

# The Promise Foundation

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**Annual Report**  
2014-2015

## **Background**

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The facilitation of Mental Health, Education and Potential Realisation amongst children and adolescents from economically disadvantage homes is the The Promise Foundation's central mission. An important principle that we follow is that all the services we develop are culturally and economically relevant and based on sound, indigenous research. The Foundation comprises a group of behavioural scientists who conduct research to understand the needs of this target group, develop applications based on the findings and then implement these interventions either directly through our teams, by training others or by passing them on to larger organisations for upscaling.

### **Our Approach**

Our target group lies in the 3 to 18 year age range and we have three main departments: early childhood stimulation, literacy development and livelihood planning, for children and youth who are socioeconomically disadvantaged. Our approach is two pronged:

- Core Projects: These are programmes delivered directly in the community or in our centre by our teams.
- Extension Projects: These are programmes delivered through partnerships with other institutions.

This is our third year in Sarjapura, which is a semi-urban location on the outskirts of Bangalore. We have adapted our methods to suit the needs of the poor in this new location. Given below is an overview of the work that The Promise Foundation carried out during 2014-15.

## **Overview of Core Projects during the Year 2014-15**

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### **Stimulation Intervention Programme (SIP)**

SIP is designed to provide early learning foundations for children in between 3 to 6 years of age and the parents and care takers of these children, including pre-school teachers. We have developed a culturally appropriate, activity-based curriculum and an important aim of the curriculum is to preserve children's multilingual identities. Until we shifted to the new campus in 2011, a Shishu Kendra (pre-school) was an important part of our SIP. However in the Sarjapura area where we are now located, there has been a burgeoning of corporatized pre-schools. Our research has consistently indicated that the child's home learning environment plays a vital role in the consolidation of the inputs that the child receives in-school. Hence our focus has been on family oriented, community based interventions.

Over 2014-15, SIP was implemented in the following ways:



### *SIP in the Community: Mobile Toy Library – The Petaari Programme*



Toys play an important role in the laying of early learning foundations and contribute significantly to holistic cognitive stimulation. However, if a toy is to play a part in the child's development, it must be used appropriately. Merely having a toy may not make a significant contribution. Further, socioeconomically disadvantaged families can seldom afford to buy toys for their young children. Hence we have started a Mobile Toy Library. The toys come out a special toy trunk called a *Petaari* in Kannada. Every Saturday the SIP team goes with a *petaari* of toys out into the surrounding villages and locations where migrant construction labourers are housed. Children, come to borrow toys of their choice. Their parents are taught how the toy is to be used. After a week, they can exchange the toy for another one. This initiative has met with a high level of success!

A further value of this approach is that the toys are donated by children and families from more privileged backgrounds. This offers a chance not only to recycle toys but to bring connections across socioeconomic status groups. More details are provided in the sections below.

### *SIP Pre-School: One Hour Programme*



The Promise Centre has a beautiful space for a pre-school and we have attempted to keep this available for the poorest children. These children come from the homes of migrant construction workers. They live in temporary, plastic roofed housing, with hardly any sanitation or other facilities. Most of their day is spent wandering around the construction site. In addition to this being physically dangerous, being unoccupied means they are left unstimulated which has a debilitating impact on their early learning foundations.

This year we ran a one hour programme at the Promise Shishukendra aimed at providing enriching, hands-on, play based learning opportunities for children of migrant labourers working on a nearby

construction site. The children were aged between 2 years 7 months and 5 years 5 months.

They attended a 3 to 4 pm session four times a week. A total of 62 sessions were held over 3 months and 10 days. In order to bring value to the programme in the minds of the parents, a token fee of Rs. 10 was charged per child per month.

A session would start with activities such as picture reading, puzzles, threading games or play with building blocks. This is followed by a 5 minutes exercise session. Children were given opportunities to play with colours through colouring or painting activities. Children were also engaged in creative activities, theme based activities, rhymes or play based activities. Outdoor play also kept them physically energised. Each session ended with a healthy snack and selection of a toy to be taken home for play until the next class.

Since these are children of migrant workers we have the possibility of having them in a programme for just about *three months* after which their parents move to another construction site. Hence an important aspect of the programme was to train parents on creating a learning atmosphere in their temporary homes to the best of their abilities and in the skills of creating low cost toys for their children as they moved from one location to another.

### ***SIP Settlement Programme***



Construction is a booming industry in Bangalore. Unskilled labourers stream in from the rural areas in search of work. Construction companies house these families in in “settlements” which are temporary housing locations. The dwelling units are flimsy, the location is unhygienic and children are left unattended. We have selected such locations to implement some of our programmes both for young children and children in the primary school age group.

The SIP methodology has been implemented in a settlement referred to as *Sapota Farm* close to the Promise Centre in Sarjapura, Bangalore. Children in the age range of 2 to 4 years come to the programme and are offered a wide range of stimulation activities that would lay foundations for later learning as they grow up. We started this programme last year and found tremendous response from these families. The programme



was continued this year in the same location. We followed the same format and a total of 110 sessions were held by Promise. This was a one hour programme with a variety of activities. Story telling sessions with plenty of opportunities for dialogue were carried out. Hands-on, play based activities kept children engrossed in the learning process. Colouring activities and free hand drawings were included to improve fine motor skills. Pre-writing skills were practiced regularly. Vocabulary building was focused with liberal use of rhymes, books and puzzles. Other activities included story reading, role play, dramatisation and outdoor games. In addition to the children enrolled, it was common to have parents join in with their toddlers. They joined in for activities like story telling/reading, play and colouring.



### Programmes for Assisted Learning (PAL)

Research by Promise well as by other agencies from different parts of India has shown that while efforts at enrolment have been reasonably successful, the attainment of learning targets continue to leave much to be desired for. This is especially sharp in the context of literacy attainments and learning to read with comprehension. The Promise Foundation's PAL focuses on this widespread need. PAL is for children between the age of 6 and 9 years who are in primary school or out-of-school. PAL is based on the understanding that reading (literacy) skills are the foundation for further learning. Therefore, the main focus in PAL is to promote the skill of reading. The PAL curriculum focuses both on helping the child learn to read in his/her home language (e.g., Kannada) as well as English. Given below is an overview of PAL's achievements over the last year.



#### ***PAL-Kannada (PAL-K)***

This is a one hour programme aimed at improving children's reading and writing

skills in Kannada aimed at children in the age range of 6 years to 15 years. A total of 90 sessions were held during the period. Activities included dialogic reading, dramatization, and storytelling by children. Each session had a specific language target such as akshara learning, grammar or sentence structure with specific writing tasks aiming at a chosen teaching target.



Story writing was extensively used and much enjoyed by the children. Children's work is 'published' on the Shabd Majaa Board (see below for details about the Shabd Majaa Board) and children are always excited to display their work.

### ***PAL-English (PAL-E)***

This is a one hour per session programme and focused on improving English language skills. Story books are used to generate discussion and interaction through dialogic reading. Each session has components that focus on helping children practice *listening*, speaking, reading and writing skills at different levels. In addition to whole language components, *indigenous phonics* is embedded into the

programme. This is a culturally embedded phonics approach whereby we use the child's home language to enter into the sounds and words of English. A total of 57 sessions were held over the period. Handmade dictionaries, puzzles and flashcard activities were used for the reinforcement of ideas. Children enjoyed creating stories through story building activities. Feedback from the schools in which these children study indicates that they are doing well in the various subjects they study. This generalisation of skills has motivated children to attend more regularly and many of them also ask for more PAL classes!

### ***Culturally Embedded Phonics Programme in Macaulay School, Sarjapura***

TPF has developed a culturally embedded phonics programme for primary school children with very limited exposure to the language beyond our programme hours. This approach rests on the understanding that children's knowledge of vernacular languages can become a platform upon which the learning of the English language can occur. This programme was trial tested in 2013-14 with children in grade 3 and 4 in the Government Urdu School, Sarjapura and the Shining Star School, Ambedkar Nagar. These trials were successful and showed that children's English vocabulary, reading and writing skills improved. Guided by these trials we implemented in programme in New Macaulay School in Sarjapura. This is a low fee paying school that caters to mainly rural families from lower and lower middle class homes. In many cases the students in this school are first generation learners. The environment in most of their homes is not conducive for learning. Their strongest language is their own mother tongue. Our interaction with the school through our other extension projects indicated that the school was struggling with language teaching since most of their staff were untrained. We entered into a partnership with the school to implement the embedded phonics programme.



The curriculum rested on the following principles:

- A whole language approach to teaching and learning with the focus on listening, speaking, reading and writing, with comprehension.
- The use of story books to attain teaching targets such as sentence structure and grammar.
- The inclusion of hands on practice and exploration to improve language skills.
- The importance of practice to revise earlier concepts.
- The promotion of active child participation versus passive listening.

A special work book was prepared comprising a comprehensive set of activities for the transaction of the curriculum.



A total of 145 children attended the programme in 4 batches from grades 1 and 3. Each batch received about 30 one hour sessions between July and October 2015. The first one third of the programme focused on phonics and communication, incorporating vocabulary and grammar. The rest of the programme focused more on reading, writing and conversation.

Learning to read and spelling using phonics was a new experience for children. As we had assumed, children's early exposure to multiple Indian languages was an advantage. For students in grade 1, our programme being held in the beginning of the academic year meant that many were new to school-related routines. But many were seen attempting to read new words on their own. Children who had no exposure to school picked up sounds more easily and were soon able to read simple words. By contrast many children in grade 3, having at least a 3 year burden of rote learning found the phonics way of reading and writing to be new and challenging.

However, all children were very enthusiastic to attend the sessions and would practice assignments set for them outside our programme hours (e.g., Write as many words as you can with 'ee' in it.). Children participated well and were very interested in reading storybooks. Interest for reading was obvious and "reserving" books for the next session was common. Children would form group' and read in chorus which turned out to be good shared book reading experiences. Seeing this interest, school authorities have decided to buy books similar to the ones used in our programme.

In quantitative terms, the overall post-intervention scores were significantly higher than the pre-intervention scores.

We are in discussions with the school to extend the programme into other classes over the coming year.

## Camps



Summer camps were held as a part of PAL at Sapota farm and Kadagrahara village. At Kadagrahara village, 32 days camp was held during April-May 2015 in the village temple courtyard. Activities involved interactive play, story reading/telling, and use of storybooks for picture talk or story writing. Craft activities related to the story gave them an opportunity to express their understanding of the stories they read. Parents visited to see their children involved in activities. Children below the age of 5 years were given play based activities using manipulative toys and lots of craft activities for their skill sets.

At Sapota Farm, a camp of 15 sessions was held during the summer vacation. Craft and reading activities along with story enacting by the children were held. Children explored traditional games like kite flying and board games.

In addition three cleaning camps were held over the year with children participating in cleaning the area.



## Mobile Library and Petaari Programme

Once a week, the PAL team visits nearby villages with a collection of a books and a *petaari* (trunk) of toys to extend reading and play experiences to children who have minimal access to toys and books. A one hour session provides guided reading opportunities under the guidance of a Promise team member. The session ends with children borrowing toys/books for the week. Children return the toys/books and borrow a new item every week. We have Centres in three villages where the book borrowing and *petaari* sessions are held. We also visit two other villages where we do not have centres. At pre-decided locations, toys and books are borrowed out of our office car. The Promise Team spends an hour at the location. Children often read books standing beside the car or sitting under a tree





and borrow an item before they leave. It is a common sight to have parents accompany children, help them choose toys and at times browse through the books with their children. Parents also sit and read with their children and they are seen playing with them as well. At the reading centres where children have an opportunity to read, children tend to borrow more toys than books. At the other locations where we do not have a reading centre, book borrowing is much higher. Most of the books in our library have been donated and presently comprise mainly English language books. We have however been receiving requests for books in Indian languages like Kannada, Urdu, Hindi. A total of 85 visits have been conducted and close to 803 items have been circulated across the five locations. In general, attendance ranged from a minimum of 2 to 40 children per session.

### ***Shabd Majaa Board***

This is technique that we have experimented with for the last 2 years. The idea emerged in response to common challenges faced by many community based programmes: the lack of space, the lack of trained personnel to provide regular and ongoing inputs to a client group and the need for low cost resources. Our experiment has been the installation of a large board in the middle of a community dwelling of migrant construction workers. Since our PAL work is focused mainly on reading and literacy promotion, we have called our board the *Shabd Majaa* Board which means “fun with” or “enjoyment of” sounds.



The *Shabd Majaa* Board is an interactive board designed to extend the learning experience beyond programme hours and to provide ongoing exposure to learning material even in the absence of a teacher. The programme involves the preparation of attractive educational material with a chosen teaching-learning target as per a pre-prepared curriculum designed to improve oral and written language. Central to this material are stories well known to the children in the settlement. The stories are displayed on the board in picture form. This is supplemented with cards carrying the key words of the story. Once in a week, PAL specialists from Promise visit the settlement with new story material. The story cards are put in sequence and the illustrations are discussed in detail, with English vocabulary being the focus. Children attempt story telling in their home languages: Kannada, Hindi, Assamese, Bengali, Tamil and the teacher attempts to rephrase the narration in English. Children are engaged in various craft, play, reading and writing activities around the theme of displayed on the board. All the material is left on the board

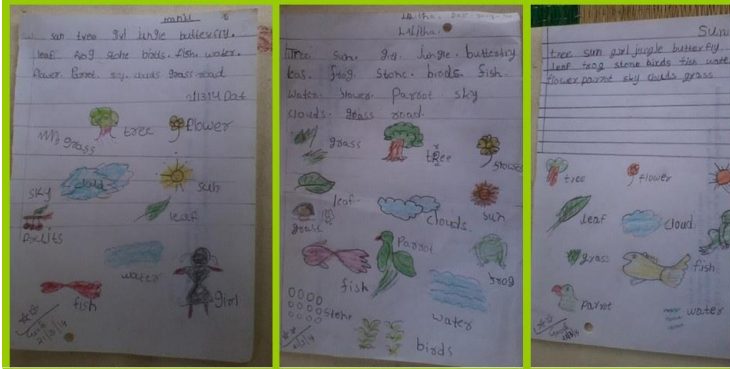
in the period between the teacher's visits. Children are told that they can come and look at the board whenever they wish and remind themselves of the new words and sentence they learned



during the teaching session. Hence the learning material is on display and accessible to the children in the programme as well their families, older children and youth in the community.



A fresh story, related word cards and other learning material are put up when the teacher returns the following week. The learning targets for each week of exposure is based on the curriculum that has been prepared earlier. Therefore while there is some formal instruction and teaching time, it is *incidental learning* emerging from persisting exposure to the learning material that lies at the heart of this method. It also aims to trigger self-mediation in the learner.



We extended the teaching-learning inputs from stories to other concepts. For example the life of a plant was a theme that met with great interest. While the life of plant was displayed on the board, children also grew their own plants! Examples of other themes are: activities of daily life and different types of professions,

always ensuring that the themes were connected to the children's contexts and common experiences.

Assessment of learning outcomes has shown a gradual and definite increase in children's English and vernacular vocabulary and the emergence of a basic orientation to grammar and sentence construction. Most importantly, we have noted a remarkable increase in the interest to learn to read and an increasing awareness amongst parents of the need to send children to school. This has formed the foundation for further literacy work with these children.



### Work Awareness and You-Jiva programme (WAY-Jiva)

Opportunities for fruitful employment have increased greatly in India. Yet, these opportunities are not optimised by young people from economically disadvantaged homes. Due to economic pressures, they enter the world of work with low level skills or sometimes no skills at all. While there may be some short term gains in the form of wages, in the long run these youth remain at the unskilled level and are not able to rise very high in their career development.

The WAY-Jiva programme is a career guidance and livelihood planning programme that is designed to help high school students from disadvantaged homes to identify their interests and potentials, understand the world of work, develop suitable career alternatives and make a career plan. Given below is an overview of activities conducted under the WAY-Jiva wing of the Foundation over 2014-15.

#### *Career Resource Centres*

In the academic year of 2014-2015, the Jiva programme has reached approximately 500 students through the career resource centres established in our partner schools. The Jiva programme is regularly conducted in these schools by a team of teachers/counsellors trained by Promise in partnership with counsellors from Promise.

Name of school	Target Group	Location	Number of students
Sri Kumaran Children's Home (CBSE Board)	Class X	Bangalore	211
Sri Kumaran Children's Home (ICSE Board)	Class X	Bangalore	94
Sri Kumaran Children's Home (State Board)	Class X	Bangalore	176
TVS Academy	Class X	Hosur	38
<b>Total</b>			<b>519</b>

#### *Career Counselling Workshops in Government Schools*

During this period, the Jiva programme was conducted in three government schools after obtaining the permission of the Block Education Officer (B.E.O.). A total of 103 students participated in the workshops from these schools. The workshops focused on four key career guidance inputs: self-understanding, understanding the world of work, developing career alternatives and career preparation. The Kannada version of the Jiva Kit was used and students engaged with enthusiasm. Individualised career reports were prepared for all students when were distributed to them in a separate session. The student workshops were followed by parent sessions in all the schools which is described in more detail in later section below.



Further details of the Jiva Government School programme are given below:

Date	Name of school	Place	Target Group	Number of students
17.10.2014	Government High School	Sarjapura	Class X	58
31.10.2014	Morarji Desai Residential School	Atthibele	Class X	23
03.02.2015	Government High School	Atthibele	Class X	22
<b>Total</b>				<b>103</b>

### *Career Counselling Workshops in an Institution*

Based on request, TPF conducted a career counselling workshop for four Class 10 students from Ish Kripa a neighbouring institution that catered to the needs of boys from poor homes. Ish Kripa is a pastoral centre that is home to children from disadvantaged backgrounds. Many children here belong to poor families that cannot afford to look after them and some other children are orphans.



### ***Individual Career Counselling Sessions and Small Group Workshops***

The Jiva programme has reached 45 students through 13 individual and 11 small group career guidance sessions held at the Promise Centre. The student sessions were also followed by one-to-one sessions with the parents to hand over and explain the career report to them.

### ***Parent Education***

Our experience over the years has consistently shown that parent involvement in the child's career development is vital. Hence almost all our workshops include a session for parents. During this session parents are informed about the content of the session with their children. They are also given key information about schemes, grants, scholarships and other supports available from the government related to their child's further education



and career progress. This information has gone a long way in parents implementing the career advice that WAY-Jiva gives to their children. It has also increased parent motivation to ensure that their children gain the necessary qualifications for a strong career.

### ***Training Programmes***

A central principle that Promise tries to follow is skills transfer through capacity building. Rather than attempting to scale up our services to provide workshops directly to increasing numbers of children and youth, we train others from different parts of the country to set up their own career guidance centre. Hence we offer *Certificate Course in Basic Skills for Career Counselling*. This is a 7-day skills based course through which trainees learn basic principles of career guidance and are immersed in the Jiva method of guidance.



Successful trainees are authorised to use the Jiva Kit, which is a comprehensive compendium of career guidance teaching-learning material. In 2014-2015, 2 batches of the certificate course were conducted.

Batch number	Date	Location	Number of participants
Batch 18	29 <sup>th</sup> July to 5 <sup>th</sup> August	TPF Centre, Bangalore	16
Batch 19	9 <sup>th</sup> to 16 <sup>th</sup> April	TPF Centre, Bangalore	6
<b>Total</b>			<b>22</b>

The Jiva approach has grown to become quite successful. Promise is perhaps the only organisation in the country that offers a complete and culturally validated career guidance programme that includes sufficient theory and practical skills along with a comprehensive kit with which to establish career guidance centres. The Jiva model has now been adapted for use in other Asian countries such as Vietnam, Nepal and Sri Lanka. Through the International Labour Organisation (ILO) the Jiva model has been extended to 35 developing countries. The model has also been adapted for use in developed economies to address issues related to immigrants and the refugee crisis.

There has been an increase in demand for training. We are presently developing an online diploma course with international recognition. Another ongoing project is to develop material using the Jiva approach to address the needs of children with learning difficulties.

## Extension Projects During 2014-15

### SIP-PAL Early Learning Programmes

KidSmart, is a programme conceptualised by the IBM International Foundation. The Promise Foundation has been IBM's key partner in adapting this programme implementing it in India. In addition to direct implementation of the programme, Promise is also IBM's lead training agency for the KidSmart programme.

Over 2014-15, we set up Early Learning Centres (ELC) to serve children in 11 different institutions: Raza Foundation, Narayana Hrudalaya (Cardiology and Oncology Departments for Children), Samiksha Foundation, Kidwai Memorial Hospital (for children with cancer), Baldwin Opportunity School, Ish Kripa, Assissi School for Special Children, St. Teresa's Nursery, Need Shishu Mandir, St. Patrick's Nursery School and Primary School, Government Primary School Dinnur and Baldwin Methodist Kannada School. These institutions cater to orphans, abandoned children, rescued children and children with special needs. Special to this year's roll out was the inclusion of institutions that catered to children who were being treated for cancer and heart ailments. The programme includes teacher training to use the early learning material to establish and maintain the ELC. Promise continues provide support for a year after the training to help fit the programme into the routines and systems of each institution.



The training programme is based on the following central principles: peer learning, learning by exploration, providing a secure learning environment that allows trial and error and the promotion of independent learning.



An important first step in the training process is to create an environment wherein teachers can introspect and examine their own attitudes and personal philosophy of teaching. For example teachers who work in resource poor schools often believe that, reading storybooks is a waste of time, only expensive books can attract a child's attention and books are expensive and so they are hard to access. Issues and beliefs such as these are discussed and challenged in order to lay the foundation for the rest of the training programme.

The ELC comprises three corners: the reading corner, the craft corner and technology corner. Our teacher training curriculum takes the teacher through the skills required to manage and optimise activities in each corner. Accordingly the teachers are trained in skills to promote reading development, skills to use well defined craft activities to lay early learning foundations and skills to help children use the KidSmart computer and educational software.



Developing teachers' capacity to create and use innovative and low cost teaching methods is an integral part of the training. For example, using movement, story telling and story reading are techniques that do not need high intensity resource inputs.



V. R Devika a pre-school teacher herself, is internationally renowned for her use of movement, dance and story telling for the promotion of learning. She is an important part of our training team and draws upon messages from ancient Indian texts such as *Natyashashtra*, to train our teachers.

### **A Needs Analysis of Eight Schools under the Bruhat Bengaluru Mahanagara Palike in Partnership with the Tech Mahindra Foundation**

The Tech Mahindra Foundation (TMF) commissioned The Promise Foundation to conduct a Needs Analysis of as a part of its All Round Improvement in School Education (ARISE) programme. TMF has a five year understanding with a school network administered by the Bruhat Bengaluru Mahanagara Palike in Bangalore (BBMP) earlier known as the Bangalore City Corporation. One objective of the project was to generate base line data based on which interventions could be planned in a systematic manner. In parallel, TPF was also commissioned to develop pilot interventions that could contribute to all round school improvement.

#### ***Needs Analysis***

The Needs Analysis focused on four primary schools and four shishuvihara (nursery schools). All schools are administered by the BBMP, and were participants in Tech Mahindra Foundation's ARISE programme. Our approach was comprehensive and followed both the qualitative and quantitative methods. Data was collected through standardised testing, classroom observations, discussions with open ended questions and personal interviews.

The primary group from whom the data was collected was the students. All students went through the assessment process.





Data collection methods included tests, personal interactions as well as group interactions.

Data was also collection from the adults in the child's life. This included teachers, heads of the schools, parents, community leaders and significant others.



Methods of data collection for this group included observations of classroom processes, interviews and discussions. Home visits were also conducted to interview parents and community members.

The eight schools were similar in that they all catered to children from the poorest homes in their neighbourhood. They are also bound together in their management and accountability frameworks, and the invisible chains of influences exerted by a highly centralised bureaucracy. All schools suffer staff shortage and are reliant on contractual teachers, supplied through a third party arrangement with a recruitment agency. Beyond these broad commonalities, the schools each differed in efficiency levels, teacher profiles, infrastructure, and student numbers.

A comprehensive, confidential report was prepared and submitted to Tech Mahindra Foundation.

### *Pilot intervention*

The pilot intervention had three main components: material development in the form of teaching-learning kits, teacher training and classroom interventions.

#### *Material Development*

One of the biggest lacuna noticed was that teachers were not up to date in their teaching methods. A large proportion of the teachers were not adequately trained. Hence the approach taken was to focus on the capacity building of teachers. Integral to this process was the development of teaching-learning material. The Shabd Maja Board and the Petaari techniques were central to the training programme. Shabd Maja Boards were installed in all the schools in all classrooms. Newly developed teaching material such as flash cards, learning cards, large posters on specific curricular topics, toys and a set of books were developed/acquired and supplied to all the schools.



#### *Teacher Training*

The training was delivered around the kits of teaching-learning material in 3 modules. All teachers in the 8 schools went through the training. They were divided into two sub groups as per the age group of their children they were teaching: teachers from the Shishuviharas (pre-schools) and teachers from the primary-high schools.





The training blended teaching sessions with practical work in group as well as small group sessions. Pre-school teachers learned to make their own teaching aids using low cost material.

A critical aspect of the training was to deal with negative ideas and opinions. Some of the teachers felt for example that their students came from such deprived homes that interventions were not likely to succeed. The teachers also came from a background where rote learning was given almost exclusive importance. During the training, while the value of rote learning was acknowledged for certain kinds of learning tasks, the importance of comprehension and self-mediated learning were highlighted.

Teaching students the skill of “learning to learn” was central to the training programme. Skills for reading with comprehension, note making, scheduling, study environment, along with memorisation and retention formed the basis of the programme. Skills related to specific subjects were built on these foundational concepts.

Teachers in both groups practiced the skills related to using the Shabd Maja Board. They were initially provided material for the Shabd Maja Board. Gradually they began to make their own material.

The actual implementation of all the ideas were demonstrated to the teachers in the classroom with their own students.

### *Classroom Interventions*

The methods that were taught to the teachers along with the teaching-learning material developed for the project were implemented with students in the classroom. The primary purpose of these classroom based interventions was to firstly of all model the implementation of the methods and material and then gradually draw the teachers into the process. Hence specialists from Promise conducted the classes as demonstrations which the teachers



observed. Teachers then took the class under the observation of Promise trainers and they were given feedback privately. In this way teachers gradually began to integrate the new methods with their own methods.

### Lingua Akshara: A Website for Literacy, Language and Related Issues

The Lingua Akshara website ([www.linguaakshara.org](http://www.linguaakshara.org)) was set up in the year 2011 to collate work about Asian languages that use the akshara writing system.

Over 2013-2014 internationally reputed scholars and academics were empanelled to support the website and the following resources were made available to the public:

- Reading & Writing: Insights from the Alphasyllabaries of South and Southeast Asia - Sonali Nag & Charles A. Perfetti.
- A linguistic analysis of the Lao writing system - Sigrid Lew.
- My personal approach to teaching languages - Chandrika Mathur.
- Early Years Literacy - Caroline Dyer.
- Early Spoken Language Productions - Shruti Sircar.
- My personal approach to teaching languages - Chandrika Mathur.
- Evaluating the reliability and validity of the ASER testing tools - Shaher Banu Vagh.

### Handbook of Career Development: International Perspectives

The Promise Foundation coordinated the editing of this handbook, commissioned by Springer, New York. The book was published in January 2014. Over the year, the book has been very well received by a wide range of readers around the world. The publisher's report at the end of one year shows that the book has had more than 26,000 downloads, placing it in the top 25% of the best sellers in this genre. The book extensively quoted and used as a standard text book in a number of career guidance courses world wide.

## **Financials**

### Project Costs and Source of Funds

Projects executed at The Promise Foundation for the year 2013-2014 were supported by Grants and Donations. The Foundation received support from friends of the Foundation, as well as institutions and long term donor agencies. The table below gives details.

#### **Project Costs and Source of Funds: Year 2013-14**

<b>Project</b>	<b>In Indian Rupees</b>	<b>Project Status</b>
TPF Direct Programmes: SIP, PAL and WAY	<i>Cost of Project:</i> CHF 12,99,900 <i>Source of Funds:</i> FTPF	Ongoing, will continue as core to all projects.
The IBM KidSmart Programme for setting up Early Learning Centers: an extension of SIP-PAL	<i>Cost of Project:</i> 15,99,900 <i>Source of Funds:</i> IBM India Pvt. Ltd (CSR Fund).	The PAN-India project had trainees deputed from ten States.
Akshar Tara	<i>Cost of Project:</i> 99,900 <i>Source of Funds:</i> University of Pittsburgh (USA)	Interventions completed. The analysis of data collected in the course of the project is currently ongoing.

\*This is an approximate exchange rate. The fund values are therefore only an approximation following currency conversion.



## Conclusion

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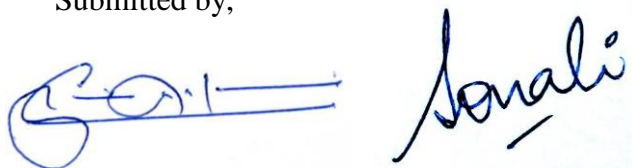
Our shift to a new location now has given us about 3 years of experience. Most of our approaches have now been adapted to meet the needs of the area.

Our strong impression over these last few years, is that while interventions are coming into place not only in Bangalore, but in many parts of India, systems for training and capacity building are not growing at the same pace. It is not uncommon in low fee paying schools for example, that almost the entire teaching staff are untrained! Tired of corporate careers large numbers of people are shifting jobs and the education and development sector seems to be the easiest to enter since hardly any regulations govern this sector. Therefore while these new entrants are well intention and sincere, their absence of knowledge and skill is a cause for serious concern. At the same time while these individuals are keen to be trained, there do not seem to be suitable training programmes on offer.

The Promise Foundation's primary asset is the knowledge and experience it has accumulated over the years through our research and implementation of services across a wide range of client groups. It seems therefore, that our next milestone could be the formulation of this experience into comprehensive training programmes that could be offered to those who are entering the field of development and education.

We will over the coming year explore this possibility more systematically.

Submitted by,

The image shows two handwritten signatures in blue ink. The signature on the left is 'Gideon Arulmani' and the signature on the right is 'Sonali Nag'. Both signatures are written in a cursive, flowing style.

Gideon Arulmani and Sonali Nag,  
Directors,  
The Promise Foundation.  
5<sup>th</sup> December 2015.