

BOOKWORM

Libraries in Schools

Annual Report 2013 - 14





Bookworm strives to bring stories alive to as diverse a population as possible with the view to support literature, literacy and enhance the human experience that comes from reading. The organization uses storybooks as a medium for learning and developing language.

Libraries in Schools (LiS)

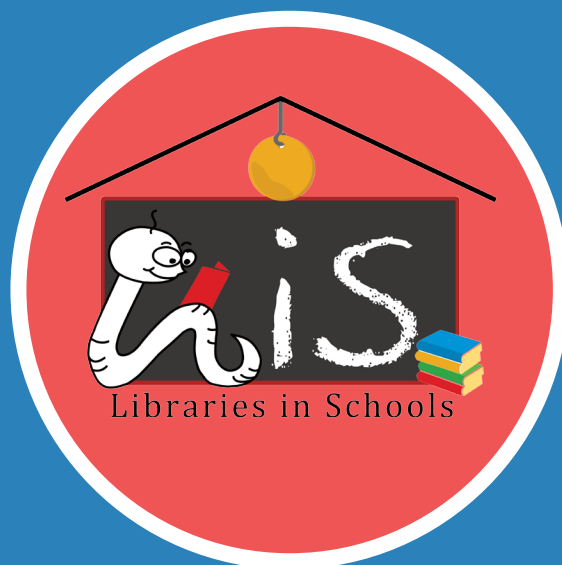
Bookworm works within the education system through the Libraries in Schools (LiS) program which aims to support schools that are under-resourced with trained library educators transacting reading materials to build a relationship with books.

Mobile Outreach Program (MOP)

The Mobile Outreach Program takes reading, story telling and other literacy related activities into community areas. MOP caters to children who are first generation school goers from families with limited socio-economic resources.

Library & Resource Center

Since its inception, Bookworm Library has been constantly expanding its collection of good books which include a wide range of fiction, non-fiction, picture books, early concepts, board books, books by Indian publishers, graded readers, chapter books, poetry etc. for ages 0-15. The organization has also developed programs, resources and activities that connect to the core of story books, literacy and learning at the center.



Story telling is the oldest form of narrative enquiry. Learning to be literate is the most pressing need for communities who are emerging into school literacy. The Bookworm **Libraries in Schools (LiS)** program aims to bring these two strong principles together to strengthen learning, literacy and the human experience.

Reading has strong links to language development, spelling, creativity and the human experience. Bridging the non-literate and literate worlds is best mediated through the pedagogy of storytelling and story reading. Creativity and artistic ability is also strengthened through visual stimulation that comes from good picture/illustrated books.

The LiS program provides grade appropriate reading resources to children who are first generation school goers and uses the story telling method to develop thinking and literacy skills.



Rationale:

- » Access and engagement with books is central to learning.
- » RtE Act (Right to Education Act, 2009) mandates libraries in all schools.
- » Children's reading skills are not at the age and grade appropriate level.
- » Children show weak engagement with print due to poor literacy instruction strategies.





Features of LIS Sessions

- » Collection of good books
- » Trained Resource persons
- » Browsing & Independent reading
- » Read aloud
- » Classroom talk
- » Extension activity
- » Borrowing & Lending



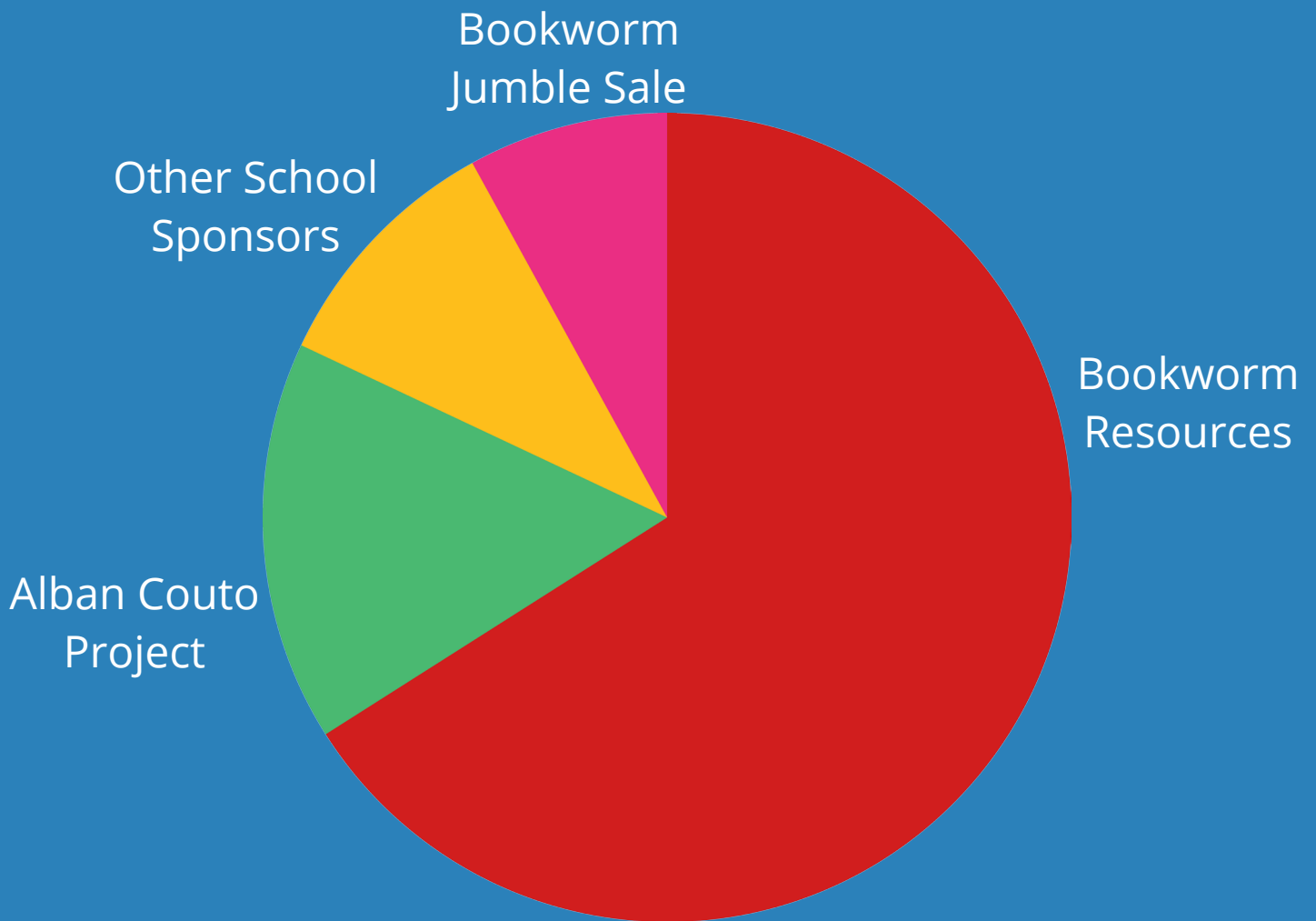


Funding

Libraries in Schools is a program that is offered at **ZERO** cost to the school and the children it serves.

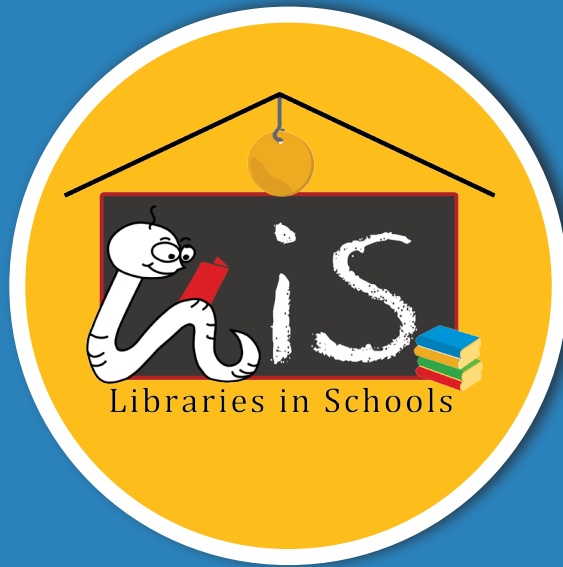
LiS out of pocket cost to Bookworm is Rs. 730 per child per year. The program has reached 1251 children with a large subsidy from Bookworm domain experts, Bookworm's repository of books and prior knowledge and experience which is not charged to the project.

The program has managed to raise support from multiple sources as under:



LiS is constantly seeking funding support.

Contact us at mail@bookwormgoa.in if you are interested in supporting us.



8
Schools



33
Grades



1250+
Children

8
Resource
Persons



16200+
Books Rotated



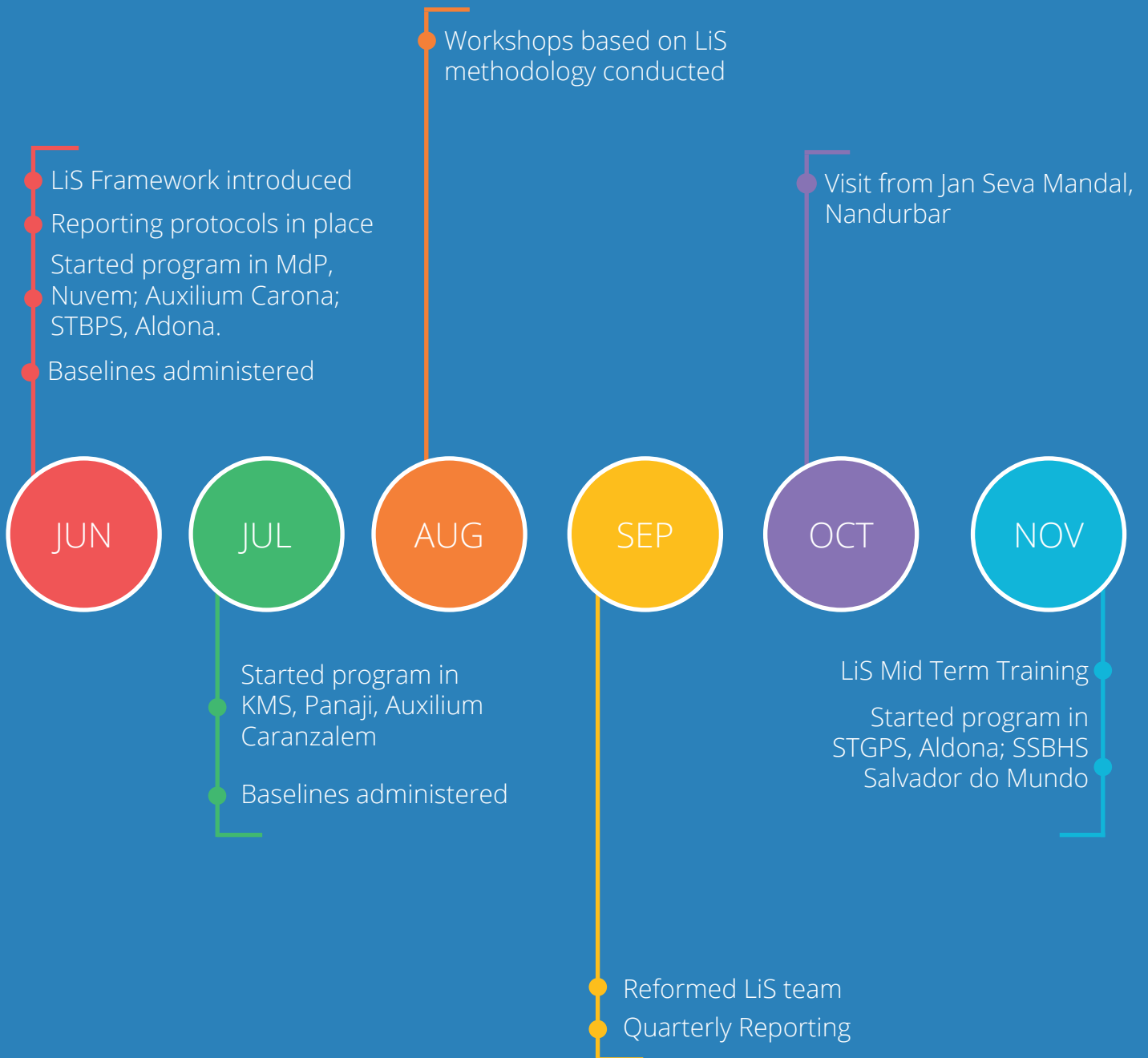
Books Rotated

700+
Story Sessions



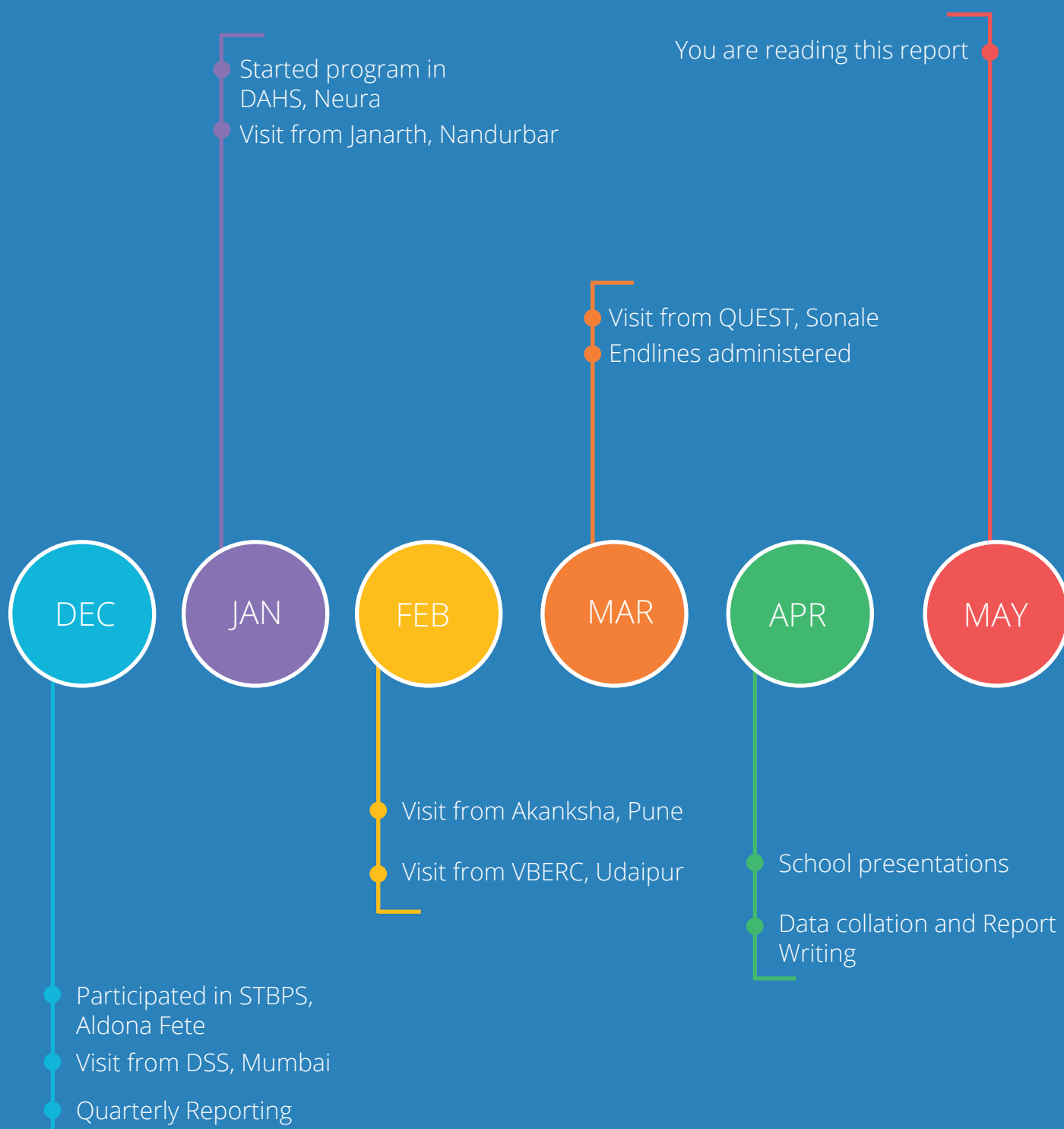


2013 -14 Program





Year Highlights





Mae dos Pobres, Nuvem

REPORT CARD

Duration of Intervention	10 months
Average class size	34
No. of sessions per month	24
Total no. of sessions	143
No. of children receiving intervention	201
No. of books lent	1840

Mae Dos Pobres Primary School is situated behind the Nuvem church in South Goa. It is affiliated to the Goa Board and has classes from Pre K to 10th grade. Bookworm has been conducting an intervention in this school for 2 years, starting with the 3rd grade, and progressing to grades 1 through 4 in the last academic year. It is a co-educational school, and from working in this school, we have observed the definite growth in the childrens' reaction towards print and a growth in handling and care of books. The staff has been supportive and have facilitated the resource team and have made an effort to be a part of and observe LiS sessions.





Auxilium Primary School, Carona

REPORT CARD

Duration of Intervention	10 months
Average class size	41
No. of sessions per month	20
Total no. of sessions	129
No. of children receiving intervention	206
No. of books lent	1740

Auxilium Primary School, Carona is situated in Bardez Taluka in North Goa. It is affiliated to the Goa Board and has classes from Pre K to 4th grade. Bookworm has begun conducting an intervention in this school in the last academic year from grades 1 through 4; with the support of **Dr. Maria Aurora Couto** under the aegis of the **Alban Couto Library Program**. It is a co-educational school. This school is the only one that has provided a dedicated library space and a 70 minute period for library sessions. In working with the school, we have observed a strong need to make the environment more print rich and provide scaffolding for learning. The children's involvement with the library program has been unwavering and there is a consistent enthusiasm to book browsing and reading.





Kasturba Matoshri High School, Panaji

REPORT CARD

Duration of Intervention	9 months
Average class size	50
No. of sessions per month	8
Total no. of sessions	48
No. of children receiving intervention	100
No. of books lent	856

Located in the heart of Panjim city in North Goa district; Kasturba Matoshri is a school housed in a heritage structure right near Our Lady of Immaculate Conception Church and is known to be Panjim's oldest school for girls. Bookworm has been conducting an intervention in 2 grades of the English medium section in this co-educational institution. A city school that caters to 'street smart' kids, classroom management in these classes has proven to be a constantly challenging process for the team. The children despite being in grades 5 and 6 still struggle with decoding and meaning making of English language and this is a reason that Bookworm feels the need to be here. This sentiment is shared by the staff of the school.





Auxilium Primary School, Caranzalem

REPORT CARD

Duration of Intervention	9 months
Average class size	49
No. of sessions per month	16
Total no. of sessions	90
No. of children receiving intervention	197
No. of books lent	1360

Auxilium Primary School is located in Caranzalem, a suburb of Panjim city in North Goa. It is affiliated to the Goa Board and has classes from Pre K to 10th grade. Bookworm has been conducting an intervention in this school for 2 years, starting with the 3rd grade, and progressing to grades 1 through 4 in the last academic year. It is a co-educational school that caters to some of the most marginalized children in the area. With a student population of largely first generation school goers, working with this school comes with it's fair share of benefits and challenges. However, by the end of the year, shift in children's book response behaviours and the warm encouragement of the school to return next year are positive indicators of success.





St. Thomas Boys Primary School, Aldona

REPORT CARD

Duration of Intervention	10 months
Average class size	40
No. of sessions per month	16
Total no. of sessions	120
No. of children receiving intervention	160
No. of books lent	880

Located in Aldona, Bardez Taluka of North Goa, St. Thomas Boys Primary School is also supported by the **Alban Couto Library Program** seeded by **Dr. Maria Aurora Couto**. Affiliated to the Goa Board of Education; the school functions from grades 1- 4, the LIS program has been intervening in all 4 classes in the last academic year. An all boys school indeed, a definite channelling in the energy was noticed in the library period, with all the excitement and energy being focussed on listening to stories and the active discussions that happen in the classes. This school has been supportive enough to create a space for library shelving, and the staff has been proactive and involved with the intervention classes. Most uniquely, the management of this school made a space for the library program in the school's Annual Fete and are keen on the program to continuing in the year to come.





Smt. Sunandabhai Bandodkar High School, Salvador do Mundo

REPORT CARD

Duration of Intervention	5 months
Average class size	23
No. of sessions per month	16
Total no. of sessions	63
No. of children receiving intervention	90
No. of books lent	933

Set in the quiet village of Salvador do Mundo in North Goa, Smt. Sunandabhai Bandodkar High School is a school that joined the LiS program in the second term of the last academic year. Affiliated to the Goa Board of Education and having classes from grades 5-10, the LiS program in this school has been supported by the Village Child Committee of Salvador do Mundo. Intervening in grades 5, 6, 7 and 8, the team was heartened to find that even with opinionated teenagers; and boys often taller than the resource people; stories still have magic! With ongoing struggles with decoding in English, the interest shown by the children and the attention to detail was wonderful! With the developmental level of the children being more advanced than the rest of the schools that the program works with, the team stepped up the level of the lesson planning and execution as well. The management; through Bookworm's working time there has been supportive and has expressed the need for the program to continue.





St. Thomas Girl's Primary School, Aldona

REPORT CARD

Duration of Intervention	5 months
Average class size	46
No. of sessions per month	16
Total no. of sessions	62
No. of children receiving intervention	183
No of books lent	1303

Having joined the LiS program in the second term of the last academic year, St. Thomas Girls Primary School, Aldona showed quick responses to library sessions. Affiliated to the Goa Board of Education and having classes from Pre-K to 10, the program has conducted intervention in grades 1 through 4. An all girls school, the energy here is certainly different from the other schools. Quiet and proper, the excitement levels spiked in these classes when books were brought out. The book borrowing and return process was smoothest in this school and every child had an active and careful selection process when it came to book selection, and they had no reservations in stating their opinions about books either! The staff was welcoming to the LiS team and were grateful for the introduction of the program to the school. In including this school, LiS completes an Aldona presence.





Dayanand Arya High School, Neura

REPORT CARD

Duration of Intervention	3 months
Average class size	29
No. of sessions per month	16
Total no. of sessions	39
No. of children receiving intervention	114
No. of books lent	467

Nestled in the centre of a vast open expanse in the quiet village of Neura, is the Dayanand Arya High School. Catering to the children from around it, the numbers in each of these classrooms is small when compared to most schools. This school is affiliated to the Goa Board of Education. The school is supported by **Dr. Fernando Noronha**. The program works with grades 1, 5, 6 and 7 of the school. In a very short time, the anticipation of the library sessions was very obvious in the schools, with Std. 1 most notably chanting 'Library teacher *aile!*' when the resource team would be outside the class. The small numbers in these classes facilitated qualitative discussions that the students made a conscious effort to ensure were in the English language. Bookworm is no doubt of the need to scaffold the literacy process in this school.





Learnings

In this year, the LiS program has been consolidated on many fronts

Design: After engaging with schools through multiple modes of delivery and engagement, it has been determined that an effective approach to ensure that reading occupies it's space in classrooms, is to directly engage in the classroom. This is achieved by placing resource persons in the school and becoming partners with the school in ensuring resources and access to more children.

Relationship with School: Formalising a MoU enables the school and Bookworm to enter into a professional relationship. Schools have been very supportive and welcoming and it is anticipated that this relationship is strengthened.

Identifying Schools: So far, for identifying schools for LiS, two modes of selection have been undertaken – schools that have a high intake of disadvantaged children and schools where financial support/ sponsorship has been offered to the program.

Duration of the Intervention: Given the rich mandate that Bookworm aims for, time in the classroom is crucial. It is the reality that literacy is a struggle for children in all the schools Bookworm engages with. Thus, the library session needs to play a dual role in the beginning, provide language and literacy support and then moving on to literature. In trying out different time frames the most suitable is a 'double period' once weekly across grades.





Program Highlights

- » Organized session plan formats with planning criteria, meetings, reporting and feedback.
- » Developed training model for Resource Persons
- » Developed detailed lesson plans for over 100 books
- » Developed LiS curriculum
- » Developed classroom materials
- » Systematic book lending and borrowing system
- » Developed classroom management techniques for large classrooms



Dissemination and Sharing

On multiple fronts, the LiS program is emerging as one that can become a demonstration site for other organizations/schools and within the school it is hoped that the philosophy and practice refreshes teachers to rethink about engagement with literature and strengthen reading, writing and thinking.

Exposure Visits: Representatives from 6 different organizations have visited Bookworm and observed LiS sessions in the past year.

Jan Seva Mandal, Nandurbar, Maharashtra; Doorstep Society of School; Janarth – Dhadgaon Maharashtra; Akanksha Foundation, Pune; Vidya Bhawan Society, Udaipur; QUEST, Thane Dt. Maharashtra.

Blogs and Reports: Quarterly reports were provided to supporters and monthly blog posts averaging 6 per month were written and shared. The blogs have a good readership with 8839 visitors to the website and 18500 page views which are significant for a small organization like Bookworm!

Bookworm posts are also featured in Tulika, Pratham and Eklavya newsletters.



Student Achievements



- » Improvement in handling and care for books
- » Stronger relationship with books
- » Continued excitement about library sessions
- » More classroom talk
- » Stronger writing skills in terms of sentence structures and free writing opportunity
- » High level of creativity due to the strong element of free drawing and expression encouraged
- » Beginnings of Story grammar with identification and recognition of author/ illustrator and characters in books
- » Growing ability to summarise stories and reflect on themes
- » Deeper connections between home and school context and language through the mediation of good stories.
- » Improved listening comprehension and attention
- » More co-operation and improved classroom behaviours
- » Growth in autonomy, responsibility and child participation





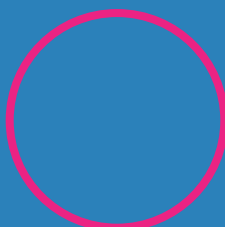
Feedback was shared with teachers and management in most of the schools. It was found to be a healthy exercise of sharing and identifying common areas of improvement.

Teachers reported how:

- » Children anticipate the Library sessions
- » Have improved care and handling of library and other books
- » Have demonstrated improvement in reading levels and motivation to read
- » Appear to be improved critical thinking and creative energy

Teachers also reported how:

- » Classroom management techniques from LIS have helped them in class
- » Freshness and lack of monotony in the LIS classrooms have sparked creative ideas in the school
- » Regularity of the program has been inspirational



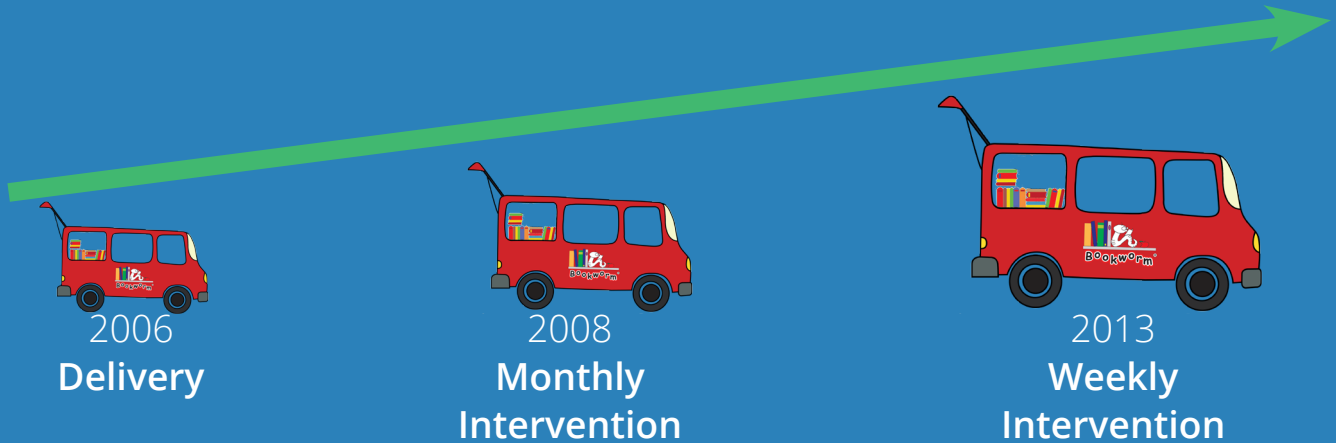


Assessment

We made conscious choices this year to systematically assess our work at various points of the program.

Program Level

The program is consolidated at a weekly intervention model in schools.



Resource Person Level

Resource persons within LIS observe, demonstrate, provide feedback, discuss and share learnings and understandings through out the year. Trainings, workshops, study group meetings and planning groups are part of the LIS design to loop continuous feedback into richer understandings and delivery.

Student Level

- » Individual Profile data
- » Literacy baseline
- » Case Study on sample
- » Evaluation of written work
- » Reflection on classroom Talk
- » Analysis of Borrowing and Lending pattern





Acknowledgements

The LiS program has been possible because of the support of many people.

Donor Support (2013 - 14)

Dr. Maria Aurora Couto, Village Child Committee, Salvador Do Mundo, Dr. Fernando Noronha, Pritha Sardesai, Heather and Anne Bradley, Lara and Amrita Patwardhan, Vilasini Keny, Lions Club, Maureen Sequeira.

Programmatic Support

Programmatic support (2013 - 14) has been generously provided by Elaine Mendonsa, Chetna Malhotra, Niju Mohan and volunteers who support the Bookworm Jumble Sale.

Report Design

Report design and layout by Niju Mohan. Illustration credits Isa E Flores and Eva Dumistrescu.

Photo Credits

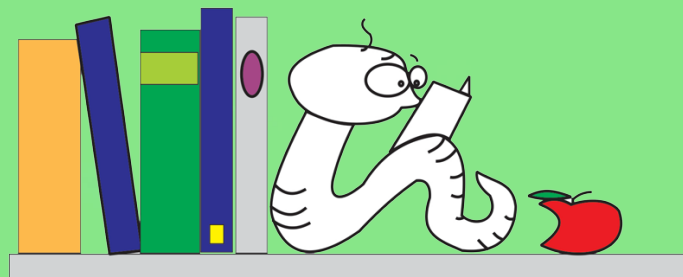
LiS Team

Intervention Support

Intervention Support was made possible because of the 8 School Managements, Staff and Students.

2013 - 14 LiS Team

Priya Jahagirdar, Krystal Cardozo, Sheena D'Mello, Isa E Flores, Flavia Lobo, Priya Naik, Nagappa Lamani and Sapphira Gomes.



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+91 9823222665