



The Promise Foundation

For Mental Health, Education and Potential Realisation

Annual Report 2025–26



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The Promise Foundation (TPF) is a registered charitable trust established in 1988. The Foundation's work focuses on understanding and addressing the psychological, educational, and social factors that influence children's learning, development, and wellbeing, particularly in contexts of poverty and disadvantage. Through research, programme development, community engagement, and capacity building, TPF seeks to create opportunities that support the development of oral language, language and literacy and young children and the career development of students high school.

The Foundation is particularly concerned with how limited access to quality educational experiences affects children's oral language development, literacy learning, school readiness, and career pathways. Its work combines research and practice to develop evidence-informed interventions, assessment tools, educational resources, and community-based programmes that strengthen learning opportunities for children and young people.

The Foundation's activities are organised around three broad themes:

- **Stimulation Intervention Programme (SIP)** for the early years, focusing on oral language development, school readiness, and foundational learning.
- **Programmes for Assisted Learning (PAL)** for primary and middle school children, promoting literacy, language development, reading engagement, and educational support.
- **Career and Livelihood Planning** initiatives that support adolescents and young adults in making informed educational, career, and livelihood choices.

Report of Activities (2025–26)

The activities undertaken during 2025–26 focused on strengthening the connection between research, practice, and community engagement. Key areas of work included:

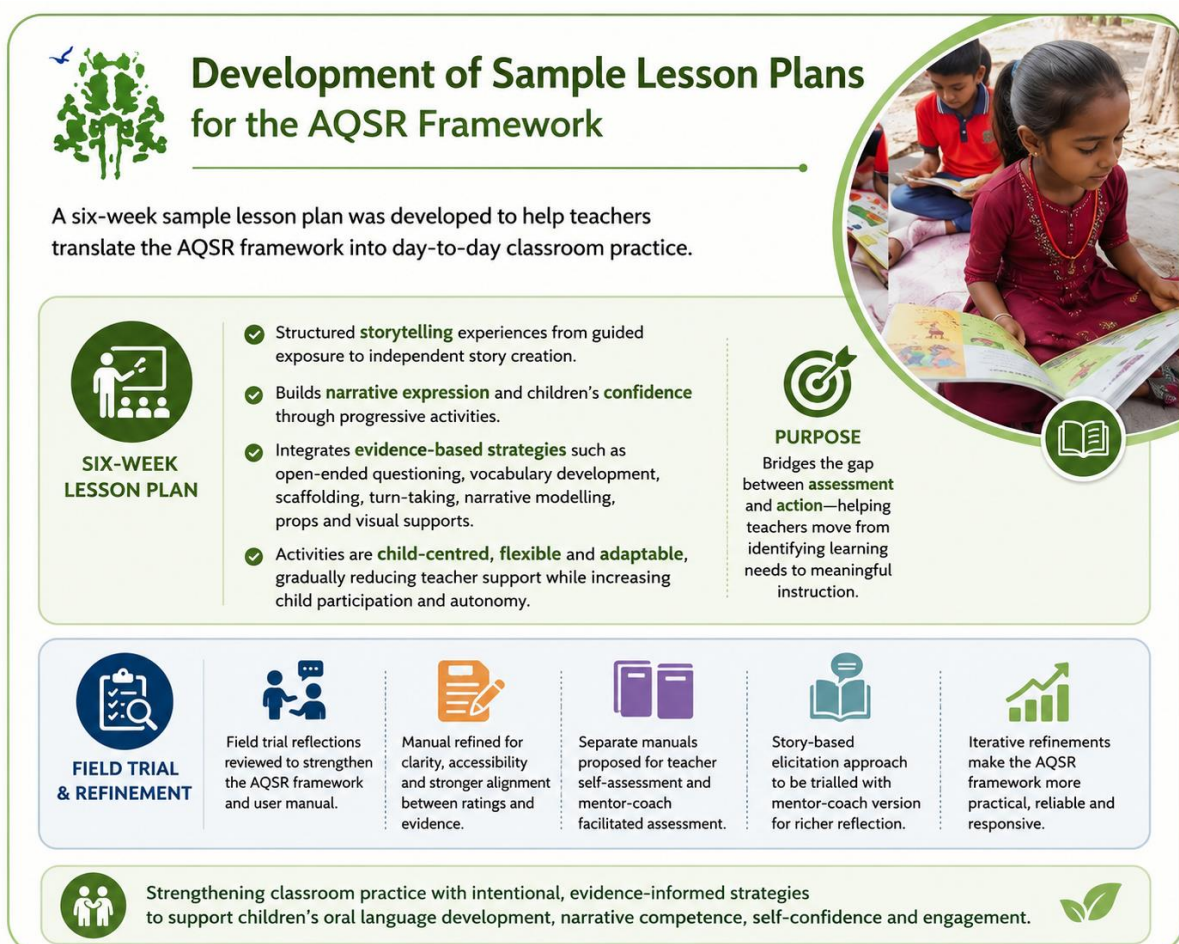
- Development of practical resources to support the implementation of the Adopting Quality for School Readiness (AQSR) framework.
- Review and refinement of AQSR field trial processes and assessment tools.
- Organisation, digitisation, and preparation of educational research datasets and observation records.
- Preparation of Hindi language datasets and corpora to support collaborative research with IIT Delhi.
- Development of website content to disseminate the learning and outputs of the TalkTogether project.
- Planning for the revival of the Mobile Library programme to improve children's access to books and reading opportunities.
- Design and preparation of the *Dinakkundu Kathe* summer camp to create language-rich learning experiences through stories and creative activities.
- Development of archiving systems to strengthen the management and preservation of project resources.
- Jiva career guidance workshops for high school students.

- Establishment of Jiva's social media presence to expand outreach and increase public engagement with career guidance resources.

Together, these initiatives reflect The Promise Foundation's commitment to evidence-informed practice, innovation, collaboration, and the creation of meaningful learning opportunities for children, educators, families, and communities.

Development of Sample Lesson Plans for the AQSR Framework

During the 2025–26 reporting period, significant efforts were directed towards strengthening the practical implementation of the *Adopting Quality for School Readiness (AQSR)* framework through the development of a structured sample lesson plan. While AQSR table enables teachers to assess their own language-supporting practices, evaluate children's language development, identify teaching targets, and select appropriate instructional strategies, there was a recognised need to demonstrate how these components could be translated into day-to-day classroom practice.



To address this gap, a comprehensive *six-week sample lesson plan* was designed to serve as a practical guide for teachers using the AQSR framework. The lesson plan was carefully aligned with the sequential steps of the AQSR table, illustrating how assessment outcomes can inform instructional planning and targeted interventions.

The sample lesson plan focuses on building *narrative expression* and strengthening children's *confidence* through structured storytelling experiences. Beginning with guided exposure to stories and progressing towards independent story creation and presentation, the plan integrates evidence-based language-supporting strategies such as open-ended questioning, vocabulary development, scaffolding, turn-taking routines, modelling of narrative structures, and the use of props and visual supports. Each week has clearly defined goals and activities that gradually reduce teacher support while encouraging greater child participation and autonomy.

The development process involved ensuring close alignment between identified teaching targets and recommended classroom practices, making it easier for educators to understand how the AQSR framework can be operationalised in real classroom settings. Particular emphasis was placed on creating activities that are flexible, child-centred, and adaptable across diverse classroom contexts while promoting language-rich interactions.

By providing a concrete example of implementation, the sample lesson plan bridges the gap between assessment and action, enabling teachers to move confidently from identifying learning needs to designing meaningful instructional experiences. It also serves as a model for planning future interventions tailored to different language development goals identified through the AQSR process.

The inclusion of this lesson plan strengthens the overall usability of the AQSR manual by offering educators a clear roadmap for applying the framework in practice. Ultimately, this contribution supports teachers in fostering children's oral language development, narrative competence, self-confidence, and engagement through intentional and systematic classroom instruction.



Reflections from the AQSR field trial were systematically reviewed to **strengthen** both the **framework** and its accompanying **user manual**.



Meaningful Engagement

Teachers were generally able to engage meaningfully with classroom practice indicators.



Inconsistencies Noted

Self-ratings related to knowledge and skills were not always consistent with evidence emerging from broader discussions.



Need for Refinement

Findings underscored the importance of refining the elicitation process to obtain more accurate and authentic responses.

FIELD TRIAL REFLECTIONS

Strengthening the AQSR framework through evidence from the field

Field Trial Reflections.

Alongside the development of the lesson plan, reflections from the AQSR field trial were systematically reviewed to strengthen both the framework and its accompanying user manual. Discussions based on field observations highlighted that while teachers were generally able to engage meaningfully with classroom practice indicators, self-ratings related to knowledge and skills were not always consistent with evidence emerging from broader discussions. These findings underscored the importance of refining the elicitation process to obtain more accurate and authentic responses.

The field trial also revealed the need to make the AQSR manual more accessible and user-friendly. Insights gathered from implementation experiences informed revisions aimed at simplifying language, improving guidance for users, and strengthening

the alignment between quantitative ratings and qualitative evidence. In response to these findings, the team proposed the development of separate manuals for teacher self-assessment and mentor-coach facilitated assessments. The mentor-coach version will be trialled in the next phase of implementation, incorporating a story-based elicitation approach designed to encourage richer reflection and provide a stronger basis for comparing teacher self-perceptions with external assessments.

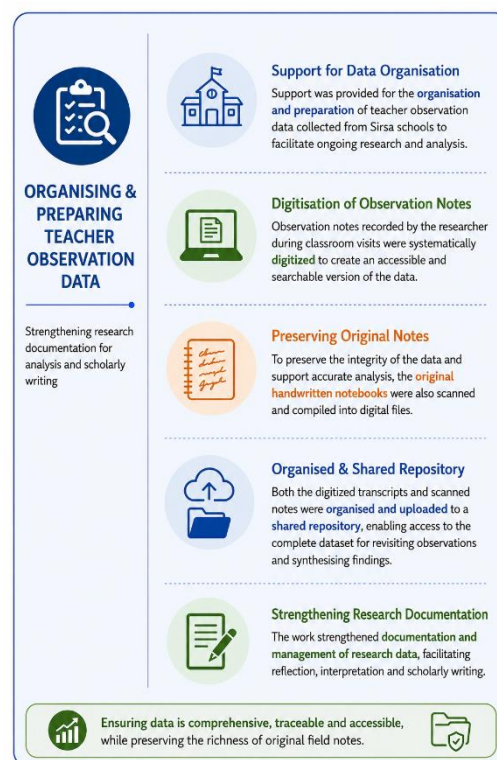
Digitization and Preparation of Teacher Observation Data for Research

During the 2025–26 academic year, support was provided for the organisation and preparation of teacher observation data collected from Sirsa schools to facilitate ongoing research and analysis. Observation notes recorded by the researcher during classroom visits were systematically digitized to create an accessible and searchable version of the data.

Following the initial sharing of the digitized documents, it became evident that certain handwritten annotations and contextual notes contained meanings and nuances that could best be interpreted by the original observer. To preserve the integrity of the data and support accurate analysis, the original handwritten notebooks were also scanned and compiled into digital files.

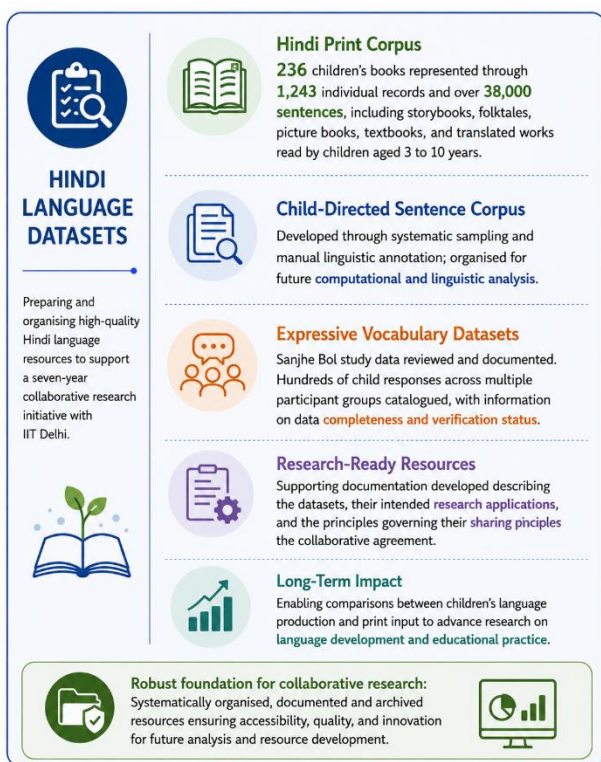
Both the digitized transcripts and the scanned copies of the original notes were carefully organised and uploaded to a shared repository, enabling the researcher to access the complete dataset while revisiting the observations and synthesising findings for an academic paper. This process ensured that the data remained comprehensive, traceable, and readily available for analysis, while also safeguarding the richness of the original field notes.

The work contributed to strengthening the documentation and management of research data, facilitating a smoother process of reflection, interpretation, and scholarly writing.



Preparation and Organization of Hindi Language Datasets for Collaborative Research

During 2025–26, substantial progress was made in preparing and organising core Hindi language datasets for a seven-year collaborative research initiative between The Promise Foundation and IIT Delhi. As part of this collaboration, multiple datasets generated through the TalkTogether project were curated and documented to support future research in semantics, morphosyntax, discourse, orthography, and pedagogy.



A major component of this work involved consolidating and preparing the Hindi Print Corpus for data sharing. The corpus comprises 236 children's books represented through 1,243 individual records and over 38,000 sentences, encompassing storybooks, folktales, picture books, textbooks, and translated works commonly read by children aged 3 to 10 years. Alongside the larger corpus, the associated Hindi child-directed sentence corpus - developed through systematic sampling and manual linguistic annotation - was also organised for future computational and linguistic analysis.

In parallel, the Expressive Vocabulary datasets from the Sanjhe Bol study were reviewed and documented. Existing files containing hundreds of child responses

across multiple participant groups were catalogued, with information on data completeness and verification status compiled to facilitate subsequent analysis and researcher access. This preparatory work ensured that the datasets could be used effectively for training and research while maintaining transparency regarding their stage of processing.

The preparation extended beyond data compilation to include the development of supporting documentation describing the datasets, their intended research applications, and the principles governing their sharing under the collaborative agreement. These efforts aligned with the broader objective of enabling comparisons between children's language production and the linguistic input available through print materials, thereby contributing to research on language development and educational practice.

By systematically organising, documenting, and archiving these resources, the project established a robust foundation for long-term collaborative research while strengthening internal data management processes and ensuring that high-quality language datasets are accessible for future analysis, resource development, and innovation.

Website content development for TalkTogether

During the 2025–26 reporting period, efforts were undertaken to strengthen the accessibility and dissemination of knowledge generated through the TalkTogether project by developing comprehensive website content for The Promise Foundation's website. The initiative involved systematically collating and documenting the key strands of work undertaken within the TalkTogether project between 2020 and 2024, with the aim of creating a report of work accomplished for the stakeholders.

The website content was organised to showcase the breadth and depth of the project's contributions to language and literacy development. Key areas documented included the

development of a print corpus, the Age of Acquisition study, learning levels surveys, the Maathu-Maathu summer programme, intervention studies, teacher studies, the Sirsa study, dissemination activities, and collaborative programmes such as Bol Saathi. In addition to mapping these project components, concise summaries were developed for each area, highlighting their objectives, methodologies, and key outcomes.

The content development process involved synthesising findings from multiple studies and initiatives conducted over several years, ensuring that complex research activities could be communicated in an accessible manner. Particular attention was given to presenting the interconnected nature of the project, illustrating how individual studies contributed to a broader understanding of children’s language development, literacy learning, multilingualism, teacher practices, and educational interventions.

The development of this website content represents an important step towards preserving and disseminating the collective learning generated through the TalkTogether project and extending its impact beyond the immediate research context.

Mobile Library Initiative

During the 2025–26 reporting period, preparations were undertaken to revive The Promise Foundation’s Mobile Library initiative, a community-based programme designed to improve children’s access to books and promote a culture of reading in rural communities. The Mobile Library was originally established to ensure that children living in neighbouring villages had regular access to a diverse collection of storybooks and reading materials. The initiative draws upon books donated by individuals and organisations, giving pre-loved books a second life while making them available to children who may otherwise have limited access to reading resources.

Prior to the COVID-19 pandemic, the Mobile Library operated regularly in villages surrounding The Promise Foundation, combining book lending with shared reading and storytelling activities. Following the disruption caused by the pandemic, the programme remained inactive for several years. During the current reporting period, significant planning efforts were directed towards restarting these activities for the coming academic year.

The proposed revival focuses on three villages - B. Hosahalli, Yamare, and Kadagrahara - where weekly library sessions will be conducted for children. As part of the planning process, permissions were obtained from the respective schools and discussions were held



to identify suitable locations and logistical arrangements for programme implementation. The sessions are scheduled to take place every Saturday and will combine book lending with interactive reading experiences designed to encourage children's engagement with books and stories.

A key feature of the Mobile Library model is its emphasis on accessibility and community participation. Children are able to borrow books for a nominal fee of one rupee, fostering a sense of responsibility and ownership while ensuring that the service remains affordable and inclusive. Alongside lending activities, reading sessions provide opportunities for children to listen to stories, discuss books, share their ideas, and develop positive reading habits in a supportive environment.

The revival of the Mobile Library reflects The Promise Foundation's continued commitment to promoting literacy and language development beyond the classroom. By taking books directly into communities and creating regular opportunities for children to interact with literature, the initiative seeks to strengthen reading motivation, improve access to quality children's books, and foster a sustained culture of reading among children and their families. The preparatory work completed during the year lays the foundation for the successful re-launch of the programme and its continued expansion in the future.

Glimpses into the Mobile Library



Planning for Summer Camps

During the 2025–26 reporting period, The Promise Foundation designed and prepared a five-day summer camp titled *Dinakkondu Kathe* (A Story a Day), aimed at creating engaging and language-rich learning experiences for children aged 6 - 10 years. The camp was conceptualised as an extension of the TalkTogether project and drew upon a collection of 14 storybooks that had been developed and adapted from the Pratham Books series during earlier phases of the project.

The summer camp was built around a shared book reading approach, with one story being introduced each day. Five stories were selected for the programme, and a detailed lesson plan was developed to ensure that

storytelling was complemented by a range of interactive learning experiences. The planning process involved integrating structured story reading sessions with discussion, prediction and comprehension activities, while also incorporating games, theatre-based activities, art and craft exercises, movement-based tasks, and opportunities for reflection. This design enabled children to engage with stories in multiple ways and provided opportunities for both language learning and creative expression.

The primary aim of the camp was to strengthen children's oral language skills, listening comprehension, vocabulary development, narrative understanding, and confidence in expressing their ideas. Shared reading sessions were designed to encourage active participation through questioning, prediction, discussion, and story retelling. Children were also encouraged to revisit stories through daily recap activities, helping them develop narrative recall and storytelling skills. Complementary activities such as role play, cooperative games, drawing, origami, and craft work provided additional opportunities for children to connect story themes with their own experiences while fostering collaboration, creativity, and problem-solving.

Considerable attention was given to creating a child-centred and enjoyable learning environment. Each day followed a structured routine consisting of a warm-up activity, shared story reading, hands-on activities linked to the story, and a reflection session that encouraged children to think about their learning experiences. The camp design recognised that meaningful language development occurs when children are actively engaged, emotionally invested, and provided with opportunities to interact with peers and adults around rich and engaging content.



As part of the implementation planning, permission was obtained from the Block Education Officer to conduct the summer camp in government schools in two schools of the Anekal cluster, Sompura and B.Hosahalli. The programme was envisioned as a platform for demonstrating how story-based interventions can be used to create language-rich environments beyond the regular classroom and school calendar.

The development of the *Dinakkondur Kathe* summer camp represents an important step in extending the TalkTogether approach into community-based educational settings. By combining high-quality children's literature with structured interaction, creative activities, and opportunities for reflection, the camp seeks to foster children's language development, imagination, confidence, and enjoyment of reading while strengthening their engagement with stories and learning.

TalkTogether files archiving system



During the year, the work of creating a comprehensive directory of all physical and digital materials available from the TalkTogether Project continued to progress. The objective of this exercise was to improve the accessibility and organization of project resources by documenting both offline and online storage locations.

A master directory was developed to provide an overview of the available folders, including details of the number

of subfolders and files contained within each folder. In addition, individual directory documents were created for each folder. These documents include the names of all files within the folder along with hyperlinks to their corresponding locations on OneDrive and the external hard disk, enabling quick and easy access to resources.

The process involves manually cataloguing files and creating hyperlinks for each entry, making it a time-intensive task due to the large volume of project materials. As a result, the work remains ongoing and will continue into the coming year.

This initiative is expected to significantly enhance the management, retrieval, and long-term preservation of project resources.

Career and Livelihood Planning

The Promise Foundation is committed to making quality career guidance accessible to students from government schools and low-fee-paying schools, particularly those from economically disadvantaged backgrounds. Through its Jiva Career and Livelihood Planning Programme, the Foundation equips students with the knowledge, skills, and confidence to make informed career decisions.

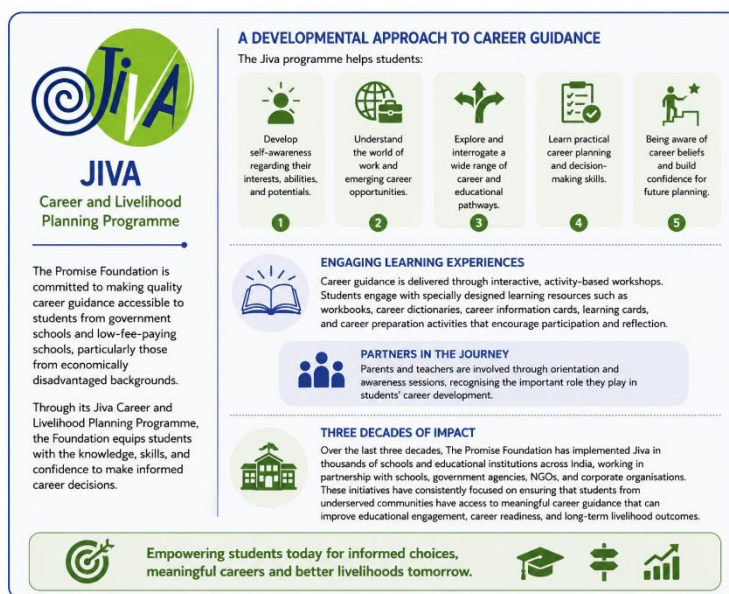
The Jiva programme adopts a developmental approach to career guidance by helping students:

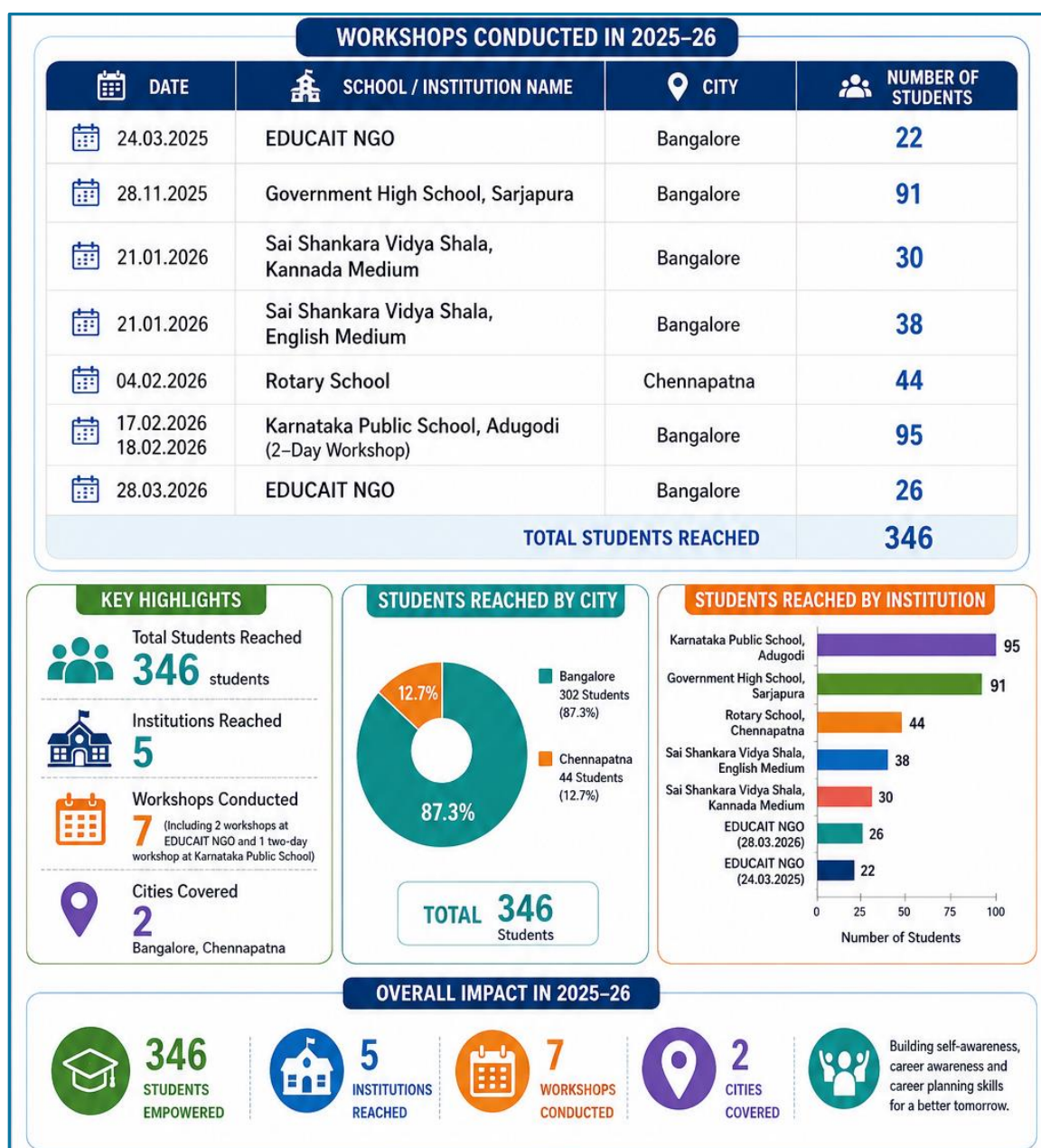
- Develop self-awareness regarding their interests, abilities, and potentials.
- Understand the world of work and emerging career opportunities.
- Explore and interrogate a wide range of career and educational pathways.
- Learn practical career planning and decision-making skills.
- Being aware of career beliefs and build confidence for future planning.

Career guidance is delivered through interactive, activity-based workshops. Students engage with specially designed learning resources such as workbooks, career dictionaries, career information cards, learning cards, and career preparation activities that encourage participation and reflection. Parents and teachers are also involved through orientation and awareness sessions, recognising the important role they play in students' career development.

Over last three decades, The Promise Foundation has implemented Jiva in thousands of schools and educational institutions across India, working in partnership with schools, government agencies, NGOs, and corporate organisations. These initiatives have consistently focused on ensuring that students from underserved communities have access to meaningful career guidance that can improve educational engagement, career readiness, and long-term livelihood outcomes.

Given below is the summary of the career guidance workshops for students that were organized in the year 2025 -26.





Parent orientation sessions were conducted to introduce the Jiva Career Guidance Approach and highlight the vital role of parents in their children's career development. During these sessions, parents were informed about how the Jiva workshops helped students identify their interests, strengths, aptitudes, and career potential, enabling them to make informed educational and career choices.

Individual career reports were distributed and explained to both students and their parents, providing personalised insights and practical recommendations to support future academic and career planning. These sessions encouraged greater parent involvement in the career decision-making process and strengthened the partnership between home and school in supporting students' career development.

Photographs of the Student Workshops



Photographs of the Parent Sessions



Words of Appreciation to Our Donors

The Promise Foundation extends its heartfelt gratitude to all our donors whose generous support has made it possible to deliver career guidance workshops to students in government and low-fee-paying schools. Their commitment to expanding access to quality career guidance has empowered hundreds of young people to better understand themselves, explore educational and career opportunities, and make informed choices about their futures.

We would like to express our special appreciation to **Mr. Manoj Kumar K.** for his unwavering support over the past four years. His continued generosity and belief in our mission have played a significant role in sustaining and expanding our efforts to reach students from

underserved communities. We deeply value his partnership and thank him for helping us create meaningful and lasting impact in the lives of young people.

Together with our donors, we remain committed to building informed, confident, and future-ready students.

Introducing Jiva on Social Media



During 2025–2026, significant efforts were directed towards establishing and strengthening Jiva's presence on social media platforms. Recognizing that social media has become an important medium through which people access information and engage with ideas, the initiative aimed to increase awareness of Jiva's work, philosophy, and career guidance methodology among a wider audience.

The latter part of the calendar year involved planning, developing, and managing Jiva's presence across multiple platforms, including Facebook, Instagram, X (formerly Twitter), LinkedIn, YouTube, and WhatsApp Channels. The official launch of these channels took place on 1 January 2026.

Content development focused on communicating Jiva's unique approach to career guidance,

including its underlying philosophy, methodology, and the steps involved in the career discovery process. A variety of content formats were explored to engage different audiences. These included:

- Short weekly educational videos developed from our own content and visualised using AI tools designed to help students, parents, and educators better understand career development and making informed career choices.
- Motivational quotes and career insights from accomplished professionals and public figures.
- "Mythbusters" series addressing common misconceptions about careers, subjects, educational pathways, and career decision-making.

The development of social media content has involved substantial effort in planning, content creation, video production, graphic design, and audience engagement. This work remains ongoing and is expected to continue expanding in the coming year as Jeeva seeks to reach and support a larger community of students, parents, educators, and career seekers.

Conclusion

The 2025–26 year reflects The Promise Foundation’s continuing commitment to *connecting research, practice, and meaningful opportunities for children and young people*. Across its programmes, the Foundation has contributed to the strengthening of the systems, resources, partnerships, and approaches needed to support language development, literacy, school readiness, and informed career decision-making.

The year saw important progress in translating research into practice. The AQSR work moved from assessment towards *practical classroom application*, while field-trial learning informed further refinement of the framework and its supporting materials. At the same time, the organisation and digitisation of research records, Hindi language datasets, and TalkTogether resources have created a stronger foundation *for future research, collaboration, and knowledge sharing*.

The Foundation also continued to take learning beyond formal research settings. The planned revival of the *Mobile Library*, development of *Dinakkondu Kathe*, and expansion of the *Jiva Career Guidance Programme* demonstrate a continuing emphasis on reaching children, families, teachers, and young people through accessible and engaging forms of learning. The establishment of Jiva’s *social media presence* also opens a new avenue for extending the Foundation’s ideas and resources to a wider audience.

Looking ahead, the Foundation will build on these foundations by deepening its research collaborations, strengthening implementation, expanding community-based learning opportunities, preserving and sharing its accumulated knowledge, and widening access to career guidance.

Together, these efforts reaffirm The Promise Foundation’s enduring purpose: to create evidence-informed, meaningful opportunities that enable children and young people, particularly those from underserved communities, to learn, develop, make informed choices, and realise their potential.
