



# A Report on Foundational Learning and Academic Support

(2025–2026)

Through  
*Social Emotional Learning (SEL)*



EMPATHY



GROW  
TOGETHER



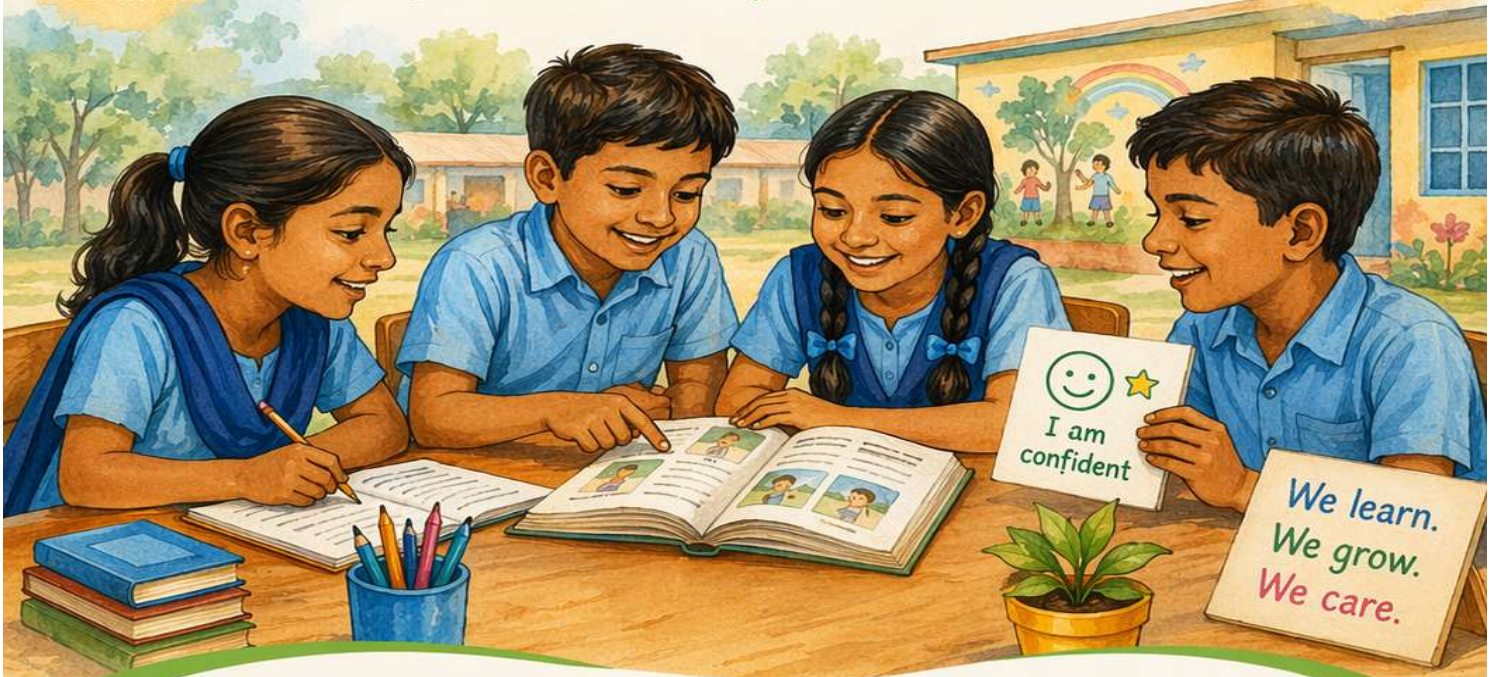
MINDFULNESS



BE  
POSITIVE



RESPECT



Implemented by



**Hijli**  
INSPIRATION  
Inspiring Change, Nurturing Potential

In Association with



**Asha**  
for Education  
— Atlanta —



SELF-AWARENESS



RELATIONSHIPS



GOAL SETTING



SELF-MANAGEMENT



RESPONSIBLE  
DECISION-MAKING

# **A Report on Foundational Learning and Academic Support (2025–2026) Through Social Emotional Learning (SEL)**

## **Implemented by Hijli INSPIRATION In Association with Asha for Education, Atlanta**

Children from underserved urban communities in Kamarhati and Panihati Municipal areas of North 24 Parganas, West Bengal have continued to experience significant gaps in foundational literacy and numeracy, often progressing through formal schooling without acquiring age-appropriate competencies. Limited access to quality learning support, engaging pedagogies, and digital resources has further constrained their academic growth and overall development.

For over 15 years, Hijli INSPIRATION has been working in these communities within the locality to address these challenges through sustained, community-based educational interventions. This long-standing engagement has enabled the organisation to build trust, generate local ownership, and develop a nuanced understanding of the learning ecosystem and its gaps.

Drawing on this extensive experience, the present programme was conceptualised to systematically bridge foundational learning deficits through a structured, level-based approach, while integrating holistic development components to ensure meaningful and sustained impact.

### **1. Programme Focus**

Building on the identified learning gaps and community needs, the programme was implemented to support children from Pre-Primary to Class V across three centres, with a focus on strengthening foundational learning, improving academic competencies, and promoting overall development. The programme aimed to reduce learning gaps while supporting the overall growth of each child.

### **2. School Readiness & Foundational Learning**

- Focus on early literacy and numeracy for younger children
- Use of activity-based and engaging teaching methods
- Joyful learning through storytelling, phonics, and games
- Encouragement of sibling-supported learning at home

These methods helped children stay interested and improved their learning outcomes.

### **3. Level-Based Learning & ASER Assessment**

A comparative level assessment was conducted to evaluate the learning progress of children enrolled in the programme between November 2025 (baseline) and March 2026 (endline). The assessment covered key foundational subjects—Bengali, English, and Mathematics—focusing on reading, writing, and numeracy competencies as per ASER testing tools. A total of 69 out of 75 children participated in both rounds of assessment.

The primary objective was to measure shifts in learning levels, identify improvements, and understand areas requiring further support. This comparison provides valuable insights into the effectiveness of ongoing learning interventions and helps guide future strategies for enhancing children's educational outcomes.

Findings have been shared below:

### 1. Overall Comparison

Indicator	Nov-25	Mar-26	Change
Children at Higher Learning Level	~21%	~56%	<b>35%</b>
Children at Basic Level	~60%	~35%	<b>-25%</b>

#### Overall Progress

- Higher-level learners increased from 21% to 56%
- Basic-level learners reduced from 60% to 35%
- About 59% of children showed improvement

### 2. Bengali (বাংলা)

Level	Nov-25	Mar-26
Beginner + Letter	~62%	~25%
Word	~20%	~21%
Paragraph + Story	~18%	~55%

#### Change:

- Children reading paragraphs and stories increased from 18% to 55%
- Fewer children remained at beginner level

This shows better reading fluency and understanding.

### 3. English

Level	Nov-25	Mar-26
Beginner + Letter	~65%	~31%
Word	~16%	~15%
Paragraph + Story	~19%	~54%

#### Change:

- Paragraph and story level increased from 19% to 54%
- Reduction in early learners

Children improved in reading words and sentences.

### 4. Mathematics

#### 1. Level-wise Comparison

Level	Nov-25	Mar-26
Basic (1–10)	~58%	~41%
Higher (11–100 & operations)	~42%	~59%

#### Change:

- **+17% to +34% improvement** in numeracy
- More children able to handle **numbers beyond 10 and basic operations**

#### Subtraction Skill

Period	No. of Children	%
Nov-25	~12	<b>17%</b>
Mar-26	~26	<b>38%</b>

**Change: +21% improvement**

## Division Skill

Period	No. of Children	%
Nov-25	~8	12%
Mar-26	~18	26%

**Change: +14% improvement**

## 2. Overall Mathematics Progress

- Children shifted from basic (1–10) → higher level (11–100 & operations)
- Increase in problem-solving ability (Subtraction & Division)
- More children are now handling advanced numeracy concepts
- Higher-level skills increased from 42% to 59%

### Skill improvement:

- Subtraction: 17% to 38%
- Division: 12% to 26%

Children are improving in basic operations, but maths still needs more focus.

## 5. Key Findings

- Significant shift from basic → functional learning levels
- Literacy (Bengali & English) improved faster than numeracy
- More than half of the children reached competency level
- Reduction in beginner-level learners

## 4. Digital Learning Integration

- Use of audio-visual tools and digital content in teaching
- Interactive and self-paced learning through technology
- Increased interest and confidence in using computers

Digital learning made lessons more engaging and easier to understand.

## 5. Holistic Development

- Activities like yoga, art, and group work
- Focus on confidence building, participation, and teamwork

These activities supported children's physical, social, and creative development.

## 6. Introduction of SEL (Age-Appropriate)

- Integration of basic Social and Emotional Learning (SEL) activities
- Use of storytelling, discussions, and simple mindfulness practices
- Focus on emotional expression, behaviour, and confidence

This helped children become more expressive and socially comfortable.

## 7. Monitoring & Assessment

- Quarterly tracking of academic and behavioural progress
- Maintenance of individual progress records

This ensured timely support and personalised learning for each child.

## 8. Parent & Community Engagement

- Regular interaction with parents to support learning at home
- Increased community involvement in programme activities

### Voices from Parents:

- ✓ *“My son Sultan had no interest in studies earlier. Now he is doing maths and showing interest.” — **Najima Bibi***
- ✓ *“Earlier my child had no interest in studies. Now she is doing yoga regularly and showing interest.” — **Ruksana Bibi***
- ✓ *“Earlier my child was not interested in studies. Now she is participating more and showing interest.” — **Murshida Bibi***
- ✓ *“Earlier my child had no interest in studies. Now she is doing yoga and playing games and showing interest.” — **Reshma Khatoon***

### 9. Conclusion

The 2025–2026 cycle of the ***Bridging the Divide*** programme demonstrates meaningful progress in strengthening foundational learning while supporting children’s overall development. The shift to level-based teaching, guided by ASER assessments, has contributed to visible improvements in literacy and numeracy, with a majority of children progressing to higher competency levels.

At the same time, the integration of digital learning, co-curricular activities, and age-appropriate Social and Emotional Learning (SEL) has enriched the learning environment. Children are not only reading and solving better, but are also showing increased confidence, participation, and comfort in expressing themselves. Improved attendance, active classroom engagement, and positive feedback from parents further reflect these changes.

However, the programme also highlights the need for continued and focused support, particularly in strengthening numeracy skills and addressing the needs of children who remain at foundational levels. Sustained efforts through practice-based methods, small group support, and targeted interventions will be essential to deepen and consolidate learning gains.

Overall, the programme reflects a balanced and evolving approach—combining academic support with behavioural and emotional development—creating a stronger foundation for children’s continued learning and growth.

## Glimpses of the Programme



Building Self-Awareness & Participatory Learning through Activities and Games



Digital Learning Integration in Classrooms - Interactive Audio-Visual Learning



**Classroom-Based Foundational Learning and Individual Academic Support Sessions**



**SEL Sessions through Group Activities, Exercises, and Mindfulness Practices**



Excursion – NICCO Park – Sponsored by Rotary Club of Calcutta



Parents /Mothers Workshop - Meeting