



A Report on

Development, Interaction, Support, Health, Adolescents, Rights Identities (DISHARI)

through

Social Emotional Learning (SEL)

2025-2026

(Mid-Term Report –
Structured with Detailed Description)



SELF-AWARENESS



RELATIONSHIP SKILLS



RESPONSIBLE DECISION-MAKING



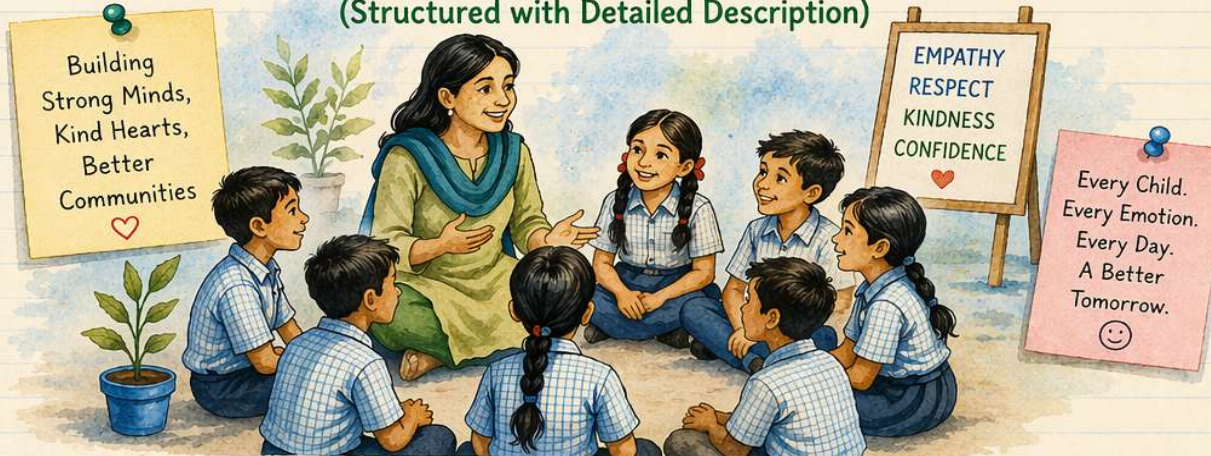
SELF-MANAGEMENT



SOCIAL AWARENESS



GOAL SETTING



SELF-AWARENESS



SOCIAL AWARENESS



SELF-MANAGEMENT

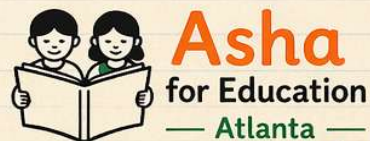


RESPONSIBLE DECISION-MAKING

Implemented by



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**A Report on
Development, Interaction, Support, Health, Adolescents, Rights Identities (DISHARI)
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*Implemented by Hijli INSPIRATION
In Association with Asha for Education*

1. Executive Summary

The development of children and adolescents extends beyond academic achievement to encompass emotional well-being, social competence, and the ability to navigate real-life challenges. In underserved urban communities of Kamarhati and Panihati, persistent gaps have been observed among adolescents in areas such as self-awareness, emotional regulation, communication, and decision-making. At the same time, younger children continue to struggle with foundational literacy and numeracy. These interconnected challenges underline the need for an integrated and holistic approach to learning and development.

The World Health Organization (WHO) defines Quality of Life (QoL) as an individual's subjective perception of their life position, shaped by culture, values, goals, expectations, and standards. It includes physical, psychological, social, and environmental domains, emphasizing that it is a personal, holistic, and multidimensional concept.

In response, Hijli INSPIRATION—drawing on over 15 years of sustained community engagement—implemented a comprehensive intervention combining foundational academic support with Social and Emotional Learning (SEL) through its DISHARI initiative (Development and Interaction Support for Health, Adolescents' Rights and Identities). The programme was designed to address both cognitive and socio-emotional needs, creating a balanced model that supports overall child and adolescent development.

The SEL component, delivered through structured and participatory sessions, focused on strengthening self-awareness, emotional regulation, interpersonal skills, and resilience among adolescents. Participants demonstrated notable improvements in confidence, communication, and self-expression, along with stronger peer relationships and increased engagement. Regular attendance and active participation reflected a growing sense of ownership and acceptance of the programme.

Parallely, the foundational learning component supported children from Pre-Primary to Class V across three centres using a level-based approach guided by ASER assessment tools. The intervention addressed key gaps in Bengali, English, and Mathematics while integrating digital learning, co-curricular activities, and age-appropriate SEL practices. As a result, the proportion of children at higher learning levels increased significantly from approximately 21% to 56%, alongside marked improvements in reading proficiency and gradual gains in numeracy.

Feedback from parents, teachers, and volunteers further highlighted positive behavioural and developmental changes. Children showed increased interest in learning and participation, while adolescents demonstrated enhanced awareness of health, gender, and personal development. The programme also contributed to creating safe, inclusive, and engaging learning environments within the community.

The findings reinforce that academic learning and socio-emotional development are deeply interconnected. The integration of SEL not only improved behavioural outcomes but also strengthened learning readiness and engagement, thereby enhancing the overall effectiveness of academic interventions.

While the progress achieved is encouraging, the programme underscores the need for sustained and focused efforts. Continued attention is required to strengthen numeracy among younger children and to deepen emotional regulation, decision-making, and self-motivation among adolescents. Expanding parental engagement and scaling SEL interventions within schools will be critical for long-term impact.

Overall, the initiative demonstrates a holistic and scalable model that integrates education with well-being, enabling children and adolescents to grow into confident, resilient, and future-ready individuals.

2. Basic Information – Development and Interaction Support for Health, Adolescents’ Rights and Identities - DISHARI

DISHARI was conceptualized to address the growing need for structured socio-emotional support among adolescents from underserved urban communities in Kamarhati and Panihati. While Hijli INSPIRATION’s long-standing educational initiatives successfully bridged foundational learning gaps, it became evident that adolescents required support beyond academics—particularly in areas such as self-awareness, emotional regulation, communication, and decision-making.

Recognizing this, DISHARI was designed as a dedicated platform to nurture holistic adolescent development through Social Emotional Learning (SEL). By creating safe and engaging spaces using participatory methods such as group discussions, role play, and mindfulness practices, the programme empowers adolescents to build confidence, resilience, and life skills, enabling them to navigate challenges and make informed choices for their future.

Component	Details
Project Type	Social Emotional Learning (SEL)
Organization	Hijli INSPIRATION
Project Duration	1 Year (July 2025 – June 2026)
Target Group	Adolescent Students of DISHARI Project
Location	Kamarhati & Panihati Municipalities, North 24 Parganas, West Bengal, India
Resource person	Ms. Kasturi Mukherjee
Facilitator	Ms. Patralekha Sen Das

3. Problem Statement

The project addresses the need to identify, acknowledge, and respond to gaps in socio-emotional skills among adolescents living in underprivileged communities.

There is a clear lack of:

- Intrapersonal skills (self-awareness, emotional regulation)
- Interpersonal skills (communication, empathy)

This gap affects their ability to cope with real-life challenges, relationships, and future planning.

4. Project Objective / Purpose

The project aims to provide Social Emotional Learning (SEL) skills to adolescent girls as an integral part of their developmental journey, ensuring opportunities for holistic growth and well-being. It focuses on strengthening self-awareness, emotional regulation, interpersonal skills, and resilience among participants.

The project directly contributes to multiple Sustainable Development Goals (SDGs), including **SDG 3 (Health), SDG 4 (Education), SDG 5 (Gender Equality), and SDG 10 (Reduced Inequality)**.

5. Mission

The mission of the programme is to help individuals lead meaningful and purposeful lives by fostering positive discipline, responsibility, and self-awareness. It seeks to promote gender awareness beyond stereotypes and empower adolescents to transition from a state of vulnerability to becoming confident, resilient, and self-reliant individuals.

6. Activities Conducted

The intervention was conducted using participatory learning methods, including:

- Brainstorming sessions
- Role playing
- Creative artwork and drawing
- Chart presentations
- Small group discussions
- Energizers and theme-based games
- Deep breathing, meditation, and yoga

These activities were designed to develop:

- Self-awareness
- Emotional regulation
- Empathy
- Communication skills

7. Quarterly Progress

The sessions were conducted in an interactive and activity-oriented manner using tools such as skits, charts, demonstrations, debates, storytelling, and presentations. Initially, participants showed hesitation, but gradually they became more engaged and expressive.

They started recalling and relating their own experiences constructively. Discussions on gender issues became more open, and participants developed clarity about future goals.

Quarter	Topics Covered	Activities	Mode	Outcomes	Observations
1st	Introduction, Need Assessment, Ice-breaking	Creative activities, discussions	Offline	Understanding SEL concepts	Initial hesitation
2nd	Socio-economic vulnerability, mental health, gender issues	Role play, group work	Offline	More openness	Active participation with resistance initially
3rd	Education, goal setting, life skills	Planning exercises	Offline	Goal clarity	Improved engagement
4th	Identity, empowerment, protection, closure	Open sessions, evaluation	Offline	Positive thinking and behavior	Reduced misconceptions

8. Monitoring and Evaluation

Approach

Monitoring focused on tracking progress in Social Emotional Competence (SEC), ensuring sensitivity to short-term behavioral and emotional changes.

Internal Evaluation Methods

Method	Description
Observation	Regular feedback from volunteers and parents
Feedback Forms	Structured participant feedback
Random Visits	Independent observation
Stakeholder Input	Coordinator, volunteers, students, guardians

9. Results and Impact

Initially, participants lacked internal motivation. However, with continuous sessions, attendance and punctuality improved significantly. Participation became more active and spontaneous.

Cases

- One adolescent girl, whose family initially resisted her participation, gradually became open and began sharing her family issues. She developed an interest in studies.
- Another girl with social skill deficits, who was initially isolated and bullied, became regular, actively participated, and showed improved interaction with peers and facilitators. Her mother also reported significant behavioral changes.
- New participants became more confident, expressive, and capable of questioning and sharing opinions.

10. Evaluation Findings

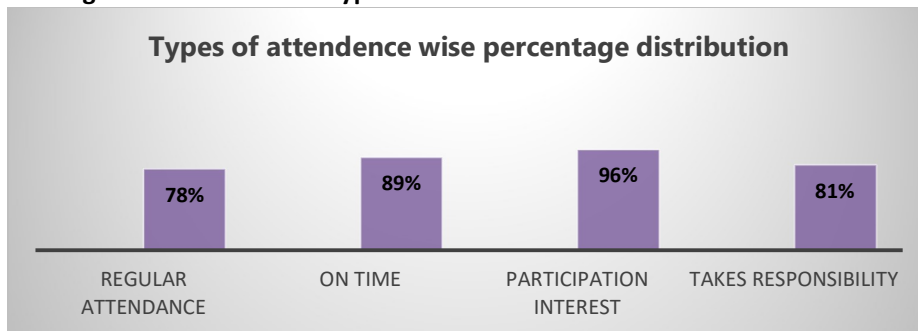
Quantitative Assessment Overview

A structured quantitative assessment was conducted to measure changes in key Social and Emotional Learning (SEL) competencies among adolescents. The assessment covered a total of 27 participants across the two centres and was administered during March 2026. A score-based tool was used, where students were rated on a scale of 1 to 5 across multiple domains, including self-awareness, emotional regulation, communication skills, goal setting, and group behaviour.

The tool captured both behavioural and functional aspects of SEL through observable indicators. In addition, attendance and participation data were analysed to understand levels of engagement. The collected data was compiled and presented in percentage distributions to identify patterns, strengths, and areas requiring further intervention.

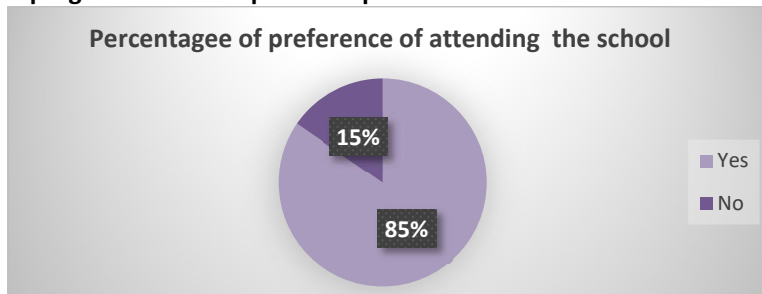
The findings have been shared in the tables below:

Table: Percentage distribution of the types of attendance



The findings indicate strong engagement among adolescents. A majority of students attend regularly and maintain punctuality. Participation interest is very high, with almost all students actively involved in sessions. A significant proportion also take responsibility during activities. This reflects a high level of commitment, enthusiasm, and ownership among participants.

Table: Before the program has taken place the preference of attendance in school



This table represents the percentage of students who expressed willingness to attend school through a Yes/No response prior to the intervention. A large majority of students indicated that they were willing to attend school. This shows a positive baseline attitude toward education, providing a strong foundation for further developmental efforts.

Table: Self-awareness quality wise score's percentage distribution

Types of Self-awareness quality(N=27)	Percentage Distribution of Score				
	1	2	3	4	5
Ability to clearly introduce oneself	4%	19%	22%	41%	15%
Ability to identify and express one's strengths and weaknesses	7%	26%	41%	19%	7%
Ability to speak confidently and fluently	0%	0%	15%	67%	19%
Ability to express one's opinions boldly	11%	11%	30%	26%	22%

The table shows that a majority of students are able to introduce themselves clearly and speak with confidence. Many students also demonstrate the ability to express their opinions. Overall, this indicates growing confidence, improved self-expression, and the development of foundational self-awareness skills among adolescents.

Table: Emotion wise score's percentage distribution

Types of Emotions (N=27)	Percentage Distribution of Score				
	1	2	3	4	5
Ability to use the feelings wheel	15%	4%	30%	48%	4%
Ability to identify anger/fear on a 1–10 scale	0%	19%	30%	37%	15%
Ability to concentrate	4%	26%	48%	19%	4%
Comfort in identifying and expressing one's feelings	0%	4%	44%	44%	7%
Ability to control one's emotions	7%	19%	33%	26%	15%

Students show the ability to identify and understand emotions, including using structured tools like the feelings wheel. Many are comfortable expressing their feelings and are able to recognize emotional states such as anger and fear. This reflects increasing emotional awareness and a positive shift toward understanding and expressing emotions.

Table: Communication Skill wise score's percentage distribution

Types of Communication Skills(N=27)	Percentage Distribution of Score				
	1	2	3	4	5
Ability to speak clearly	0%	0%	15%	52%	33%
Ability to collaborate with a team	0%	0%	19%	44%	37%
Ability to understand others' feelings (empathy)	4%	19%	33%	30%	15%
Ability to express one's problems	4%	19%	56%	19%	4%
Ability to resolve differences in opinions	4%	33%	30%	22%	11%

The table highlights strong communication abilities among students. A majority can speak clearly and work effectively in teams. Many students also show the ability to understand others' feelings and communicate within group settings. This indicates well-developed communication and collaboration skills, contributing to a supportive and interactive learning environment.

Table: Goal wise score's percentage distribution

Types of Goal (N=27)	Percentage Distribution of Score				
	1	2	3	4	5
Ability to express one's future dreams	7%	0%	7%	48%	37%
Ability to understand the "Dream Boat" activity	15%	7%	33%	41%	4%
Ability to set small, achievable goals	19%	30%	22%	26%	4%
Interest and effort in achieving goals	15%	30%	33%	19%	4%

Students are able to express their future aspirations and engage actively in goal-related activities. Many show interest and effort toward achieving their goals and demonstrate an understanding of structured activities designed to build future planning skills. This reflects the emergence of a forward-looking mindset and growing motivation among adolescents.

Table: Group Behaviour wise score's percentage distribution

Type of Group Behaviour (N=27)	Percentage Distribution of Score				
	1	2	3	4	5
Ability to follow rules	0%	0%	22%	52%	26%
Respect for all team members	0%	4%	7%	56%	33%
Ability to share responsibilities	4%	4%	7%	63%	22%
Enthusiasm in sports and activities	4%	4%	22%	37%	33%

Students display positive group behaviour, including following rules, respecting peers, and sharing responsibilities. Participation in activities such as sports and group tasks are enthusiastic. This indicates strong social cohesion, mutual respect, and a collaborative group environment.

Key Observations in a Nutshell

- All students are in adolescence and facing related challenges
- Most can recognize emotions but struggle to regulate them
- Coping mechanisms are not fully developed
- Future planning is unclear despite aspirations

The assessment findings indicate a clear and positive shift in adolescents' engagement, confidence, and social interaction. Students are participating more actively, communicating with greater clarity, and demonstrating strong group behaviour, including cooperation, respect, and shared responsibility. Increased willingness to attend sessions and sustained participation further reflect the acceptance and relevance of the programme among adolescents.

At the same time, the data suggests that these developments are at a formative stage and are gradually strengthening through continued exposure to structured activities. The observed progress across domains highlights the importance of sustained and consistent engagement in enabling adolescents to internalize social and emotional competencies.

Overall, the findings reinforce that the programme is both relevant and effective in supporting adolescent development, and its continued implementation will be important for consolidating and deepening these positive outcomes.

11. Parents' Feedback

Total Parents: 19

- **Regular Attendance:** Majority (16+) children attend regularly; few partial.
- **High Interest:** Children are interested in going to the centre and participating in activities.
- **Positive Learning Environment:** Parents are satisfied with safety, discipline, and study environment.
- **Dedicated Facilitator & Volunteers:** Regular classes, caring behaviour, and strong parent communication appreciated.

- **Holistic Development:** Children are improving in studies, behaviour, confidence, and life skills (e.g., hygiene, communication, creative skills).
- **Co-curricular Activities:** Drawing, games, yoga, dance etc. are highly valued by parents.

Key Suggestion from Parents:

- Continue the centre
- Focus on more children

Overall Remark:

Parents view the centres as safe, useful, and highly impactful for children’s overall development.

12. Students Feedback Voices of Daughters through their mothers

- **Suraiyya Khatoon:** *“Our daughters are now coming home with a clear understanding of the menstrual cycle and how to maintain hygiene during that time. Earlier, these were not discussed openly, but now they are more aware.”*
- **Sanaa Khatoon:** *“We have seen that girls are learning properly about menstrual health and hygiene. They are also explaining things at home, which is helping us understand better.”*
- **Hasi Bibi:** *“We now understand from our daughters that marriage should only happen after 18 years. Girls should first learn, grow, and be aware of their health and future before getting married.”*

13. School Teachers Feedback

School: Bhabomoyee Aghormoni Vidyalaya, Kamarhati

Background

- SEL-based Adolescent Education Programme initiated at school level this year as a pilot initiative
- First session conducted for girls’ students with permission from the school
- School is a co-educational institution serving children from vulnerable communities
- Students mostly come from underprivileged families, including first-generation learners and migrant labour households

Key Feedback

- **Highly Appreciated:** Teachers responded positively to the session
- **Expansion Demand:** Requested sessions for boys and continuation as a year-long programme
- **Need for SEL:** Teachers highlighted that student lack exposure to life skills and socio-emotional learning
- **Relevance:** Programme seen as very important for students’ overall and future development

Overall Remark

The school strongly recommends scaling up SEL as a regular, continuous intervention for all students including other schools also.

14. Volunteer Feedback

Positive Aspects

- Active participation and enthusiasm
- Improved curiosity and learning interest
- Friendly and supportive environment
- Development of communication skills

Volunteers reported an overall positive response to the programme, with noticeable improvements in students' participation, interest, and communication skills. The learning environment was found to be supportive and engaging, encouraging students to express themselves more confidently.

Challenges

- Irregular attendance in some cases
- Learning gaps among students
- Limited resources and space
- Low parental involvement

Some challenges remain, including irregular attendance among a few students, differences in learning levels, limited resources, and low parental involvement in certain cases.

Suggestions

- Increase parental awareness
- Provide more materials
- Introduce level-based grouping
- Strengthen monitoring

Volunteers suggested increasing parental engagement, providing more teaching-learning materials, adopting level-based group approaches, and strengthening follow-up mechanisms to improve consistency and learning outcomes.

15. Challenges and Lessons Learned

Challenges

- Initial community resistance
- Difficulty in emotional engagement
- Participation barriers

The project initially faced resistance from the community and hesitation among participants, along with challenges such as irregular attendance, varying learning levels, and limited parental involvement. Volunteers also experienced difficulties in managing their own emotions during facilitation.

Lessons Learned

- Importance of patience and trust-building
- Need for continuous communication
- Volunteers must regulate their own emotions

It was learned that consistent engagement, patience, and open communication are crucial for building trust and overcoming resistance. Creating a safe and supportive environment helped participants gradually open up, while regular follow-up improved participation. The importance of volunteer capacity building in emotional regulation and greater involvement of parents was also identified as key to sustaining positive outcomes.

16. Conclusion

Participants have developed:

- Gender awareness
- Understanding of body and hygiene
- Knowledge of adolescent health
- Healthy habits and future orientation

The project has contributed to significant positive changes among participants, including improved gender awareness, better understanding of body and hygiene, enhanced knowledge of adolescent health, and the development of healthy habits along with a future-oriented outlook.

However, further work is needed in:

- Emotional regulation
- Decision making
- Self-motivation

There is still a need for focused interventions to strengthen emotional regulation, decision-making abilities, and self-motivation to ensure more holistic and sustained development.

17. Recommendations

For Students

- Emotional expression and control
- Decision-making skills
- Career planning
- Assertive communication

Students should be supported in developing stronger emotional expression and control, along with practical decision-making skills for everyday life. Guidance in career planning is essential to help them set realistic goals and pathways. Additionally, building assertive communication skills will enable them to express their thoughts confidently and interact more effectively in social and academic settings.

For Community

- Gender equity awareness
- Child rights education
- Cyber awareness
- Digital citizenship

There is a need to strengthen community awareness on gender equity and promote a supportive environment for adolescents. Education on child rights should be enhanced to ensure protection and well-being. Furthermore, increasing awareness on cyber safety and digital citizenship will help both parents and children navigate the digital space responsibly.

Future Plan – Hub & Spoke Model (Adolescent Outreach Programme in Schools)

As per feedback from school teachers and community stakeholders, there is a strong need to expand and institutionalize the Social Emotional Learning (SEL) programme in schools. Teachers have emphasized that students from vulnerable and underprivileged backgrounds require continuous support in life skills and emotional development.

To address this, the programme will adopt a **Hub & Spoke Model**, where selected centres/schools act as hubs to extend outreach to nearby schools and communities.

Key Focus Areas

- Safe and Inclusive Learning Environments
- Self-management and Resilience Building
- Goal-setting and Stress Management
- Regular SEL Sessions for Both Girls and Boys
- Parent and Caregiver Engagement

Strategic Approach

- Scale up SEL sessions across schools as a continuous, year-long intervention
- Strengthen linkages between study centres (hubs) and surrounding schools
- Build capacity of teachers and volunteers for sustained implementation
- Engage parents to create a supportive ecosystem for adolescents
- This year, the programme will also approach rural schools to understand the situation and needs of rural students

Expected Outcome

A structured SEL ecosystem that supports adolescents in developing confidence, emotional well-being, and life skills, ensuring long-term positive impact on their education and overall development.

17. Methodology

- Participatory
- Interactive
- Experiential learning

The programme follows a participatory, interactive, and experiential learning approach, where students actively engage in activities rather than passive learning. Through discussions, role plays, and hands-on exercises, participants gain practical understanding and internalize key socio-emotional skills.

18. Final Documentation

- To be completed at the end of the project period.

Glimpses of programme



Training of the Trainers – Workshops



Trainers and Participants during Life Skills and Confidence Building Sessions



Creative Expression through Art & Activities & Group-Based Learning Exercises



Role Play and Interactive Learning



Gender & Life Skills Session in School



Internal Evaluation - Participant Assessment & Feedback Sessions

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স্বপ্ন দেখো, প্রয় করো, আর
নতুন কিছু জানার চেষ্টা করো।

চেষ্টা করলে অসম্ভবও
সম্ভব হয়।

অন্যের সাফল্যে অনুপ্রাণিত
হও, হতাশ নয়।

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ভুল করলে ভয় পেও না—
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সবচেয়ে বড় সম্পদ।

আত্মসম্মান হারিয়ে
কোনো সাফল্য মূল্যবান
নয়।

নিজেকে জানাই
সবচেয়ে বড় জয়।

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তারই হয়।

Dream big, Break it down, Win every step.

বড় স্বপ্ন দেখো, কিন্তু ছোট
পদক্ষেপ দিয়ে শুরু করো।

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ব্যর্থতা শেষ নয়, নতুন শুরুর
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—নিজের গতিতে এগিয়ে চলে।

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