



# The Promise Foundation

For Mental Health, Education and Potential Realisation

231. Cozy Home Layout, B. Hosahalli Road,  
Sompur Gate, Sarjapura, Bangalore, 562125, India.

Websites: [www.thepromisefoundation.org](http://www.thepromisefoundation.org); [www.jivacareer.org](http://www.jivacareer.org); [www.linguaakshara.org](http://www.linguaakshara.org)

email: [promise@vsnl.com](mailto:promise@vsnl.com)



**ANNUAL REPORT  
2017-18**

## Introduction

The Promise Foundation (TPF) is a Charitable Trust committed to developing evidence based, culturally grounded interventions that would address the mental health, education and potential realisation needs of children and adolescents from economically disadvantaged homes. Our interventions lie along three critical milestones in the individual's development: cognitive stimulation during the early childhood years, literacy learning during the primary school years and career and livelihood planning during the high school years. Accordingly, our Stimulation Intervention Programme (SIP) focuses on early childhood, our Programmes for Assisted Learning (PAL) targets literacy learning amongst primary and middle school students and our Jiva programme is designed to help high school students make effective career and livelihood planning decisions.

An overview is provided in Appendix 1 and further details about TPF are available on our websites: [www.thepromisefoundation.org](http://www.thepromisefoundation.org), [www.linguaakshara.org](http://www.linguaakshara.org) and [www.jivacareer.org](http://www.jivacareer.org).

## Report on Activities over 2017-18

### COMMUNITY OUTREACH PROGRAMMES TARGETING EARLY CHILDHOOD AND THE PRIMARY AND MIDDLE SCHOOL YEARS

Our interventions are delivered both at our Centre in Sarjapura, Bangalore as well as directly in the community. Over the recent past we have increased our work in the community with a view to reaching children "where they are". Our Stimulation Intervention Programme (SIP) and Programmes for Assisted Learning (PAL) are designed to enhance children's access to quality stimulation and literacy acquisition activities. With a view to spreading our resources as widely as possible we have come up with innovations such as **mobile toy library, a mobile book library, village camps and the shabda majaa programme**.

#### Mobile library reaches 289 children in five villages in the Sarjapura (Bangalore) area

The families in our target group do not have the resources to regularly purchase books and toys for their children. Further, children's interest in a particular toys wanes after some time. Also, children need a continuous supply of reading material if their access to literacy stimulation is to be consistent. By contrast, more privileged families are able to keep their children supplied with new toys and books. In these homes there is often a surplus of "old" toys and books. We bring the two groups together. Through social media channels and by word-of-mouth, we have developed a network of families who regularly donate old toys and books to our mobile library. Our teams then pick up the material, catalogue it and make it available to children who otherwise would not have access to such material.

Over 2017-18, we collected close to 350 toys and 230 books. Our mobile library brought these toys and books into five different villages in the Sarjapura, Bangalore area. The programme is conducted every Saturday, since this is the time children are in their homes. Children borrow a toy or a book for a week and exchange it for another one the following week.

While bringing toys and books to children who cannot afford them is an objective, the overarching purpose of this exercise is **not merely to give children toys and books**. Each visit is also includes

culturally embedded phonics programmes for younger children and a reading development programme for older children. Given below are glimpses into the mobile toy and book library.

Glimpses from our Mobile Toy and Book Library visits to villages



### Village camps and the Promise Shishukendra reach 63 children

Our mobile library visits the children in their villages once a week. During students' vacation, we also hold camps for a duration of 10 to 15 continuous days. These camps are held in the villages in spaces such as a temple courtyard, a vacant house, an unused shop and a community hall. Some camps are also held directly in children's schools. Given below are glimpses into our camps over 2017-18.

#### Village Camps



The camps offer art and craft activities and games for the participants. At the same time the broader objective of creating an environment for cognitive stimulation and opportunities for acquiring literacy learning skills, is kept in mind. The activities therefore are designed both for fun as well as for learning.

### Literacy learning support for children of migrant workers, through the Shabda Maja Board

The children of migrant workers who come to Bangalore in search of work, are amongst the most vulnerable. Since their parents itinerantly move to locations where work is available, they are most often not in school. They are often left unattended and play aimlessly in and around the temporary housing that is home to them.

We have devised the Shabdha Maja Board to offer basic learning opportunities to these children. This is a large, colourful bulletin board that we install in the settlements where these children live. The board carries visual displays on topics that are grounded in the culture and daily lives of these children. Examples of topics include, common festivals, folk stories, seasons, food, fruit, vegetables and other themes that are easily recognisable and the children can identify with. These illustrations are linked to reading materials tailored to the level of participating children. Once in 10 days, 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. Children of all age groups attend the sessions and using the cards and new vocabulary, attempt story telling in their home languages—Kannada, Hindi, Assamese, Bengali, Tamil. This is one way in which children are provided with literacy learning material. Our Shabdha Maja Boards have been in operation for the last 5 years and we see a definite increase in children's desire to learn to read.

Given below are glimpses into our Shabdha Maja board activities

#### Shabdha Maja board activities



Over 2017 – 2018 a total of 10 new boards were installed, in the Yamare settlement.

While the Shabdha Maja input is not as intensive as our other interventions it does create low cost learning opportunities for children and contributes to **enriching their literacy environment**. Most importantly, we see stronger motivation **amongst parents** to send children to school.

## SCHOOL BASED INTERVENTIONS FOR CAREER AND LIVELIHOOD PLANNING

### The Jiva Career Development Workshop

Making a career decision is an important developmental milestone at Grade 10. The first step in this direction is making an educational choice. TPF's Jiva method of career guidance is designed to support Grade 10 students' and their families to make appropriate decisions. The Jiva System is based on a comprehensive compendium of teaching-learning material for career guidance and counselling. This includes: Student Worksheets, Learning Cards, Career Information Cards, Career Dictionaries and Flip Charts.

### Jiva Career Guidance Workshops for Government High School Students

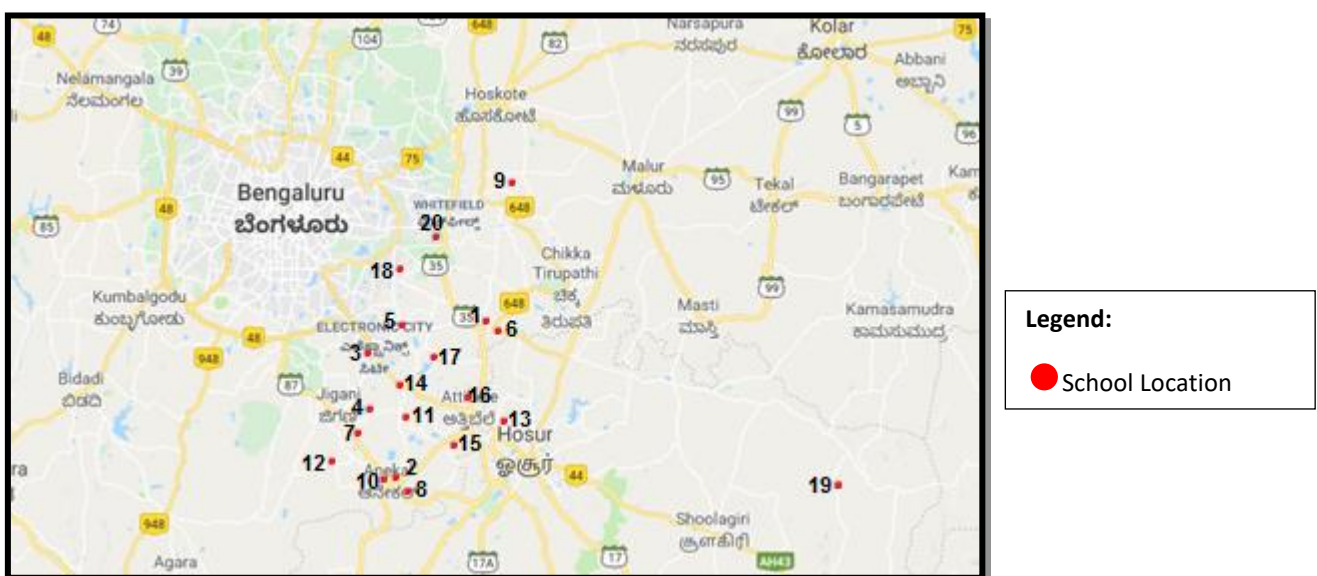
The Promise Foundation and ANZ, India (ANZ Operations and Technology Pvt. Ltd., & ANZ Support Services India Pvt. Ltd.) came together to deliver the Jiva career guidance programme to students from economically disadvantaged backgrounds studying in Government High Schools in Bangalore, over 2017-18. The project covered all the government high schools in Anekal Taluk. The project was executed over three to four visits per school:

- Visit 1: Orientation and preparation of the school and students for the workshop.
- Visit 2: Execution of the Jiva workshop: Self-Discovery, World of Work, Career Alternatives, Career Preparation.
- Visit 3: Presentation and explanation of individualised career reports to students.
- Visit 4: Workshop for Parents.

The success of the Jiva workshop in the Anekal Taluk led to requests for implementation of the programme from neighbouring taluks as well. Hence the workshop was extended to K R Nagar Taluk and conducted in two large schools in this taluk.

The figure below the locations of all the schools covered by the Jiva Workshop.

**Figure 1: Schools in the ANZ-TPF Jiva project (Anekal and K.R. Puram Taluks)**



The Jiva workshop is designed to reach a maximum of 40 students per batch. In schools where the number of students exceeded this number, two counsellors were deployed to conduct parallel sessions and in some schools multiple batches were conducted over 2 to 3 consecutive days.

Given below are glimpses into the Jiva workshops.

#### Glimpses into the Jiva workshop Sarjapura Government High School



As shown in Appendix 2, Jiva reached a total of 20 schools amounting total of 1156 (513 boys and 643 girls) students.

#### Career Reports and Parent Workshop

All students who went through the Jiva workshop received an individualised career report. These reports are based on the assessments conducted during the Jiva workshop. Students' data were individually analysed and career alternatives specifically suited to each student were developed. These reports were then distributed to the students and explained to them during Visits 3 and 4.

During these visits, parent sessions were also conducted. The parent workshops provided information about what was done during the student workshops as well as information about further education, government schemes, scholarships and other facilities for students.

### Glimpses into Parent Sessions and Career Report Distribution



#### Updating of career information data bases

Career and educational information is a vital component of career guidance. The ANZ support has allowed us to compile career and educational information that is particularly relevant to students from economically disadvantaged backgrounds. This work has continued and we have been able to achieve the following:

- During the earlier stages of the project a total of 2243 courses offered by the National Skills Development Corporation (NSDC), the Industrial Training Institutions (ITI), the National Institute of Open Schooling (NIOS), the Polytechnics and the University System, were listed.
- About 75% of this list has been classified as per location of the training provider, course details (e.g., eligibility, costs, duration) and the main aptitude required to be successful in the course.

Information relevant to each student has been included in the career report given to the students. The primary focus is on courses available near their homes and in Bangalore city. Most importantly,



parents have been oriented to subsidies, support schemes and financial offers from the Government. Most parents did not know about these provisions for their children.

### Outcomes and Impact of the Intervention

Assessment of impact is built into the project design. Accordingly students are assessed before the intervention for their level of preparedness to make career decisions. They are assessed again after they receive their career reports at the end of the project.

The assessment examines changes in the individual's readiness to make career choices before and after the intervention. The details are as follows.

Theme	Description	Tool Used
Career Preparation Status	This refers to the individual's readiness to make important career decisions. Readiness is seen in the quality of 4 interlocking career development factors: self-understanding, knowledge of the world of work, skills to develop career alternatives and skills for career preparation.	The Career Preparation Status Questionnaire (CPSQ): A standardised questionnaire to assess readiness to make career choices.

*Modalities of assessment:* Assessment of outcomes is undertaken using three modalities:

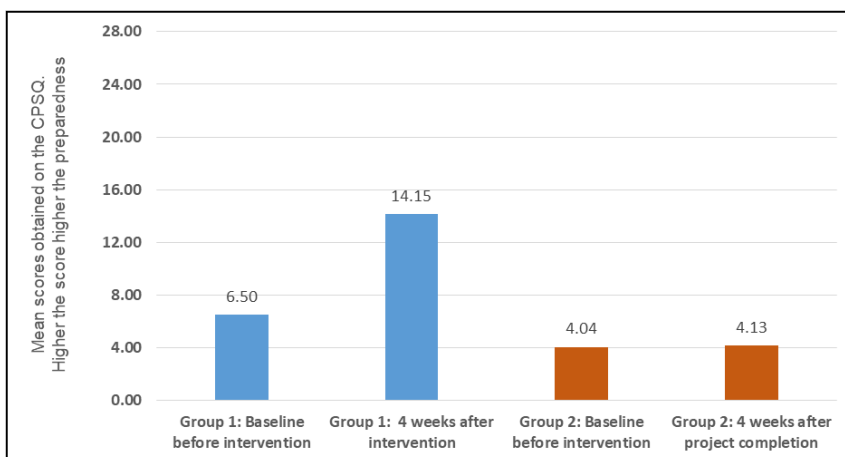
1. Pre-intervention and post-intervention assessment using a standardised questionnaire.
2. Qualitative information captured in student reports (includes narratives of their expectations, experience of the Jiva workshop and further notes).
3. Qualitative information from heads of schools (includes narratives of their concerns about student preparedness for transition out of school, and student and parent response to the Jiva workshop).

Findings pertaining to schools reached through the 2017-2018 ANZ-TPF partnership are as follows:

#### *Pre-intervention and Post-intervention Assessment using a standardised questionnaire*

Students are assessed for their preparedness to make career decisions using a standardised tool called the Career Preparation Status Questionnaire (CPSQ). The students are assessed once before the intervention and assessed again after the intervention. The hypothesis here is that their preparedness scores would be low before the intervention and would improve after the intervention. Outcomes are also compared with a matched waiting control group who were yet to receive the Jiva workshop. The Figure below presents the pre and post intervention data of students' performance on the CPSQ.

**Mean scores obtained by students on the Career Preparation Status Questionnaire (CPSQ) before and after the intervention.**



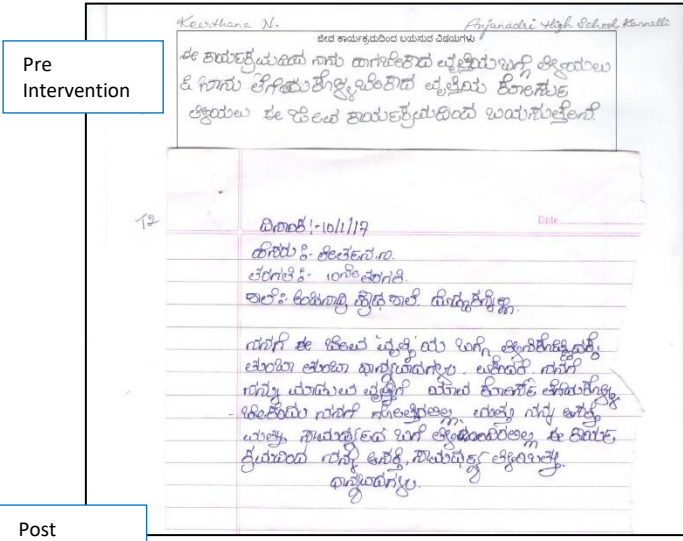
Group 1 (total number: 818) = Students who have received the complete intervention;  
 Group 2 (total number: 337) = Students who had not yet received the intervention.

The highest possible score on the CPSQ questionnaire is 28. The higher the score, the higher is the student’s preparedness to make effective career decisions. Group 1 (students who have received the intervention) in the figure students who have gone through the intervention. As per the data shown in Figure 2, the average score obtained by Group 1 (6.50) at Time 1 (before the intervention) is well below the maximum obtainable score of 28. This score improves substantially (14.15) at Time 2 (after the intervention). Also seen is that the scores of Group 2 (students who have not yet received the intervention) is around the same level as Group 1 at Time 1. These scores remain almost unchanged when Group 2 was assessed four weeks later. This indicates that the Jiva intervention has substantially contributed to the improvement of the career preparation status of students who receive the intervention when compared with students who do not receive such an intervention.

*Qualitative feedback from students*

Our impact assessment also collects narrative information before and after the intervention. Before the intervention, students are asked what they expect from the programme. After the intervention they are asked what they gained from the intervention. Given below is a cross-section of responses we received.

Pre Intervention	<p><b>HEMANTH S., ASB, GHS, ANEKAL</b></p> <p>ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮದಿಂದ ಉದ್ದೇಶ ಪಡೆಯುತ್ತೇನೆ</p> <p>* SSLC ನಂತರದ ಕೆಲಸದ ಬಗ್ಗೆ ಹಾಗೂ ಉದ್ಯೋಗದ ಬಗ್ಗೆ ತಿಳಿಯಲು ಉತ್ಸುಕನಾಗಿದ್ದೇನೆ.</p>	<p><b>Hemanth S., ASB GHS, Anekal</b></p> <p><b>Pre-Intervention:</b> I would like to know about education and job after SSLC.</p>
Post Intervention	<p>ಸತ್ಯ ಅಭಿಪ್ರಾಯಗಳು</p> <p>ಈ ಕಾರ್ಯಕ್ರಮದಿಂದ ನನಗು ಸ್ಪಷ್ಟ ರೀತಿಯಲ್ಲಿ ಉದ್ಯೋಗದ ಬಗ್ಗೆ ತಿಳಿಯಲು ಸಹಾಯವಾಯಿತು. ನಾನು ಯಾವ ಕೆಲಸ ಮಾಡಬೇಕು ಎಂಬುದನ್ನು ತಿಳಿಯಲು ಸಹಾಯವಾಯಿತು. ಈ ಕಾರ್ಯಕ್ರಮದಿಂದ ನನಗು ಸತ್ಯ ನೈಜತೆಯ ಬಗ್ಗೆ ಅರಿವು ಸಿಕ್ಕಿತು. ಈ ಕಾರ್ಯಕ್ರಮದಿಂದ ನನಗು ಸತ್ಯ ನೈಜತೆಯ ಬಗ್ಗೆ ಅರಿವು ಸಿಕ್ಕಿತು. ಈ ಕಾರ್ಯಕ್ರಮದಿಂದ ನನಗು ಸತ್ಯ ನೈಜತೆಯ ಬಗ್ಗೆ ಅರಿವು ಸಿಕ್ಕಿತು.</p>	<p><b>Post-Intervention:</b> From this program, I got to know my potential and aptitude and I understood in which career I should be. I have understood many things. This program has been useful to me and my friends. Hearty thanks for the program.</p>

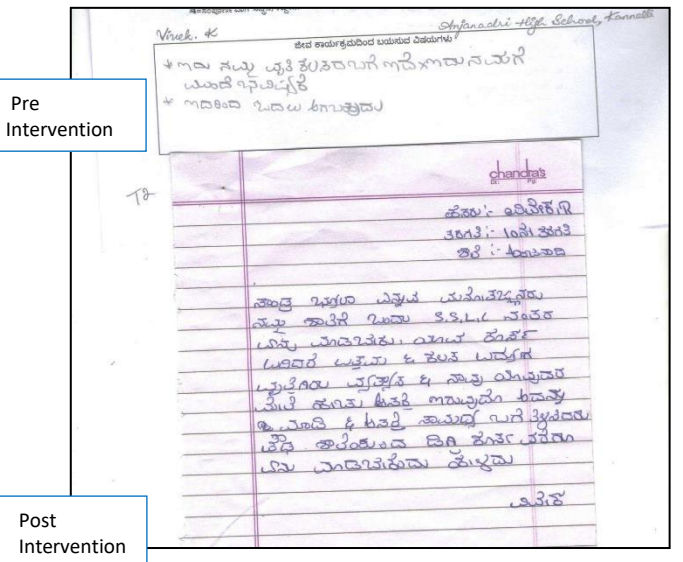


**Keerthana N., Anjanadri School, Doddakannalli**

**Pre-Intervention:** I would like to know about my career and course related to that career.

**Post-Intervention:** I am thankful to you for this Jiva career guidance programme. I did not know about the course required to do my career. I did not know about my interests and aptitudes. From this programme I came to know about my interest and aptitudes.

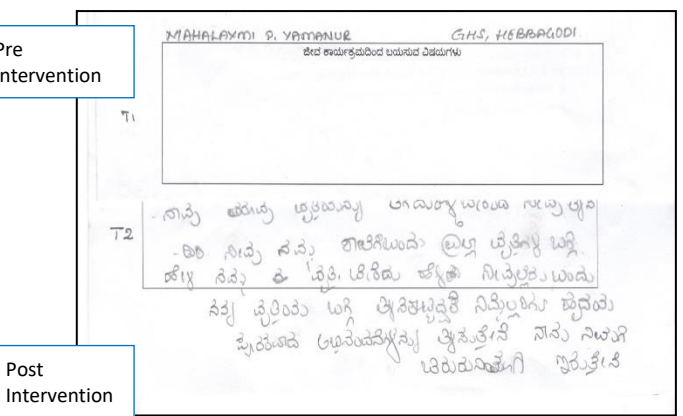
Thank you.



**Vivek K. Anjanadri High School, Doddakannalli**

**Pre-Intervention:** About career and work for my future. From this to study further.

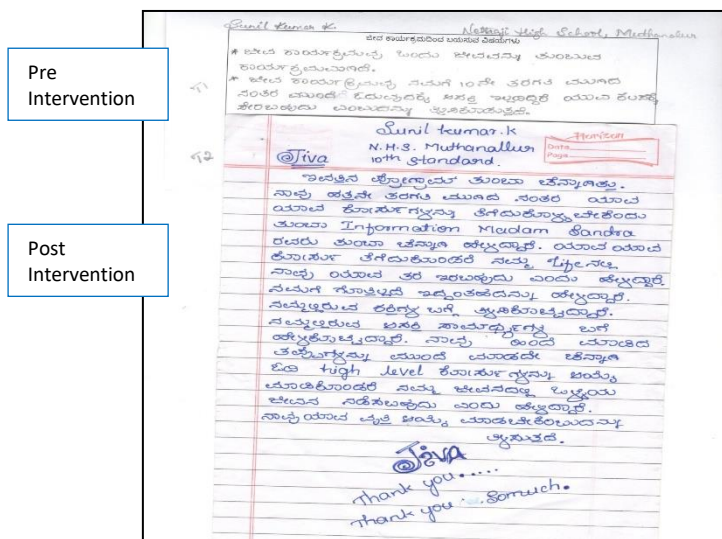
**Post-Intervention:** Sandra Beula came to school and told what we can do after SSLC. Which course is good. Difference between work, job and career. Told about our interest and talents. Explained the education path from High school to Degree courses.



**Mahalaxmi P. Yamanur, GHS, Hebbagodi**

**Pre-Intervention:** No response.

**Post-Intervention:** My opinion is that you have made me understand which career to choose after completing my SSLC examination. You had come to our school and spoke of many careers and you have made me understand my career choices. I would be faithful to you.



Sunil Kumar, Nethaji High School, Mutthanallur

**Pre-Intervention:** Jiva programme is a programme which fills life in us. This programme may help us to know what to do if you have no interest after class 10.

**Post-Intervention:** Today’s programme was very good. Sandra madam has given information on which courses to do after completing class 10. She has told that the course we take can tell how we can be in our life. We have been told about things which we never knew. She has told about our potentials, interests and aptitudes. If we do not repeat our mistakes and choose high level courses we can lead a good life. They have told about which career to choose. Thank you. Thank you so much!

The narrative responses presented above illustrate the manner in which the intervention influences students. Such responses characterise almost the entire group of students who receive the intervention. Our analysis of these responses reveal the following common threads in the students’ experience of the JIVA intervention:

- Students report increased confidence to make decisions about their careers.
- The increase in career readiness seems to stem from a clearer understanding of one’s interests, abilities, and potentials.
- Many students attribute greater clarity in career decision-making to an increased awareness about new careers, greater knowledge about already-known careers and a better understanding of educational pathways to these careers.
- Information about careers also seems to have challenged negative career beliefs.

These findings match the overall objectives of this intervention,

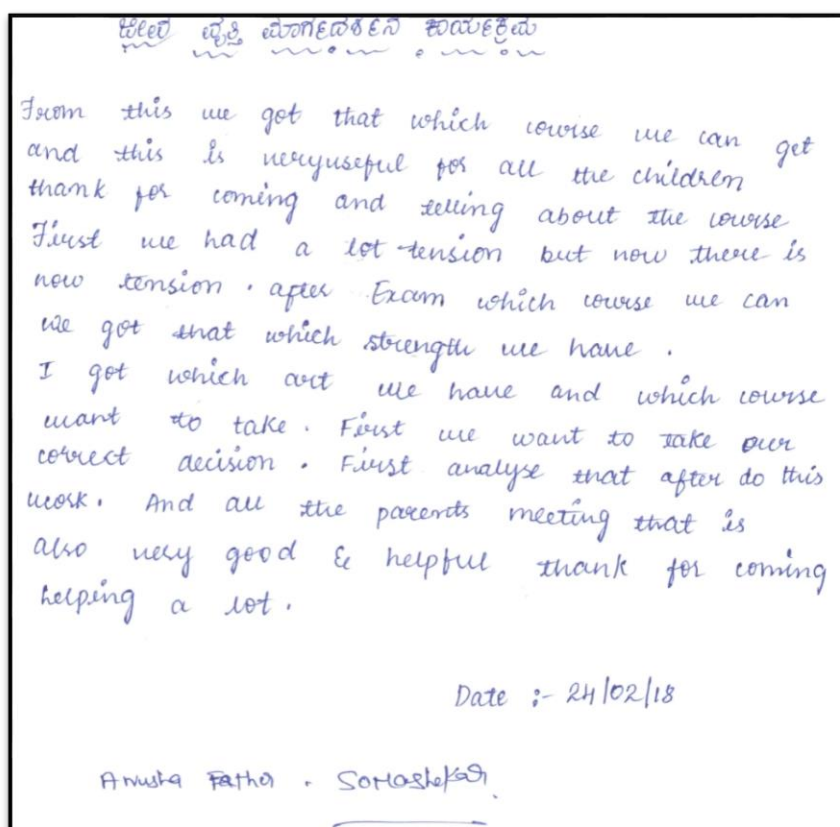
*Qualitative information from heads of schools and teachers* (translated from Kannada original)

The responses of heads of schools and teachers to the Jiva programme are given below. This has been translated from the Kannada original into English.

- *Raghunath Reddy, Principal, Sardar Vallabhai Patel School, Sarjapura:*  
When addressing students after the programme: Promise Foundation has given such a wonderful career guidance programme for you all without expecting anything from us. They have done this programme and told you about your potentials. We would like to thank them on behalf of our school.
- *Anand, Mathematics teacher, Government High School, Hennagara:*  
No one had given such career guidance programme to us. If we had got, we would have been somewhere else. Now you have got it. Make best use of this.

- *Vijayalakshmi, Headmistress, Upgraded Government High School, Attibele:*  
Our students have benefitted from your programme. Last year one student of ours got distinction in the Board exams. We told her to take Science. But she told that “In the Jiva programme I have been recommended to take Commerce” and she took Commerce.
- *Srinivas, Teacher, Government High School, Indlavadi:*  
We are placed in a remote area and this much needed career guidance has been given to Indlavadi school. We would like to thank Rayan, Sandra and Ningappa of Jiva team.
- *Headmaster, Government High School, Indlavadi*  
For the development of our 10<sup>th</sup> standard students Jiva program was conducted as a one day program from 10am to 4pm on 23.11.2017. The career guidance education and understanding of self-aptitude-knowledge [and] interest were certain activities with useful information conducted by Jiva program’s career guidance training for students. Thanks for your co-operation. We expect your co-operation in the future too.

*Feedback from a parent (Sardar Vallabhabai Patel School School, Sarjapura)*



Taken together, the qualitative and quantitative data reported above indicates quite clearly that this Promise-ANZ partnership has had a substantially positive effect on students’ career development.

**The Jiva certificate in basic skills for career guidance and livelihood planning**

The Jiva certificate in basic skills for career guidance and livelihood planning is conducted over 8 days, covering basic concepts in career guidance and training the candidates in skills to use the Jiva Kit to deliver career guidance in their locations. Successful candidates become licensed Jiva practitioners. Given below are glimpses into some of the batches conducted over 2017-18.

## Certificate in Basic Skills for Career and Livelihood Planning



Licensed Jiva practitioners qualify to use the [Jiva Kit](#) to conduct Jiva workshops independently. The table overleaf provides details of the candidates trained over 2017-18.

### Jiva Basic Skills courses over 2017-18

Date	Number of Participants	Trainee's Location
April 5th to 12th, 2017	8	Pune , Maharashtra
		Kannur, Kerala
		Bangalore, Karnataka
		Jalandhar, Punjab
		Surat, Gujarat
August 2nd to 9th, 2017	5	Alipurduar, West Bengal
		New Delhi
		Shillong, Meghalaya
		Davanagere, Karnataka
		Salem, Tamil Nadu

### Jiva workshops in other parts of the country over 2017-18

Candidates who have successfully become Jiva practitioners become a part of the Jiva Network. This network is spread out over the country. Jiva practitioners implement Jiva workshops in their locations. Given below is an overview of Jiva workshops conducted in private and aided schools in Bangalore and other parts of India.

2017-18		
Name of the Institution	Place	Number Of Students
Sri Kumarans Children Home (CBSE)	Bangalore, Karnataka	214
Sri Kumarans Children Public School (ICSE)	Bangalore, Karnataka	112
Sri Kumarans Children Home (TSF)	Bangalore, Karnataka	87
Sri Kumaran Childrens Academy (CBSE) - DKS	Bangalore, Karnataka	45
Sri Kumaran Childrens Academy (State) -DKS	Bangalore, Karnataka	29
TVS Academy	Hosur, Tamil Nadu	39
TVS Academy	Tumkur, Karnataka	38
	<b>Total</b>	<b>564</b>

### Jiva workshops through the Jiva Network

Name of Counsellor	Number of Students	Geographical Area
Naushad Awadia through the Aga Education Services	76	Rajkot
	1	Junagadh
	1	Ahmedabad
Salim Amirali Jiwani through the Aga Education Services	16	Hyderabad
	18	Kompally

Name of Counsellor	Number of Students	Geographical Area
Heena Virani through the Aga Education Services	6	Thane
	8	Mira Road
	3	Mumbai
	22	Pune
	18	Kutch
	1	Bhuj
Lareen Charania through the Aga Education Services	23	Ahmedabad
	17	Pune
	12	Jogeshwari
	2	Mira Road
Shamshuddin Vadsariya through the Aga Education Services	18	Adilabad
	45	Hyderabad
	25	Kompally
Swati Lahoty	3	Jaipur
Shobhit Narain Agarwal	2	Lucknow
Laila Vinod Thakkar through the Aga Education Services	22	Vapi
	35	Surat
	1	Nanded
	1	Kosamba
	1	Bharuch
	1	Valsad
	1	Pune
	3	Silvassa
	3	Daman & Diu
	1	Kota, Rajasthan
	9	Sanjan
	15	Manekpur
Sahil Jafarali Himani through the Aga Education Services	14	Surendranagar
	20	Sidhpur
	13	Jamnagar
	53	Kutch
Bindu Vijayakumar	10	Cochin, Kerala
Rajoo Andharia through the Aga Education Services	11	Mahuva
Ruchika Gupta	30	Jalandhar, Punjab
	1	Ludhiana, Punjab
	1	Pune



Name of Counsellor	Number of Students	Geographical Area
Shamsha Mehboob Jeena through the Aga Education Services	22	Virar, Mumbai
Tanisha Salma Venkani	23	Surat
Munir Mansurali Damani through the Aga Education Services	15	Versova, South Mumbai
	12	Hasnabad, South Mubai
	1	Pune
Jyothis Paul	1	Iritty, Kerala
Sumedha Chandekar through Akanksha Foundation	86	Pune
Dhira Peer Akanksha Foundation	85	Pune
Naveena Bhayani through the Aga Education Services	13	Hyderabad

## End note

Our career guidance work was greatly expanded over 2017-18 through the support received from ANZ. We thank ANZ for this partnership. Over the course of 2018-19 we plan to expand the reach of the Jiva Basic Skills certificate course through partnerships with other universities and institutes.

Our SIP and PAL initiatives have also progressed as per plans and we were able to contribute to a better literacy learning environment for children who otherwise would not have access to such resources.

We look forward to continuing to bring these important services to children and adolescents.



Gideon Arulmani,  
 Director,  
 The Promise Foundation.  
 31<sup>st</sup> March 2018,  
 Bangalore, India.

## Appendix 1

### Stimulation Intervention Programme (SIP): Focus on cognitive stimulation during the early childhood years



- Poor early childhood cognitive stimulation contributes to weak learning foundations and lowered attainments in later years.
- Our early childhood programmes reach children between ages 3 and 6 years.
- Our programmes are designed to provide comprehensive stimulation inputs to young children who are at risk to remaining cognitively under-stimulated.
- Our SIP prepares the young child for school.

### Programme for Assisted Learning (PAL): Focus on literacy learning in the primary and middle school years



- Shaky learning skills in the primary and middle school years are a disturbingly common problem in India. These poorly consolidated early skills cause attainment gaps in the later years.
- Our programmes for assisted learning use insights from the social, developmental, cognitive and language sciences to provide students with enriched inputs that help them attain the expected levels of performance and remain engaged and learning within the classroom.

### Jiva: Focus on career and livelihood development during the high school years



- Making decisions about the next step after high school is a critical developmental milestone during adolescence.
- Educational choices made at this stage lay the foundations for future career and livelihood progress.
- Students often make uninformed choices that leads to poor person-course fit, with is linked to drop out or poor preparation for work force participation in the future.
- Our Jiva programme helps the high school student learn the skills for self-mediated career decision making.

## Appendix 2

### Jiva workshops in Government High Schools: Implementation Details

Sl.No	Name of the School	Location	Number of Students
1	Sardar Vallabhabai Patel School	Sarjapura	84
2	ASB PU College	Anekal	44
3	Government High School	Hebbagodi	130
4	Government High School	Hennagara	41
5	Government High School	Huskur	59
6	Government High School	Sarjapura	55
7	Government High School	Haragadde	73
8	Government High School	Submangala	17
9	Government High School	Kugur	32
10	Girls Govt. High School	Anekal	73
11	Government High School	Marasur	34
12	Government High School	Indlavadi	57
13	Upgraded Govt. High School	Atthibele	39
14	Upgraded Govt. High School	Chatrakhane	41
15	Upgraded Govt. High School	Mayasandra	32
16	Morarji Desai Residential School	Jigala	33
17	Netaji High School	Mutthanallur Cross	32
18	Anjanadri High School	Kannalli	32
19	Snehagram	Krishnagiri	65
20	Government Junior College	Vartur	183
	<b>Total</b>		<b>1156</b>