swiftchat Bot for tech-enabled, real-time assessment data collection.

The Leader Mother model has matured into a structured peer leadership network, with over 13,000 mothers recognised across cluster, block, and district levels in Maharashtra.

> "Mothers who can't manage home, work and child balance got new ideas from other mothers to manage work-life balance and are becoming more proactive."
>
> **— BEO, Maharashtra**

Field teams reported improvements in learning outcomes and a reduction in beginner-level learners across states, based on baseline–endline comparisons.

Emerging Gaps

Irregular participation of mothers continues to affect engagement, particularly among those involved in agricultural and household work, limiting consistent home-learning support.

Technology and infrastructure constraints persist, including poor internet connectivity during online assessments and limited teacher capacity to use digital tools such as smart TVs.

A scalable fidelity monitoring mechanism is currently absent, making it difficult to ensure consistent implementation quality across all locations.

> "There is no fully structured mechanism to track fidelity of implementation across all villages, given the scale of implementation across thousands of schools."
>
> **– Program Implementation Team, Maharashtra**

Monitoring systems have been strengthened under the program. Going forward, enhancing implementation tracking and disaggregated data availability across program sites, particularly at the Anganwadi level would further support a comprehensive assessment of ECE outcomes at scale.

Mathematics remains the weakest learning domain, requiring sustained and structured practice both in classrooms and at home.

Future Outlook

Building on a decade of implementation, the program's next phase will focus on deepening government ownership and systemic integration, ensuring that ECE practices, materials, and monitoring mechanisms are fully embedded within state education and ICDS frameworks beyond direct program support.

Strengthening community-led learning structures remains a central priority with the Leader Mother network, Mothers' Group meetings, and School Readiness Melas identified as the most sustainable program mechanisms for continued scale and replication.

The program will invest in enhanced monitoring and mentoring systems, including structured classroom observation frameworks, mentoring report cards, and digital assessment tools to strengthen implementation quality and accountability at the field level.

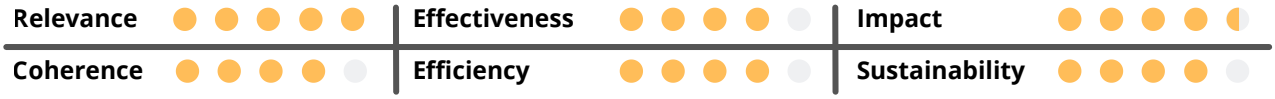
Three strategic priorities have emerged for the coming phase: strengthening parent leadership, enhancing teacher and volunteer capacity, and transitioning toward data-driven, community-owned monitoring systems.

The long-term vision is to build a self-sustaining early learning ecosystem anchored in government ownership, trained community cadres, and institutionalised learning materials that continue to deliver foundational learning outcomes for children aged 3 to 8 well beyond the direct CSR investment.

Himvatika materials, mothers' groups, and mentoring systems show strong potential for long-term adoption. These approaches are simple and easily integrated into regular practices."

–Programme In-charge, Himachal Pradesh

OECD-DAC Ratings



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

P&G Shiksha: Remedial Learning Project & CaMal ka Camp

Implementing Partner: Pratham Education Foundation

Research Methodology

Year of Implementation

2024–25 (Academic Year)

Sample Size

Students: 200
Teachers: 5
Mothers: 50
Volunteers: 17

Assessment Locations

Maharashtra and Delhi

Type of Beneficiaries

Students (Grades 1–8) from government schools

Stakeholders Covered

- Students
- Mothers/Caregivers
- Teachers/School Heads
- BEO
- Program Team

Project Background

P&G Shiksha, the flagship CSR initiative of Procter & Gamble India, has been partnering with Pratham, one of India's largest non-governmental education organisations, for over a decade to address foundational learning gaps among children from underserved communities. The collaboration operates under the broader national imperative of Foundational Literacy and Numeracy (FLN) and Early Childhood Education (ECE), aligned with India's National Education Policy (NEP) 2020 and the NIPUN Bharat mission.

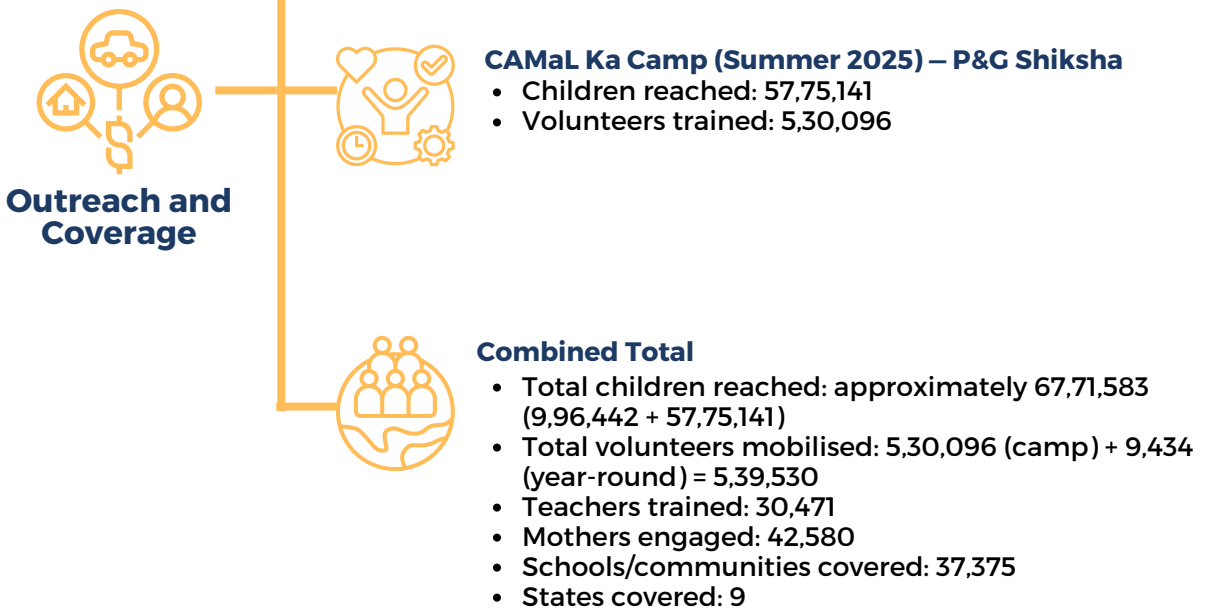
The P&G Shiksha – Remedial Learning programme specifically targets children in Grades 1 through 8 enrolled in government schools who lack grade-appropriate reading and numeracy skills. Pratham's evidence-based Teaching at the Right Level (TaRL) methodology forms the pedagogical backbone of the intervention, which delivers learning through structured camps, community engagement, and mother-led home learning. The programme simultaneously builds the capacity of teachers, community volunteers, and mothers as active learning enablers.

A defining feature of 2024–25 was the launch of CAMaL Ka Camp, the single largest summer learning campaign in the history of the P&G–Pratham partnership, and a milestone that coincided with 30 years of Pratham, 20 years of P&G Shiksha, and 10 years of their collaboration. Rooted in a critical insight: that summer vacation, while a period when schools close and learning pauses, is also a unique opportunity to "Start Early and Start Strong", the campaign was designed as a short-term, high-impact intervention to strengthen foundational skills in reading and mathematics at a moment when children from underserved communities are most at risk of learning loss.

Conducted between April and June 2025 across nine states: Bihar, Delhi, Himachal Pradesh, Maharashtra, Madhya Pradesh, Rajasthan, Telangana, Uttar Pradesh, and West Bengal, the camps were led by trained youth volunteers (aged 16 and above) who facilitated 1.5 to 2 hours of daily activity-based learning sessions over six weeks, using games, stories, and the daily Kahani Train audio content delivered via WhatsApp. Learning outcomes were tracked through baseline and endline assessments on the Sahyogi digital portal. P&G Shiksha's support powered the campaign's largest share of reach, training 5,30,096 volunteers and reaching 57,75,141 children, accounting for 77% of all volunteers and 84% of all children who participated nationwide.

Beyond the summer campaign, in 2024–25, the year-round remedial learning programme reached 40,369 children across four core states: Telangana, Maharashtra, Madhya Pradesh, and Delhi, through FLN initiatives, engaging 42,580 mothers, training 30,471 teachers, mobilising 9,434 volunteers, and covering 37,375 schools and communities. Additional support from P&G Shiksha extended the programme's footprint to 5 more states: Rajasthan, Gujarat, Karnataka, West Bengal, and Andhra Pradesh, reaching 9,56,073 additional children through government-partnered models. The programme reflects a three-tier approach that strengthens classrooms, empowers communities, and creates systemic change to build enduring learning ecosystems for children.

Outreach and Coverage



Theory of Change

Components	Description
Inputs	• **Financial and programmatic support:** P&G Shiksha funded year-round remedial learning and CAMaL Ka Camp, enabling large-scale implementation across multiple states. • **TaRL-based pedagogy and curriculum:** Pratham's Teaching at the Right Level approach guided learning across grades, from foundational learning to summer transition camps. • **Robust assessment and monitoring systems:** ASER-based tools and digital platforms (Pratham Connect App, Sahyogi portal) ensured real-time tracking and continuous evaluation. • **Comprehensive learning materials:** Level-based TLMs, worksheets, Beyond Basics kits, and digital resources (e.g., Kahani Train) supported both school and community learning. • **Strong community and volunteer ecosystem:** Trained volunteers, supported by structured program staff (CIMs, TLs, MME), enabled effective last-mile delivery. • **Government partnerships for scale:** Established collaborations across 9 states facilitated integration with public education systems and large-scale outreach.
Activities	• **Capacity building and implementation structure:** Recruitment of CIMs with 3-day TaRL training, supported by monthly reviews and a multi-tier monitoring system involving Team Leaders and coordinators. • **Level-based remedial camps (Grades 3–8):** Short-term TaRL camps, Beyond Basics interventions, and English learning/transition camps targeting grade-specific learning needs. • **Large-scale summer learning models:** CAMaL Ka Camp (6-week, 9 states) and SMILE camps (Delhi) delivering daily activity-based, level-grouped learning led by trained youth volunteers using ASER assessments and digital support systems. • **Community engagement ecosystem:** Mothers' groups, workshops, melas, and children's clubs, strengthening home-based and peer learning. • **Monitoring, training, and system integration:** Continuous assessments (ASER baseline–endline), Pratham Connect App reporting, government teacher training, and ongoing field monitoring to track and sustain learning outcomes.

Components	Description
Outputs	• **Large-scale outreach and reach:** 57.7 lakh children reached under P&G-supported CAMaL Ka Camp, with operations spanning 300 districts, 2,900 blocks, and 1.52 lakh communities. • **Extensive volunteer and workforce mobilisation:** 5.3 lakh volunteers under P&G and 9,434 community volunteers deployed, alongside 30,471 government teachers integrated into TaRL frameworks. • **Comprehensive programme coverage:** 40,369 children children reached through year-round remedial models in 4 core states, and 9.56 lakh additional children through government partnerships in 5 extended states. • **Strong community engagement ecosystem:** 42,580 mothers engaged through structured groups, with sustained learning supported via children's clubs, community libraries, melas, and Kahani Train-based home learning. • **System integration and sustainability:** Model schools established, volunteers trained in digital skills, and strong government endorsement across states, positioning CAMaL Ka Camp as a scalable public education model.
Outcomes	• **Improved foundational learning outcomes:** Story-level reading increased (84% to 87%) with beginner levels reduced to 0%, while word problem-solving improved from 75% to 88%. • **Significant gains in English learning:** Students' reading full stories in English increased sharply from 32% at baseline to 99% at endline. • **Enhanced numeracy and advanced skills:** Improvements observed in division, place value, multiplication, fractions, and higher-order reading comprehension through advanced camps. • **Strengthened learning ecosystem and community impact:** Mothers reported higher confidence in supporting learning, alongside visible improvements in children's academic performance and sustained use of community learning spaces. • **System-level adoption and sustainability:** TaRL integrated into government systems, with programme expansion from 30 to 500 schools, indicating strong institutionalisation. • **Improved academic readiness and reduced learning loss:** Students reported stronger basics, reduced holiday learning loss, and better preparedness for the new academic year. • **Rapid gains in foundational skills:** Noticeable improvements in reading fluency and basic numeracy were achieved within the short camp duration. • **Effective community-led learning model:** Youth volunteer facilitation enhanced student engagement and fostered community ownership of learning.

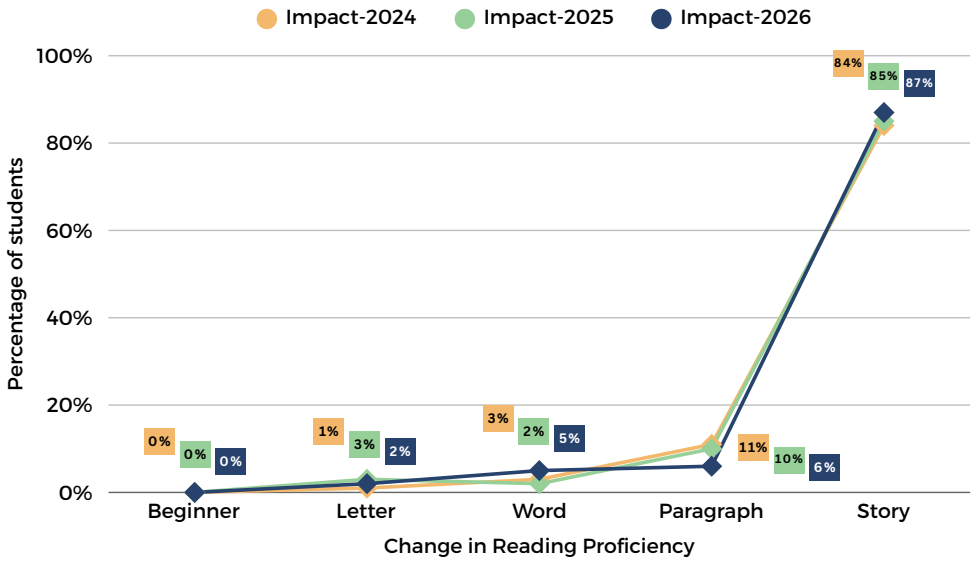
Findings from Students' Assessment Data- Yearwise (2024-2026)

The year-wise assessment data presented below consolidates outcomes from both programme components: the Hamara Gaon Remedial Learning Camps operating year-round, and the CAMaL Ka Camp Summer Programme delivered between April and June 2025. Measured across Baseline (2024), Endline (2025), and Impact (2026), the findings capture the cumulative effect of structured remedial instruction and the summer learning intervention on students' foundational reading and numeracy proficiency, with the Summer Camp's contribution reflected in the Endline 2025 and Impact 2026 trajectories.

Improvement in Reading Proficiency of Students as Compared to the Baseline

An analysis of student assessment data shows a steady and consistently improving reading profile across the three assessment points: Baseline 2024, Endline 2025, and Impact 2026. Unlike cohorts in which an initial endline dip preceded recovery, this cohort demonstrates uninterrupted upward progression throughout the programme cycle.

Change in Reading Proficiency from Impact-2024 and Impact-2025 to Impact-2026



Story Level

The proportion of students at the story level stood at 84% at Baseline 2024, rising to 85% at Endline 2025, and climbing further to 87% at Impact 2026. This consistent upward movement, without any transitional decline, indicates that the programme's cumulative effect produced stronger and more sustained reading gains across all three time points, with the Impact 2026 figure surpassing the baseline by 3 percentage points.

Paragraph Level

The proportion of students at the paragraph level declined from 11% at Baseline 2024 to 10% at Endline 2025, and further to 6% at Impact 2026. This sustained downward trend across all three points reflects a steady, uninterrupted progression of students from paragraph-level to story-level reading throughout the programme cycle.

Word Level

The proportion of students at the word level declined marginally from 3% at Baseline 2024 to 2% at Endline 2025, before rising to 5% at Impact 2026. The modest Impact 2026 increase suggests a small inflow from letter-level learners progressing upward, while the overall proportion at this level remained low, indicating continued movement toward higher proficiency levels.

Letter Level

The proportion of students at the letter level increased marginally from 1% at Baseline 2024 to 3% at Endline 2025, before declining to 2% at Impact 2026. The 3% increase was due to inflow from lower levels. Further, a 2% decline signals a greater transition to higher proficiency levels.

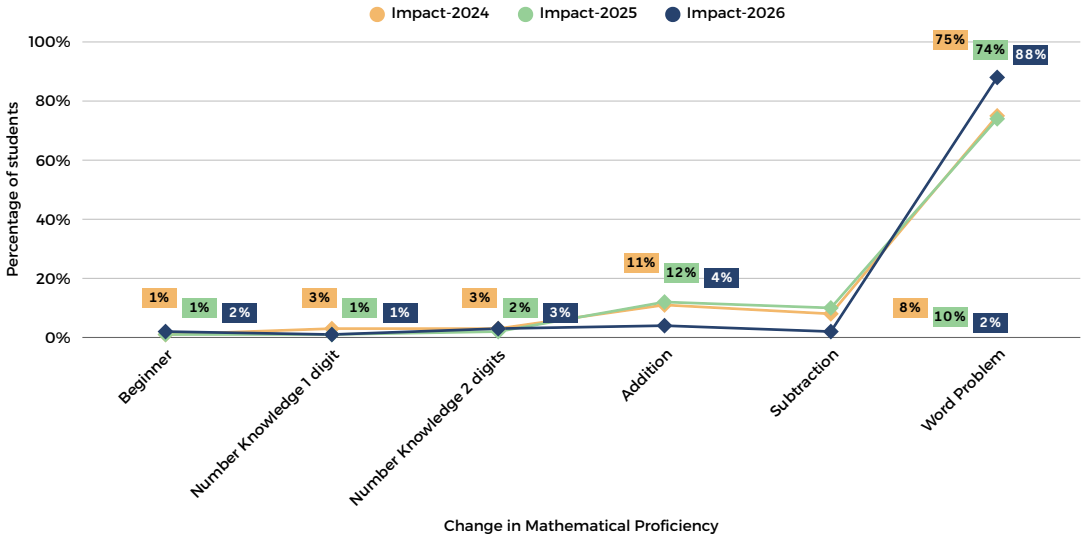
Beginner Level

The proportion of students at the beginner level remained at 0% across all three assessment points - Impact 2024, Impact 2025, and Impact 2026. This is because the program has been operational for several years now. 2024 is being treated as the Impact 2024 for the purpose of this assessment. However, it is not the true baseline, as the students had been benefiting from the program for several years before that.

Improvement in Mathematical Proficiency of Students as Compared to the Baseline

An analysis of student assessment data reveals a pattern of broad stability followed by strong gains in mathematical proficiency. While minimal redistribution was observed from Baseline 2024 to Endline 2025, the Impact 2026 assessment shows marked improvement across all numeracy levels, with a substantially higher proportion of students reaching the word problem level, the highest proficiency benchmark.

Change in Mathematical Proficiency from Impact-2024 and Impact-2025 to Impact-2026



Word Problem Level

The proportion of students able to solve word problems stood at 75% at Baseline 2024, holding at a near-stable 74% at Endline 2025, reflecting a consolidation phase rather than a transitional decline. According to the Impact 2026 assessment, this proportion rose significantly to 88%, surpassing the baseline by 13 percentage points, indicating that the programme's sustained interventions produced strong cumulative gains in problem-solving ability.

Subtraction Level

The proportion of students at the subtraction level was 8% at Baseline 2024, rising to 10% at Endline 2025 due to a marginal inflow from lower proficiency levels. According to the Impact 2026 assessment, this declined sharply to 2%, confirming successful progression toward higher-order numeracy skills.

Addition Level

The proportion of students at the addition level increased from 11% at Baseline 2024 to 12% at Endline 2025, reflecting a slight inflow from lower proficiency levels. According to the Impact 2026 assessment, this declined to 4%, indicating that most students progressed to the subtraction and word problem levels.

Number Knowledge (2-Digit) Level

The proportion of students at this level remained low at 3% at Baseline 2024, declining to 2% at Endline 2025, and rising marginally to 3% at Impact 2026. These marginal fluctuations indicate minimal stagnation at this level overall, with most students advancing to higher levels of mathematical operations throughout the programme cycle.

Number Knowledge (1-Digit) Level

The proportion of students at the one-digit number knowledge level was 3% at Baseline 2024, declining to 1% at Endline 2025, and remaining stable at 1% at Impact 2026. This sustained downward trend from baseline to endline reflects a steady progression of students toward more advanced numeracy levels, with gains effectively maintained through to Impact 2026.

Beginner Level

The proportion of students at the beginner level remained consistently low, at 1% at Baseline 2024, declining to 1% at Endline 2025, and rising marginally to 2% at Impact 2026. This slight increase may reflect new cohort entry rather than regression, and overall represents a negligible proportion of the student population across all three time points.

Findings from Survey Data

COMPONENT A: HAMARA GAON – REMEDIAL LEARNING PROGRAMME

Programme Overview

The Hamara Gaon Remedial Learning programme is the year-round, community-embedded foundational learning intervention of the P&G Shiksha – Pratham partnership. Operating in Telangana, Maharashtra, Madhya Pradesh, and Delhi, it targets children in Grades 3 through 8 enrolled in government schools who lack grade-appropriate reading and numeracy skills. Built on Pratham's Teaching at the Right Level (TaRL) methodology, the programme groups children by learning level rather than enrolled grade, ensuring that every child receives instruction matched to their current ability.

The programme operates through three mutually reinforcing pillars: structured in-school and community-based learning interventions for children; capacity building for government teachers and community volunteers; and a mother-led home learning model anchored in weekly mothers' groups, school linkages, and WhatsApp-based content delivery. A multi-tier implementation structure – Volunteers → CIM → Team Leader → SCTA → MME → Programme Head – ensures coordinated training, monitoring, and quality oversight across geographically dispersed communities.

Key Activities

Learning Camps (Grades 3–5)
Short-term intensive camps with children grouped by learning level; focus on literacy and numeracy using TaRL-based materials and peer learning.

Beyond Basics Camps (Grades 3–5)
Advanced numeracy sessions covering fractions, multiplication, word problems, and inference-based reading comprehension for faster-progressing learners.

English Learning Camps (Grades 6–8)
TaRL-based foundational reading and spoken English activities enabling story-level reading by endline.

Bridging Camps (Grade 5–6 transition)

CAMaL-methodology camps supporting children at a critical learning transition point.

Mothers' Groups

Weekly hamlet-level groups led by a Leader Mother; monthly workshops, school linkages, and WhatsApp-based material delivery to reinforce home learning.

Children's Clubs

Community-based peer learning clubs for Grades 3–8 with daily evening study hours, melas, and creativity activities.

Volunteer Engagement

Community volunteers recruited, trained (3-day TaRL induction), and deployed to facilitate learning sessions, community events, and home visits.

Government Teacher Integration

TaRL demonstration classes, FLN training, and monthly government review meetings to embed the model within state education systems.

M&E and Assessment

ASER-based baseline, midline, and endline assessments; monthly data submission through Pratham Connect App and manual registers.

Key Findings

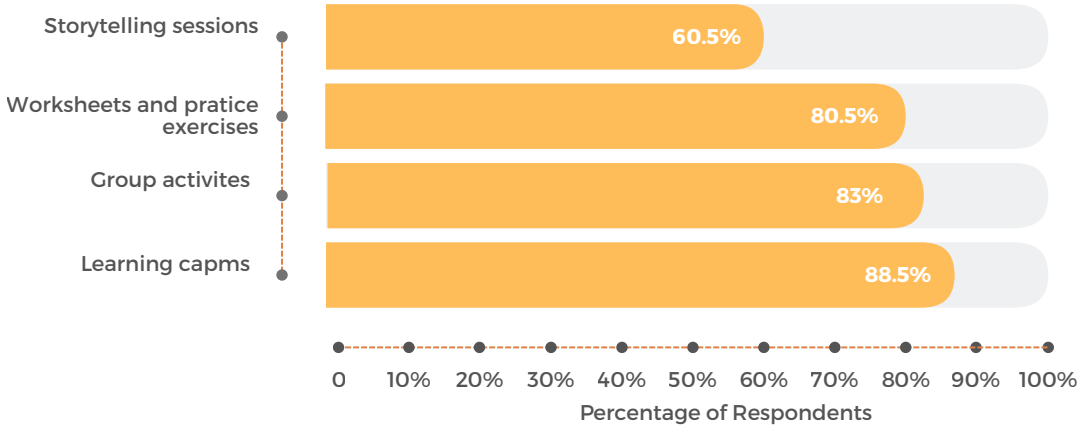
Findings from the Students' Survey

High engagement in activity-based learning

100% respondents reported that they enjoy participating in the learning camps.

Students demonstrated strong engagement with interactive learning formats, particularly learning camps, group activities, and practice-based exercises, highlighting the effectiveness of activity-driven pedagogy.

Activities Enjoyed the Most by Students



Improved conceptual understanding through simplified teaching

62% of students reported that teachers explained concepts more simply, supporting better comprehension.

> "Learning through games and group activities made studies enjoyable, and I now participate more confidently in class."
>
> - **Student, Grade 7**

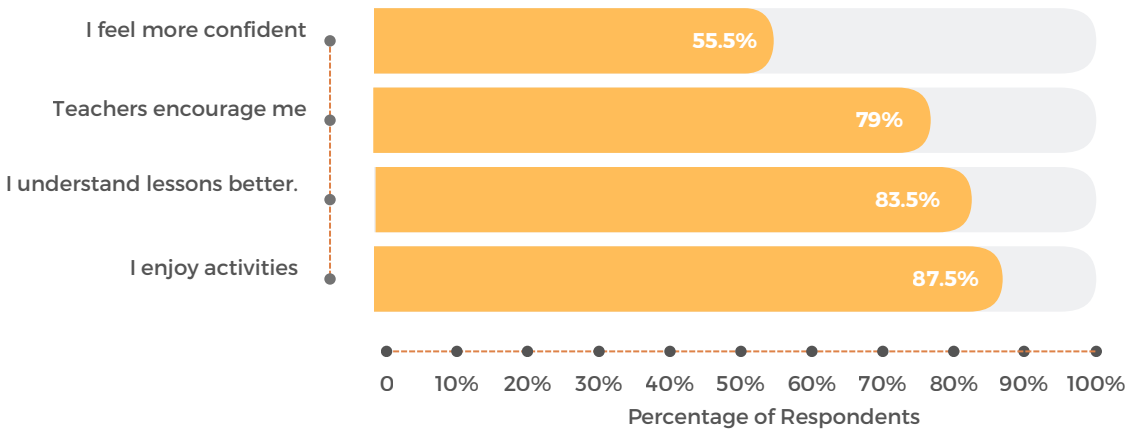
Regular practice as a key driver of learning

Students highlighted regular activities and exercises (87%) and improved conceptual clarity (83.5%) as major contributors to their learning progress.

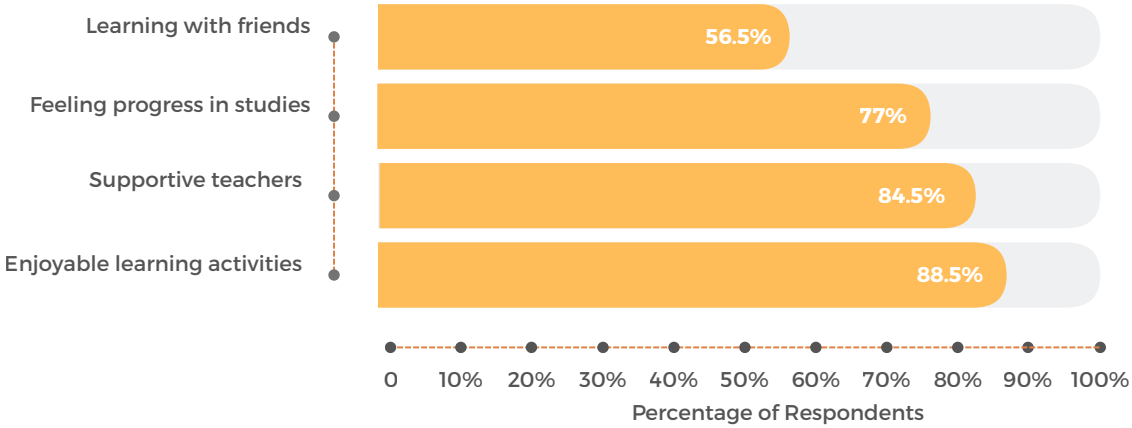
Improved student motivation and attendance

All students reported increased motivation to attend school, supported by engaging activities, better understanding of lessons, teacher encouragement, and improved confidence, leading to enhanced regular school attendance.

Factors That Increased Students Motivation to Learn



Reasons for improved Regular attendance



Strong learning support systems

Majority of students received clear explanations (90.5%) and additional academic support (81%).

Findings from Teachers' Survey

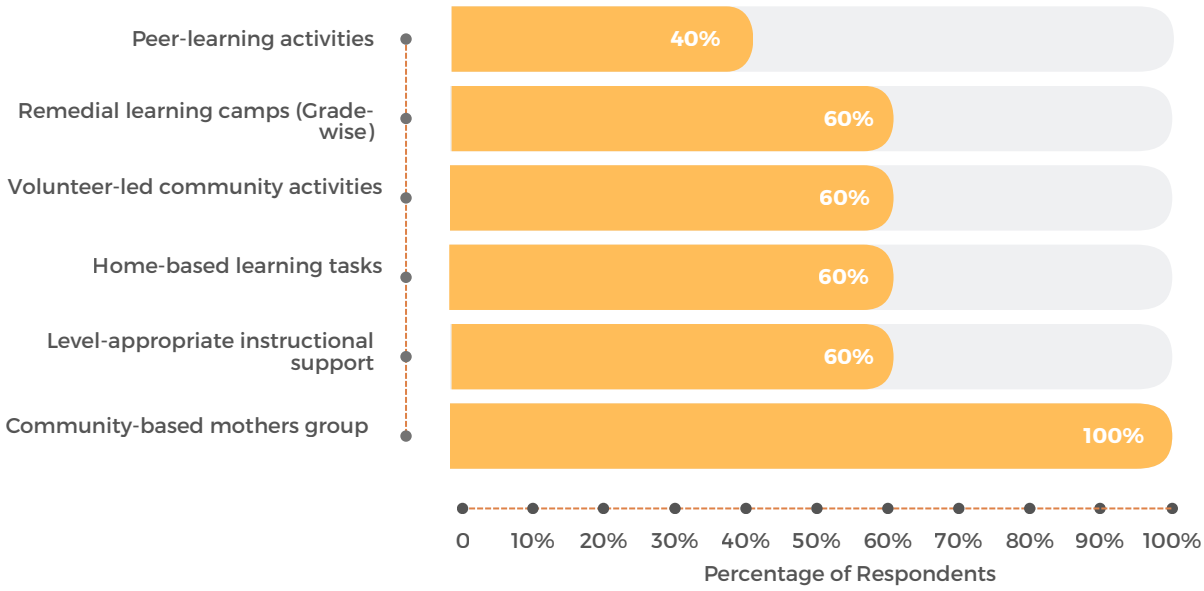
Baseline learning challenges

Teachers reported low student motivation and language barriers (100%), limited access to learning resources (80%), and irregular attendance or dropout linked to learning difficulties (40%) before the intervention.

Adoption of structured remedial approaches

Schools implemented community-based mothers' groups alongside level-based instructional support, remedial camps, volunteer-led activities, and home-based learning tasks.

Types of Activities Conducted in the Remediation Program



Strong community ownership

Mothers (100%) and community members are actively engaged in learning support, with volunteers and parents contributing to attendance, practice, and learning continuity.

Pedagogical shift in classrooms

Teachers transitioned from rote methods to concept-based, activity-driven teaching, with increased use of hands-on tools, group learning, and continuous assessment.

Findings from Community-Level Stakeholders: Parents and Community Volunteers

Role of Mothers in Supporting Remedial Learning

As part of the community remedial learning model, mothers are organised into small groups at the hamlet or community level and supported through regular meetings and workshops. These sessions equip mothers with simple learning activities, idea cards, and guidance on supporting reading, storytelling, and basic numeracy practice at home.

The initiative encourages mothers to track their child's progress, reinforce school learning, and create a supportive learning environment at home. By strengthening maternal involvement, the programme extends learning beyond classrooms and helps sustain improvements in children's foundational literacy and numeracy. Additionally, it strengthens a mother's agency in making decisions about the child's education.

Universal programme participation

100% of mothers participated in the programme and received guidance on supporting their child's learning at home, strengthening home–school collaboration.

High engagement in mothers' groups

92% actively participated in mothers' groups, and 86% reported increased involvement in their child's learning through group participation.

Access to learning materials

88% mothers consistently received weekly learning materials, and 90% found them very useful, with 80% stating that the materials helped plan daily learning activities.

Community-driven volunteer engagement

88.2% of volunteers joined through community outreach, and 76.5% received training, with 92.3% reporting that the training equipped them with necessary facilitation skills.

Positive perception of learning materials

Volunteers highlighted the value of activity-based worksheets and interactive learning materials, while suggesting improvements such as more advanced content and structured grammar support for older students.

Operational challenges in urban settlements

Implementation challenges in urban settlements included limited learning space in densely populated areas, irregular student attendance, and difficulty maintaining volunteer engagement, particularly as many volunteers are also students.

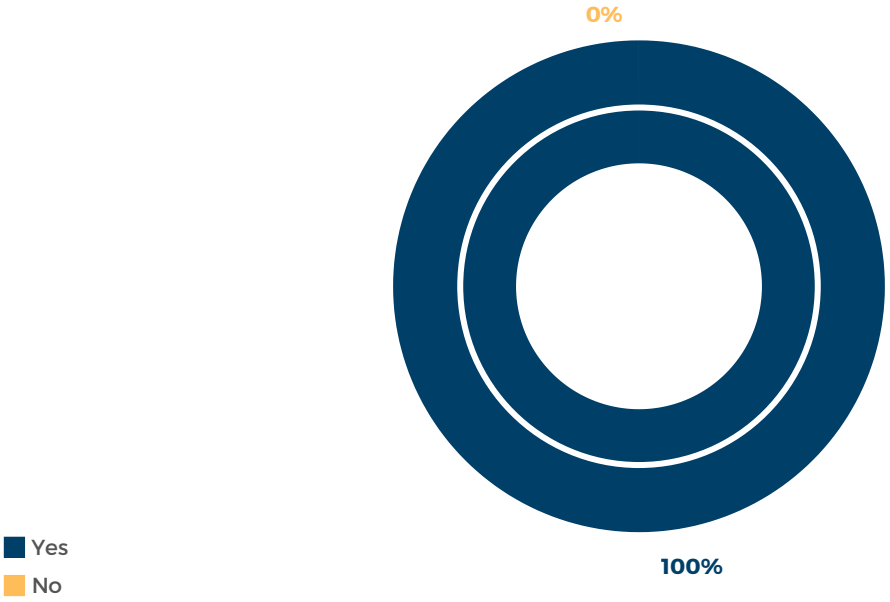
Key Impacts

Impact Observed from Students' Survey

Universal improvement in foundational learning

Students reported improvement in both reading and mathematics skills, demonstrating strong programme effectiveness.

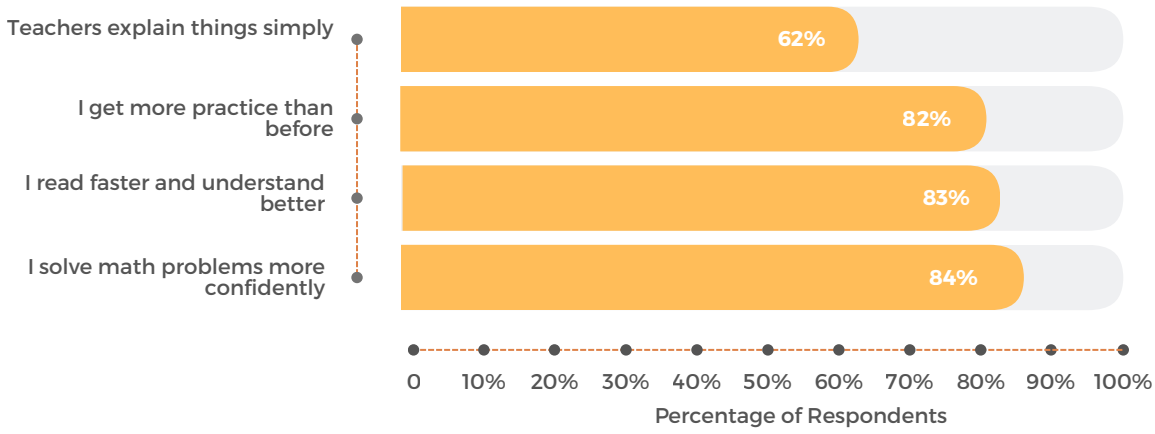
Improve in Math and Reading Skills



Strengthened foundational competencies and confidence

Students reported strong gains in foundational skills, particularly in mathematics confidence, reading proficiency, and practice intensity, indicating meaningful learning improvement.

Area of Improvement Observed After Participating in Camps



"After joining the learning camps, I can read faster and solve math problems more confidently. The activities and worksheets helped me understand concepts better."

– Student, Grade 6

Enhanced student confidence and classroom readiness

All students reported increased confidence in their math and reading abilities, supported by teacher guidance and continuous practice.

Improved learning experience and enjoyment

100% of students reported that the programme made learning more enjoyable, indicating a positive shift in learning attitudes.

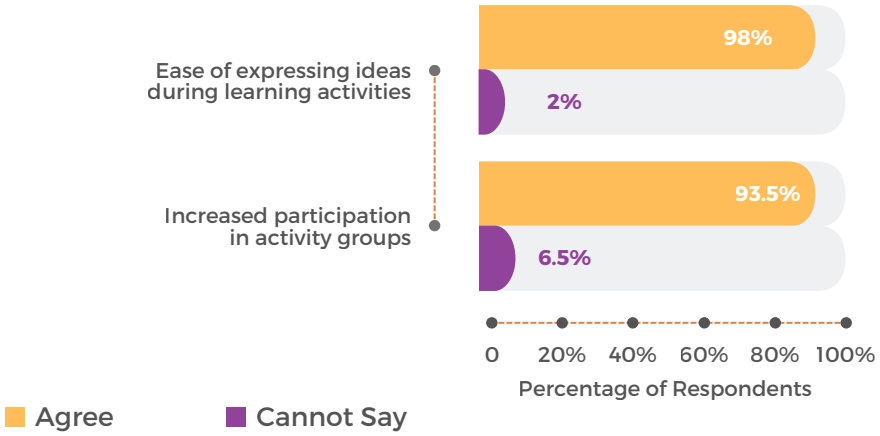
Improved learning outcomes and conceptual clarity

All students reported becoming better learners, with 87% having clearer basics and 81.5% learning new concepts more easily.

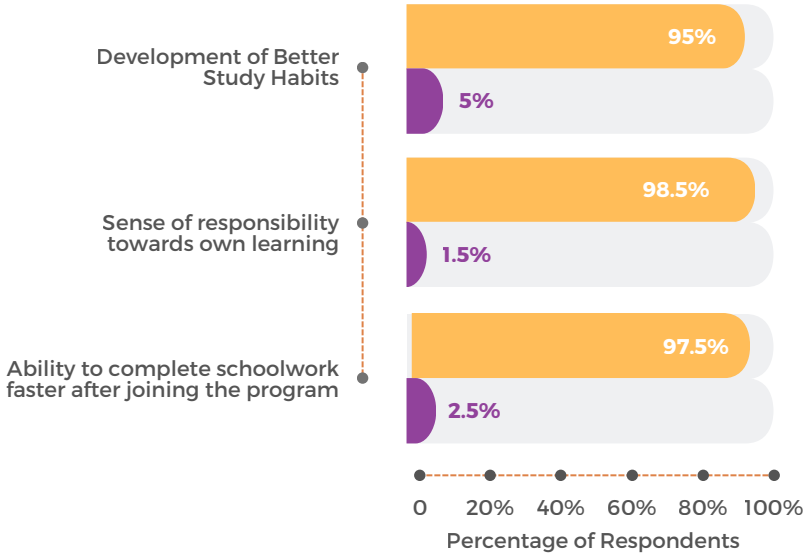
Positive learning environment and study behaviour

Students demonstrated strong improvements in learning efficiency, responsibility, and study habits, reflecting enhanced ownership of learning and overall skill development

Behavioural & Social Impact



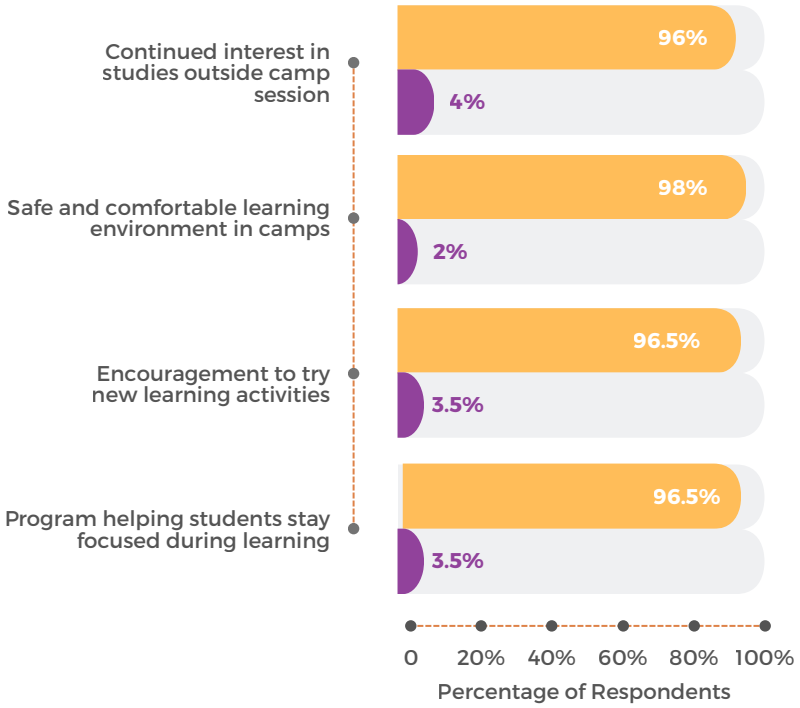
Skill Development



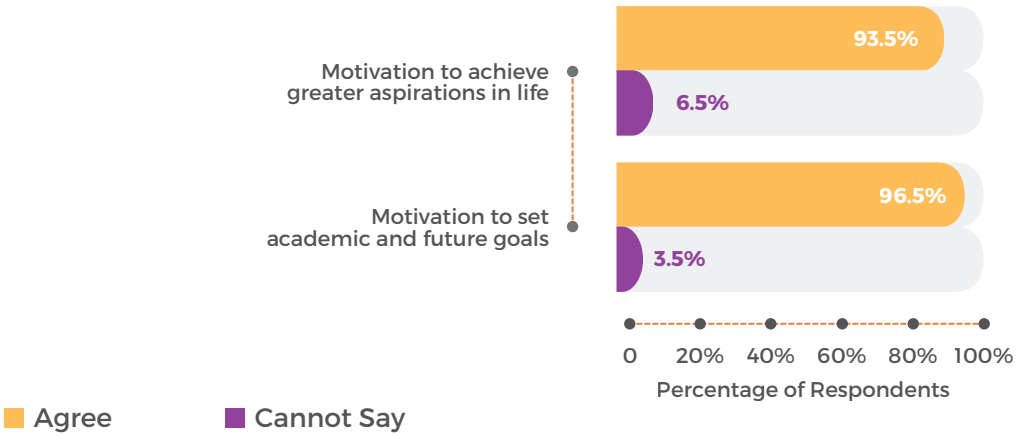
Positive behavioural and aspirational shifts

Students demonstrated higher participation, better expression, and increased motivation towards future goals

Interest toward learning



Future Orientation



Impact Observed from Teachers' Survey

Improved student engagement and attendance

100% teachers reported improved regular attendance.

> "Through the remedial camps and hands-on activities, students have improved their reading fluency and problem-solving skills, and they now show more interest in learning."
>
> **- Primary Teacher / Head Teacher, Government School**

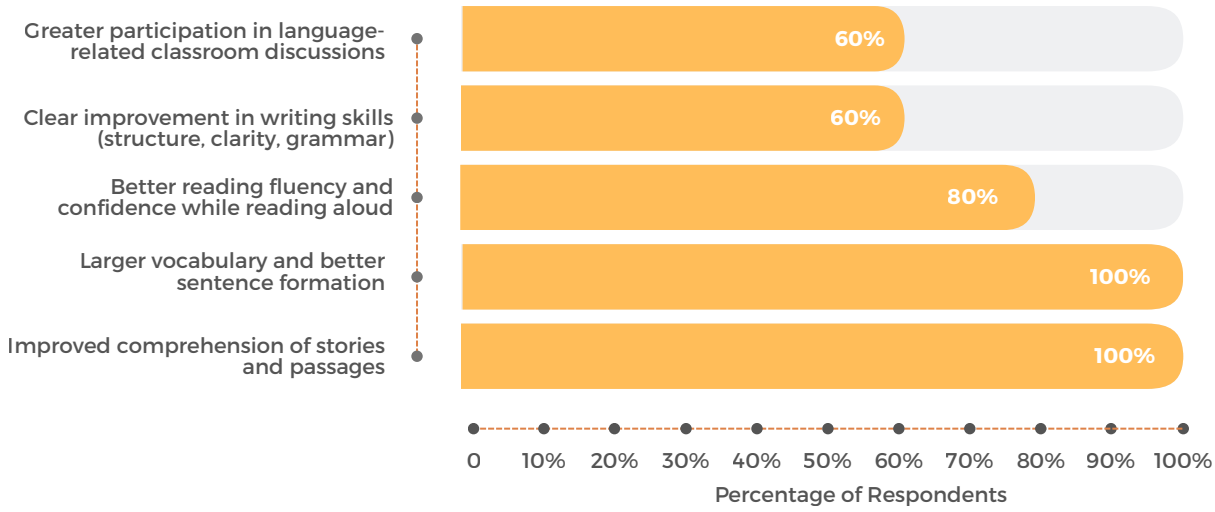
Strengthened teacher capacity and classroom practices

100% of teachers reported improved confidence in teaching foundational skills, with 60% adopting stronger progress tracking and 40% using level-based grouping.

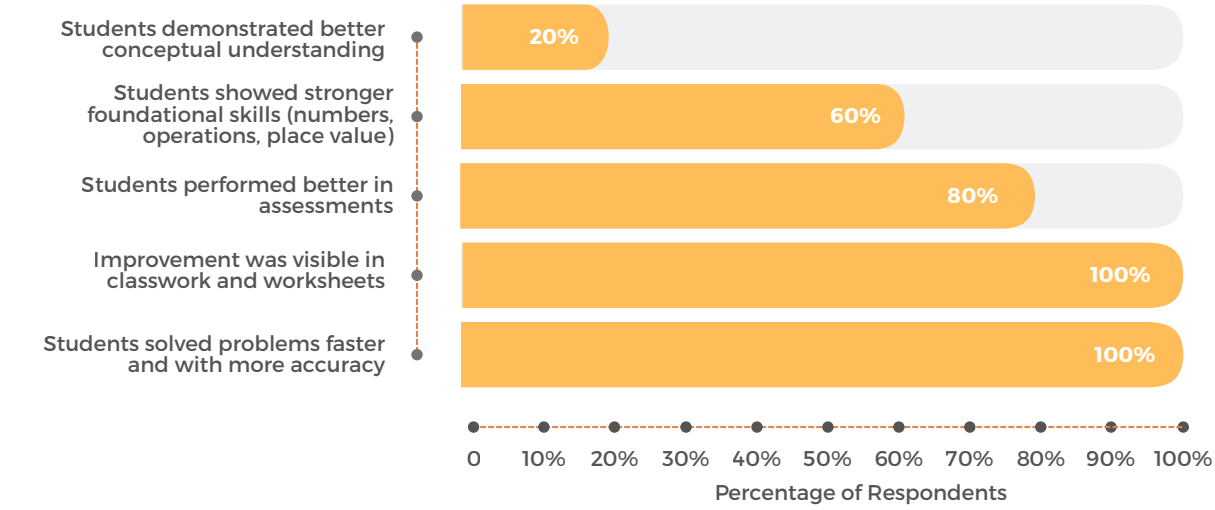
Improved student learning outcomes:

Teachers reported student improvement across the language and mathematics after the intervention.

Improvement in Students Language Learning Outcomes After the Intervention



Improvement in Students' Mathematics Learning Outcomes After the Intervention



"Activity-based learning and level-based grouping have helped students understand concepts betterand participate more confidently in class."

- Primary Teacher, Government School

Impact Observed from Community-Level Stakeholders: Parents and Community Volunteers

Improved home learning support

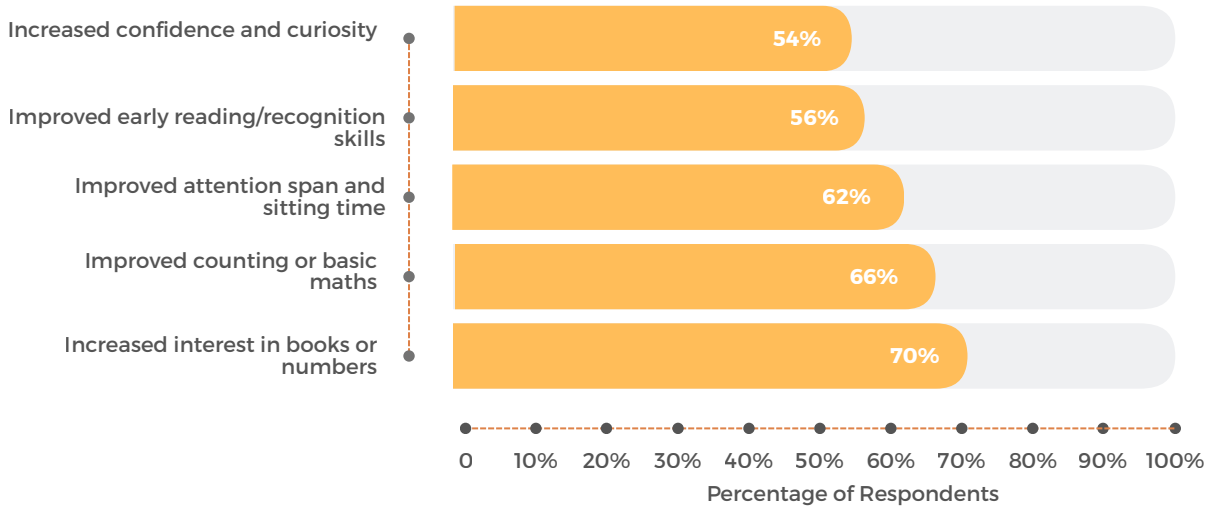
84% of mothers reported regularly conducting learning activities at home, and 90% felt more confident supporting their child's learning

"The mothers' group meetings and weekly learning materials helped me understand my child's learning level and support reading and maths practice at home."

Mother, Programme Participant

Improved child learning readiness

Ways Home Activities Helped Prepare Children for School



Improved learning outcomes for children

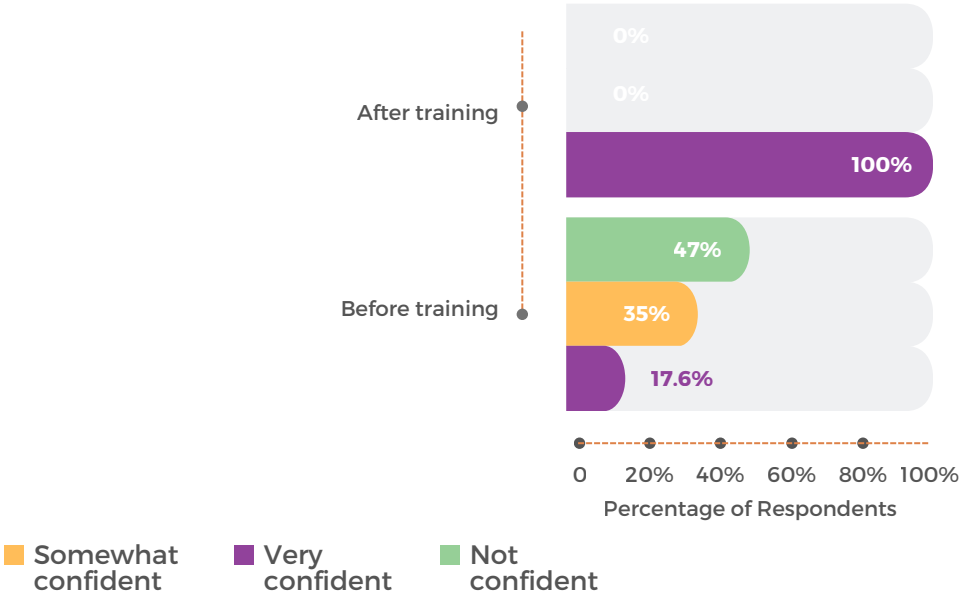
90% of mothers reported increased motivation among children, while 88% observed overall improvement in their child's learning, including reading (80%) and mathematics (60%).

"After following the home activities, I noticed my child becoming more interested in books and improving in reading and counting."

- **Mother, Programme Participant**

Volunteer Training Impact

Confidence level in supporting children before & after training



"The programme training, on community engagement and child-friendly teaching methods, helped me conduct learning activities confidently and support children in improving their reading and maths skills."

- Community Volunteer

Improved community awareness and engagement

94.1% of volunteers reported increased community understanding of early childhood development, and 94.1% observed high community engagement in programme activities.

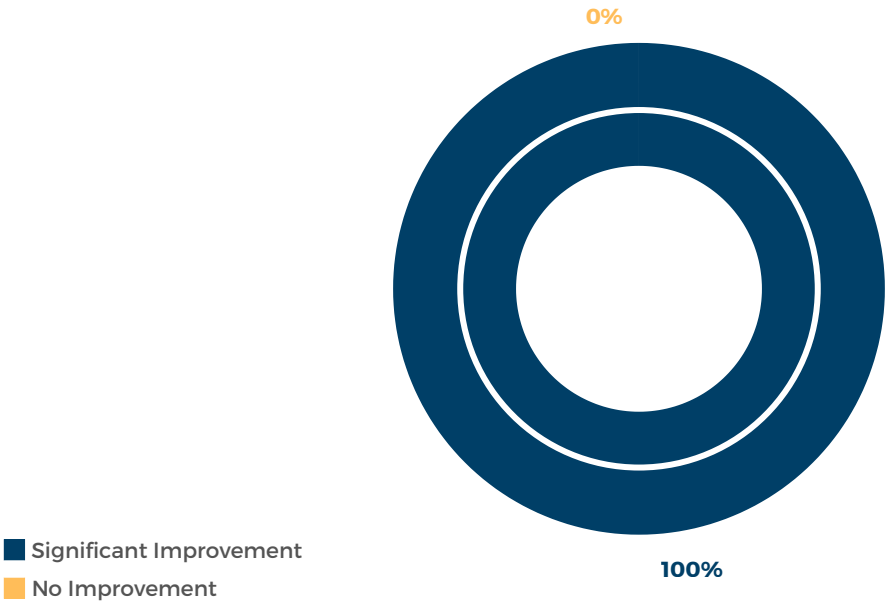
Transition from beneficiaries to community educators

Many youth volunteers were former beneficiaries of the programme, demonstrating a transition from learners to community educators and reinforcing local ownership of the learning process.

Visible improvements in children's learning

Volunteers observed improvements in children's reading skills, mathematics problem-solving, attendance, and confidence.

Observed Improvement in Children Learning



"Through regular activities and community sessions, I have seen children improve in reading, confidence, and participation."

- **Community Volunteer**

COMPONENT B: CAMaL KA CAMP – SUMMER LEARNING PROGRAMME

Impact Observed from Students' Survey

CAMaL Ka Camp was the single largest summer learning campaign in the history of the P&G–Pratham partnership — launched in a landmark year celebrating 30 years of Pratham, 20 years of P&G Shiksha, and 10 years of their collaboration. Rooted in the insight that summer vacation, while a period of school closure, represents a unique opportunity to 'Start Early and Start Strong', the campaign was designed as a short-term, high-impact intervention to strengthen foundational literacy and numeracy skills before the new academic year begins.

Conducted between April and June 2025 across 9 states Bihar, Delhi, Himachal Pradesh, Maharashtra, Madhya Pradesh, Rajasthan, Telangana, Uttar Pradesh, and West Bengal the camps were led by trained youth volunteers (aged 16+, ideally Class 10 pass) who facilitated 1.5–2 hours of structured, activity-based daily learning sessions over six weeks (mobilisation + 4 weeks learning + final celebration). Daily session content was guided by the Kahani Train audio stories delivered via WhatsApp, which were either language- or maths-focused, depending on the state. Learning outcomes were tracked through baseline and endline assessments on the Sahyogi digital portal.

With P&G Shiksha's support, the campaign trained 5,30,096 volunteers and reached 57,75,141 children, accounting for 77% of all volunteers and 84% of all children who participated nationally.

Key Activities

Volunteer recruitment and training
Youth volunteers (16+, ideally Class 10 pass) recruited from communities; trained on TaRL-based facilitation, digital tools, and the Kahani Train content delivery system.

Daily learning sessions (1.5–2 hours)
Activity-based, game-oriented sessions covering foundational reading (most states) or maths and everyday application (UP, HP, Bihar); children grouped by learning level through pre-camp ASER assessments.

Kahani Train content delivery
Daily audio stories delivered to volunteers via WhatsApp, guiding each session with language or maths-based content appropriate to the state's focus area.

Baseline and endline assessments
Learning outcomes tracked through structured assessments at camp start and end; data collected and monitored via the Sahyogi unified digital portal.

Volunteer capacity building

Digital literacy training (Google Forms, WhatsApp reporting, digital storytelling) and Pratham-certified online courses offered to all volunteers through the Education for Education programme.

Final celebration and recognition

Closing event marking children's progress, volunteer contributions, and community participation — reinforcing community ownership of the summer learning experience.

Post-camp continuity (Children's Clubs)

Volunteers transitioned to lead weekly Children's Clubs post-summer, with ongoing Kahani Train content, club activities, and EfE courses delivered via WhatsApp to maintain learning momentum.

Key Findings

Findings from the Students' Survey

High participation in summer learning activities

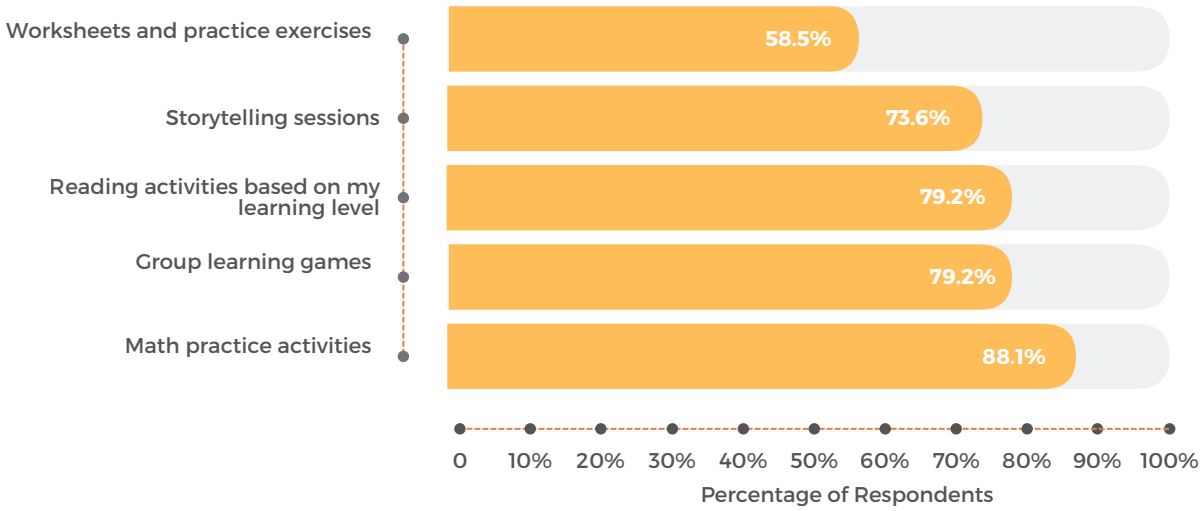
Nearly 80% of students (79.5%) participated in the summer camp, indicating strong reach during school holidays.

Strong engagement in activity-based learning

Students were placed into two differentiated learning tracks: Grades 1–2 (school readiness: letters, numbers, storytelling) and Grades 3–5 (Beyond Basics: Kahani Train literacy, manipulative-based maths) — with ASER-tool baseline and endline assessments ensuring level-appropriate grouping throughout.

Math practice activities recorded the highest participation (88.1%), followed by group learning games (79.9%) and level-based reading activities (79.2%), affirming strong engagement with the camp's activity-driven, TaRL-aligned design.

Activities Participated in During the Summer Camp



Diverse learning methods adopted

Students engaged in a mix of storytelling (73.6%) and worksheets/practice exercises (58.5%), highlighting a blended learning approach combining activities and structured practice.

Findings from Teachers' Survey

Inclusive participation model

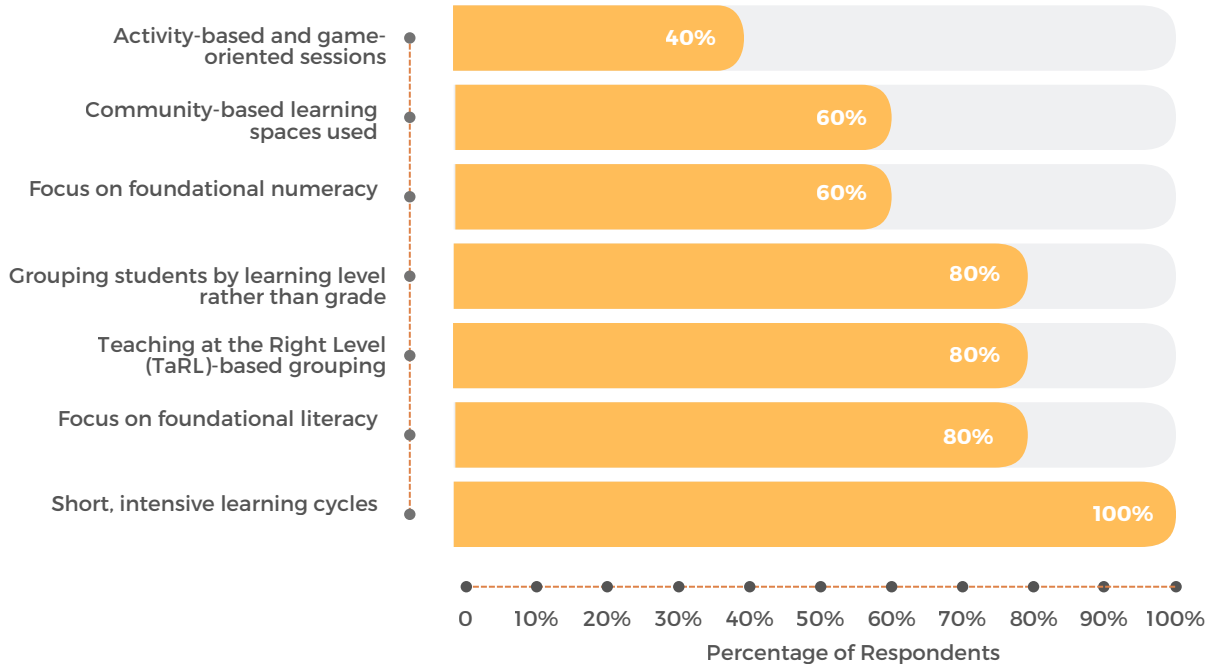
Camps engaged a mixed group of students (100%), including children below grade level, ensuring broad-based reach.

Structured TaRL-based implementation

All teachers (100%) confirmed the camp operated through short, intensive learning cycles, with 80% reporting a strong focus on foundational literacy, TaRL-based level grouping, and student placement by learning level rather than grade, confirming structured, pedagogy-driven implementation across all camp sites.

Community-based learning spaces (60%) and activity-based, game-oriented sessions (40%) further reflect the camp's design as a deliberately non-classroom experience, accessible, engaging, and rooted in the community rather than the formal school setting.

Key Features of the Summer Camp



Focus on foundational learning delivery

Majority of camps integrated numeracy (60%) and utilised community-based learning spaces (60%), supported by activity-based approaches.

Findings from Community-Level Stakeholders: Parents and Community Volunteers

Structure and Design of Learning Sessions

Learning sessions were conducted in community-based spaces, with 1.5–2 hours of daily engagement; sessions primarily involved activity-based storytelling, reading exercises, and interactive tasks.

Volunteer-Led Learning Environment and Student Engagement

Local youth volunteers' community familiarity and relatability fostered a welcoming learning environment; children were notably more responsive to volunteers than in a formal classroom setting.

Variability in Volunteer Facilitation Quality

Variability in session quality was observed; some volunteers demonstrated strong engagement and confidence, while others appeared underprepared, with differences in capacity and experience.

Challenges in Session Continuity and Volunteer Availability

Session continuity was sometimes compromised, as most volunteers have their own academic responsibilities.

Key Impacts

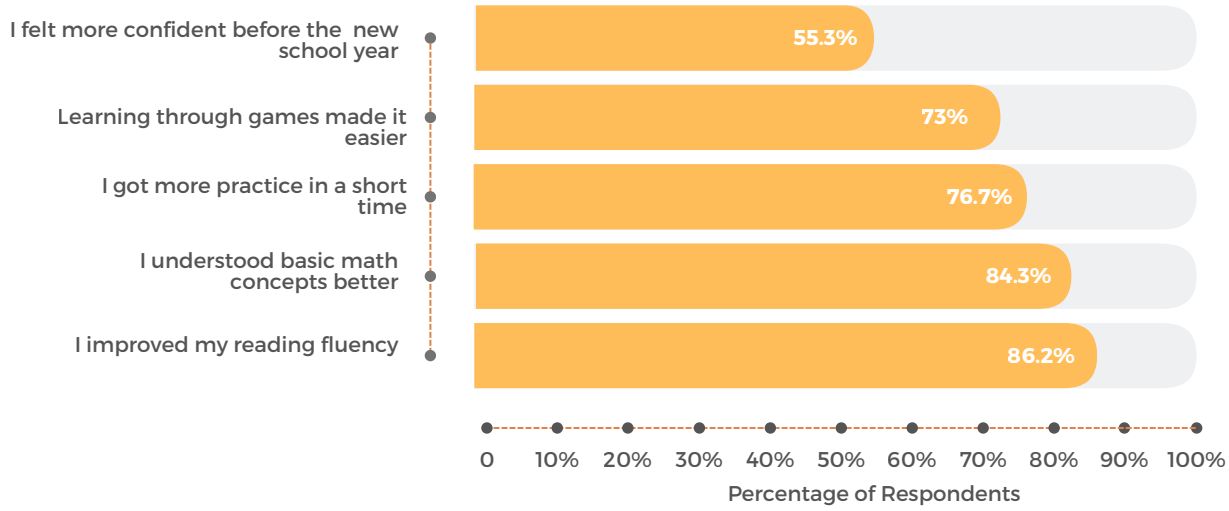
Impact Observed from Students' Survey

Significant improvement in foundational learning

Students reported the strongest gains in reading fluency (86.2%) and basic maths understanding (84.3%), with 76.7% gaining more practice in a shorter time, affirming the camp's intensive format as effective for foundational skill-building.

55.3% felt more confident entering the new school year, indicating the camp's impact extended beyond academics to building readiness for grade transition.

Benefits Gained from the Summer Camp



Enhanced learning experience and engagement

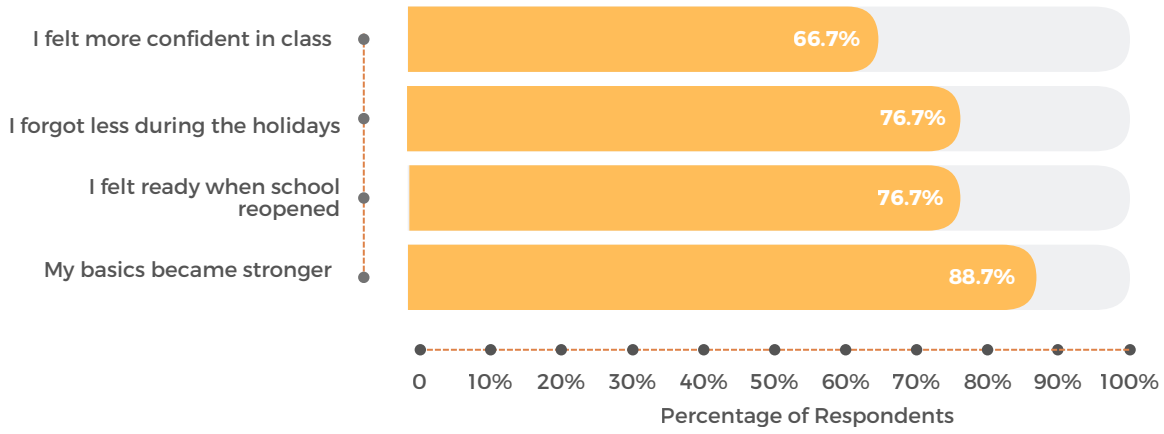
All students reported that the programme made learning more enjoyable, indicating a positive shift in learning attitudes.

Improved confidence and school readiness

88.7% of students reported stronger basics. In comparison, 76.7% felt ready when school reopened and reported forgetting less during the holidays — confirming the camp's core purpose as a learning retention and transition-readiness intervention, not merely a supplemental activity.

66.7% felt more confident in class after the camp, indicating that stronger foundational skills translated directly into improved classroom self-efficacy at the start of the new academic year.

Ways in which the Summer Camp Program Supported Student Learning



"The camp activities and storytelling helped me improve my reading and math, and I feel ready for the next class."

- Student, Grade 5

Better learning retention and continuity

76.7% of students reported reduced learning loss during holidays, demonstrating the programme's effectiveness in maintaining learning continuity.

Universal preparedness for next academic level

All students reported that the summer camp helped them stay prepared for the next class, reinforcing its role in supporting academic transition.

Impact Observed from Teachers' Survey

Significant improvement in core learning outcomes

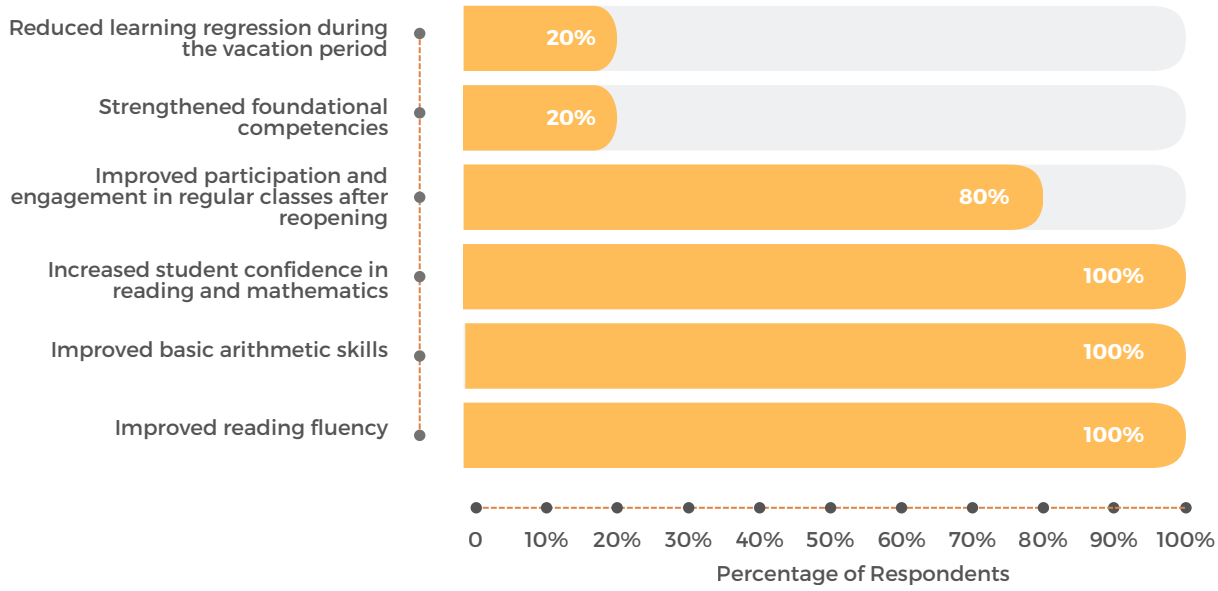
Teacher observations provide a consistent and unambiguous picture of the Summer Camp's impact, with all five respondents reporting gains across reading, arithmetic, and student confidence, and the majority noting carry-over effects into classroom behaviour after school reopened.

UNIVERSAL OUTCOMES		
100% **Improved reading fluency** All teachers observed a stronger reading ability post-camp	**100%** **Improved basic arithmetic skills** Universal gain in foundational numeracy across camp cohorts	**100%** **Increased student confidence** In both reading and mathematics, after camp participation

MAJORITY OUTCOME	
80% **Better classroom participation after school reopening** Camp impact carried forward into regular schooling behaviour	The camp's influence extended beyond the vacation period; teachers reported measurable carry-over into engagement and participation when school reopened.

ADDITIONAL OUTCOMES	
20% **Strengthened foundational competencies** Broader competency consolidation noted beyond reading and maths	**20%** **Reduced learning regression during vacation** Camp participation helped retain gains that would otherwise be lost

Influence of Summer Camp on Student Learning Outcomes



Strengthened learning continuity

Camps contributed to maintaining foundational skills and reducing learning gaps during the vacation period.

Impact Observed from Community Volunteers

Community-Based Access and Participation

The summer camp model successfully mobilised community participation and made learning accessible within local contexts.

Effectiveness of Volunteer-Led Learning Model

Volunteer-driven facilitation was central to turning an otherwise unproductive academic period into an opportunity to reinforce learning.

Need for Differentiated and Advanced Learning Materials

Volunteer feedback indicated that certain materials in language and mathematics could be expanded to accommodate children who progress at different rates.

OTHER VOICES FROM THE GROUND (FIELD FUNCTIONARIES)

Community Instructor Mobilizer (CIM) reported that many children in the villages initially struggled with basic reading and arithmetic skills, highlighting the need for structured remedial learning interventions to rebuild foundational literacy and numeracy.

The Measurement, Monitoring and Evaluation (MME) Associate highlighted that ASER-based assessments and baseline–endline evaluations are used to identify children's learning levels and design targeted remedial instruction.

Both the CIM and Team Leader (TL) observed that activity-based learning, peer learning, and Teaching at the Right Level (TaRL) methods have helped increase student engagement, participation, and confidence in learning activities.

The MME Associate and Team Leader reported visible improvements in children's reading ability, mathematics problem-solving skills, classroom participation, and overall confidence after the programme interventions and learning camps.

The CIM and MME Associate highlighted that mothers' groups, community volunteers, and community learning spaces have strengthened parental engagement and encouraged community ownership of children's education.

Field teams also noted operational challenges such as travel to remote hamlets, seasonal migration, and network connectivity issues affecting digital reporting, although these have not significantly affected programme implementation.

Interactions with **Smart Mothers and volunteer teachers in Trilokpuri and Nand Nagri** revealed that the programme has strengthened mothers' confidence and teaching abilities, enabling them to support children's reading and basic learning activities within the community.

"This programme taught me simple teaching methods and how to track children's learning. Now I feel confident supporting children and guiding other mothers in the community."

- Smart Mother, Trilokpuri

RETROSPECTIVE AND FUTURE OUTLOOK

Programme Evolution and Achievements

Programme maturation

The Hamara Gaon programme has evolved from a school-linked remedial initiative into a community learning ecosystem, integrating in-school FLN sessions (Grades 1–2), TaRL-based learning camps (Grades 3–8), English and Beyond Basics camps, and structured engagement with mothers and volunteers. In Delhi, a volunteer-to-teacher pipeline has emerged organically, with former student beneficiaries returning as volunteer teachers, demonstrating the programme's capacity to generate community-level educational leadership within its own cohort.

"The learning camps and community sessions have increased children's confidence and participation, and mothers are now more involved in supporting learning."

- Community Instructor Mobilizer, Vikramgad

Robust implementation structure

A multi-tier delivery system (Volunteer → CIM → Team Leader → SCTA → MME → Programme Head) supports coordinated implementation, with CIMs managing both school and community engagement and programme monitoring enabled through quarterly reviews and the Pratham Connect App.

The Delhi team is anchored by long-serving programme staff, several of whom have over two decades of association, whose community embeddedness and institutional knowledge are significant assets for programme continuity.

Demonstrated learning outcomes

Reading and numeracy outcomes improved significantly, with story-level readers surpassing baseline levels, word-problem solving rising from 75% to 88%, and universal improvement in student engagement reported by teachers and students.

Emerging Gaps

Despite its strong track record of implementation, the programme has identified several areas for refinement.

Attendance and participation remain uneven in some locations, shaped by seasonal migration and remote geography in rural areas, and by volunteer examination schedules and space constraints in dense urban settlements like Delhi's Trilokpuri and Nand Nagri

Operational challenges around digital reporting connectivity and financial limitations on human resource deployment continue to constrain the pace of expansion, particularly in high-need urban communities.

At the learning level, while numeracy outcomes have improved significantly, building student confidence in mathematics and sustaining gains beyond the camp cycle, through structured follow-up, differentiated content for faster-progressing learners, and grammar instruction at the upper primary level, remain priorities the programme is actively working to address.

Taken together, these gaps reflect not the limits of the model, but the natural frontiers of a maturing programme with a clear line of sight on what it needs to strengthen next.

Future Direction

Looking ahead, the programme's future direction is anchored in three interconnected priorities.

First, deepening community-led learning systems by strengthening mothers' groups, volunteer networks, and local learning spaces to build durable ownership of foundational education. The expanded capabilities demonstrated by Smart Mothers in Delhi, spanning learning assessment, school communication, and gender and health awareness, point toward the mothers' engagement model evolving into a broader community development platform..

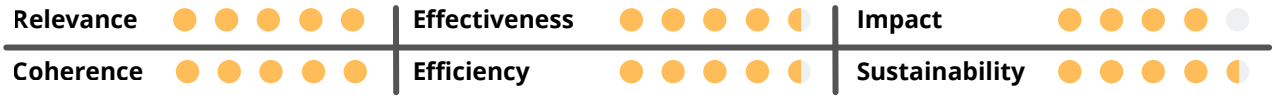
Second, improving learning continuity through stronger post-camp follow-up, attendance tracking, and digital monitoring systems, ensuring that gains made during intensive camp cycles are sustained and built upon over time.

Third, scaling sustainably through continued alignment with NEP 2020, NIPUN Bharat, and state FLN missions, supported by locally adaptable materials, formalised volunteer recognition mechanisms, and strong field engagement, creating the conditions for replication across geographies without compromising programme quality.

"Regular follow-up after camps and continued volunteer training can help sustain learning improvements and strengthen community participation."

- Team Leader, Vikramgad

OECD Ratings



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