HALF-YEARLY PROGRESS REPORT

Bridging the Divide Programme

"Hub & Spoke Model"

Including DISHARI: Development, Interaction, Support, Health, Adolescents' Rights and Identities



FLN • SEL • Digital Learning • Career Counselling • External Evaluation

PERIOD : APRIL – SEPTEMBER 2026

Implementing Agency: Hijli INSPIRATION

Supporting Partner: Asha for Education

Kamarhati & Panihati, North 24 Parganas & Janai, Hooghly

1. Introduction

During April–September 2026, Hijli INSPIRATION implemented the Bridging the Divide Programme through a community-based "Hub & Spoke Model". The programme combines Foundational Literacy and Numeracy (FLN), Social and Emotional Learning (SEL), digital learning, spoken English, career guidance and adolescent outreach. DISHARI (Development, Interaction, Support, Health, Adolescents' Rights and Identities) remains an important component of the adolescent-focused intervention. Community learning hubs provide regular support, while school outreach is being developed to extend structured adolescent engagement beyond the centres.

Across the six-month period, the programme recorded 132 children in FLN activities at the Kamarhati Centre, alongside around 30 adolescents engaged through the DISHARI adolescent programme and 172 school-level adolescent participants recorded across three schools. In Q2, two additional community learning locations—Muslim Para and Kalital Club—were opened with Bengali- and Urdu-medium streams. School outreach, spoken English, computer/digital learning, baseline assessments and school-based SEL sessions broadened the programme's delivery.

The table below provides a detailed demographic breakdown of the 132 students enrolled across the primary learning (FLN) and adolescent outreach (DISHARI) programs at the Kamarhati centre during Quarter 1 & 2. Still, we are continuing the process of enrollment at our centers

April - 2026 - September 2026									
	PP	**Cl-I**	**Cl-II**	**Cl-III**	**Cl-IV**	**Cl-V**	**Cl-VI**	**Cl-VII**	**Total**
Girls	6	10	13	4	15	14	6	1	69
Boys	1	16	10	6	16	10	3	1	63
Total No. of Children	**7**	**26**	**23**	**10**	**31**	**24**	**9**	**2**	**132**
Bengali		16	18	6	18	17	5	0	80
Urdu	7	10	5	4	13	7	4	2	52
Total No. of Children	**7**	**26**	**23**	**10**	**31**	**24**	**9**	**2**	**132**
Adolescent									
		10yrs	**11yrs**	**12yrs**	**13yrs**	**15yrs**	**16yrs**		**Total**
Total No. of Adolescent at Hub Centre			1	2	7	13	7		30
Total No. of School Children at School level Programme at 3 Schools									172

> ***STRATEGIC VISION:*** *The Hub & Spoke approach bridges community learning centres (Hubs) with surrounding formal schools (Spokes), creating a continuous, sustainable support ecosystem for academic retention, life skills, and socio-emotional resilience.*

Project Implementation Team

To ensure effective program delivery, community outreach, and specialized intervention across all target locations, Hijli INSPIRATION operates through a dedicated multidisciplinary team. The table below outlines the core personnel, key resource experts, and field leads responsible for executing the programme during this reporting period.

Name	Role / Designation	Key Project Responsibilities
Mr. Uttam Dey	Sr Programme Coordinator	Executive oversight, stakeholder communication, and project-level coordination for Hijli INSPIRATION.
Mr. Bablu Manna	Community Mobiliser	Special education support, inclusive learning guidance, and field-level mentoring for children and community mobilisation.
Ms. Tamali Das	Centre Teacher cum Volunteer/ Community Lead	Centre-level teaching and field implementation at community hubs.
Ms. Aasia Khatoon	Centre Teacher cum Volunteer/ Community Lead	Centre-level teaching and field implementation at community hubs.
Ms. Rita Hari Banerjee	Centre Teacher cum Volunteer/ Community Lead	Centre-level teaching and field implementation at community hubs.
Ms. Kasturi Mukherjee	Adolescent, Gender & SEL Expert	Designed the SEL Manual & 20-Module CASEL-aligned curriculum; guided institutionalized SEL frameworks and safety protocols.
Ms. Sarmila Mukherjee	Expert / Facilitator	Facilitates Spoken English classes and interactive communication for adolescents, alongside leading specialized Career Guidance & Counselling sessions.
Ms. Sohini Basu	Independent External Evaluator	Conducted independent endline evaluation of the DISHARI SEL framework and program delivery.
Mr. Soumitra Bhattacharya	Centre teacher	Facilitates digital literacy, audio-visual sessions, and basic computer learning operations across hubs.

2. Educational Support and Foundational Learning

During the first quarter, regular learning sessions supported children in reading, writing and mathematics, using activity-based and level-appropriate methods. Bengali and English comprehension, phonics, storytelling and step-by-step numeracy exercises were integrated into the sessions. ASER-aligned baseline assessment and competency tracking helped identify learning levels and inform remedial support. Yoga, drawing, games and other co-curricular activities were also used to encourage concentration, participation and positive learning habits.

The Q1 & Q2 report recorded 132 children participating in FLN activities at the Kamarhati Centre—69 girls and 63 boys. Of these learners, 80 were Bengali-medium and 52 Urdu-medium students. The programme also integrated basic computer operations, keyboard practice, educational videos and digital-supported learning activities.

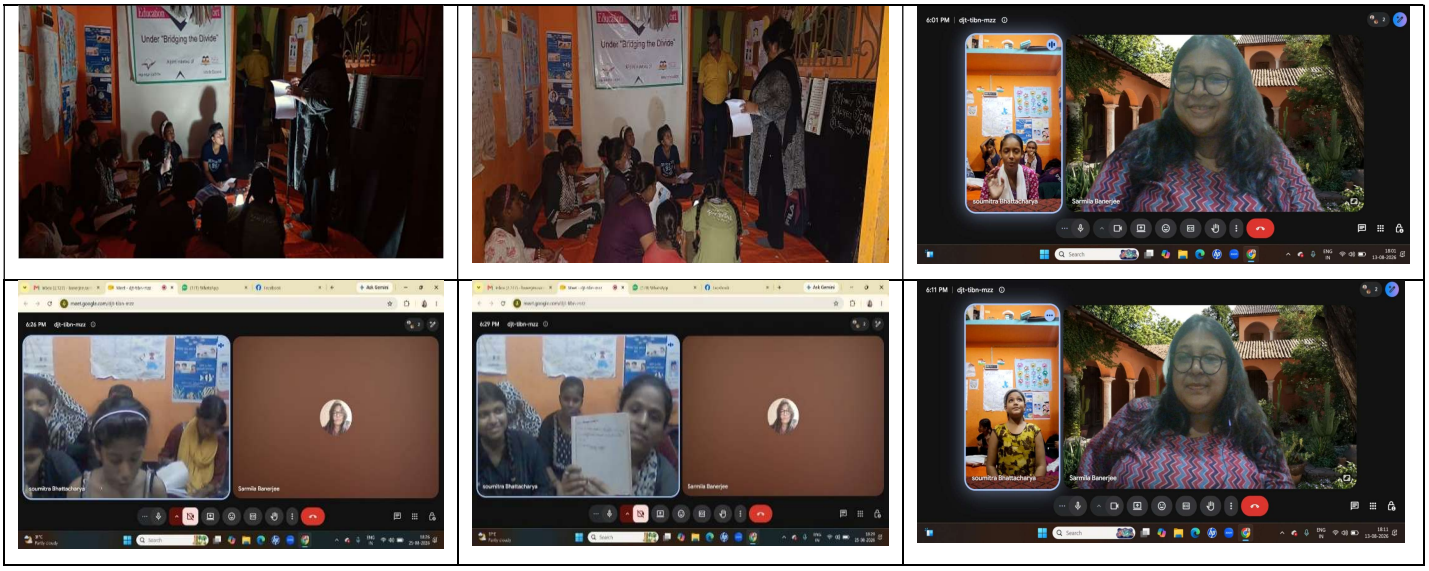


3. Adolescent Development, SEL and Life Skills

DISHARI activities focused on self-awareness, emotional regulation, empathy, communication, stress management, confidence-building and positive peer relationships. A structured facilitator manual and a 20-module, 40-session SEL curriculum were operationalised with expert guidance. Sessions used interactive and psychologically safe methods, including reflection exercises and group activities. In Q1 & Q2, around 30 adolescents aged approximately 10–16 years participated in the adolescent programme at Kamarhati.



Spoken English and career-guidance sessions created opportunities for adolescents to practise verbal expression, explore future aspirations and develop confidence. Career-guidance activities identified interests across areas including aviation, police services, sports and karate instruction, information technology, and cosmetology. An independent evaluation noted positive changes in confidence, communication, health and hygiene awareness, and engagement at home and school. It also recommended further vocational and livelihood-oriented activities and extending SEL opportunities to adolescent boys.



School-Based Social and Emotional Learning (SEL) Sessions

During Q2, structured SEL sessions were conducted on 18 August, 1 September, 25 September and 29 September 2026 at Ariadaha Balika Vidyalaya, Bhabamayee High School and Naldighi High School. The sessions were organised by Asha for Education in collaboration with Hijli INSPIRATION, with facilitation by Ms. Kasturi Mukherjee.

The sessions aimed to strengthen emotional awareness, self-management, social awareness, interpersonal relationships, personal boundaries and responsible decision-making. Participatory methods included emotion identification through facial expressions, non-verbal expression, emotion rating and an emotion thermometer; group discussions; the STOP method; time-management exercises; physical activity for emotion regulation; situation-based questions; relaxation; sharing real-life experiences; and reflection and feedback.

Students were encouraged to recognise and name emotions, reflect on the thoughts behind feelings, understand others' perspectives, communicate respectfully, recognise personal boundaries and consider appropriate responses to challenging interpersonal situations. The facilitator observed participation, willingness to express thoughts and feelings, ability to identify emotions and understanding of the topics. Individual differences in participation and expression were acknowledged.

The sessions provided opportunities to practise self-expression, empathy, emotional management and respectful communication. The source activity report recommends continued sessions to help students apply these skills in everyday life and the possible inclusion of teachers and caregivers to strengthen their understanding of adolescent behaviour and supportive responses.

The selected schools, where we have started our session at the moment

- AGARPARA BALIKA VIDYALAYA, Hari Mohan Chatterjee Road, Kamarhati, Kolkata - 700058, West Bengal
- BHABAMAYEE AGHOREMANI HIGH SCHOOL, 52, Thakurdas Chatterjee Road, Kamarhati, Kolkata - 700056 (also listed as 700058), West Bengal
- NALDIGHI HIGH SCHOOL, Village Naldighi, P.O. Janai, Chanditala-II Block, District Hooghly, PIN - 712304, West Bengal



Digital Learning and Audio-Visual Support

Digital learning was integrated into the educational support activities to make learning more engaging, accessible and student-friendly. During September 2026, audio-visual learning sessions covered topics such as Force, Work and Energy, the Food Chain, and Solar and Lunar Eclipses. These sessions helped explain scientific concepts in a simple and understandable manner. A motivational video session was also conducted to encourage perseverance, resilience, positive thinking and goal-setting among students, supporting their academic engagement and overall personal development.



4. Parent, Community and School Engagement

Home visits and parent interactions helped reinforce children's learning and socio-emotional development. Parents reported improved interest in studies, independent practice at home, calmer behaviour and greater awareness of personal hygiene. School consultations and field coordination were undertaken in Kamarhati, Panihati and the Janai area of Hooghly to develop the school-based "Spoke" component. The programme aims to strengthen continuity between community hubs, families and formal schools.





5. Progress during July–September 2026

In Q2, the programme moved from initial establishment towards wider outreach and diversification of learning support. Adolescent school outreach progressed through coordination with identified schools, including in Hooghly and the Chanditala-II/Janai area. Adolescent-centre activities continued, with emphasis on SEL, communication, confidence and life skills. Spoken English classes and computer/digital learning activities were conducted for children and adolescents.

Two additional community learning locations—Muslim Para and Kalital Club—were opened during Q2. Bengali- and Urdu-medium learning streams were recorded at both locations, helping extend access to community-based learning support. Assessment/testing and training-related activities were also undertaken. A Rakhi Bandhan activity promoted friendship, inclusion, mutual respect and positive peer interaction.

6. Key Progress and Emerging Outcomes

- Continued community-based FLN support, with baseline assessment and competency tracking informing learning activities.
- Institutionalised a structured SEL framework through a facilitator manual and 20-module curriculum.
- Provided adolescents with spoken English, career guidance and life-skills learning opportunities.
- Advanced school outreach to strengthen the “Spoke” component of the Hub & Spoke Model.
- Expanded community learning access through the new Muslim Para and Kalitala Club centres, with Bengali and Urdu streams.
- Continued digital learning and computer exposure, alongside cultural and group activities supporting peer bonding.

7. Challenges and Areas Requiring Continued Attention

The quarterly reports identify the need to regularise school-based adolescent sessions through agreed calendars, reach adolescents beyond existing hubs, respond to different language needs, strengthen digital access and maintain systematic learner assessment. Numeracy progress also requires continued targeted support. Facilitator mentoring and refresher training remain important for consistent delivery of FLN, SEL and adolescent sessions.

8. Priorities for October–December 2026

- Strengthen coordination with identified schools and regularise the school-based Spoke model.
- Expand SEL and life-skills engagement for adolescent girls and boys.
- Continue spoken English and communication sessions with practical conversation activities.
- Strengthen computer and digital learning as regular programme components.
- Consolidate Muslim Para and Kalitala Club centres and monitor participation across Bengali and Urdu streams.
- Continue learner assessment, competency tracking, documentation and facilitator mentoring.
- Strengthen parent and community engagement around learning continuity, adolescent well-being and future readiness.

9. Conclusion

Across April–September 2026, the Bridging the Divide Programme maintained its community-based learning foundation while progressing towards a more connected Hub & Spoke approach. FLN support, the DISHARI SEL framework, school-based SEL sessions, spoken English, digital learning, career guidance and the opening of two additional community learning locations broadened the programme's scope. The next phase will focus on consolidating these gains, strengthening school partnerships, improving systematic tracking and extending inclusive learning and adolescent support. Analysis of the ASER-based, General Knowledge, reading and writing assessments of newly enrolled children will be presented in the October–December 2026 report.