CARING WITH COLOUR
A Manasi Kirloskar Initiative

Impact Assessment of CWC's Programs

An independent evaluation of Project-Based Learning and Foundational Literacy & Numeracy programs

25,960	5	2
children assessed	districts	programmes evaluated

INDEPENDENT EVALUATION · DR BINDU THIRUMALAI · NATIONAL INSTITUTE OF ADVANCED STUDIES

PROGRAMME ONE

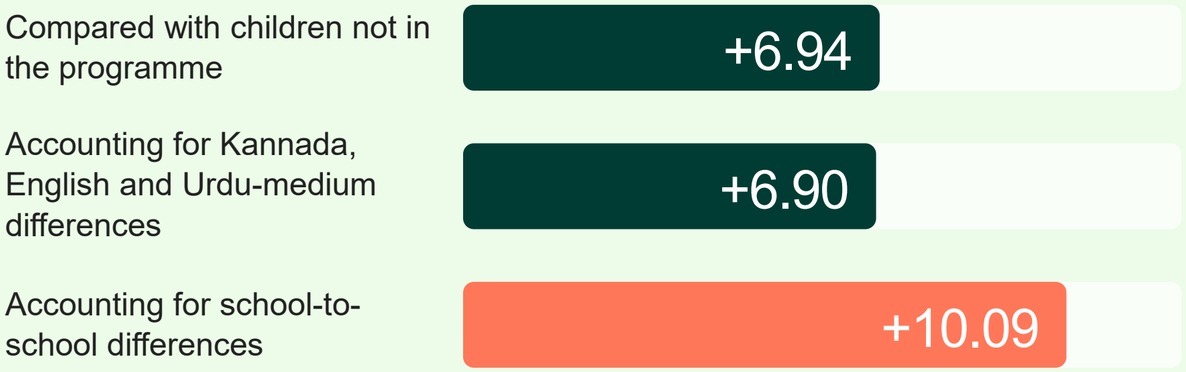
Project-Based Learning

Children learn English, Maths and Science through projects that can be done at home by building things, investigating questions and working in teams.

8,994 children in the programme · 4,952 in the comparison group

PBL children scored higher, and fewer children fell behind

Analysed through three different methods to validate impact. All three found the improvement.



Children scoring above 75 out of 100

24% → 47%

Nearly doubled.

Children scoring below 36 out of 100

22% → 9%

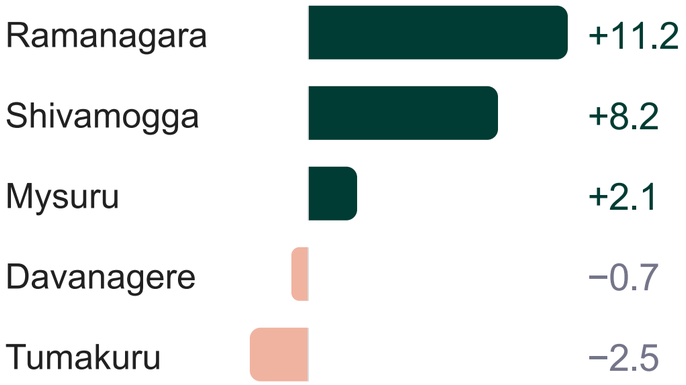
Cut by more than half.

* How to read this: each bar shows the extra marks out of 100 that a student in PBL project scored. +6.94 means where a child outside the programme scored 50, a PBL child scored about 57. Each bar represents the analysis done in a tougher way. The first rules out the possibility that PBL project students had started stronger. The second rules out the language they are taught in. The third rules out the school they attend. The gain survives every test. Conclusion: The program helped in improving the student performance.

Gains by district, grade and subject

Where the programme was implemented best, and which children gained most.

ADVANTAGE BY DISTRICT

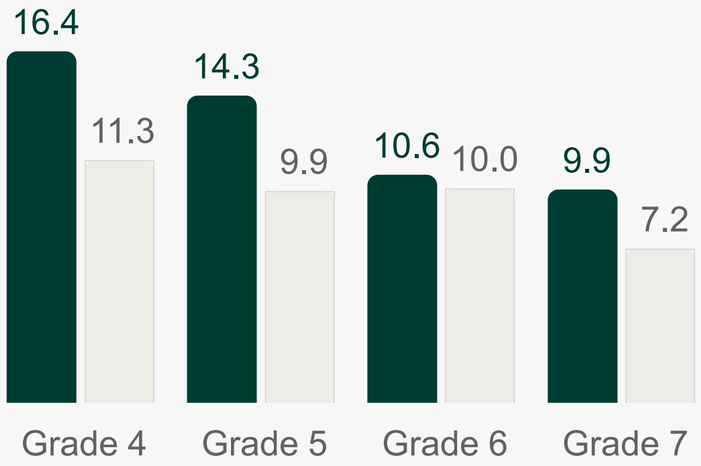


Extra marks gained over the comparison group in each district.

Ramanagara: the strongest implementation

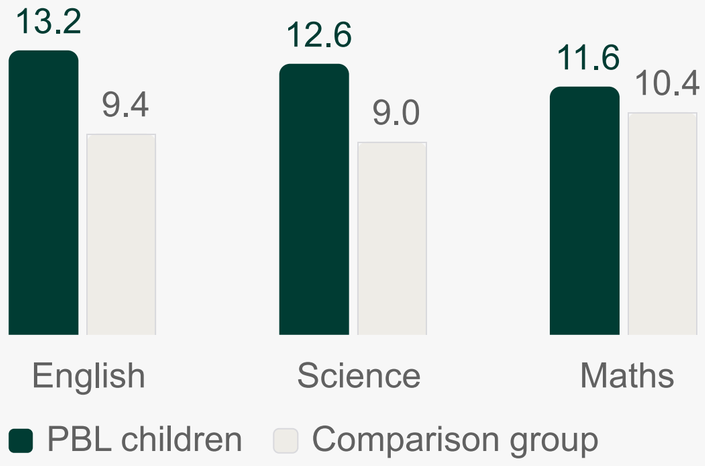
Third year of program implementation in the district. Teachers and district officers were trained in 2024–25.

MARKS GAINED BY GRADE



Younger children gained most — and gained most over their peers.

MARKS GAINED BY SUBJECT



The gains came from understanding, not memorising

Test questions were sorted by the kind of thinking they demand (based on bloom's taxonomy). PBL children led on questions that require higher-order thinking — and teachers saw the same shift in their classrooms.

Applying an idea to something new — 38%



Comparison group: 33%

Understanding why something works — 36%



Comparison group: 34%

* How to understand this: the gains sit in understanding and applying ideas, not in recalling facts — the sign of genuine conceptual learning rather than memorisation.

TEACHER FEEDBACK ON CHANGES OBSERVED IN CLASSROOMS

Children more engaged and participating	34%
Clearer understanding of concepts	24%
More self-confidence and independence	13%

WHERE PBLS PRODUCED SIGNIFICANT GAINS

Ramanagara — large gains doubled, 19% to 38%

Mysuru — half of all children made large gains

02

PROGRAMME TWO

Foundational Literacy & Numeracy

FLN Remedial program designed to ensure students beyond grade 3 can read with comprehension and handle numbers confidently

12,014 children, Grades 4–9 · Davanagere, Shivamogga, Tumakuru

Nearly six in ten children improved on the FLN competencies

Each child's end-of-year score measured against their own score at the start.

58.6%
improvement in overall literacy and numeracy competencies

54.1%
Improvement in literacy competencies

49.7%
improvement in numeracy competencies

+4.2
average marks gained across every child assessed including students who didn't improve

AMONG THE 58.6% CHILDREN WHO IMPROVED

73 → **91** **+18.2**

start of year | end of year | marks gained, out of 100

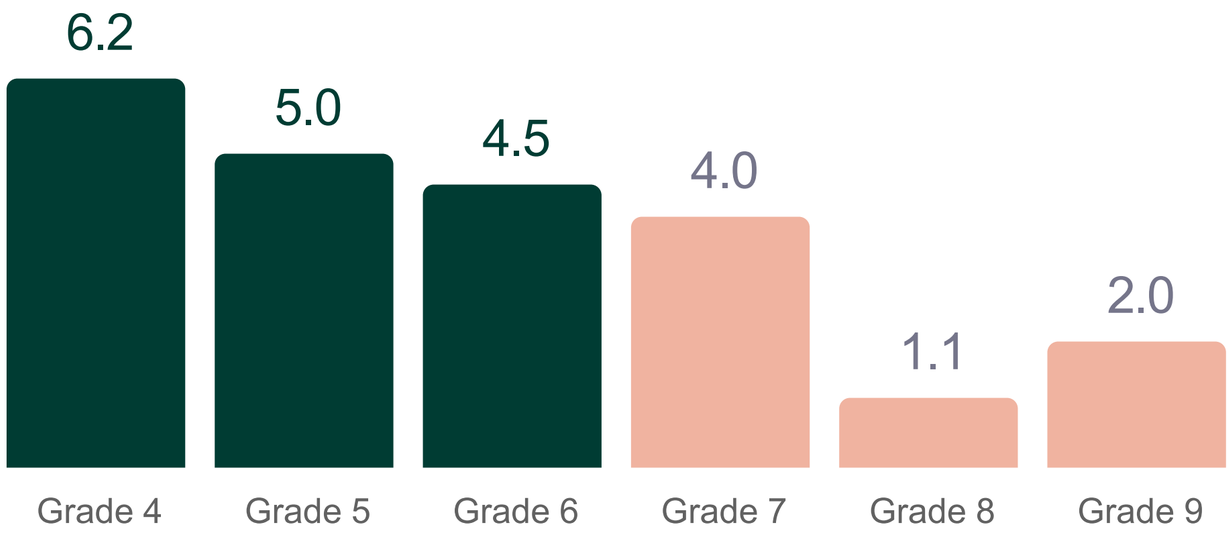
Statistical Validity: p < 0.001 and Cohen's d = 1.30

Shows a strong linkage between the FLN intervention and the improvement in results with impressive effect size

* Note: FLN program is implemented universally across all schools in these districts, so there is no comparison group. Each child is measured against their own score at the start of the year.

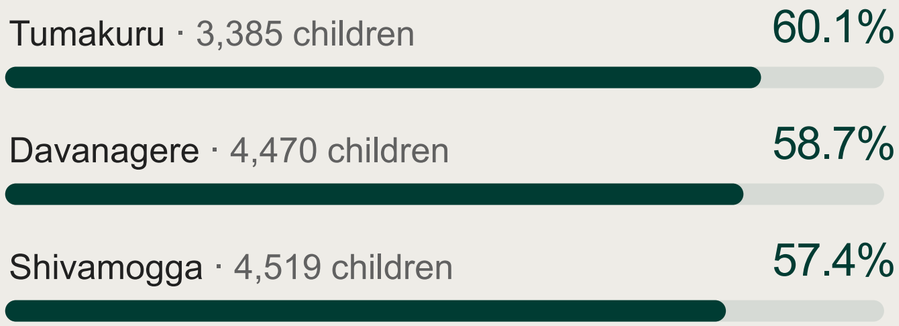
The younger the child, the bigger the gain — everywhere

Grade 4 children gained three times as much as Grade 9 — and the programme delivered evenly across all three districts.



* Average marks gained out of 100, across every child assessed. 63% of Grade 4 and Grade 5 children improved, against 48% in Grade 8.

CHILDREN WHO IMPROVED, BY DISTRICT



FLN initiative has shown consistent levels of improvement across all the districts

FROM THE CLASSROOM

What teachers gave as feedback

School visits and classroom observations across four districts, plus written feedback from teachers, mentors and district officers.

WHAT WORKED WELL IN THE PROGRAM

- Worksheets are widely used and genuinely valued
- Children are visibly more enthusiastic and engaged
- Group work and peer learning are becoming normal
- Teachers can teach to different levels in one room

CHALLENGES FACED

- Not enough time in the school day
- Many learning levels in a single classroom
- Shortage of printed and physical materials
- Large classes make assessment slow

How we know these results are reliable

Base line Vs End line

Every child was tested at the start of the year and again at the end, so we can see each child's own progress.

Compared with control group

In PBL, children in the programme were compared with similar children in schools without it — the comparison group.

Adjusted for variance factors

Variation factors were accounted for, so no group got credit for a head start through statistical methods like ANCOVA and multi-level ANCOVA

13,946

children in the PBL evaluation · 5 districts

12,014

children in the FLN evaluation · 3 districts

Alongside the tests: school visits, classroom observations and written feedback from teachers and mentors.

IN ONE SENTENCE

Two programmes, 25,960 children assessed, and independent evidence shows that both of them moved learning forward.