



# The Promise Foundation

For Mental Health, Education and Potential Realisation

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**ANNUAL REPORT**  
**2018-19**

## **Our collaboration partners over 2018-2019**

**Department of Women & Child  
Department of Education  
Government of Karnataka**

**Aga Khan Education Services, India  
ANZ India Limited, India  
School of Human Ecology, TISS Mumbai**

**Vision Lab, Indian Institute of Science, Bangalore  
Department of Education, University of Oxford  
Brasenose College, University of Oxford**





# Introduction

The Promise Foundation is a Charitable Trust headquartered in rural Bangalore in the southern Indian state of Karnataka, and engaged in local, regional, national and international initiatives to support the achievements and wellbeing of children and young people living in poverty.

Since inception in 1986, the Foundation is committed to support the mental health, education and potential realisation of children and adolescents disadvantaged by poverty and adversity. The Foundation's activities address specific vulnerabilities through three broadly conceived programmes:





- Stimulation Intervention Programme (SIP) for the early education years
- Programmes for Assisted Learning (PAL) for primary and middle school years
- the Jiva programme (Jiva) for high schoolers and their peers who have fallen behind

Over the last decades the work of the Foundation has varied in focus and scope. The following is a sample of this work to provide a background to the activities undertaken over 2018-2019.

 a foundation learning kit for the village anganwadi (children's centers)	 a resources-at-home programme for print-starved homes in shantytowns	 a study skills programme for high schools with low success rates	 a world of work programme for post-school transitions in resource poor homes
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## Targeted interventions for the 3-to-18-year old

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 a culturally-informed approach to guidance for the 14-to-18-years old with a strengths and accomplishments workbook	 an indigenous phonics approach to support English learning for the Urdu, Kannada and Telugu speaking 6-to-9-year old	 a multiple-potentials approach to early childhood education with Geography, History, Botany and Zoology months	 a multi-ability approach to whole class instruction for teachers, support staff and volunteers to school settings
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## Innovative approaches for multilingual and multicultural contexts

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 a landscape report on work orientation and career choices	 an evidence brief on literacy, foundation learning & assessment	 a film on hope and careers choice for counsellors	 a pamphlet on promoting reading for school staff rooms
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## Evidence & research-uptake products for policy makers and policy influencers

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Further details about The Promise Foundation 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 2018-19

## EARLY CHILDHOOD AND PRIMARY SCHOOL PROGRAMMES



Children’s activities were delivered directly in five communities surrounding The Promise Foundation office in Bangalore rural district. The decision to conduct all 2018-19 programmes for children “where they are” is because of the distance between their homes and the Foundation’s own *Shishu Kendra* (children’s center). All activities focused on enhancing the quality of cognitive stimulation and increasing the range of literacy acquisition activities for children in these villages. A mobile toy library, a mobile book library, village camps and the shabda majaa programme were continued till April, 2019. These activities come under the Foundation’s Stimulation Intervention Programme (SIP) and Programmes for Assisted Learning (PAL).

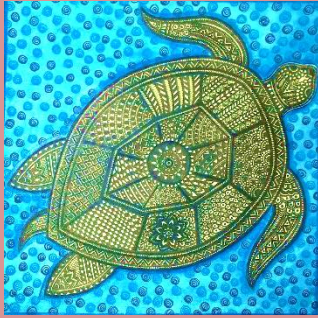
### Mobile library continues in five villages in the Sarjapura (Bangalore) area

Saturdays are the time when children are in their homes and so this is the day the library is taken to the villages. Children borrow a toy or a book for a week and exchange it for another the following week. The mobile library aims to bring play and reading resources into homes starved of children’s materials. In parallel, the library is a platform to encourage use of different types of learning materials. This includes materials that can support emergent literacy in children below the age of five and reading development for older children.

The Promise Foundation is thankful to Pratham Books and an anonymous donor for a generous book donation to our mobile library. See [Appendix 1](#) for a photo-document of one child’s book use.

### Village School camps for seventy, 7-to-10-year olds

This year two government schools were the venue for the camps: the Government Lower Primary School in Sompura and the Government Higher Primary School in Janata Colony in Muthanallur. The camps were based on three stories taken from the Foundation's activity bank. These stories have been used in our literacy programmes, and are illustrated using folk art.



*mola mattu aame*  
(Tortoise and the Hare)



*moTTe kaLLa*  
(The Egg Thief)



*jenu hula*  
(The Honey Bee)

#### **Fables and home spun tales from the Foundation's activity bank**

The animal characters of the stories were triggers for discussion of fun facts. Discussion topics on the animal-of-the-day covered their lifespan, eating habits, living patterns and relationship with people like us. For example, one discussion was on beliefs about snakes with children, teachers and family members alike attempting to recognise which ideas were facts and which were local superstitions about snakes.

During the camps learning boards--*Shabda Maja* Boards—were set up. In the words of Laxmi, the camp facilitator, *“Teachers were very impressed with the Shabda Majaa board. Teachers in GLPS Sompura requested for a Shabda Majaa board in their school.”* These boards are interactive learning spaces and the Foundation will return to the schools that have shown an interest in the boards to supply new display materials.

Another aspect of the camp was the home assignments. These were animal themed and were a continuation of discussions, stories and craft done in the camp. Again, in the words of Laxmi, the camp facilitator, *“The children did this happily by asking their parents for information. Some information they brought was correct, some was wrong.”* A process evaluation of the camp suggested that the activities helped to increase child-directed talk at home, more involvement of family members in the child's day-to-day play activities and more reminiscing about childhood memories by older family members.

The art and craft activities and the child-authored books and materials were gathered to make a portfolio. These, along with the worksheets completed during the camp, were handed over to the children in a paper bag called *Nanna Cheela* (my bag). All children were proud to carry away a bagful of their daily accomplishment from the camp!

The camps also gave insights into the working of the two partner schools. Children in each school differed in their level of instruction taking, turn taking and on-task engagement. The schools also differed in staff engagement. A note from the camp diary:

*“In xyz School, the teachers took responsibility for the school and they helped a lot with the camp. They wanted the camp to go well. If the support staff were absent, the teachers also helped in cleaning with the Promise team and the older children. The teachers have grown a nice vegetable garden in the school and the vegetables from the school are used in cooking the lunch. The school environment is very positive and makes you feel happy when entering the school.”* However, despite variations in our experiences in each school, the camps were well attended.



Glimpses from the village camps

Number of participants = 70

See [Appendix 2a](#) and [2b](#) for teacher feedback



## SCHOOL BASED INTERVENTIONS FOR CAREER AND LIVELIHOOD PLANNING



**Background:** In the academic year 2017-2018 corporate sponsor ANZ India supported The Promise Foundation to deliver career guidance services to economically disadvantaged students studying in government high schools. Process evaluation of the 2017-18 project showed a significant improvement in students' readiness to make career choices because they were:

- better informed about their talents and interests (self report and basic quizzes)
- more knowledgeable about the world of work (self report and basic quizzes)
- more motivated to engage with studies (self report, parent report, teacher report)
- better exam performance (class marks, teacher and self report).

Given the success of the programme, ANZ continued sponsorship of the programme over 2018-19 with permission from the department of Public Instruction, Government of Karnataka ([see Appendix 3 for permission letter](#)). This permission allowed access to 21 government and government aided schools in Anekal Taluk, located in the southern end of Bangalore region. A total of 1252 students were enrolled in these schools.

**About Jiva:** "Jiva" is a career guidance programme developed by The Promise Foundation for Indian high school students. The programme is based on extensive research and has been validated for Indian economic and cultural realities. Jiva has been implemented since 2010 in different parts of the country. A four step model is followed and each step covers a different aspect of intervention:

- *Self-Discovery:* The programme uses quantitative devices such as standardised aptitude tests and interest inventories. We also use qualitative methods such as identification of the student's Accomplishments and hobbies. This data is combined to generate the student's potential profile which is a combination of the student's interests and aptitudes.
- *World of Work:* Students are introduced to a wide range of careers, courses and institutions, entrance procedures and eligibility criteria. They also learn about educational milestones, qualifications and subject streams. Attitudes towards work and career beliefs are also discussed.
- *Career Alternatives:* Students learn to combine information about themselves and the world of work and identify a specific set of careers to explore further.
- *Career Preparation:* The workshop culminates with the student learning to generate and develop educational pathways and career plans.

The Jiva workshop thus has the following flow of ideas, called the Career Discovery Path:



Following the workshop, student data are analysed for the following:

- *Career Report:* This is an individual report for each student with details about personal interests and aptitudes, career alternatives and career paths, and information about institutions for further and higher education. These reports reach students approximately 6 weeks after the workshop.
- *Parent Engagement:* The drivers of career decisions are often parents and significant others in the young person's life. Jiva actively includes parents in the guidance process. We meet the parents of the students who attended the workshop through a special workshop for parents. This parent workshop is facilitated by the school.

The full programme cycle per school spans four school visits.

Visit 1: An initial orientation to school staff.

Visit 2: Execution of the Jiva workshop

Visits 3 and 4: Distribution of Career Reports and Parent Workshop

#### Updating of career information data bases

Up to date and relevant career information is an essential part of career guidance. Presently this information is not easily available to students since it is spread out through many government departments and education providers. This is a vast amount of information. For example, the National Skills Development Corporation (NSDC) itself has announced more than 2000 courses.



Therefore, another important component of this project is the updating of our career information data bases. Over 2018-19 the team focused on the following:

- Continuation of review of courses offered by National Skills Development Corporation (NSDC), the Industrial Training Institutions (ITI), the National Institute of Open Schooling (NIOS), the Polytechnics and the University System.
- Classification of courses by location of the training provider
- Practical details about course (e.g., eligibility, costs, duration)
- Identification and tagging of each course to the main aptitude required to be successful in the course.

These details from our data bases inform our career reports. A primary focus is on courses available near students' homes and in Bangalore city. Most importantly, parents are oriented to the schemes and offers from the Government, so that they can avail of these provisions for their children.

#### Parent meetings to discuss career opportunities and the Jiva career report



**Introduction by school principal**



**Inauguration by school students**

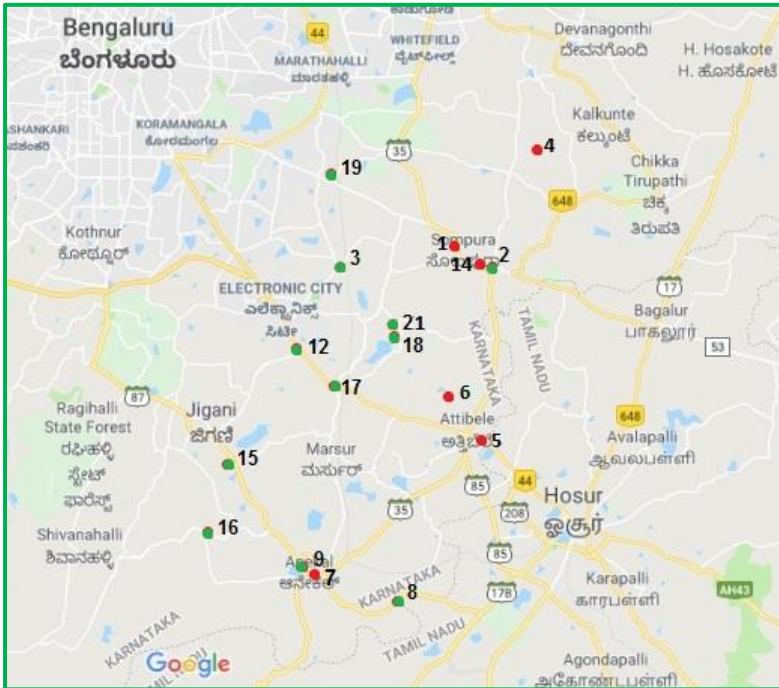


**Career Guidance literature for parents**



**Presentation by Jiva Counsellor**

Sample of high schools receiving JIVA over 2018-19 in one administrative block



**Legend:**

- Schools covered in 1st Quarter.
- Schools covered in 2<sup>nd</sup> Quarter

Glimpses into the Jiva workshop  
 Morarji Desai Residential School, Jigala  
 Number of participants: 26



*Glimpses of Jiva sessions from across multiple schools*



**Jiva in Hindi:** A pilot study was initiated by the Foundation to prepare some of the Jiva resources in Hindi. This process was initiated following request from several partners in the Hindi-speaking states of India for the programme in the local language.

**Jiva for children with special needs:** A doctoral-level study has been conducted to review ways to make the Jiva programme more accessible and tailored to the needs of children with Dyslexia. The preliminary findings are promising. More systematic work is however needed before the programme can be offered widely.

**Jiva Certificate Course:** Jiva is offered as a comprehensive training programme to build knowledge and skills for career guidance and counselling amongst those who work with students and youth. This year, Promise finalised a partnership with the Tata Institute of Social Science to offer the programme as per the University Grants Commission's Short Term Course format. Given below are some pictures of the first batch that graduated through this TISS-Promise partnership.

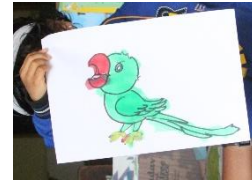


This partnership between TISS and Promise will conduct the course at least once a year.

## Partnerships and extension programmes

The Foundation entered into partnerships to mitigate risks due to children's circumstances. The partnerships aimed to promote one or more of three key messages:

- for all-round learning abundant stimulation is needed during the early childhood years,
- for literacy learning rich supporting environments are needed during the primary school years and
- for sound career and livelihood planning thoughtful guidance is needed during the high school years.



### UNICEF-led curriculum reform for anganwadis in Karnataka

The early childhood programme offered through the 65,000 anganwadi centers in Karnataka is called Chili Pili. Members from the Foundation had been actively when the Chili Pili was first introduced in Karnataka. A substantial number of activities from the Foundation's activity bank were included in this programme. In 2018, UNICEF returned to the Chili Pili following a review which suggested that a) the programme needs to be better aligned to the new policy frameworks in the country and b) the increased skill levels of anganwadi workers implied a more advanced curriculum could be introduced. The Promise Foundation was invited to join the consortium of NGOs and University partners to support the development of this programme. See [Appendix 4](#) for an example of contributions from the Foundation to the curriculum.

### **Glimpses from the curriculum development meetings**



### [Promise partners with the University of Oxford on the SuTRA project](#)

SuTRA is an acronym for **Supporting Teachers with Resources and Art**. SuTRA films aim to strengthen knowledge exchange between The Promise Foundation and networks of practitioners with academics from the department of education, University of Oxford.

Over 2018-19 two three-minute films '*chappale aataa*' (Clapping Game) were produced with an ESRC Impact Acceleration Award to Sonali Nag and Alis Oancea of the University of Oxford. The films were co-produced with a network of language, literacy and folk art resource persons in Bangalore, and was directed by Gideon Arulmani with support from Laxmi Sutar, Rayan Miranda and Ningappa Alagakatte from The Promise Foundation. Oxford's DPhil student Tiarnach McDermont and MSc. Education (Child development and education) alumna, Ashly Benny, helped with production of the films.

The clapping game promotes phonological awareness which is at the core of foundation learning. This teacher resource comes at a time when the upcoming National Education Policy mandates that every Indian child should start an emergent literacy programme at the age of five, gaining the precursor skills needed for learning to read and write well.



**A clip from the film, Clapping Game**

Click here for links to the videos:

English: <https://youtu.be/xpYnINDdRaY>

Kannada: <https://youtu.be/kzWvcT6o FI>

### [Promise partners with the Vision Lab, Indian Institute of Science, Bangalore](#)

Children learning to read have to not only know the sounds of the symbols they read but also the many visual elements of these symbols. These are what researchers call 'low-level perceptual processes'. There is a need to understand the ways in which these low-level processes develop because they may play a crucial role in the development and growth in literacy acquisition. This is particularly of interest when scripts are visually complex like if Kannada, Tamil and Bengali.

The Promise Foundation will support the work of scientists from the Vision Lab, Prof. S. P Arun and Aakash Agarwal, who along with Sonali Nag, University of Oxford, will study how children in Std. 2 to 5 decipher symbols. This study is relevant to the mission of The Promise Foundation for several reasons. The study is expected to provide some insight on the relationship between visual processing and learning to read. This in turn may help in early detection of at-risk children for early intervention. As the Foundation focuses on developing culture- and context-sensitive programmes for children that are firmly rooted in evidence, this study has the potential to address several interesting questions necessary to develop intervention materials. For example, do some visual processing materials lend themselves to symbol learning and visual word recognition more readily than others? Do some visual search materials better support phonology and semantics, the two areas which have been the typical areas of focus in literacy interventions? Do print-starved environments constrain literacy acquisition through reduced fine-tuning of visual skills, and can visual search materials fill the gap?

Example search array	Example substitution search array																
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READ	READ	READ	READ														
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**Looking and Reading Quick!** Children must find the odd one in each set.

The Promise Foundation places on record our deep appreciation for the support received from the Sandeepani Academy for Excellence, Sompura.

The Promise Foundation is also pleased to receive support for the project 'Examining visual processing in children learning to read in a visually complex script' from Brasenose College, University of Oxford.

**International adaptations and conferences**

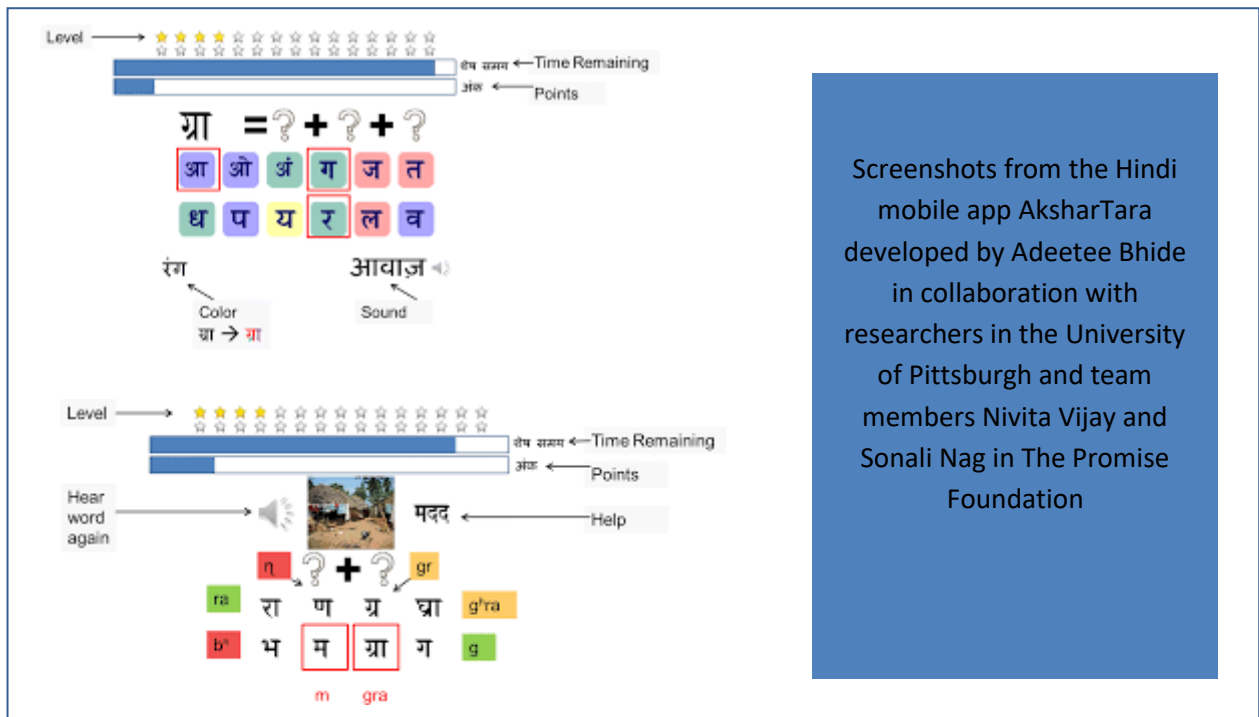
Gideon continued to extend The Promise Foundation’s ideas and models to other countries through assignments for the International Labour Organisation, GIZ and Helvetas in Egypt, Nepal and Bangladesh. He also presented lectures and key note addresses in various conferences in Brno (Czech Republic), Bratislava (Slovakia) and Kiev (Ukraine). He has ongoing work in Tunisia, Norway and Sweden, where ideas developed through Promise are adapted and implemented for country-wide programmes.



**Gideon Arulmani delivering the Key Note in the IEAVG Conference in Bratislava- Click here for link: [Career Guidance in Transition Economies: New Lamps for Old?](#)**

## Publication in international journals

The Promise Foundation had partnered with the University of Pittsburgh to develop a Hindi mobile app to support children learning to read in Hindi. This study has now been published in the international journal, *Reading and Writing*.



Over the year, The Promise Foundation's research was published through five papers published in international peer reviewed journals and books.

## News about The Promise Team: New Members, Welcome Backs, Promotions and Farewells



**Rayan Miranda** has been the backbone of The Promise Foundation's career guidance intervention – Jiva. He has worked extensively in Government Kannada Medium high schools. Over this year, he has reached close to 2500 children. In recognition of his significant contributions, he has now been promoted to the position of Assistant Director of Promise. Promise extends proud congratulations to him.

**Kala Mahesh** took a break from work for 3 years. She is now back at Promise managing all our data, graphics, preparation of teaching-learning material and printing. Promise warmly welcomes her back!







**Sanjana Nagendra is a new addition to the Promise team.** She holds a master's degree in Early Childhood Care and Administration along with an MBA in Human Resource Management. Sanjana is Project Coordinator of our early childhood and primary school programmes. We welcome her on board!

**Sajma Aravind** received her doctoral degree from The Martin Luther Christian University, after nearly 5 years of hard work. She based her research on work she did at Promise for children with Dyslexia. Her thesis was supervised by Gideon Arulmani. She has now found her life partner and moved on from Promise. We wish her well.

#### Friends of The Promise Foundation in Liechtenstein

Our partnership with George Kaufmann and friends in Liechtenstein has continued over the years. This year, we are thankful for the support we received from them for our SIP intervention.

## End note

The Promise Foundation's partnerships continue to widen. We have started working with UNICEF (Tamil Nadu and Kerala), to conduct a pilot intervention of the Jiva programme in Tamil Nadu, with plans to scale up to the State over the coming three years. The Foundation is in discussions with Sonali Nag on a preschool programme as part of a proposal to the Grand Challenge Research Fund (GCRF). The project will be based at the University of Oxford and will be executed by Promise in partnership with the Manipal Academy of Higher Education (MAHE) in India and in the Philippines through the University of Philippines and NGO partner, ICLIP.

We look forward to continuing our research and interventions over the coming year.

Gideon Arulmani,  
Director,  
The Promise Foundation.  
31<sup>st</sup> September, 2019,  
Bangalore, India.

## Appendix 1: Glimpses from one session with one book

In the box donated to us through Pratham Books, we were thrilled to find a copy of *Naguva GiNi* authored by Manorama Jafa and illustrated by Vikki Arya. Over the years we have used the book with preschoolers, primary schoolers and out of school children. This photo-document captures an hour in our ShishuKendra through activities with one child.

### Introduction to the book: with paints, posters and puppets



### Poring over the book: concepts about print



### Engaging with the book: colour matching and making towers



### And there will be more books tomorrow...



Shishukendra, The Promise Foundation, Bangalore.

10<sup>th</sup> August, 2018

**Appendix 2a: School feedback from school staff who observed one Village Camp**

Head Mistress of Sompura Government Lower Primary School

THE PROMISE FOUNDATION

ನಮ್ಮ ಶಾಲೆಯಲ್ಲಿ 27-3-2019 ರಿಂದ  
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*Soma Jogleka*  
ಮುಖ್ಯ ಶಿಕ್ಷಕರು  
ಸರ್ಕಾರಿ ಕೆಲಸದ ಪ್ರಾಥಮಿಕ ಶಾಲೆ  
Sompura, Taluk Soma, District Sonepur

**TRANSLATION**

**THE PROMISE FOUNDATION**  
A summer camp had been conducted between 27-3-2019 to 5-4-2019 in our school and it went on very well. Our children have learnt reading and writing skills through fun activities and in a learning conducive environment which is really good. Also, our children have created their own stories with the help of the pictures. Children have happily expressed that they have learnt a lot from this camp. Children have also said that they would like to have more such camps and that they would be very happy to learn. Hearty thanks to you.

**Appendix 2b: School feedback from school staff who observed one Village Camp**

Class Teacher of Sompura Government Lower Primary School

ಕಮಲಾಕ್ಷಿ . M.D  
ಸಹ ಶಿಕ್ಷಕ  
ಪಾಂಡುಪುರ .

ಸರ್ಕಾರಿ ಕಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆಯಾದ ಪಾಂಡುಪುರದಲ್ಲಿ  
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ಐವರು ಬಳಸಿರುವ ಕಥೆಯ ಕಲಾಕೋಶಕಥಾಂಕು ಮತ್ತು ಮನಸ್ಸನ್ನು  
ಆಕರ್ಷಣೀಯ ನಿಯೋಜಿತವೆ. ಮತ್ತು ಮನರಂಜನೆ ನೀಡುತ್ತವೆ.  
ನಿಜವಾಗಲೂ ಈ ಕಾರ್ಯಕ್ರಮ ನಮ್ಮ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತುಂಬಾ  
ಉಪಯುಕ್ತವಾಗಿತ್ತು. ಈ ರೀತಿಯ ಐವರು ಹೆಚ್ಚಿನ ಕಾರ್ಯಕ್ರಮಗಳ  
ಬರುವ ತಾಲೂಕು ಸಮೀಪಕ್ಕೆ ಬಂದು ನಾನು ಕೇಳಿಕೊಳ್ಳುತ್ತೇನೆ.  
ಈ ಅಂತಿಮ ಕಲಾಕೋಶಕಥಾಂಕು ಪ್ರತಿ ಸರ್ಕಾರಿ ಶಾಲೆಗೆ  
ನೀಡಿಸಿ ನಿಮ್ಮ ಉಪಯುಕ್ತವಾಗುತ್ತದೆ. :- ಸ್ಥಾನೀಯ ಸರ್ಕಾರಿ ಶಾಲೆಗೆ

**Feedback from teacher**

The Promise Foundation conducted 'Story reading' program in the Government lower primary school in Sompura. This program was very successful. The ambassador of this program Mrs. Lakshmi conducted the program finely. The program was conducted from 27.3.2019 to 5.4.2019. Using a lot of flashcards and pictures she taught the stories in an attractive way. She taught in a way that the knowledge gained would stay forever in children. The story TLMs used in the program was very attractive to children and was also entertaining. Altogether, this program was very useful for our children. I request that, more programs such as these should be organised in the coming academic year. Also, if you could provide these type of TLMs to all government schools, it will be really helpful.

**Appendix 3: Jiva High School Programme: Permission letter from Block Development Officer, Anekal Taluk**

ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳ ಕಚೇರಿ, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಆನೇಕಲ್, ಅನೇಕಲ್ ತಾಲ್ಲೂಕ್  
ಸಂಖ್ಯೆ:ಅ8 ಇತರೆ ಸಾಮಾನ್ಯ/2/2018-19 ದಿನಾಂಕ: 28/06/2018

**-: ಜ್ಞಾಪನ :-**

ವಿಷಯ:-2018-19 ನೇ ಸಾಲಿಗೆ " ಜೀವ ವೃತ್ತಿ ಮಾರ್ಗದರ್ಶನ " ಕಾರ್ಯಾಗಾರವನ್ನು  
ಉಚಿತವಾಗಿ ನಡೆಸಲು ಅನುಮತಿ ನೀಡುವ ಬಗ್ಗೆ.

ಉಲ್ಲೇಖ:-ಯೋಜನಾ ಸಂಯೋಜಕರು, "ದ ಸ್ಟ್ರೋಮಿಸ್ ಫೌಂಡೇಷನ್", ಸರ್ಜಾಪುರ,  
ಆನೇಕಲ್ ತಾಲ್ಲೂಕ್ ಇವರ ಪತ್ರ ದಿನಾಂಕ: 22/08/2017

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ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಸ್ಟ್ರೋಮಿಸ್ ಫೌಂಡೇಷನ್, ಸರ್ಜಾಪುರ, ಆನೇಕಲ್ ಈ ಸಂಸ್ಥೆಯವರು  
ಮಾನಸಿಕ ಆರೋಗ್ಯ , ಶಿಕ್ಷಣ ಹಾಗೂ ಸ್ವ ಸಾಮರ್ಥ್ಯದ ತಿಳುವಳಿಕೆಗಳಿಗೆಗಳಾಗಿದ್ದು ವಿದ್ಯಾರ್ಥಿಗಳ  
ಶ್ರೇಯೋಭಿವೃದ್ಧಿಗಾಗಿ ಪ್ರಮುಖವಾದ ಜೀವ (JIVIA: The livelihood Planning and Career  
Counseling Project) ಕಾರ್ಯಕ್ರಮದಡಿಯಲ್ಲಿ ಕಾರ್ಯಾಗಾರ ಪೂರ್ಣ ಶಾಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅನುತ್ತಿ  
ಮತ್ತು ಸಾಮರ್ಥ್ಯದ ಅರಿವು ಹಾಗೂ ವೃತ್ತಿ ಜೀವನದ ಮಾರ್ಗದರ್ಶನ ನೀಡಲು, ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕಾರ್ಯಾಗಾರವನ್ನು  
ನಡೆಸಲು ಅನುಮತಿ ಕೋರಿ ಉಲ್ಲೇಖದನ್ವಯ ಮನವಿಯನ್ನು ಸಲ್ಲಿಸಿರುತ್ತಾರೆ.


ಅದರಂತೆ 2018-19ನೇ ಸಾಲಿಗೆ "ದ ಸ್ಟ್ರೋಮಿಸ್ ಫೌಂಡೇಷನ್", ಸರ್ಜಾಪುರ, ಆನೇಕಲ್  
ತಾಲ್ಲೂಕ್ ಈ ಸಂಸ್ಥೆಯವರು, ಮೇಲ್ಕಂಡ ಪೂರ್ಣ ಶಾಲೆಗಳಲ್ಲಿ ಕಾರ್ಯಾಗಾರವನ್ನು ನಡೆಸಲು ಮುಖ್ಯ ಶಿಕ್ಷಕರು  
ಶಾಲೆಯ ಎಸ್.ಡಿ.ಎಂ.ಸಿ ಸಭೆಯಲ್ಲಿ ನಿರ್ಣಯ ಅಂಗೀಕರಿಸಿ ಕೊಂಡು, ಶಾಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪಾಠ  
ಪ್ರವಚನಗಳಿಗೆ ತೊಂದರೆಯಾಗದಂತೆ " ಜೀವ ವೃತ್ತಿ ಮಾರ್ಗದರ್ಶನ " ಒಂದು ದಿನದ ಕಾರ್ಯಾಗಾರವನ್ನು  
ನಡೆಸಲು ಅನುಮತಿ ನೀಡಿದೆ.

ಇವರಿಗೆ:-  
ಮುಖ್ಯ ಶಿಕ್ಷಕರು,  
ಸರ್ಕಾರಿ ಪೂರ್ಣ ಶಾಲೆ,

-----  
ಆನೇಕಲ್ ತಾಲ್ಲೂಕ್

ಪ್ರತಿಯನ್ನು:-

- 1). ಯೋಜನಾ ಸಂಯೋಜಕರು, ಸ್ಟ್ರೋಮಿಸ್ ಫೌಂಡೇಷನ್, ಸರ್ಜಾಪುರ, ಆನೇಕಲ್ ತಾಲ್ಲೂಕ್ ಇವರಿಗೆ
- 2) ಕಚೇರಿ ಪ್ರತಿ.



  
(ಕೆ.ಸಿ. ರಮೇಶ್)  
ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು,  
ಸಾ.ಶಿ.ಇ. ಅನೇಕಲ್

**Appendix 4: The Promise Foundation inputs for the ECCE Curriculum Reform in Karnataka**



**Syllable awareness tasks**

**Same-same?**

a) Same-same in the **beginning** of the word? Say 'Yes!' or 'No!'

 Teacher to call out	 Expected response from children
dana - jana	No!
chakra - chatri	Yes!
ippaththu - eppaththu	No!






b) Same-same at the **end** of the word? Say 'Yes!' or 'No!'

 Teacher to call out	 Expected response from children
karadi - kabadi	No!
ippaththu - eppaththu	Yes!
halasu - haladi	No!

**Note to curriculum development team:**

- Most words for this exercise should already be known to two to five year old children. But, make sure to introduce some unknown words. This is a good way to slip in new vocabulary.
- Ideally words should be linked to the rhyme of the day or the story of the day or the key words for the theme of the week/fortnight/month.

## How many claps?

 Teacher to call out	 Expected response from children
karadi	 ka – ra -di
latha	 la - tha
halva	 hal-va <i>(also accept 3 claps: ha-la-va)</i>

### Note to curriculum development team:

- One clap is for one syllable. This may not always be equal to one akshara (see hal-va). It however does not matter if facilitators interpret the activity as one clap for one akshara. The point is to get children to break up words and think of the sound units within words.
- Ideally words should be linked to the rhyme of the day or the story of the day or the key words for the theme of the week/fortnight/month.

### Antakshari

Chandu – duniya – yamini – nitya – tyaga - gayathri  
*(for nitya- also accept 'ya' as ending sound)*

### Note to curriculum development team:

- A good way to start this activity is to use one child's name per day as the start word.