

Hyderabad -- Mumbai -- Pune

Impact Report

3 years of the Bridge Program



Bridge Course Program

Objectives:

- Bridge the learning gaps among students through remedial instruction in foundational concepts in English and Science
- Help students eschew rote learning and enable them to understand and apply the concepts learnt.
- Engage and improve student's interest in education and its benefits;
- Prevent the regression in acquired skills;
- Bridge the gaps resulting from knowledge regression because of school closures.

Theory of Change

Problem Statement		The crisis of learning renders millions of young people without the skills they need to thrive.		
INPUT	ACTIVITIES	OUTPUT	SHORT-TERM OUTCOME	LONG-TERM OUTCOME
<ul style="list-style-type: none"> • Trained teacher fellows • Well researched curriculum • Life skills based • Level appropriate • Culturally relevant • Age-specific activities • STEM with everyday application 	<ul style="list-style-type: none"> • Pre-post assessments • R&D to adapt the programs • Monitoring & support • Participatory learning activities • Training of mentors • Activities close to life 	<ul style="list-style-type: none"> • 25% increase in learning outcomes • Improved academic performance • Better English skills • Improved meta-learning • Improved Life Skills 	<ul style="list-style-type: none"> • Improved grades • Collaborative culture of teaching-learning • Informed aspirations • Improved problem-solving • Improved quality of life 	<ul style="list-style-type: none"> • Informed Decision making • Enrolment in higher education • Improved employability • Improved gender parity • Avoidance of child marriages • Skills to break the cycle of poverty
Impact		Life Skills based programs in English skills and STEM add purpose to education, enabling the poor to break the cycle of inter-generational poverty.		

The Process

01

Pre-
assessment

02

Choosing and
adapting the
curriculum

03

Training of
trainers

04

Student
engagement

05

Educational
fair

06

Post-
assessment

Hyderabad

Year	Name of Schools	No of students	Completed sessions
2024 - 2025	ZPHS Raidurg	572	747
	ZPHS Gachibowli	441	756
2023 - 2024	ZPHS Raidurg	520	678
	ZPHS Gachibowli	401	668
2022 - 2023	ZPHS Raidurg	462	315
	ZPHS Gachibowli	421	240



- **Increased enrolment:** Enrolment of the students in the school has increased
- **Decreased dropouts:** Dropout rates have declined and attendance has improved.



ZPHS Raidurg

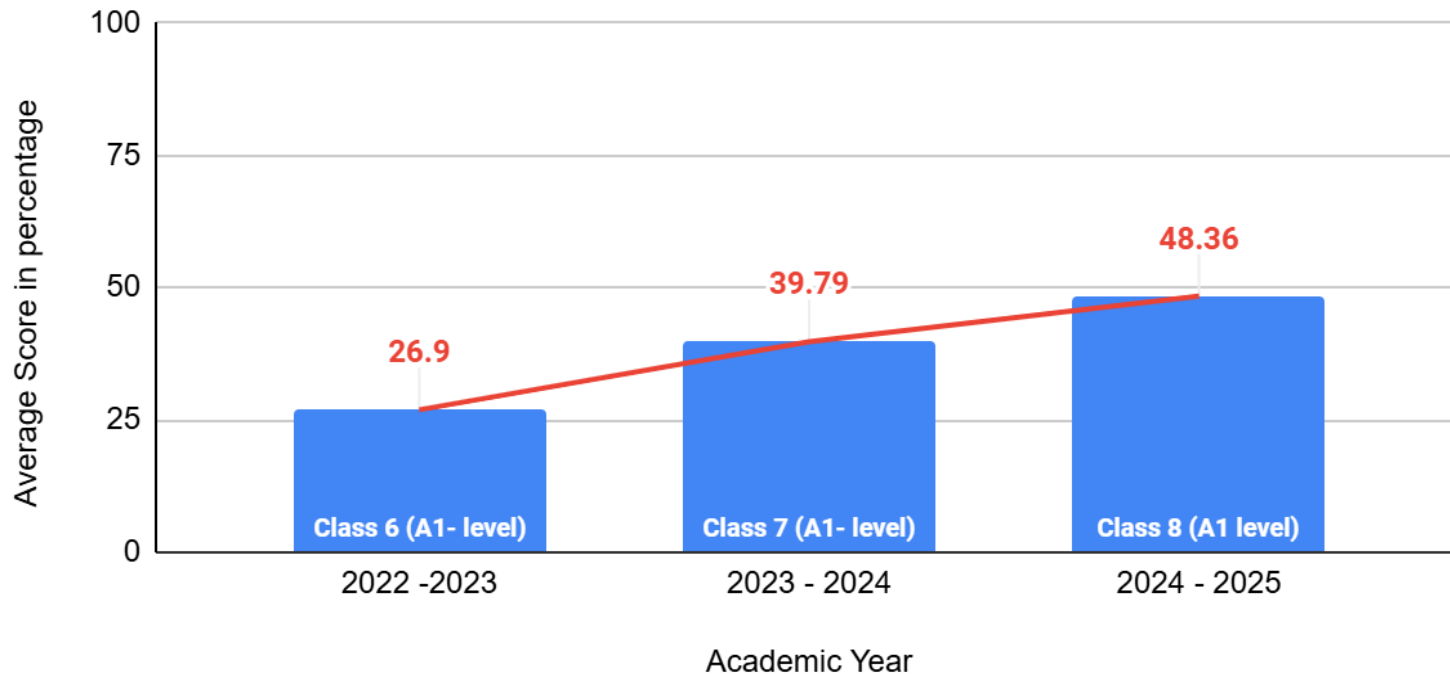
Background of the school

- The principal recommended the program for classes 6 to 8.
- A new batch is added annually.
- The current class 8 is the only one that completed the full 3-year program.
- We compared the first and final English assessment scores of students who completed the 3-year program.
- The principal is very cooperative and supportive and provides regular inputs and suggestions.

3 year Impact Trajectory - Class 8

ZPHS Raidurg

■ Class and CEFR level — Average Score



Improvement of the student over 3 years in English.

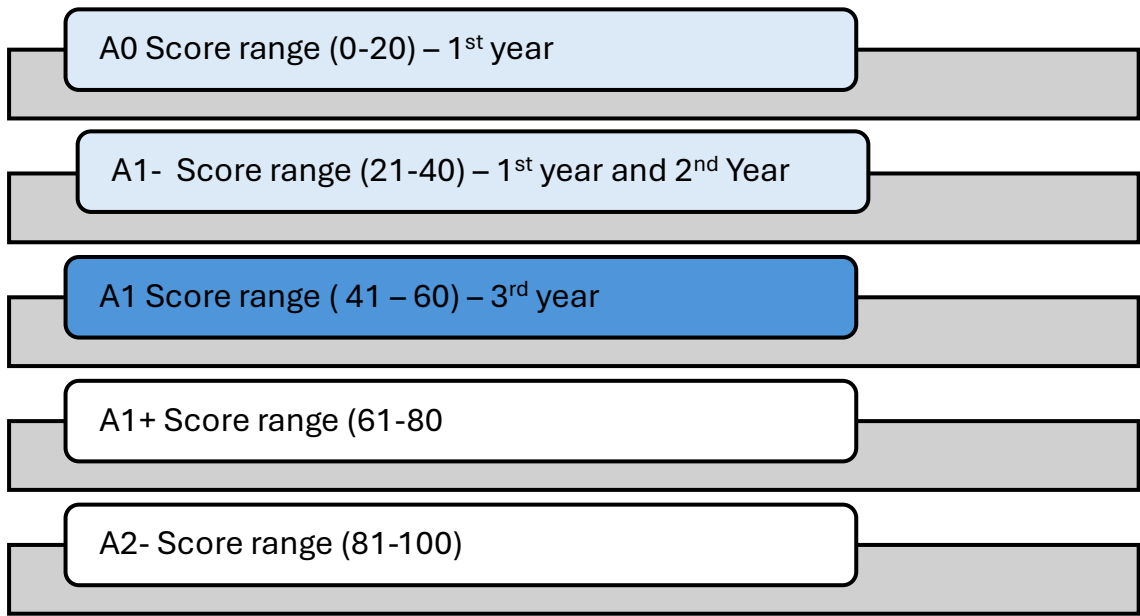
- The current 8th-grade class was selected to study the impact of 3 years of English and Life Skill engagement.
- These students were initially in the Telugu medium and moved to the English medium in 2022

Pre-Assessment (2022):

Most students were at the (A0) level and (A1-) level, with average scores ranging between 20 to 30 points.

Post-Assessment (2025):

There has been significant progress, with most students now scoring between 50 and 65 marks, reaching (A1) and (A1+) levels. This demonstrates a clear shift from (A0)in 2022 to (A1+) in 2025



CEFR* Levels

A1	Basic user (Current assessment)
A2	
B1	Independent User
B2	
C1	Proficient user
C2	

*CEFR- Common European Framework of Reference

Comparison Explained.

First Year	Third Year
<ul style="list-style-type: none">• Listening: Reluctance in listening and struggles with understanding the instructions• Writing: Inconsistent capitalisation, line spacing and struggles with spelling.• Reading: Had difficulty reading• Speaking: Could not even introduce themselves• Classroom engagement: Inattentive and reluctant to participate in the activities.• Life Skills: Displayed low confidence and disinterest in learning	<ul style="list-style-type: none">• Listening: Improved comprehension and responses in English• Writing: Improved handwriting and spelling.• Reading: 70% of the students can read English• Speaking: Can respond effectively to queries• Classroom engagement: Improved classroom participation and commitment towards learning• Life Skills: Demonstrated newfound confidence and willingness to share their thoughts.

70% of the Students could interact in English, due to increased confidence.



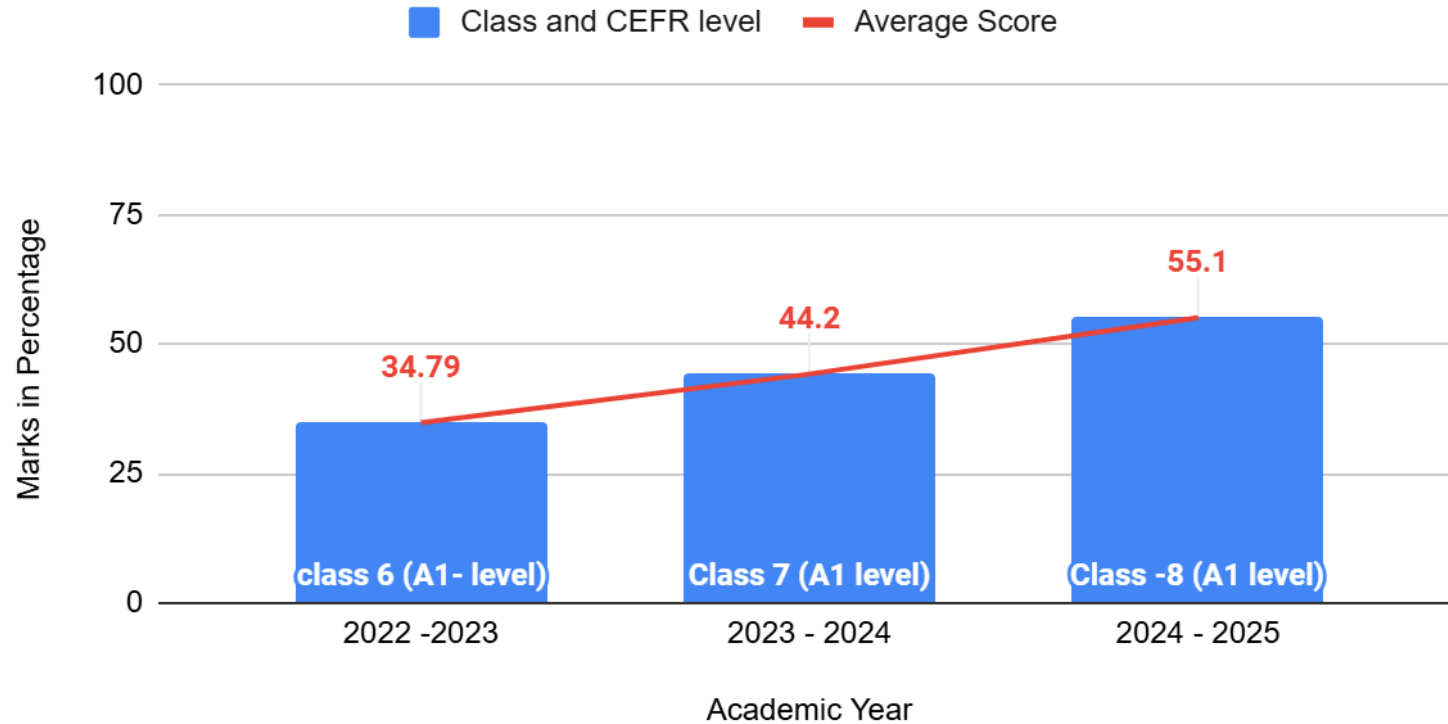
ZPHS Gachibowli

Background of the school

- This year, we focused on the same students as the previous year.
- For the past two years, the program has included 6th, 7th, and 8th grade students.
- 8th and 9th grade students have completed the full 3-year program.
- We compared first and final English assessment scores of students who completed the 3-year program.
- The principal is very supportive, closely monitors the program, and provides valuable input.
- As the school is centrally located, several NGOs collaborate on capacity-building initiatives

3 Year Impact Trajectory - Class 8

ZPHS Gachibowli



Improvement of students over 3 years

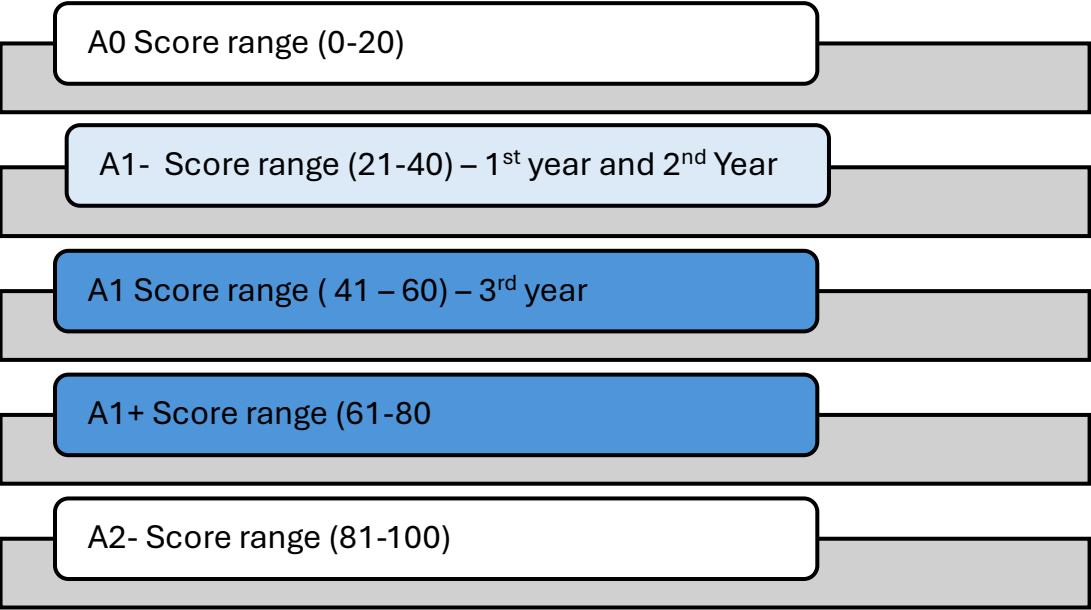
- The current 8th grade was selected to study the impact of 3 years of English and Life Skills intervention.
- These students were initially in Telugu medium and moved to the English medium in 2022

Pre-assessment - 2022

Students were in (A1-) level and most of the students scored around 20 – 30 score

Post –assessment - 2025

Most Students were able to score in between 50 and 60 and they are currently in (A1) level and a significant number of students can score above 61. There is a significant progress from (A0) level to (A1+) Level.



The CEFR Levels

A1	Basic user (Current assessment)
A2	
B1	Independent User
B2	
C1	Proficient user
C2	

Comparison Explained.

First Year	Third Year
<ul style="list-style-type: none">• Listening: Reluctance in listening and struggles with understanding the instructions• Writing: Inconsistent capitalisation, line spacing and struggles with spelling.• Reading: Had difficulty reading• Speaking: Could not even introduce themselves• Classroom engagement: Inattentive and reluctant to participate in the activities.• Life Skills: Displayed low confidence and disinterest in learning	<ul style="list-style-type: none">• Listening: Improved comprehension and responses in English• Writing: Improved handwriting and spelling.• Reading: 70% of the students can read English• Speaking: Can respond effectively to queries• Classroom engagement: Improved classroom participation and commitment towards learning• Life Skills: Demonstrated newfound confidence and willingness to share their thoughts.

Can respond effectively to queries, due to increased confidence.

Mumbai

Year	Name of Schools	No of students	Completed sessions
2024 - 2025	GSS Majiwada	403	641
	Hind Mata, Digha	384	689
2023 - 2024	GSS Majiwada	366	599
	Hind Mata, Digha	349	890
2022 - 2023	GSS Majiwada	384	280
	Hind Mata, Digha	366	320



Increased enrolment: Enrolment of the students in the school has increased

Decreased dropouts: Dropout rates have declined and attendance has improved.



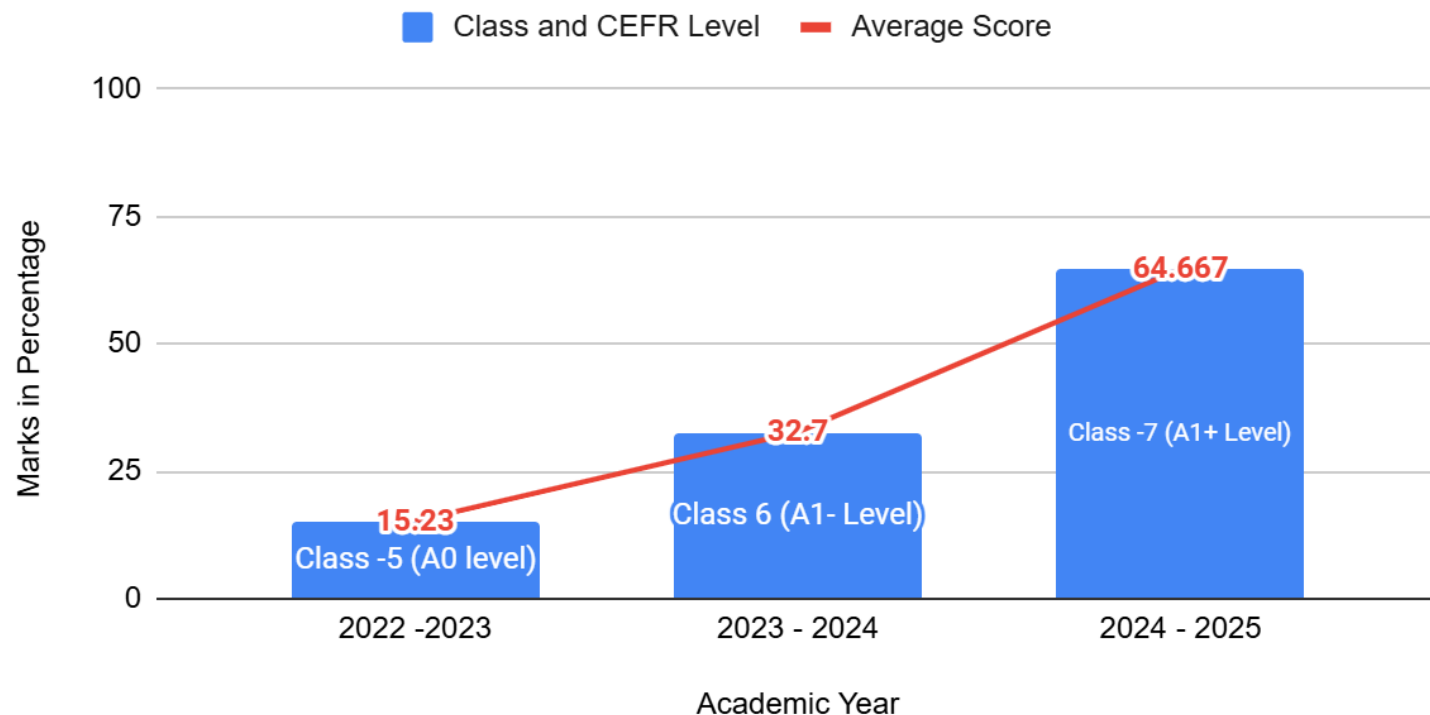
GSS Majiwada

Background of the school

- This year, we focused on the same students as the previous year.
- The 7th, 8th and 9th grades have completed the 3-year program.
- We compared the first and final English assessment scores of the current 7th grade students who completed the 3-year program.
- The school is supportive and in need of a lot of intervention.

3 Year Impact Trajectory - Class 7

GSS Majiwada



Improvement of students over 3 years

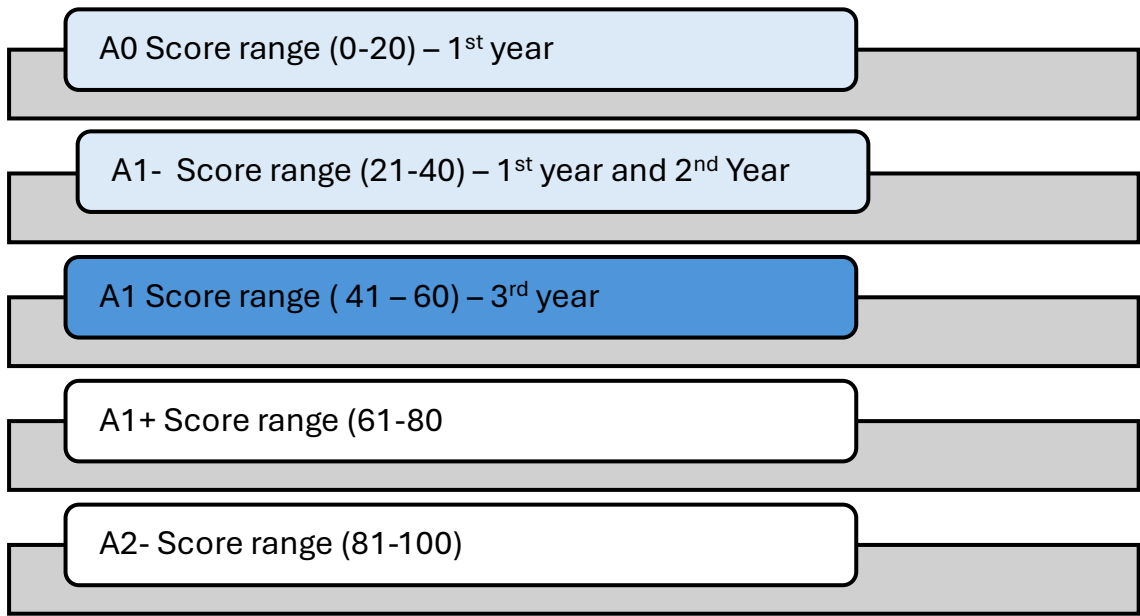
- The current 7th grade was selected to study the impact of 3 years of English and Life Skill engagement.
- Semi-Marathi medium, Semi-English medium and Marathi medium students were also included in the assessment.

Pre-Assessment (2022):

Most students were at the (A0) level and (A1-) level, with average scores ranging between 20 to 30 points.

Post-Assessment (2025):

There has been significant progress, with most students now scoring between 50 and 65 marks, reaching (A1) and (A1+) levels. This demonstrates a clear shift from (A0)in 2022 to (A1+) in 2025



CEFR* Levels

A1	Basic user (Current assessment)
A2	
B1	Independent User
B2	
C1	Proficient user
C2	

*CEFR- Common European Framework of Reference

Comparison Explained.

First Year	Third Year
<ul style="list-style-type: none">• Listening: Reluctance in listening and struggles with understanding the instructions• Writing: Inconsistent capitalisation, line spacing and struggles with spelling.• Reading: Had difficulty reading• Speaking: Could not even introduce themselves• Classroom engagement: Inattentive and reluctant to participate in the activities.• Life Skills: Displayed low confidence and disinterest in learning	<ul style="list-style-type: none">• Listening: Improved comprehension and responses in English• Writing: Improved handwriting and spelling.• Reading: 60% of the students can read English• Speaking: Could respond to the direct queries• Classroom engagement: Improved classroom participation and commitment towards learning• Life Skills: Demonstrated newfound confidence and willingness to share their thoughts.

Improved comprehension and responses in English.



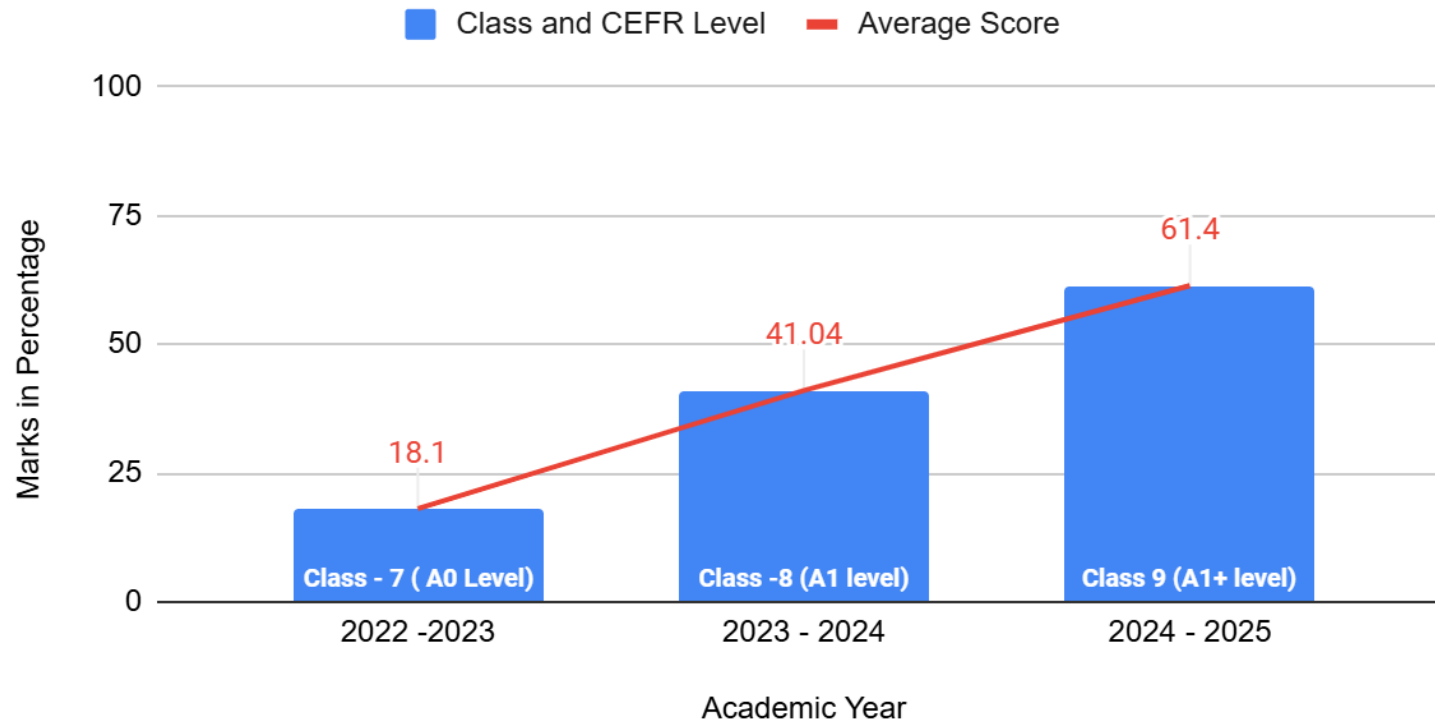
Hind Mata, Digha

Background of the school

- This year, we focused on the same students as the previous year.
- The 7th, 8th and 9th grades have completed the full 3-year program.
- We compared first and final English assessment scores of 9th grade students who completed the 3-year program.
- The principal is very cooperative and has provided favorable feedback on the program.
- The school is very keen on the improvement of their students.

3 Year Impact Trajectory - Class 9

Hind Mata, Digha



Improvement of students over 3 years

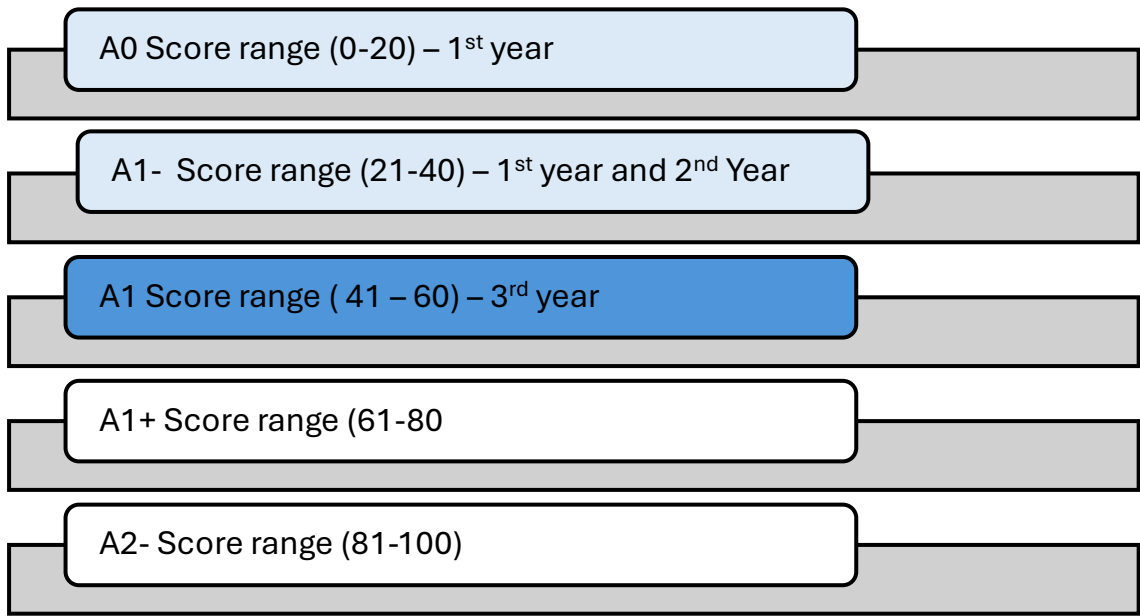
- The current 9th grade class was selected to study the impact of 3 years of English and Life Skills engagement.
- These students are in Semi-Marathi and Semi-English medium

Pre-Assessment (2022):

Most students were at the (A0) level and (A1-) level, with average scores ranging between 20 to 30 points.

Post-Assessment (2025):

There has been significant progress, with most students now scoring between 50 and 65 marks, reaching (A1) and (A1+) levels. This demonstrates a clear shift from (A0)in 2022 to (A1+) in 2025



CEFR* Levels

A1	Basic user (Current assessment)
A2	
B1	Independent User
B2	
C1	Proficient user
C2	

*CEFR- Common European Framework of Reference

Comparison Explained

First Year	Third Year
<ul style="list-style-type: none">• Listening: Reluctance in listening and struggles with understanding the instructions• Writing: Inconsistent capitalisation, line spacing and struggles with spelling.• Reading: Had difficulty reading• Speaking: Could not even introduce themselves• Classroom engagement: Inattentive and reluctant to participate in the activities.• Life Skills: Displayed low confidence and disinterest in learning	<ul style="list-style-type: none">• Listening: Improved comprehension and responses in English• Writing: Improved handwriting and spelling.• Reading: 70% of the students can read English• Speaking: Can respond effectively to queries• Classroom engagement: Improved classroom participation and commitment towards learning• Life Skills: Demonstrated newfound confidence and willingness to share their thoughts.

70% of the Students can read English

Pune

Year	Name of Schools	No of students	Completed sessions
2024 - 2025	Lt. Bhausaheb Appa Jadhav School	311	427
2023 - 2024	Lt. Bhausaheb Appa Jadhav School	385	442
2022 - 2023	Lt. Bhausaheb Appa Jadhav School	133	160





Lft. Bhahusaheb School, Pune

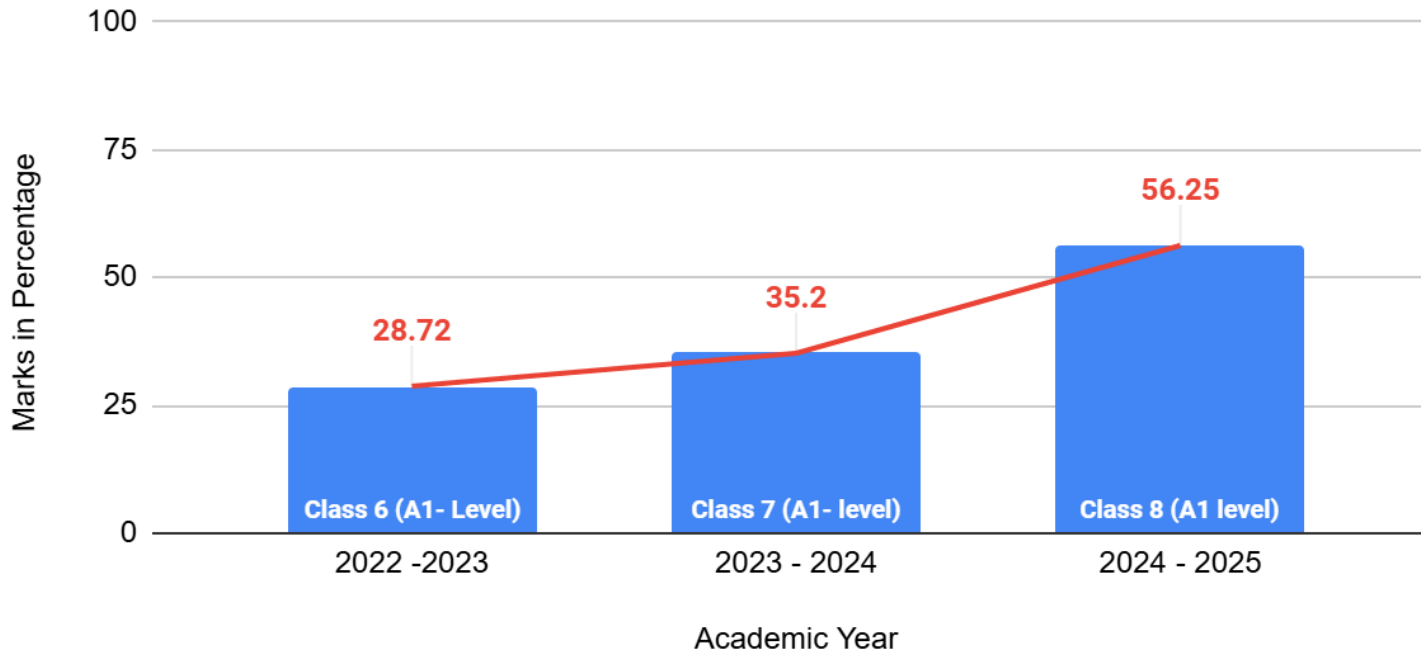
Background of the school

- This year, we focused on the same students as the previous year.
- A new batch is added annually.
- We compared the first and final English assessment scores of the current 7th grade students who completed the 3-year program.
- The program is conducted in English, Marathi and Urdu mediums of the school.
- Each medium has a different Principal and all of them support our intervention.
- The school has gained significant recognition over the past three years in overall performance.

3 Years Impact Trajectory

Lft. Bhahusaheb Appa Jadhav School

■ Class and CEFR Level — Average Score



Improvement of students over 3 years

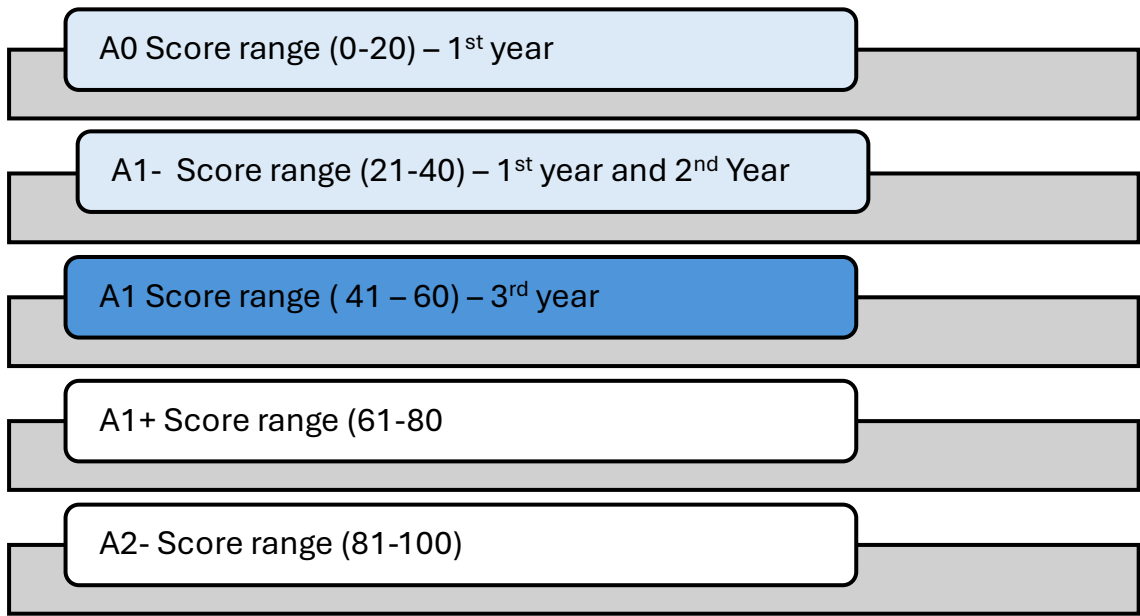
- The current 8th grade class was selected to study the impact of 3 years of English and Life Skills engagement.
- These students are in Marathi medium. Additionally, the average score of students in the English and Urdu mediums exceeds 60 marks."

Pre-Assessment (2022):

Most students were at the (A0) level and (A1-) level, with average scores ranging between 20 to 30 points.

Post-Assessment (2025):

There has been significant progress, with most students now scoring between 50 and 65 marks, reaching (A1) and (A1+) levels. This demonstrates a clear shift from (A0)in 2022 to (A1+) in 2025



CEFR* Levels

A1	Basic user (Current assessment)
A2	
B1	Independent User
B2	
C1	Proficient user
C2	

*CEFR- Common European Framework of Reference

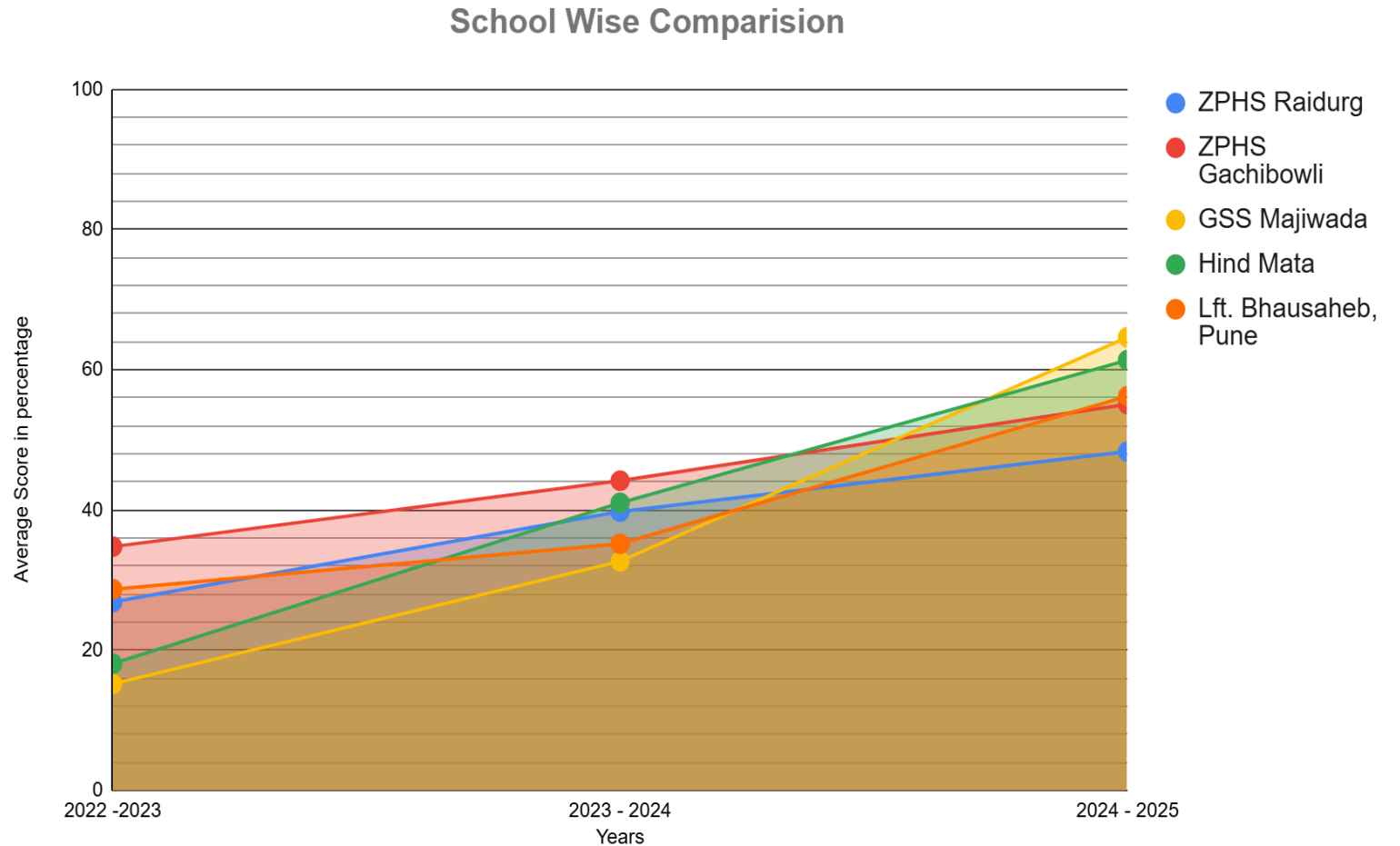
Comparison Explained

First Year	Third Year
<ul style="list-style-type: none">• Listening: Reluctance in listening and struggles with understanding the instructions• Writing: Inconsistent capitalisation, line spacing and struggles with spelling.• Reading: Had difficulty reading• Speaking: Could not even introduce themselves• Classroom engagement: Inattentive and reluctant to participate in the activities.• Life Skills: Displayed low confidence and disinterest in learning	<ul style="list-style-type: none">• Listening: Improved comprehension and responses in English• Writing: Improved handwriting and spelling.• Reading: 80% of the students can read English• Speaking: Can respond effectively to queries• Classroom engagement: Improved classroom participation and commitment towards learning• Life Skills: Demonstrated newfound confidence and willingness to share their thoughts.

Improved comprehension and responses in English

School Wise Comparison Over 3 years

A significant improvement of students is visible as their average first assessment points shifted from 20 points to 60 points in the final assessment. (i.e. from A0 level to A1 and A1+ levels)



Overview of English and Life Skill Sessions.



- The program was chosen and adapted based on the pre-assessment of the students
- Given their socio-economic background and lack of exposure, we had to design a program that is elementary
- We used a whole language approach with embedded phonics as a more effective strategy for teaching English as a foreign language to early learners
- We focused on building a word corpus based on the lived experiences of the students and basic expressions were related to their immediate surroundings were introduced

Talking about their surroundings

Grammar Focus

- Use of ***There is...*** and ***There are...***
- Use of prepositions
- Naming things in their immediate surroundings

Life Skills Focus

- Critical observation skills
- Mapping skills
- Teamwork
- Presentation skills

Activity

- Students work in groups and map various parts of their locality (around their house or school). They then describe that in English based on the grammar focus. These maps were presented to the class in small groups

Overview of Science Sessions



- Pre-Assessment helps us identify major gaps in learning, particularly concerning the basic concepts
- Students struggled as they had missed 2 years because of the COVID-19 school closures.
- The program was designed in consultation with the teachers in the school
- Pedagogy was based on promoting conceptual understanding and not rote learning
- Science and Math activities used objects and ideas from their immediate surroundings and lived experiences

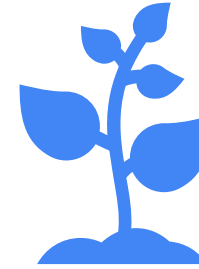
Science Activity Sample

Learning about Plant Life



Focus

Germination
Essentials of plant growth
Photo-affinity
Photosynthesis
Chlorophyll



Activity

Duration of the activity: 1 month

Students worked in groups and prepared simple grow pots with used bottles and soil. They then planted seeds and watered them every day. They recorded their observations over the month. The pots were placed in various conditions to understand what affects plant growth and how.

Survey Descriptors

- A survey was conducted in all the schools with the principals, teachers and students.
- The objective of the survey was to track the improvement of the students and the feedback from each school.
- A representative sample of **50 respondents** from among the principals, teachers and students of Mumbai, Pune and Hyderabad schools was drawn.

Feedbacks and Testimonials



I can observe the changes in students and teachers in learning. The students can speak in English with each other and due to this program. Around 10% of the enrolment rate has been increased over the 3 years.

Dere Suresh
The principal
Hind Mata School, Digha

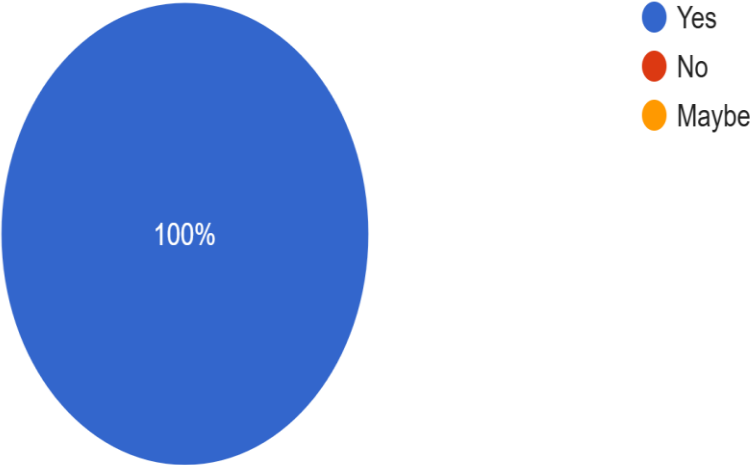


I want the classes to continue because they have helped us improve our English. I believe future students in our school should also have this opportunity.

Arvind
ZPHS Gachibowli

Do you want these classes to be continued in the next year?

45 responses



All of the respondents in the survey responded that they would like the classes to be continued in the next year.



Perceivable improvement

- Transforming the culture of learning
- Overall improvement in academic performance
- Participatory and activity-based method
- Enhanced language skills and overall progress
- Improved life-skills
- Reduced drop-out rates and improved

Transforming the culture of learning



Students are very interactive and they prefer to use English language when they speak while playing or doing some activities. The improvement level in their classroom interactions and confidence are evident which is very helpful for the teachers.

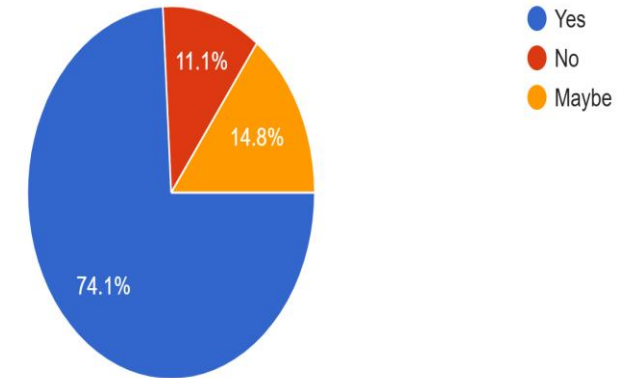
-Sathish
Assistant teacher
– GSS Majiwada



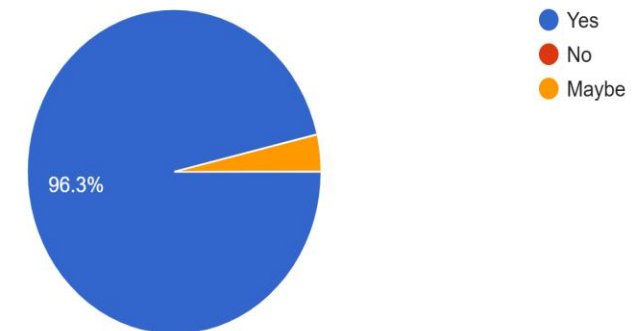
Before this program, students remained quiet in class and rarely participated. Now, they actively participate, ask questions, and seek clarification when they don't understand concepts.

-Rakesh,
Teacher, -GSS Majiwada

Did you find any changes in the attitude of students towards learning?



Did the students' interaction in the classroom increased over the 3 years?



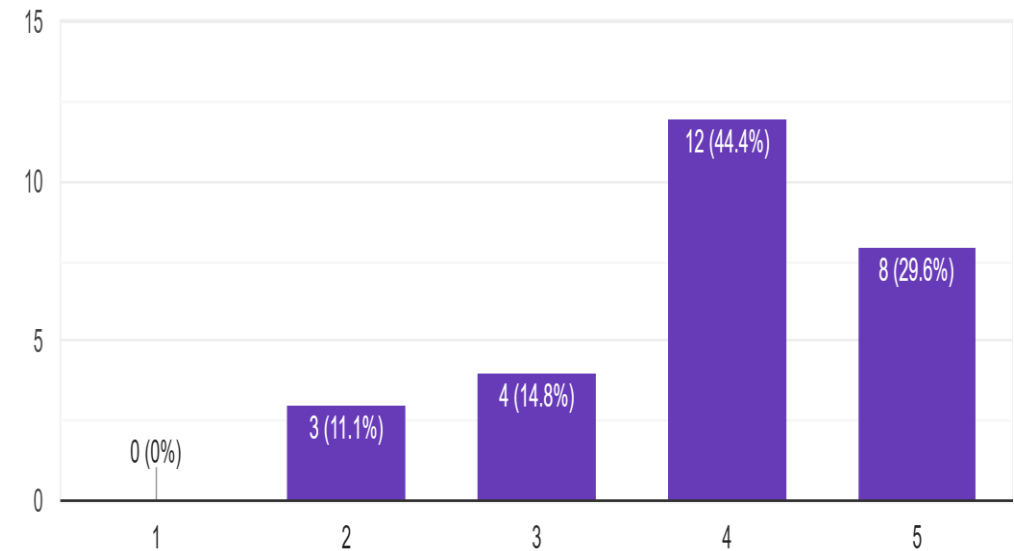
Improvement in other subjects.

The students had only the exposure of theoretical knowledge now they are able to learn concepts practically. The students started to apply their logical thinking skills. In everyday life, they actively question the scientific principles behind what they observe.



-Nilam Mourya
Assistant teacher
– GSS Majiwada

Did the students show improvement in subjects other than English over the 3 years?



Participatory and Activities based Method



I like the ladder game the most. It helps me learn new words and it is fun as we are playing the game in groups.

- Surya

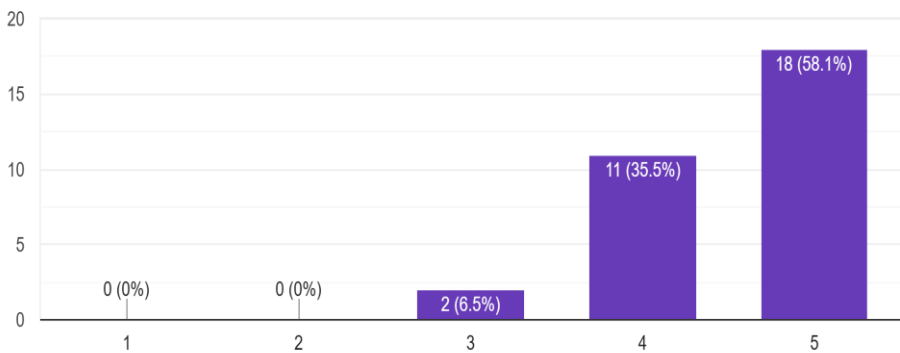


We understand the grammar concepts better with games and activities.

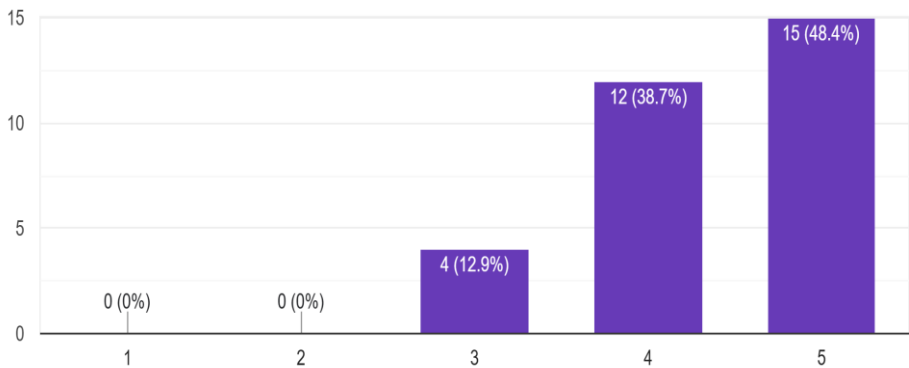
- Rajveer.

Student, ZPHS Gachibowli

Did you like the English and Life Skill Classes over the 3 years?



Did the activities helped you to understand the concepts better over the 3 years?





Participatory and Activities based Methodology

Educational fair

- Students showcase their learning to the stakeholders
- About 50% of the students participate, primarily the students who tend to stay unnoticed in the class.
- Student's initiated and organized. It also inculcates responsibility and organizational skills.
- More impactful than annual day celebrations.
- Opportunity for students to perform.
- Improves confidence and public speaking skills.



Enhanced Language Skills and Overall Progress



We have seen Improvement of Student in English language, They can understand and respond in English. It is helpful and necessary for our children.

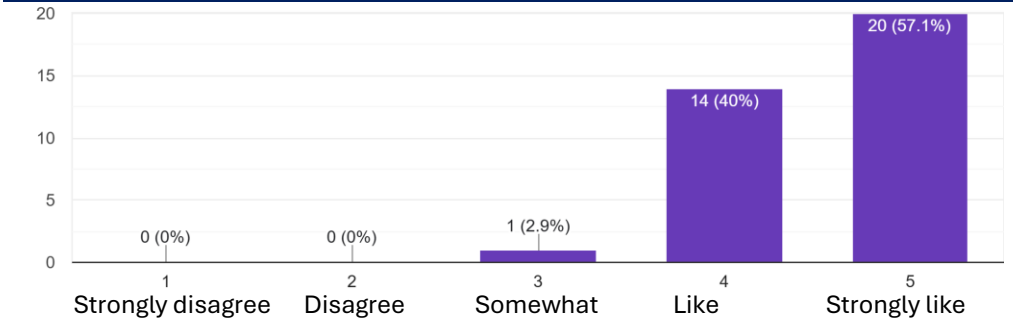
**-Anjali Saude, Teacher,
Lft Bhausahab School, Pune**



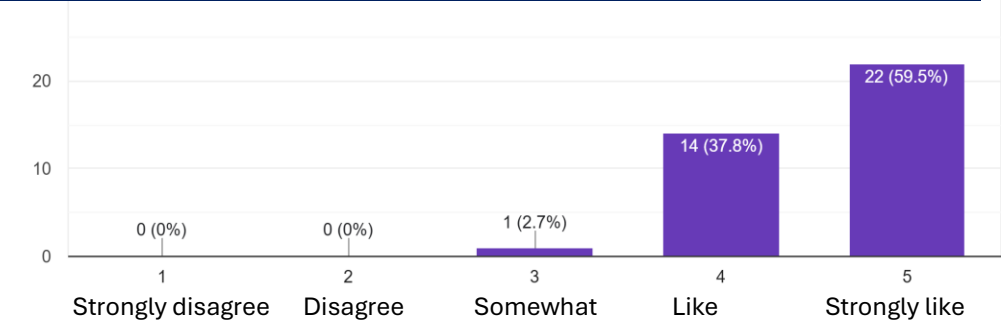
Through the activities, I have learned new words and grammar concepts, it is helping me to learn English better.

**-Deepthi,
ZPHS Gachibowli**

Did you like the English and life skill classes over the 3 years?



Did it help you to improve your English over the 3 years?



Culturally Relevant



One of the innovative projects of this year was the short film made with the students about substance abuse. I shot the film, which was also based on one of the student's real life experience. The short film carries a strong message that was shared with all the students in the school.

■ Nikitha, Teacher fellow, ZPHS Gachibwoli

- Curriculum, learning materials, activities and experiments are designed based on the cultural context and lived experience of students.
- Words chosen from a corpus built around the learners lived experiences.
- Science activities connected to real-life contexts.
- Life skills concepts are taught in relation to the learners' daily experiences.

Life Skill Oriented



Students are confident in their communication skills. They are not hesitant to participate in any activities. They are involving in the activities very well.

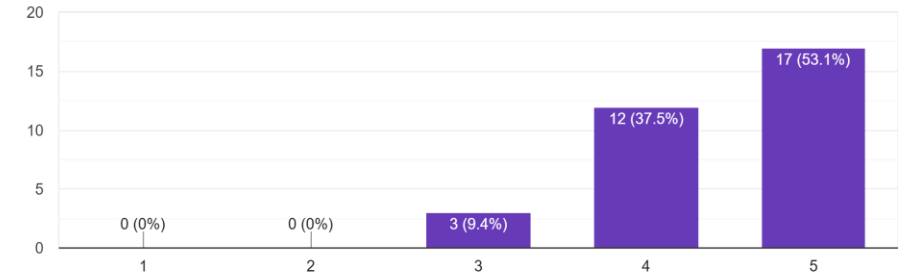
- Swapna, Teacher



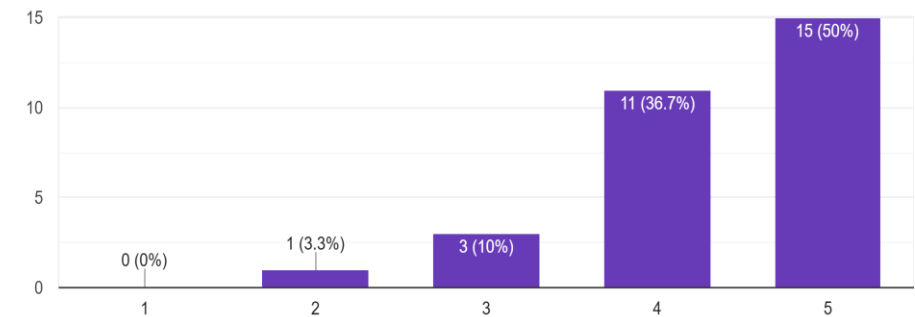
Before this Program, I was so shy and had stage fear. But now I don't have Stage fear.

- Hari Sharan

Did it improve your confidence level?



Have you overcome the fear to speak in English over the 3 years?



Holistic Improvement in Academics



Before this program, I used to score around 50 or 60 out of 80 in English. But now, after three years I score above 70 and in one exam I even got 79 out of 80. I also participated in the essay writing competition conducted in the school.

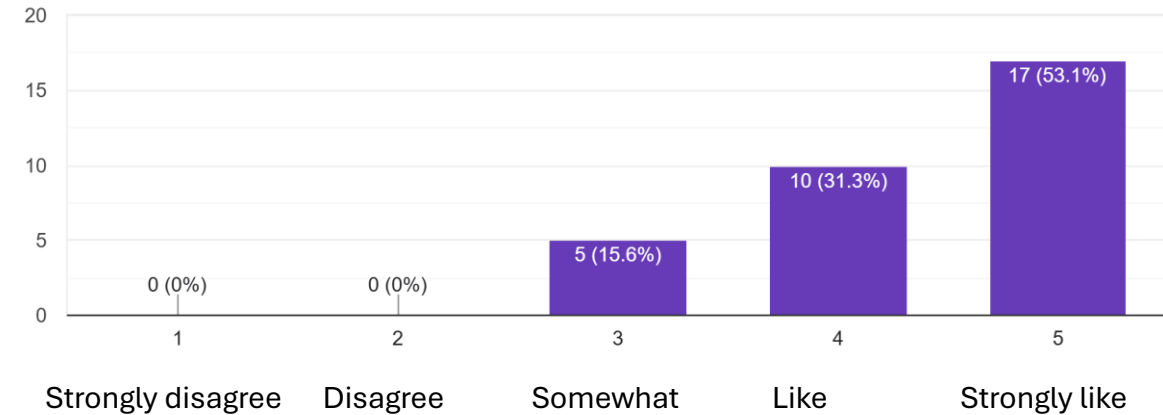
- Jessica, ZPHS Gachibowli



My academic results have been improved over these years and I can speak in English as well.

- Neha Ansari, Pune

Did it help you learn other subjects better as well?





Age Appropriate

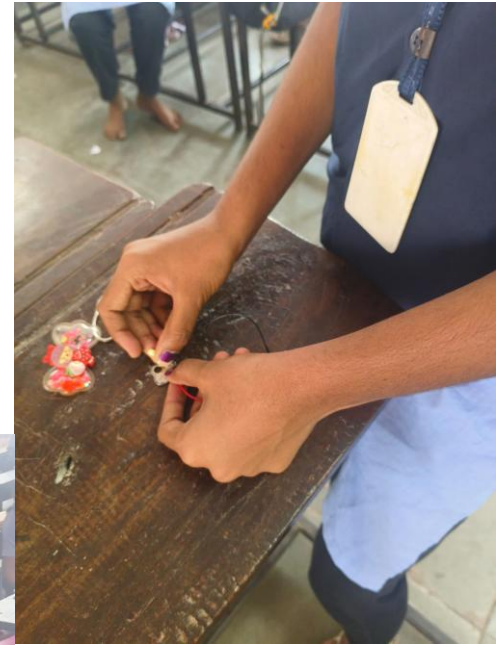
- Developmental milestones and cognitive development of the students are addressed while implementing the program.
- Activities are easily personalized as students' context forms the sub-text of every activity.
- It helps the students to relate better and learn faster.
- Random grouping and team activities draw collective experiences to the class.



Personalised and experiential learning

Hind Mata School Students learning about Electricity

- The learning activities using objects that are easily available to the learners.
- Learning concepts through hands-on experience.
- The activities usually relate to the everyday lives of the students.



Positive Peer-Pressure and Target Oriented intervention

Intervention to increase the reading skills of students through different group activities. As per the principal's request, we worked to improve the reading skills of the students.

- Trainers establish peer groups among students to enhance cross learning.
- The groups include students who need assistance and those who can mentor them.

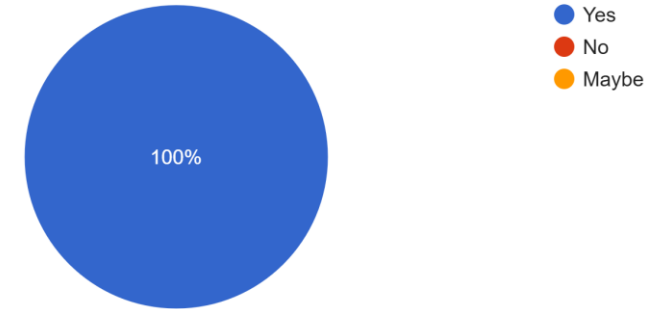


Capacity Building of the School

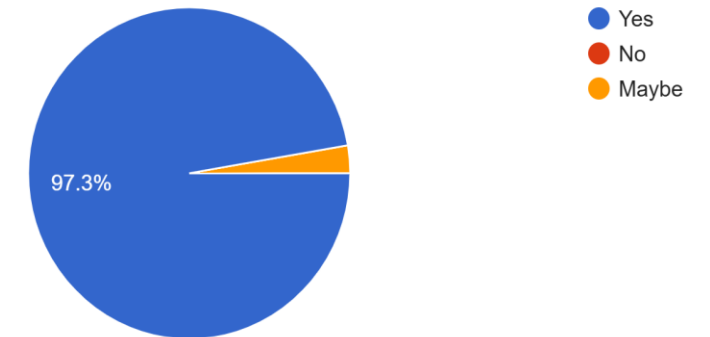
There are a lot of changes in the school after this program. The enrolment rate has increased and the school is in demand due to the extra curricular activities. It is not only helping the students but also improving the overall development of the school.

**– Rehna Begum,
The principal
ZPHS Gachibowli.**

Did the school have good enrolment rate over the 3 years?



Did the attendance of the students improve over the 3 years?



Appendix

- [Case study and Testimonials](#)
- [Class documentation](#)
- [Education Fair](#)