

BOOKWORM TRUST

ANNUAL REPORT

2017-2018

BOOKWORM

IT'S ABOUT A WAY OF LIFE

The Bookworm Library started and continues with one goal and desire: to enable accessibility of its books to children of all ages, backgrounds, means and abilities. It has grown around a vision:

'To inspire and develop a love for reading as a way of life, nurturing humane engagement in every girl and boy.'

The Bookworm Library is a treasure trove of over 21,000 books in all sizes, shapes, genres and categories and includes some of the finest and highest quality of children's literature in the entire country. The collection, which also includes books for older readers, is constantly being updated and augmented.

SOME STATISTICS FOR 2017-2018

Members who visited the Library: 835

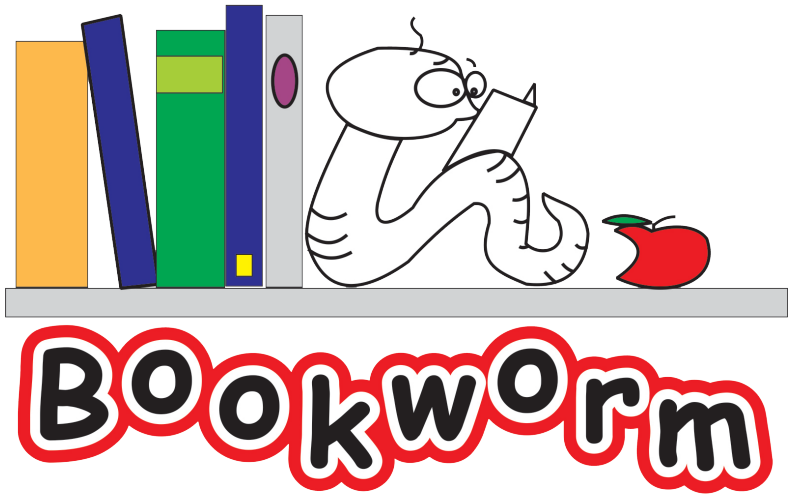
Visitors (non-members) to the Library: 2,080

New members: 83

Books added to the collection: 1,560

Books borrowed through the year by members: 3,003





Taking Books to the Children

The focus is on children. But not every child can come to the Bookworm library in Taleigao, so Bookworm Trust runs two Programmes, which make books and the joy of reading available to children who do not have access to them:

- **Libraries in Schools (LiS)**
This Programme delivers books to young learners (between Standards One and Six) in eleven schools in Goa.
- **Mobile Outreach Programme (MOP)**
This is a Programme that allows the children of five communities in and around Panjim to have access to books.



Book Lending to Schools

Besides the LiS programme in which Bookworm conducts library sessions in schools, Bookworm also lends boxes of books to different schools that wish to access the Library collection. The school takes charge of these books and lends them out to the children. Typically, every six months the books are brought back to Bookworm and another set of books goes out. This year, books were lent to two schools - Regina Mundi and the Goa School of Light.

The Book Stop Project

Bookworm's Book Stop project sets up small open libraries that are free and open to all in public spaces. One book stop was set up outside a shop in Aldona on 13th August 2017. Bookworm plans to set up many more in different areas around Goa next year. The books in these book stops are replenished by Bookworm from time to time.

SECTION 1



LIBRARY AND RESOURCE CENTRE

IT'S MORE THAN JUST BOOKS

While the heart of Bookworm lies in its books, it is also a space for creative learning kept alive and vibrant through a variety of programmes for children as well as adults.

For Children

Pre-school Mornings

Every Saturday morning little ones, from ages eighteen months to six years poured into Bookworm. For two and a half hours the children listened to stories and talked about them, sang songs, played games, dabbled in art and craft. And without knowing it they were building up an interest in reading books, while at the same time being encouraged to let imaginations fly and develop critical thinking. Catch them young and these habits will last a lifetime.

Lap-time Baby-time

For a couple of months parents came to Bookworm with their babies, where they sang and read to them. Each child unique but responding to a primal stimulus to communicate, to listen, to respond and to learn. It was astounding to be reminded of how naturally children learn and how joyful the process can be.





Speech and Drama

- **Theatre on the Beach (4th March)**

Theatre on the Beach with Bookworm was held at Miramar Beach. Guided by Alia Sinha, the group engaged in theatre games and activities, against the backdrop of the sea.

- **Trinity College Exam in Speech and Drama (29th July to 23rd October)**

Rajyashree Dutt provided training for The Trinity College Exam in Speech and Drama.

- **Act Out workshop (1st July to 7th October)**

The children were introduced to the actors' tools by Rajyashree Dutt. They analysed text, created characters and expressed different emotions. Exercises and games helped to encourage fluency and develop self-confidence, improve concentration, and foster respect and trust among the group. At the end of twelve sessions the children performed 'Grasshopper on the Road' by Arnold Lobel for a small audience.

Language and Literature classes

With a small group of middle schoolers who are being home-schooled, Sujata Noronha explored a number of themes, forms, genres and voices in writing.

The children attended a workshop on the different ways in which one can write a memoir, facilitated by Janhavi Acharekar. They also performed 'Christmas Truce' by Aaron Shepherd.



Workshops

Workshops such as Kidz cook, craft, dance, art, quilling, puppetry, and digital storytelling encouraged the idea of a library as an active space for creativity. All the workshops revolved around Bookworm's vast collection of books.



Fun Events

- **Summer Blast
(28th and 29th April)**

An event with books, games, quizzes, music, food and other fun activities for children and their parents was held at the Garcia d'Orta Garden in Panjim.

- **Bookworm Summer Camp
(April)**

A three week extravaganza with photography, art, craft, dance, drama, outings and cooking.

- **Christmas Event (27th
December)**

The children enjoyed a Christmas event in the library with a Christmas word hunt, story reading, baking, a short film and some craft.





FOR THE NOT-SO-YOUNG

Collaborative Stitching

For four years Bookworm's Stitching Circle, facilitated by Nilima Braganza, has been gathering in the park in the summer and around a table at Bookworm in the monsoon to stitch together. Each Circle lasts for about 12 - 14 weeks and begins with an idea that grows into a hand-stitched project. It brings together a diverse group of people who share the love of stitching, books and Bookworm, their journey perhaps richer than the outcome.

In 2017 the Stitching Circle made a hand-quilted bookstand. Around 14 - 16 women of all ages sewed interesting scraps on to a long measured piece of fabric to create a shelf within a book stand.

Dialogues

Monthly dialogues, facilitated by Radha Gopalan revolved around current issues and events of our times. Why? Because complex issues require collective exploration. Some of the topics covered were 'What we throw out', 'Ideas of equality, justice and the Indian Constitution' and 'Rivers, Races and the Rallies around them'.



Movies

Over the year several movies were screened and followed by animated discussions. Some of the films were: 'Paterson', 'Shakespeare in Love', 'Begin Again', 'Burnt' and 'Freedom Writers'.

Poetry Appreciation

Poetry lovers met once a month to read and critically analyse a particular genre of poetry or the works of a particular poet. Participants were often encouraged to share their own poems with the group. The sessions were facilitated by Jugneeta Sudan.

Play Reading Circle

Not enough people read plays and there is a wealth of good drama gathering dust on bookshelves. Thus was born the idea of the Play-Reading Circle. Facilitated by Rajyashree Dutt this group met every fortnight to read plays by several of the great American, British and Indian playwrights. This programme was open to anyone and everyone got a chance to read and to participate in the lively discussions that followed each reading.

PROFESSIONAL DEVELOPMENT

Through resource support, capacity building and mentoring programmes Bookworm has been sharing its wealth of experience with other institutions in India that want to strengthen their libraries.

- **Story Books in Preschool Literacy Development (11th November)**

Bookworm team members conducted this workshop for 24 participants at Sethu.

- **Kathavana (14th November)**

Three members of the Bookworm team conducted Read Aloud sessions and workshops in Bangalore, as part of this Children's Literature Festival.

- **Training of Teachers and Students in Karnataka (23rd to 31st October)**

A team of seven Bookworm members visited two schools near Mysore - The Vivekananda School of Excellence at Sargur and The Vivekananda Tribal Centre for Learning at Hosahali. The team was involved with workshops/ events and library organisation and worked with teachers, teacher trainees and children from various age groups.

- **Workshop for Pre-Primary Teachers**

This workshop has been conducted by Bookworm every year for the last five years, for primary teachers, homemakers and regular students who want to become primary teachers. This year, 24 participants attended the workshop in Ponda at the Dada Vaidya College of Education. Sessions covered 'Classroom Libraries', 'Puppetry' and 'Multiple Intelligences'.

- **Children's Library Unconference 2018 (8th and 9th February)**

Sujata Noronha along with Deepali Pitre Correya and Shraddha Belgaonkar, attended the Children's Library Unconference 2018 organised by Parag (Tata Trust Initiative) at Sanskriti Kendra, New Delhi. A Masterclass on 'How to Make your Library and Collection Diverse' was led by Sujata with assistance from Shraddha. Deepali attended the same Masterclass in Hindi led by Ajaa.





- **Assessment Knowledge among Language Teachers in Schools in Macau and Goa**
Bookworm collaborated with Prof Rama Matthew and her research assistants on this research project. Teachers of various schools in Goa were given questionnaires and interviewed regarding their knowledge and practice of methods of assessment.

- **Refreshing Children's section in Public Libraries (21st November)**
This workshop, facilitated by Bookworm members with help from members of the Central Library, was held at the Navelim District Library. 81 librarians from panchayat and taluka libraries participated in this workshop.

- **Library in the Pilerne panchayat**
Over 600 books were selected and categorized for this new library. Library Educators Certificate (LEC) Course.

- **Shiwatso Library in Mundgod, Karnataka**
Sujata Noronha was invited by Mr Phuntsok Dorjee to conduct a two-day workshop at the Shiwatso Library for parents, pre-primary and primary teachers. The sessions included various interactive activities to show the importance of reading and how the Shiwatso Library can be used by the entire community and the settlement schools. There was a tremendous response with participants turning up in large numbers.



LIBRARY EDUCATORS CERTIFICATE COURSE

The annual Library Educators Certificate (LEC) Course is conducted by Bookworm and supported by the Parag Initiative of Tata Trust. Parag works with partners to rejuvenate libraries for supporting literacy and learning through children's meaningful engagement with books.

The LEC Course is a first-of-its-kind professional development course for librarians, teachers, development sector professionals, literacy educators, language experts and others who work with children and books. It enables practitioners to imagine the library as an innovative and creative space that is open and active and to build their skills for designing effective library sessions with children.

The Course is a mix of theory and practical sessions with three contact periods and two distant periods.

Upon completion participants would be able to:

- Set up a library collection of children's literature with attention to variety, diversity and selection.
- Plan and organize library programmes to ensure engagement with books and reading practices
- Develop a deeper understanding of how children's journey with reading unfolds and can be nurtured and strengthened by a library educator
- Initiate collaboration and administrative aspects of library work
- Internalize a personal and professional vision for library work
- Recognize what the critical elements of library practice are and how these elements must be refreshed to ensure vibrancy.

The course content is organized into four modules.

Each module consists of reading and audio visual material, practical exposure units and discussion topics:

- Vision for a library - Developing an informed understanding of library practice, the need for a human engagement, relevance of libraries in education and the awareness of possibilities that constitute library work.
- Becoming a reader - Introducing an approach to reading the world, the link between language and reading, how children enter symbolic worlds and socio-cultural dimensions of reading and the critical role of the reader
- Engagement with children's literature - Understanding what makes a diverse collection. Including recognizing and identifying types of books in terms of type, range, content, illustrations and theme and exploring ways to ensure engagement with the collection
- Vibrant library - Learning how to make all the units of library practice cohere in ways that ensure refreshment and joyful engagement as well as exploring dimensions of collaboration within the library.

The first annual course ran from April to October 2017, with 34 participants from all over India.



The LEC faculty meeting

The schedule, course content and structure of the Library Educators Course for 2018 was discussed and finalized at a two-day LEC faculty meeting in Bangalore. It was attended by the LEC planning and administration team comprising Sujata Noronha and three other Bookworm team members. Book discussions and Book talks added to the professional development aspect of the meeting.

Summer Internships

Internships at Bookworm give students a direct exposure to work in the organization and in the field. Interns explore their talents within the workplace and contribute their strengths to the effectiveness of a team. While they work in areas of their interest and study, their work exposure includes all aspects of the job.

This year Bookworm had eight interns from different fields and areas of study, for differing amounts of time.

TORCHLIGHT: A JOURNAL OF LIBRARIES AND BOOKISH LOVE

Torchlight is a digital space for nuanced, multi-disciplinary, multi-media, contemporary responses to the domain of the Library, in India. It is a portal dedicated to preserving the spirit of free thought and the intense pleasure present in the act of reading.

Torchlight is held together, and afloat, by a loose collective of witty library educators and assorted book lovers who came forth in response to a clarion call from the Bookworm Library (and All The Libraries, symbolically) to pledge their critical faculties, individual passions and introspective hearts to the larger flame.

Every quarterly edition features two sections:

Spotlight: Illuminating ideas around each edition's theme.

Chiaroscuro: Perspectives that inform, educate, entertain, provoke and inspire.

Four issues were brought out in 2017-2018. The themes were:

Issue 1: WHY Libraries - a self-reflexive approach in defence of libraries

Issue 2: Libraries and the Community

Issue 3: Children and Libraries

Issue 4: Libraries and the Digital Age

To read these issues of the journal do visit:
<http://journal.bookwormgoa.in/>

IN-HOUSE CAPACITY BUILDING



- **Story-Reading Workshop (2nd June)**

17 members of Bookworm attended this workshop facilitated by Rajyashree Dutt. They focused on text as well as performance.

- **Vision Building Workshop (19th February)**

This in-house workshop was facilitated by Oscar Braganza. The objective was to arrive at a shared vision and core values that define Bookworm.

- **Workshop on Gender (September and October)**

This workshop was conducted for nine Bookworm members by Gouthami, Bookworm's LiS Project Manager.



- **Team Exposure Visit (29th December)**

Members of the Library, LiS and MOP teams visited the Nature Story shop to explore the various ways through which the theme of nature could be communicated to children. They also visited the Bebook library at Literati, and interacted with the resource person there about how their mobile library functions.





- **Workshop on Blogging**

Niju Mohan conducted a hands-on session to introduce Bookworm team members to the widely used Content Management System for creating blogs or websites. The practical session focused on creating and maintaining a blog.

- **Professional Development Art Workshop (19th March)**

Liz Kemp held this workshop in Bookworm for the Bookworm team.

- **Library Displays**

Every few weeks, a new display is put up in the Library. These interactive displays encourage the team members and others to interact with the book collection as well as with each other, to highlight certain books or themes in the Library and to reinforce the idea of a Library as a dynamic space for creativity and interaction.

VISITORS TO BOOKWORM

Bookworm was happy to host several visitors through the year.

- Rukmini Datta and Mahesh Bhatt from Cipla Foundation
 - Priyanka and Rajkumar from MS Swaminathan Research Foundation, Chennai
 - Two sets of visitors from INELI (International Network of Emerging Library Innovators India)
 - Dipali Debroy, a writer from Delhi, who presented two of her books to the library
 - Beena Choksi (Trustee, Sahyog Trust, Mumbai)
 - Avinash Kumar (Head, Wipro CSR Education)
 - Dr Purnima Usgaonkar from Shree Sharada Granth Prasarak, Ponda and her team.
 - Pragat Shikshan Sanstha (PSS), Phaltan, Maharashtra
- Volunteers toured the library and were introduced to Bookworm's various activities:
18 volunteers visited Bookworm on 21st April 2017.

25 volunteers came on 14th and 15th September 2017.

23 volunteers came on the 8th and 9th March 2018.

- Shri Mahalaxmi Vidyalaya (SMV) 39 students and a teacher were introduced to the space through games and activities.

- Libraries in Schools (LiS) Programme

43 teachers from the schools in which Bookworm's LiS programme is implemented were invited to the library, and introduced to Bookworm through games, presentations and activities.

- Library Educators Course (11th July)

34 participants of the Course as well as 4 mentors were given a tour of the library followed by activities such as a treasure hunt and joining the play reading circle. They were shown a small play/presentation on Bookworm.



ARTS AND LITERATURE



Young GALF 2017 (8th and 9th December).

Every year Bookworm organises the Young GALF segment of The Goa Arts and Literature Festival (GALF).

On 8th December, 4 schools, with around 175 students participated in the sessions which were held by Gabriel Rosenstock, Angela Ferrao and Prerna Singh Bindra. On 9th December, 4 speakers, namely, Jerry Pinto, Pankaj Sekhsaria, Angelo Ferrao and Arthy Singh interacted with 160 students from 4 schools. The sessions were varied, involving discussions around the environment, haiku as a form of poetry, reading as a habit, and a practical session on illustrations and writing.



Nhoi - Goa River Draw

Bookworm has birthed a project called Nhoi - Goa River Draw with artist Liz Kemp, Architect Rhea D'Souza and the Goa State Central Library.

Following a thinking meeting with a few Bookworm friends in January, the project has moved to its central participants - librarians and libraries in Goa.

The project has imagined a series of drawing and story gathering workshops in different parts of Goa through the library network and others to represent sections of the river in images. The project will also harvest stories, poems, legends, lore and every day knowledge to create material that will go back into the libraries as a resource.



The first workshop was held on 27th February with 23 librarians from libraries around River Mandovi. Two participating libraries signed up to be resource sites. The project is moving into the phase of creating resource packs, finding sponsors and supporters.

In 2019 there will be the Big Reveal of the River Drawing and its stories as understood by the local people who live along and with the river.



A BIG THANK YOU

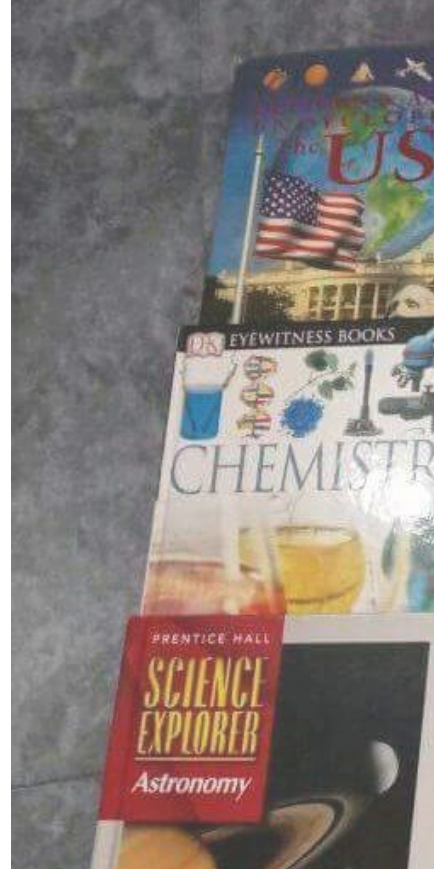
Bookworm Trust thanks the numerous members, volunteers, donors and well-wishers, who have enabled it to grow and evolve.

Books

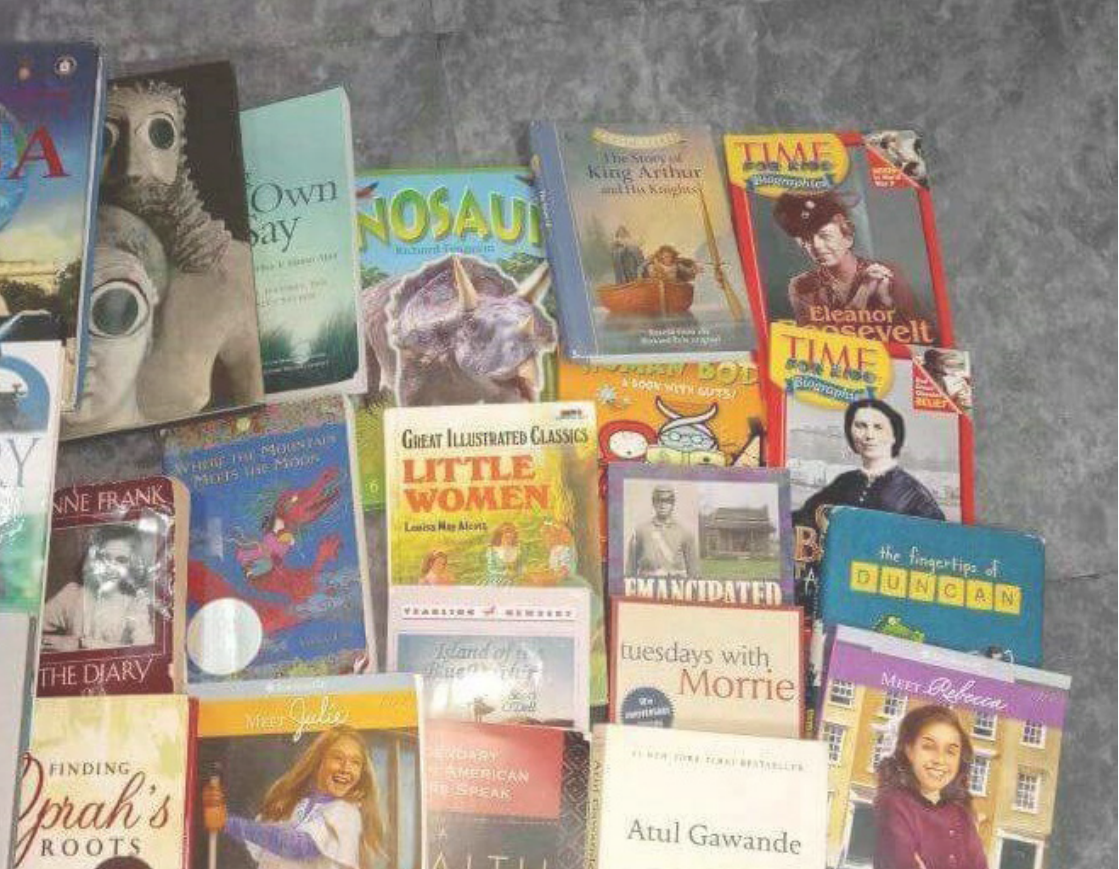
Books are Bookworm's life-blood, but as an NGO with limited resources it is not always possible for Bookworm to buy the books it would love to add to its collection. Through the year several kind donors have donated books, which have been put to terrific use in the projects of Bookworm Trust.

- **The Amazon Wish List**

The Amazon Wish List is an initiative that was started in 2017. Bookworm is now an accredited NGO on Amazon's 'Gift a Smile' platform. The wish list of books is there for any one who would like to donate books directly to the library. It has been carefully curated to add to the diversity and richness of the collection, as well as to cater to children of all backgrounds and enable an introduction to a wide range of topics through stories.



Over the last year, Bookworm received 14 outstanding books through the Wish List! Through Bookworm's two outreach programmes, 'Libraries in Schools' and the 'Mobile Outreach Programme', each book finds its way into the hands and hearts of children from varied communities and backgrounds, either through a 'Read Aloud' or through 'Book Lending', thus spreading this joy and gift far and wide.



Bookworm sends out a big Thank You to all those who gifted these wonderful treasures and to the team at Amazon for initiating this kindness.

The list is always growing. To donate, please visit Bookworm's wish list on Amazon.

[link to amazon](#)

- **The 'Novel Girl's Initiative'**
The 'Gifts of Awesome' organization in New York presented Bookworm with two sets of books on science, biographies and women's empowerment, among others. This donation was facilitated by Shamika Velho.

- **Konkani Bhasha Mandal**
The Konkani Bhasha Mandal donated a set of Konkani books to the Library.



Fund-raising - The Bookworm Jumble Sale

The Bookworm jumble sale was held on 4th February at the Campal stadium, Panjim. Bookworm is very grateful to the many people who donated so generously and volunteered their time to help Bookworm raise funds for its outreach programmes.

Other Donations

- Games and stationery have been gifted to the Library by kind hearted donors through the year
- Marita Adam from Spandan donated a computer monitor, projector, a whiteboard and some chairs to the library
- A desktop computer was donated to Bookworm by the Indian Public Library Movement
- Rajyashree Dutt donated a whiteboard and stand to the library.

SECTION 2



LIBRARIES IN SCHOOLS

THE LIBRARIES IN SCHOOLS (LiS) PROGRAMME

The Libraries in Schools (LiS) Programme is aimed at realising Bookworm's commitment to nurturing and facilitating readers – and the love of books – across all ages. Every year, through the year, following an agreed schedule, it is Library time in eleven schools around Goa. Bookworm team members give the children access to books appropriate to their age and encourage them to browse, borrow and read. Story-telling and related extension activities build a buzz around the books. By the end of each academic year, Bookworm hopes to have played a part in the development of the children's language skills in reading, creative writing, listening, speaking and critical reflection.

Schools in the LiS Programme

The LiS Programme provides a library experience and resources to schools that do not have library facilities. In the last academic year the Programme impacted the lives of **1,763** children in **11** schools:

- Auxilium School, Caranzalem
- Government Primary School, Taleigao
- Immaculate Heart of Mary School, Goa Velha
- Mae-de-Deus, Corjuem, Aldona
- Auxilium, Carona, Aldona
- 2nd Lt. Jayendra Jaiba Rane Govt. High School, Kudchire, Bicholim
- Our Lady of Succour High School, Nagoa, Verna
- Swami Vivekananda Prasarak Mandal School, Borim, Ponda
- Our Lady of Mercés School, Mercés
- Shri Mahalaxmi Vidyalaya, Panaji
- Shri Saraswati Vidyalaya, Panaji

How the Programme works

Currently, Bookworm owns and operates the Programme. Before the beginning of every academic year Bookworm signs a Memorandum of Understanding with each school. This sets out roles and responsibilities for both parties as well as the fixed days and times that will be devoted to the Library classes. Bookworm provides everything required to conduct these Library sessions, following a structured syllabus. The sessions are evaluated and a report is submitted to the school at the end of the academic year. The class teachers are not involved in the delivery of the session, though the MoU states that a teacher has to be present during the classes.

Fees

- Some schools are funded totally by Bookworm and the grants it receives
- In other schools, Bookworm charges a nominal fee of Rs 1,000 per child per year, to subsidise the Programme.

Scaling up the Programme

In an effort to widen the scope of the Programme, Bookworm proposes two additional models:

• **Model 1**

In all new schools that join the Programme, class teachers will have to attend each session. From observers they will be encouraged to become owners of the Programme with hand-holding by Bookworm.

• **Model 2**

Bookworm will provide curated book collections for each class for a nominal fee. These collections will be refreshed twice a year. The schools will conduct the sessions on their own.

The Library session

Before the start of every academic year, Bookworm's LiS Team meets to review the LiS sessions of the previous year. A syllabus for the year ahead is drawn up based on these findings.

Every Library session has certain integral components - A Settling Activity, Book Talk, Book Returning, Pre-story Game, Pre-story Song, Pre-story Discussion, Story Read-Aloud, Post-story Discussion, Extension Activity and Book Borrowing.

• **Book Care**

But first the children need to understand books and how to treat them with the care and respect they deserve. So every academic year starts off with a session on Book Care. The children are introduced to the different parts of a book, the author, illustrator, publisher etc. and are taught how to take care of the books. And just to reinforce this important message these sessions are interspersed throughout the year, every time the children come back from a long school holiday.

- **The Settling Activity**

The children need to be in the correct frame of mind to enjoy a Library session. If they are too lively they need to be calmed down; if they are sluggish they need to be energized.



- **Book Talk**

A child is encouraged to come up and talk about the book he / she borrowed. The other children ask questions in a language in which they are comfortable. This segment has helped many children overcome their shyness.



- **Pre-story Song and Game**

Songs and games are made up by the Team, keeping the central theme of the story in mind. These two segments are critical as the children start thinking about the story.

- **Pre-story discussion**

Following the song and game, the children discuss the cover of the story book. They are encouraged to share personal anecdotes.



- **Story Read Aloud**

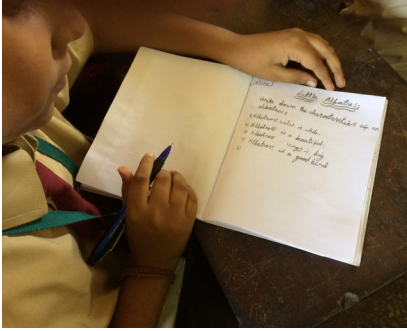
After the anticipation has built up the story is read aloud. These stories are chosen with great care, keeping the age and abilities of the children in mind. Typically simple and easy to understand stories are a part of the early sessions at the beginning of the academic year. From the second term onwards, slightly complex stories are chosen to encourage children to think more critically.



- **Post-story Discussion**

A free-flowing discussion follows the Read Aloud. The story is recalled, critical 'why' and 'how' questions are asked, story grammar, i.e., the elements of the story are discussed. Children are encouraged to link events in the story to their own experiences and give their own thoughts about the plot, thus ensuring that they have understood the story.





- **Extension activities**
Based on the standard of the children, these activities could range from simple drawing, colouring, labelling to creative writing and answering multiple choice questions.



- **Book browsing**
The children are encouraged to browse through the books laid out and choose a book independently to take home to read.



- **Book Borrowing**
At the end of the session each child takes a book home for a week.

- **Book Returning**
The children return the books they had borrowed the previous week.



Add-on Activities

This year the structure of each session was modified, and additional activities were added on across all the schools, to address certain felt needs.

- **Book Doctor**

Book care sessions were conducted through role play and the Book Doctor showed the children how to take care of books.



- **My Letter My Words**

Children of Standard Two used the workbook, 'My Letter My Words', which has been created by Bookworm to introduce the English alphabet in a comprehensive and easy way. At the end of the academic year the children took their Workbooks home.



- **Display**

A Rain Display was set up. It contained stories and poems about rain, decorated with umbrellas, flowers, moss covered stones, raindrop shaped cutouts – lots of fun things related to rain. Bookworm hoped that children across grades would browse through these books and contribute to the display.





- **Collaborative Activities**

The children of Standard Two created individual artworks based on their comprehension of a story read aloud. These artworks were put together to form a single large artwork which was displayed in the class.



- **Baseline and Endline Tests**

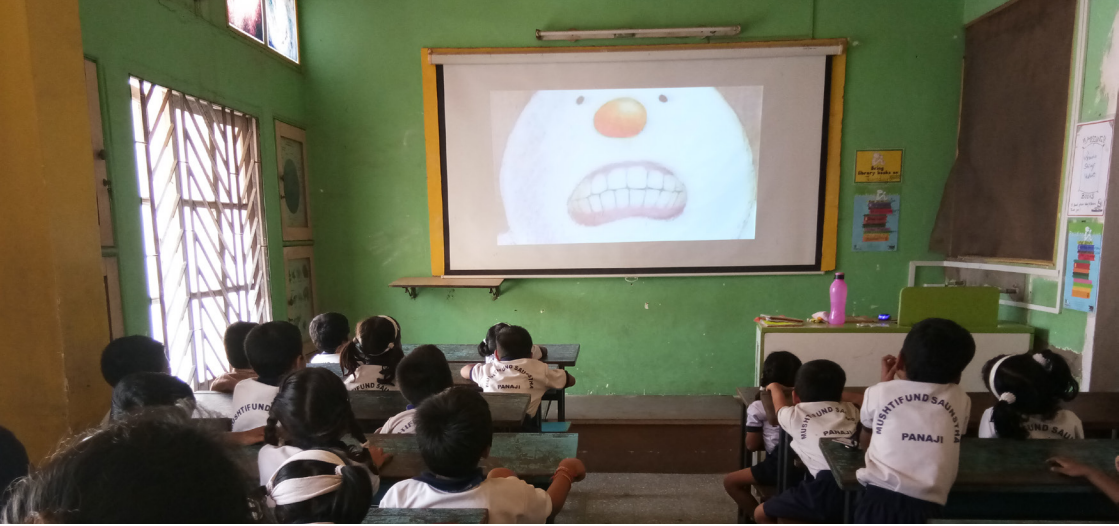
All the children in Standards Three and Four were given Baseline and Endline tests at the beginning and end of the academic year, to gauge the change in their comprehension levels.



- **Poetry**

Standards One and Two were introduced to poetry, through sessions which included singing and reciting poems in Hindi, Konkani and English.





- **Movies**

Movie screenings were followed by discussions.

- **Folk Tales and Non-Fiction**

The children of Standards Three and Four were introduced to Folk Tales and Non-Fiction books. They learnt to differentiate between fiction and non-fiction.

- **Activity Notebook**

Each child has a Notebook in which they write and draw. At the beginning of the second term the children took these books home so their parents could see what they had been doing during Library class and give feedback.

- **Guided Writing**

The Guided Writing Method was used to help the children with vocabulary, grammar, sentence construction, and spelling.





- **Reading Challenge**

All the children from Standards Three to Six took part in a Reading Challenge conducted over four weeks. In the first two weeks a struggling reader was paired with a good reader to read two books under 'Paired Reading'. The following two weeks were for 'Independent Reading' where each child read a book independently. There were prizes and certificates for the children.

- **Books**

At the end of the first term, Bookworm provided a new set of books for each class. To combat the loss of books each class had a 'Missing Books' poster.



LIBRARIES IN SCHOOLS PROGRAMME DATA 2017 - 2018

School	No. of sessions	Standards	Girls	Boys	No. of children	Books lent
Auxilium School, Caranzalem	156	1, 2, 3	119	127	246	4,408
Government Primary School, Taleigao	17	1, 2, 3, 4	22	26	48	136
Immaculate Heart of Mary School, Goa Velha	174	2, 3, 4, 5, 6	126	111	237	4,535
Our Lady of Succour High School, Nagoa, Verna	174	2, 3, 4	86	130	216	3,207
Swami Vivekananda Prasarak Mandal School, Borim, Ponda	14	1, 2, 3, 4	79	73	152	1,069
Shri Mahalaxmi Vidyalaya, Panaji	112	1, 2, 3, 4	78	90	168	3,288
Shri Saraswati Vidyalaya, Panaji	126	1, 2, 3, 4	58	70	128	3,209
Our Lady of Merces School, Merces	112	4, 5	74	103	177	3,480
2nd Lt. Jayendra Jaiba Rane Govt. High School, Kudchire, Bicholim	27	3, 4, 5, 6	57	64	121	1,664
Mae-de-Deus, Corjuem, Aldona	33	1, 2, 3, 4	39	69	108	2,216
Auxilium, Carona, Aldona	28	2, 3A, 3B, 4	92	70	162	2,839

AUXILIUM SCHOOL, CARANZALEM

Background

The Auxilium School at Caranzalem, Tiswadi, Goa is managed by the Salesian Order. It is an English medium government-aided school offering education from Pre-Primary to the Higher Secondary Section to boys and girls.

Bookworm has been conducting the Libraries in Schools Programme (LiS) in this school since 2012.

A short piece written by Sujata Noronha about the first time she visited this school in 2012 encapsulates the joy of this Programme which has been wonderfully sustained by the Bookworm team.

“Children have universal responses to a story and I am always struck by how important it is to choose story books at least at the beginning of a programme that connect with the lives of the children. And so we read ‘Joe on Holiday’. The paper construction in the book adds immense value to a simple story line that is real for children in Goa who grow up on the coast and are familiar with the beach.

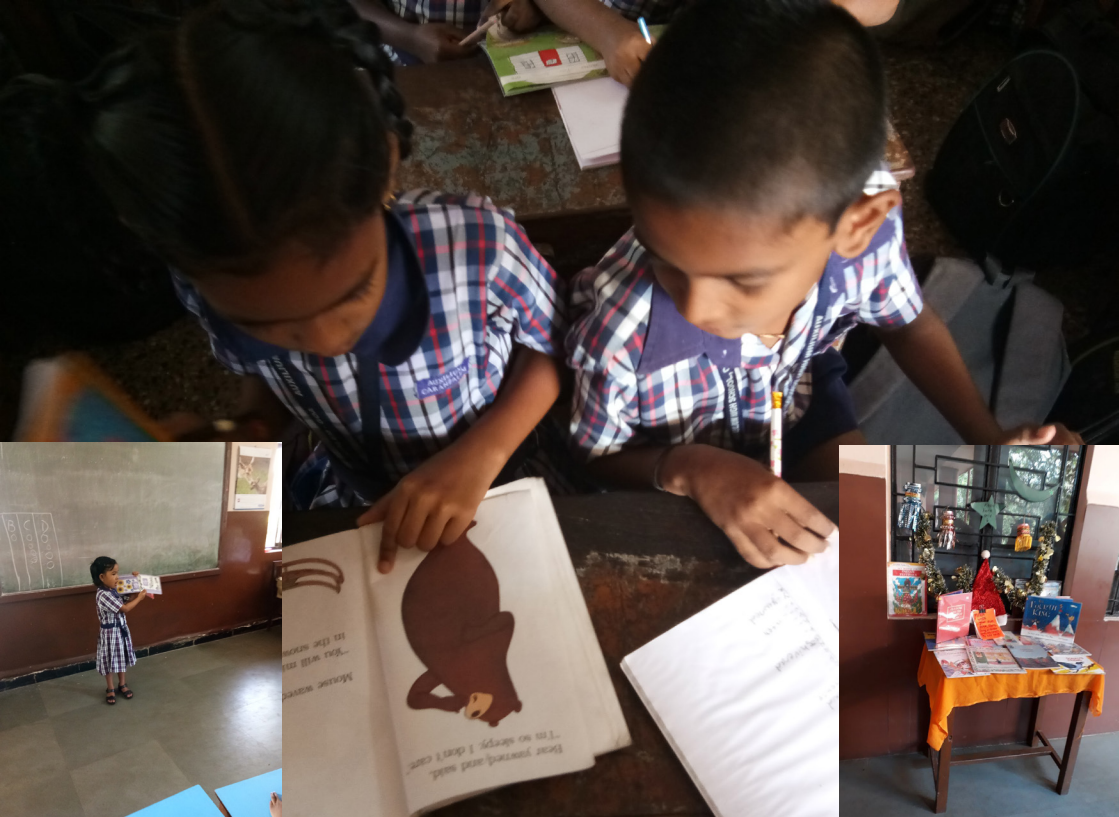
46 eager faces, followed Joe page by page and listened and repeated in both Konkani and English all that Joe did whilst on the beach. They then proceeded to put on paper a favourite experience from the beach and as a literacy educator I am reminded of how easy it is to share in images. Children drew crabs, fishing boats, ice-cream in various flavours, treasure chests and shells. They wrote the name of the book and I hope as always that they will remember Joe.”

Observations

- There were no unexpected cancellations during the academic year. This was possible due to the Principal, Sister Celine Pinto’s determination that the children should not miss out on library sessions.
- Many children brought their borrowed books to school on days other than the Library day to read and share with others.

Challenges

- Despite many efforts to retrieve them, Bookworm lost 19 books across the six classes.



GOVERNMENT PRIMARY SCHOOL, TALEIGAO

Background

The Libraries in Schools (LiS) Programme was introduced in the Government Primary School, Taleigao, in early January 2018.

The stories that were read aloud compelled the children to think and respond. Their responses were varied, intelligent and unique. After 'How can you hide an Elephant', written by Patricia Miles Martin was read aloud the children were asked, "Where do we find elephants?" The response? "At weddings!"

Observations

- From the first session onwards, the children were eager to learn new things and engage in new activities
- They took care of their books and returned them on time
- They were very cooperative and supported each other
- Over the weeks there were many changes, both in their responses and their written work.
- Their listening skills and comprehension improved.
- They lost their fear and inhibitions while presenting their Book Talks.



During one of the initial sessions, 'A Gift from the Sea' by Melanie Kunz, was read aloud. The children talked about many things that could be found on the beach, but were unable to draw anything complex. During one of the later sessions, after reading 'What shall I make?' by Nandini Nayar the children explored their creativity with balls of clay and the results were amazing.





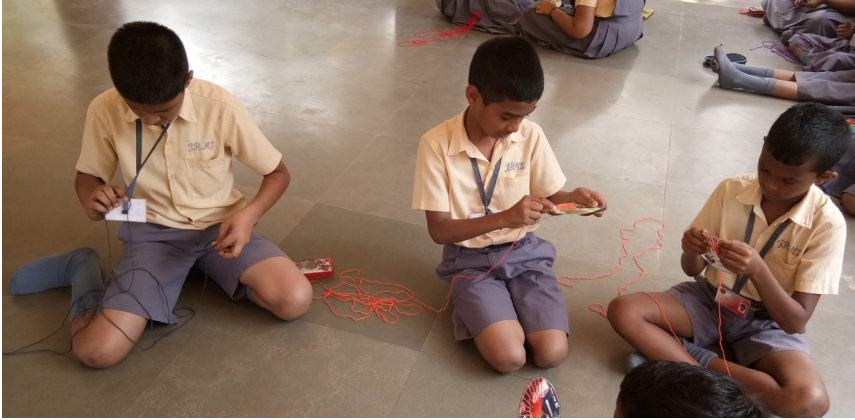
IMMACULATE HEART OF MARY SCHOOL, GOA VELHA

Background

In 2016 the Cipla Foundation recommended that the Immaculate Heart of Mary School in Goa-Velha be included in the Libraries in Schools (LiS) Programme.

Observations

- Last year, the LiS Programme was held in Standards One, Two, Three and Four (single division classes) and two divisions of Standard Five. It was decided that the LiS programme would stay with the same children to observe changes, if any. Therefore, this year the LiS programme shifted to Standards Two, Three, Four and Five (single division classes) and two divisions of Standard Six .
- In Standard Six a Book Talk Chart was put up with the name of each book talker. The children were given scores by the resource person, the class and the talker. Group discussions on books helped them to understand the elements of the story and analyse characters
- The children loved the creative sessions.
After their poetry sessions Standard Two created beautiful artworks, which were displayed in a Poetry Tree. Their Rain Display was overflowing with children's artwork, rain stories, rain poems, rain flowers, mushrooms found in the monsoon etc. They stitched bookmarks and made spiders out of yarn – the boys enjoying this as much as the girls. After reading 'One Plastic Bag' by Miranda Paul they made Christmas wreathes from recycled plastic bags.



- The younger children were shown the movie ‘The Snowman’. The children in the senior classes were shown ‘The Fantastic Flying Books of Mr Morris Lessmore’.

Challenges

- Though it is a part of the MoU between Bookworm and the school, the teachers, barring a couple of times, were not present in the class during the Library sessions.



LiS IN NORTH GOA

Background

The Libraries in Schools Programme in North Goa is supported by funds from a corpus in the name of the Alban Couto Library Programme, and from a Jumble Sale organised by Bookworm in February every year. The Programme has been running in three schools in Aldona since 2013. However, none of these schools has been part of the Programme for more than three continuous academic years.

- **2nd Lt. Jayendra Jaiba Rane** Govt. High School, Kudchire, Bicholim (JJR)
This school has been with the LiS Programme since November 2014.

- **Mae-de-Deus**, Corjuem, Aldona

This school has been with the LiS Programme since September 2015.

- **Auxilium**, Carona, Aldona

This school has been with the LiS Programme from June 2013 through March 2015 and then from Nov 2016 till today.

Highlights

- The Programme has received the unstinting, non-financial support of the Heads and staff of all three schools, and the community, to some extent.

- In Mae-de-Deus High School students brought live animals and plants for their Rain Display! However, the school took down the display, probably because of the live creatures – before the week was up.

- The children at JJR did not add to the Rain Display, though they admired it from afar. The Headmaster of the school brought the visiting local politician to see it.

- For the Reading Challenge the prizes were reserved, not for those who had shown that they could read, but for those who showed the most improvement over the Reading Challenge sessions.





Observations

- At the Auxilium School, Carona, during Book Talk in Standards Two and Three-A there seemed to be new volunteers almost every week
- The children were totally immersed in the inter-active sessions where they were encouraged to think about the characters or setting or theme of the story
- Post-story discussions, where the children discussed the characters and whether, if at all, they would have acted differently, often elicited responses that only a child could think of!

Challenges

- The cancellation of classes due to school functions was a problem as it broke the flow of the sessions
- Books were not returned in time.



OUR LADY OF MERCES SCHOOL, MERCES

Background

The Libraries in Schools (LiS) Programme continued for the second consecutive year in 2017-18 at the Our Lady of Merces School in Merces, supported by the Cipla Foundation.

Some responses from the parents after seeing their child's Activity Notebook:

"My child is reading the book to home, shows to her granny, feels good."

"Bookworm is really doing a great job. I see my child very excited to read books. She shares with us the stories at house. Thank you for being there."

"It is good to read library book children gets the general knowledge and they will know what's going around the world so good job. I am extremely happy about this."

Highlights

- The Bookworm library teachers were included in the Teachers' Day celebrations and the School Annual day.
- The movie '**Mukund and Riaz**' was screened for Standards 4 and 5
- At Cipla Foundation's invitation, Mrs. Vibha Kamat visited the school to review the library sessions. Her feedback was very helpful.
- Librarians from the Pragat Shiksha Mandal, Phaltan came to observe the library sessions.

Feedback from Resource Persons:

"The children have grown considerably with respect to their listening skills, as they have been exposed to longer stories with complex and nuanced themes. They have also become better at book talks; in terms of identifying the genre of the book, articulating why they chose a particular book, why they liked it and who they would recommend it to."

"Initially the students were very naughty and would not listen to the story. But slowly they started to change. They were paying more attention to the story. Many started showing more interest during Book Talks. Though they did have their naughty moments and bad days, their behaviour and attitude toward the library class changed."



Observations

- The Programme received immense support from the Headmaster and staff of the school
- The children showed great responsibility in taking care of the books.

Challenges

- The children of Standards 5-A and 5-B often had to strain to hear what was being said as the noise from adjoining classrooms and from the practice sessions that were being held on the stage was too loud.

- There was no teacher present regularly during the Library sessions in Standard Five-B. This could have been due to space constraints.
- No book displays were set up as adequate space was not available.
- Standard Four-B was a challenge in terms of cooperation and class management.



OUR LADY OF SUCCOUR HIGH SCHOOL, NAGOA, VERNA

Background

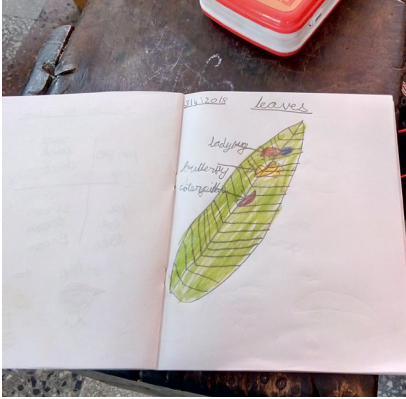
The Libraries in Schools (LiS) Programme started at the Our Lady of Succour High School in Nagoa, Verna in June 2017.

Observations

- Initially only a few children volunteered for the Book Talk but after regular demonstrations by the resource persons and with positive reinforcements, by the end of the year, every child wanted to come up and talk about her/his borrowed book.
- The teachers took responsibility for collecting the books which had not been returned.

Challenges

- Though teachers were present during the Library sessions, there was no interaction between them and the Bookworm team about the sessions or the children's reading interests.
- The Mid-Day Meal helpers distributed meals during the Library session. This was very disruptive.
- There was not much support from the school regarding changes in schedules, attendance at teacher feedback meetings and other critical issues.



Highlights

- In the first academic year Library sessions were held with children from Standards One to Three. The 2017-18 Programme continued with the same children, so sessions were held for Standards Two, Three and Four. Each of these classes had two divisions.

SHRI MAHALAXMI VIDYALAYA, PANAJI

Background

In 2017-18 the Libraries in Schools (LiS) Programme continued in Shri Mahalaxmi Vidyalaya for the third consecutive year.

The Programme is subsidised – the school pays a nominal fee of Rs 1,000 per child for the year to Bookworm.

Some responses from the parents after seeing their child's Activity Notebook:

“Library inspires my daughter to develop a habit of reading books at home. Thank you BW team for being part of my daughter and school.”

“Reading is a very good habit for my child. It improves the skill of reading, writing and speaking.”

Observations

The LiS Programme received tremendous support from the school management, the Headmistress, and all the teaching and non-teaching staff.

Challenges

- Standard Four was shifted to a new classroom which was very noisy
- The Standard Three children had some discipline issues and the class teacher had to intervene.

Feedback from Resource Persons:

“The Standard 4 children have grown tremendously in their book talks, and more importantly talking and asking questions in English. We had lively discussion around some of the stories, most notably around ‘The Story of a Panther’. The children were passionate in their telling of experiences with the wild and of what they heard and saw in the media.”

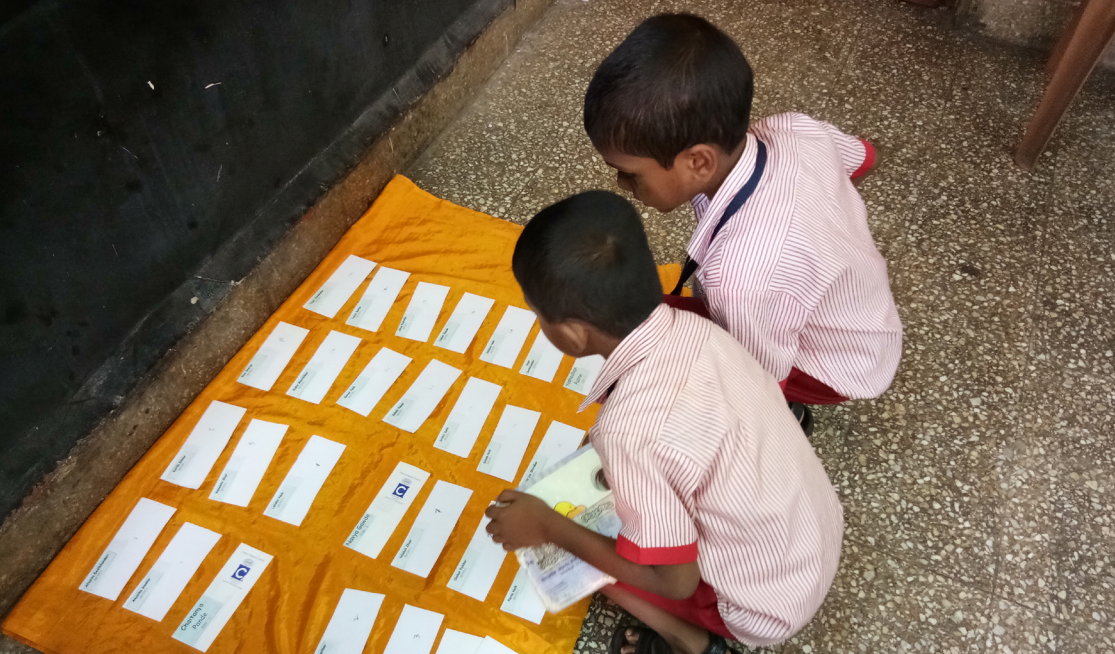
“Library period seems quite popular with the children of Standards One and Two, as they cheer us on every time we enter the building.”

“One of the students, at the end of the year, delivered a book talk in English. Hopefully this shall encourage the rest of them to do the same, in the upcoming year.”

Highlights

- Librarians from the Pragat Shiksha Mandal, Phaltan, visited the school and observed a couple of sessions.





SHRI SARASWATI VIDYALAYA, PANAJI

Background

Bookworm started the Libraries in Schools Programme in Shri Saraswati Vidyalaya, Panaji in June 2017.

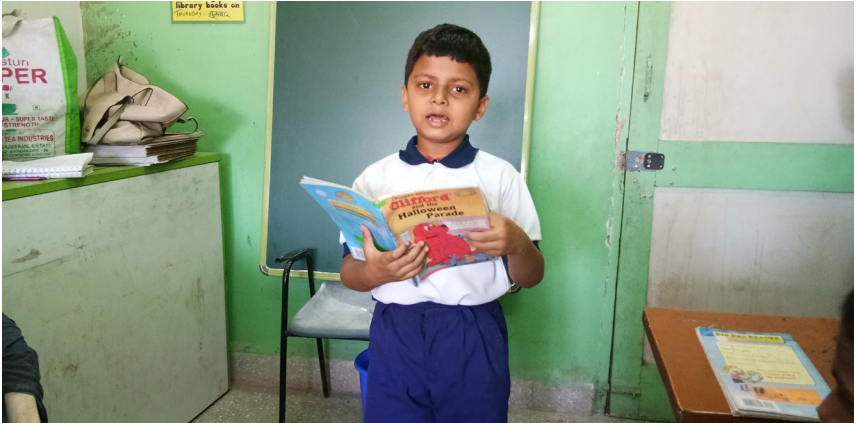
The Programme is subsidised – the school pays a nominal fee of Rs 1,000 per child for the year to Bookworm.

Highlights

- The Bookworm team members kept a record of the books taken home to create data on what the children were reading.

Observations

- The Head Mistress, the Management and all the teachers and the non-teaching staff gave dedicated support to the Programme
- There was constant communication between the Resource Persons and the school staff.





SWAMI VIVEKANANDA PRASARAK MANDAL SCHOOL, BORIM, PONDA

Background

The Libraries in Schools (LiS) Programme started in the Swami Vivekananda Prasarak Mandal School in Borim, Ponda in November 2017.

This school, recommended by the Cipla Foundation, has Pre-Primary, Primary and Secondary sections. It follows a co-ed system and there are two mediums of instruction - English and Marathi. The LiS Programme was incorporated into the Primary section of this school.

Highlights

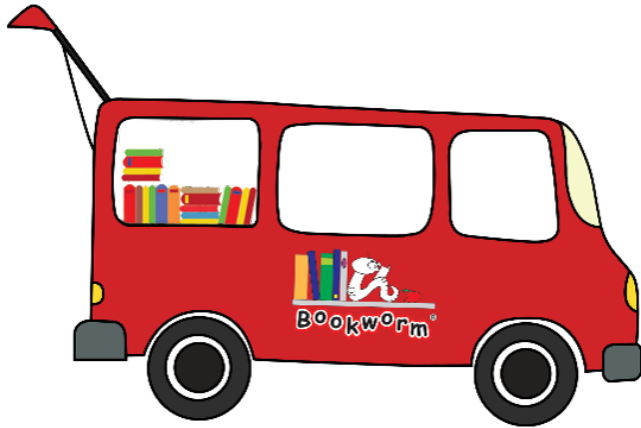
- It was decided to combine the English and Marathi medium classes of Standards Three and Four
- As the LiS sessions started in the second term, regular library sessions were held in Standards Three and Four, while Standards One and Two only borrowed books
- 152 children (79 girls and 73 boys) attended the sessions.

Challenges

- No classroom was available after the first two sessions, so the library sessions were held out in the school courtyard, under the canopy of the mango tree.



SECTION 3



MOBILE OUTREACH PROGRAMME

MOBILE OUTREACH PROGRAMME (MOP)

Bookworm's **Mobile Outreach Programme** is a community-based library programme. It takes books to children in communities which have no immediate access to a library due to various social, economic or cultural circumstances. It caters to children of all ages, the young drawn into the magic of stories and allied literacy activities, the older honing their literacy skills and finding their own voices.

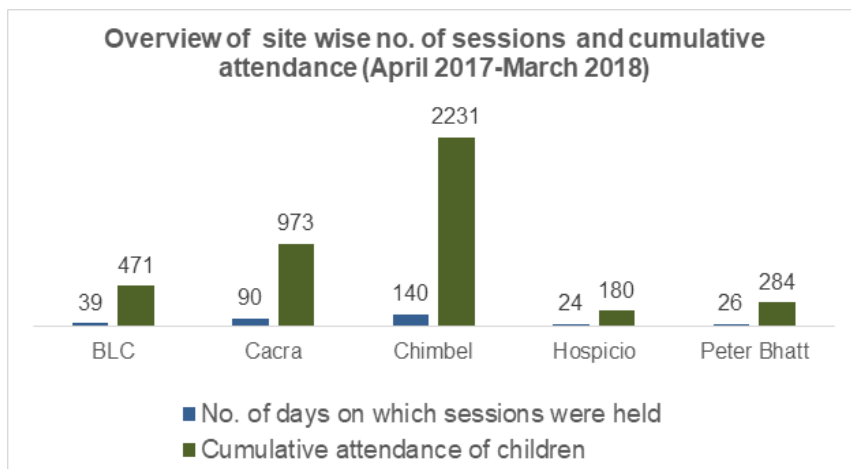
MOP, which started in 2011 has impacted the lives of hundreds of children in several communities. It currently covers five locations in Goa.

Place	Day of the week (Evening)	Started in
Hospicio, Margao*	Tuesday	Jul-17
Cacra, Near Goa University	Wednesday & Friday	Feb-12
Indiranagar, Chimbel	Tuesday, Thursday, Saturday	Dec-11
Bethesda Life Centre, St. Cruz	Wednesday	Jul-16
Peter Bhatt, Taleigao	Friday	Aug-15

The Sites

At the Cacra, Chimbel and Peter Bhatt communities, the library sessions did not necessarily draw the same children every time. However, the Bethesda Life Centre (Boy's home) and Hospicio * (District Early Intervention Centre) had a fairly constant set of children.

* Hospicio, Margao was discontinued in December 2017.



Note:

The blue bar indicates the number of days on which sessions were held at each site. If senior and junior sessions were held separately, they have been counted as one.

The green bar indicates the cumulative attendance of children and not the number of memberships or unique individuals who attended. Attendance was counted by the resource persons holding the session.

Site	No. of Sessions	No. of Children
BLC	39	471
Cacra	90	973
Chimbel	140	2231
Hospicio	24	180
Peter Bhatt	26	284

The Sessions

The overarching weekly library programme design has remained consistent over the past few years with key components of Circle Time, Book Browsing, Book Talk, Pre-Story, Read Aloud and Post-Story extension activities. In addition there have been special activities connected to books and the act of reading.

- **Circle time**

Each session started with circle time where the children joined hands and sang a few songs and sometimes played a game, to bring everyone together into the same space.

- **Book browsing**

Children were encouraged to browse through a collection of books. At Cacra and Chimbel a collection was housed in the rented rooms. Book boxes were carried to BLC, Hospicio and Peter Bhatt. The collection of books was refreshed every two months or so.

- **Independent reading**

The children read at the site during library time or borrowed a book to read at home.

- **Book talk**

A few children talked about the book that they had borrowed to read during the week. The rest of the children were encouraged to ask questions about the book.

- **Pre-story activity**

Before the main Read Aloud there was a short activity related to that story. The group sang a story-related song, then began a discussion to set the context for the story.

- **Read Aloud**

Children listened and responded to a story read aloud by a Resource Person.

- **Extension activities**

The children engaged in writing and art.

BETHESDA LIFE CENTRE

Background

The Bethesda Life Centre (BLC) is a home for boys whose parents are currently unable to take care of them. The children spend most of the year here, but the Centre is closed during the summer holidays when the children go home to their villages.

Bookworm's Mobile Outreach Programme came to BLC in July 2016.

Observations

- Of the fourteen boys who attended the library sessions, five were in primary school, and the rest were in high school.
- During Bookworm's library sessions the boys were encouraged to read, think and express themselves. Having a session with an all-boys group might bring up the stereotype of noisy and overactive, but the children were surprisingly thoughtful, graceful and attentive.
- Over the two years that Bookworm has been coming to this location, there has been a marked change in the children's ability to express themselves, a sustained eagerness to borrow books and a genuine anticipation and desire to be part of each session.

Highlights

• Read Aloud

The attention of the boys during the Read Aloud sessions was absolute. They related to stories such as 'The Village Fair' by Radhika Meganathan and giggled over others, like 'The Watermelon Route' by Quentin Gréban and 'Coyote and the Butterflies: A Pueblo Indian Tale' by Joe Hayes, illustrated by Theresa Smith. The boys preferred non-fiction and comic books.

Challenges

- A number of books went missing. Bookworm was trying to explain to the children about book care and collective responsibility for the books through Book Doctor sessions.



- There was no fixed place for library sessions, which moved from room to room, sometimes even outside the building. This created uncertainty and distraction and affected the quality of the sessions.
- The older children missed some sessions as they had to go for tuition to prepare for exams.



Extension activities

While the boys absolutely loved anything art related, writing was usually a struggle for them.

The extension activities often broke over into other areas:

- They cooked bhel together after reading '**Khichdi... Ek Lok Katha**' retold by Jitendra Kumar and illustrated by Durgabai Vyam.
- They enacted a short play after '**Where is Gola's Home?**' by Chitra Soundar, illustrated by Priya Kuriyan.
- In December a series of books were chosen related to the Christmas season. After reading '**Rabbit's Woolly Jumper**' by Mark Birchall the children made their own rabbits with socks and a lot of stuffing.
- '**The Mitten**' by Jan Brett led to the children stitching red mittens for themselves with great dexterity and concentration.
- '**The Birthday Present**' by Paul Stewart, illustrated by Chris Riddell revolves around giving another person a thoughtful gift. After the story, the boys painted a pebble that was given to them and wrote a few words about the person to whom they were gifting their stone.

The Book Talk Project

From June to September a Book Talk Project was conducted with six children in order to understand their reading abilities and patterns, the type of books they preferred, their literacy levels, and their understanding of books. It helped Bookworm gauge the needs of the children.

My Letters My Words

In January 2018 the junior children started working on 'My Letters My Words', a workbook published by Bookworm, that seeks to introduce each letter of the English alphabet to children in a simple comprehensive phonetic manner.

Films

The children watched with great enthusiasm a few short films based on adventure sports introduced by Ms Bianca, an expert in the field.

Literacy Games

Some games were played to improve the literacy levels of the children. They included word-building games, matching opposite and rhyming words, putting together puzzles, spelling out words and pronouncing them.



Motivated Independent Reading

After the children had read the books selected during browsing time, they engaged in activities aimed at strengthen their reading. They started off with easy activities like constructing story webs and then moved to slightly more challenging activities like dictionary work.

Art and Craft in the summer

When the children had finished their final exams they were immersed in fun-filled sessions of art and craft - painting, sticking

and stitching - incorporating the themes of the stories they read.

Presentation to the BLC staff

In February, Bookworm did a small presentation about the Programme - the progress made with the children and the way forward - to the Manager, Mr. Beethovan, the Counsellor, Ms. Preethi, and the Supervisor, Ms. Soso. Bookworm's Director, Mrs. Sujata Noronha, was also present. The support offered by the management at BLC was praised.

CACRA

Teacher (In School): We are going to do a project on Festivals of India. How many of you can name any festivals?

Hands go up slowly and some common festivals are named.

Teacher: India has thousands of festivals and so by tomorrow each of you must find the name of at least three different festivals.

The class looks on with serious confusion but quiet acceptance. All except Kareena. Today is Wednesday. Bookworm's Cacra Community library will be open and her answers will be found there.

Kareena (In Bookworm's library): Miss Stephanie, festival books asa?

Stephie: What kind of a book would that be?

Kareena: Non-Fiction miss!

Stephie looks on as Kareena goes to the Non-Fiction shelf and finds a book titled "Indian Festivals".

Kareena: Miss, poi ... so many festivals. Mhaka teen pooro.

By this time another 7 - 9 young readers have come into the library and everyone is interested in Kareena's assignment. Stephie identifies one or two more books around India, culture and celebrations and everyone browses, pointing to the familiar and unfamiliar, offering their suggestions to Kareena.

In school the next day.

Teacher: Who has brought the information?

Like an arrow Kareena's hand shoots up and before the teacher can say anything, she stands up and reads out clearly and strongly the names and one line of information on each festival.

Voices: (Murmuring) Internet ... Google...

Kareena: Neh! Library saan hadla.

Teacher: Which library Kareena? Did you go the Central Library?

Kareena: No teacher, our library. Bookworm library near my home.

Envious silence.

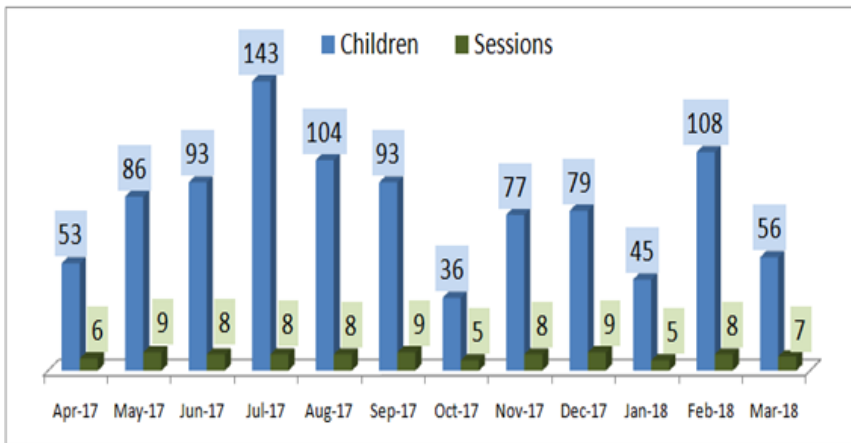
Background

Cacra, a small fishing village, is a community that has been going through great upheaval and change. The Programme in Cacra began in 2012 with Sujata carrying a bag of books and a mat and setting up under a tree. The children came and were fascinated. For years this space that created magic had to move from place to place – from the beach to a boatshed and then - as the community saw value in this activity - to the temple grounds. But each of these make-shift venues had its problems.

It is only three years ago that Bookworm finally found a room in the village which is now its library.

From 2016, thanks to the support of Eastern International Hotels Limited (EIHL), the Bookworm Trust has been able to provide a consistent bi-weekly library programme to the children of Cacra.

Number of Children and Sessions in Cacra April 2017 to March 2018



Highlights

- **Children's Participation**

There were 5 to 15 children of varying ages per session, the youngest being 4 years old. They worked well as a group, with the seniors supporting the juniors. The community was much more responsive to the library with parents dropping and collecting their children.

- **Book Talks**

Most of the children came prepared for their Book Talk. However, a few who were still learning to read and not getting reading support at home read the books with the Resource Persons who helped them prepare for a Book Talk. Interestingly, children aged 5-6 years also did a Book Talk.



- **Book Browsing**

To encourage children to browse through books on their own, Bookworm provided a 'browsing set' of books based on the children's age and reading level. The children were also encouraged to ask for a book that they wanted which was not part of the collection.

- **Reading Record**

A card system was introduced to help the children keep a record of the books that they had read. While returning a library book the children wrote their names on yellow library cards. They were given stars after a discussion about the book to understand if they had read it and help them to practice for the Book Talk.

When the children saw the growing number of book names and stars on their cards they became very enthusiastic about this system.

- **Cleaning Day**

During the year there were three Cleaning Days. The regular sessions were canceled. The children came willingly to help. They took ownership of their library, sharing ideas on what would look good and what needed to be changed, what to throw out and what to keep. Some of the children who used to attend library sessions earlier also came to help, which was really good.

- **Extension Activities**

The children came to the library when they could. In order to make the library sessions more interesting, Read Aloud sessions were chosen which would allow different activities with the children.

- **Drama**

Since many children were interested in drama, stories that lent themselves to performance like **‘The Bad King Who Became a Good King’** by A Ramachandran and Chameli were used.

After listening to each story, the children enacted it. While working on the drama, the children showed improved team-work. They also became more expressive. The play was often in English and the children communicated very smoothly without realizing that they were speaking in English.



- **Art and Craft**

The art and craft sessions were also very exciting. The children learnt Warli art followed by a story, **‘It’s Only A Story’** by Cathy Spagnoli. They also learnt a thread art technique after listening to **‘The Extra Yarn’** by Mac Barnett, illustrated by Jon Klassen. They found **‘A Story of the Dreamcatcher’** A Native American children’s story retold by Finder, fascinating and loved making dream catchers. **‘Putul and the Dolphins’** by Mariam Karim-Ahlawat, illustrated by Proiti Roy, was another story that lent itself to a session on craft.

Since the children enjoyed art and craft, a day was allocated just for that. The children referred to the books in the resource collection for guidance.



- **Quiz**

The birthday of author and Illustrator, Eric Carle, was celebrated with a quiz based on his work. The children had been prepared through a Read Aloud of his books during the previous sessions.



- **Cooking**

After a Read Aloud on ‘**Khichdi... Ek Lok Katha**’ retold by Jitendra Kumar and illustrated by Durgabai Vyam, the children worked in groups to make bhel. They enjoyed the cleaning, cutting and making the dish and many of them made bhel for their families at home!



- **Clay modelling**

After the Read Aloud of the story ‘**Walter the Baker**’ by Eric Carle, the children were given the same challenge that the baker had in the story. They had to model their clay as bread through which the sun could shine three times. They made various bakery items from clay.



- **Celebrating festivals -**

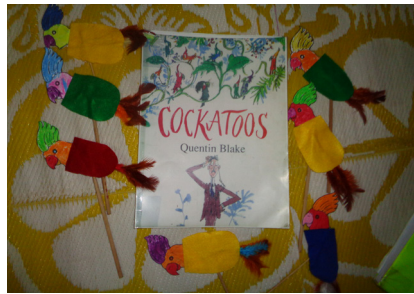
Ganesh Chaturthi, Eid and Christmas were celebrated in the library through stories and activities. After ‘**Pot Of Light**’ by Sheel Parekh was read during Ganesh Chaturthi the children



made lanterns which they hung on a rope in the library. **'Ismat's Eid'** retold by Fawzia Gilani-Williams and illustrated by Proiti Roy was read aloud after a discussion about Eid. The children designed festive clothing on a miniature doll. For Christmas the children excitedly decorated the library, sang Christmas carols, played literacy games on the Christmas theme and indulged in art and craft.

- **Book and Movie Discussions**

It is the 21st Century, and many children prefer watching movies to reading. To counter this, Bookworm conducted book and movie paired discussions. The stories **'Lost and Found'** by Oliver Jeffers and **'Mukand and Riaz'** by Nina Sabnani were read aloud. Then the children watched the movies based on these two stories. The children tried to figure out which came first – the book or the movie. They pointed out what was missing from one or the other. Some children liked the movie while others preferred the book. The Read Aloud had helped them to better understand the movie, they said.



- **Poetry**

Poems were read to the children and they were encouraged to write their own as well. The children read the poems of Pablo Neruda, the Poet of the People from Chile, and wrote poems inspired by his work.

- **Folktales**

The children found folktales like ‘**Little Masha and Misha the Bear**’, a folktale from Russia, adapted from a translation by James Riordan and illustrated by Alexi Natchev, and ‘**Coyote and the Butterfly**’ by John Hayes and Theresa Smith very interesting.

- **Non Fiction**

‘**The Coral Tree**’ by Mamata Pandya, illustrated by Pankaj Gorana and ‘**Leaves**’ by Enrique Lara and Luis Garcia were read aloud to the children who learnt many new words through a pre-story game.

- **Literacy games**

The children liked literacy games like Bingo, Scrabble and other word search games and puzzles.

- **Spontaneous fun**

While most sessions were planned, a few things happened spontaneously, like children writing letters to Nature, discussions on gender and how to solve some problems like the lights going off. That session became intense with the lights in the room turned off and a torch focused on the book.

- **Outdoor activities**

The library session also explored the outdoors through site-specific stories like ‘**The Sweetest Mango**’ by Malavika Shetty, illustrated by Ajanta Guhathakurta and ‘**Dakiya the Mailman**’ written and illustrated by A Ramachandran and Chameli.

- **Teachers’ Day**

The children celebrated Teachers’ Day where they put together a lovely programme with music and costumes for the Resource Persons.

- **Painting the library**

The children saw photos of the Chimbel library which had a painted wall, so they wanted their library room to be painted as well. a Resource Person with artistic flair worked with the children and let their imagination fill the wall with colour. The images depicted what the children really like about Cacra.

- **Football**

With the FC Goa matches being played in Goa the children could not stop talking about football. Bookworm invited Olan, a footballer who plays for Dempo Club to spend time with the children during one of the



sessions. The children were very excited especially as they were gifted jerseys by Olan who was their hero! The children then participated in a session where they explored a footballer's life through a story and decorated their notice board around the football theme.

- **LEC visit and Summer Blast**

It was important to expose the children of the community to the wider world through visits and interaction with people from diverse backgrounds.

The children had two exposure visits. Some of them visited the participants of the Library Educators' Course and told them about the library programme in their community. Some attended the Summer Blast organized by Bookworm in Panjim's Garcia de Orta garden.

- **Zumba dance**

Everyone enjoyed the Zumba dance sessions for the children.

- **Visitors**

There were many visitors to the library: Participants of the Library Educators' Course – three from outside Goa and three Central Library staff; Mr Lucio, a Trustee of Bookworm; members of the Pragat Shikshan Sanstha and a group of children from Germany who came through The Learning Centre. All of them observed a session and interacted with the children.

Challenges

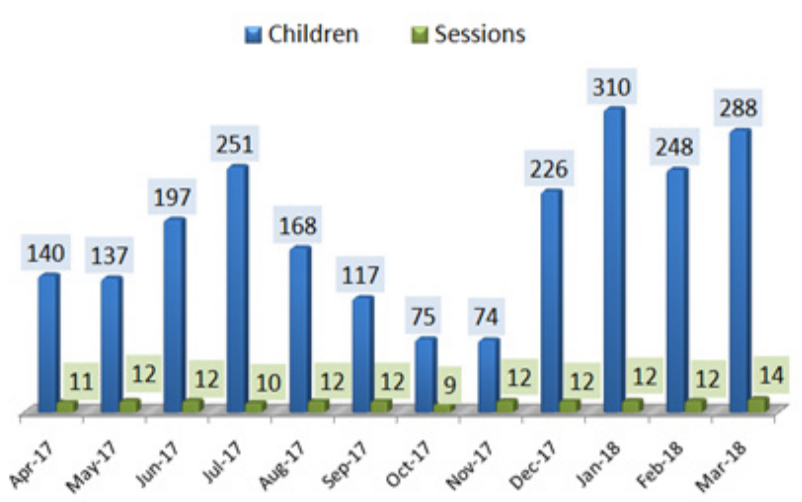
Attendance at the library was high when there was a special session. But it was a challenge to sustain children's participation in the library due to various conflicting demands on their time like outdoor games or other classes.

CHIMBEL

Background

Bookworm's library Programme in Chimbel caters primarily to a community of Muslim migrants from Karnataka. Started by Sujata seven years ago the library has had several homes, not all conducive to running meaningful sessions for the children of Chimbel. The library moved into a small house in January 2018.

Number of Children and Sessions in Chimbel April 2017 to March 2018



Highlights

There were 15-30 children attending each session. Sometimes the sessions for junior (Standards One to Three) and senior (Standards Four to Ten) children were held jointly and sometimes separately. The Bookworm team's primary focus was on the number of children attending the sessions. Through an informal survey conducted by the team they found the main reasons for poor attendance were tuition classes and household chores.



One way to combat the falling number of children attending the sessions was to offer a more interesting programme. The Resource Persons concentrated on improving their own planning and preparation.

- **Read Alouds**

There were more than 150 Read Aloud sessions.

- **Extension Activities**

Extension activities for the seniors were primarily writing and drawing, while for the juniors it was craft or working with clay.

- The senior children read **'Dakiya and the Mailman'**

written and illustrated by A Ramachandran and Chameli following which they made envelopes and wrote a letter to someone they wanted to thank.

- After reading **'Nasreen's Secret School'** by Jeanette Winter they had to write a character sketch of Nasreen.

- **'The Tiger Skin Rug'** by Gerald Rose was followed by a crossword.

- The children had several questions about the colour of the sky, objects around them and life that came to their mind after reading **'Galileo's Leaning Tower Experiment'** by Wendy Macdonald, illustrated by Paolo Rui.

- The children listened to 'Iqbal' by Jeanette Winter, then wrote a few lines about a scene in the book.



- **Book Talks**

Book Talks were introduced in early August. With poor attendance it was difficult to get consistency. However, the children were at least able to talk about their favourite picture, share a bit about their book, answer basic questions about colours and why they liked the books that they would recommend. This sometimes motivated other children to borrow the book.



- **Browsing Book set**

In January 2018 the collection of books for browsing and lending was increased from 50 to about 200. Children were encouraged to ask for books that were not part of the collection.



- **Independent reading**

Children selected books and read independently or with some help from the Resource Person.

- **Improving English**

The children's primary language is Hindi and their English is weak. Courses were held to improve spoken and written English.





- **Summer Workshops**
During the summer vacations three workshops were held: Craft, Drama, Art and Stitching. Through these activities the Resource Persons could stretch the limits of skill development, not necessarily focusing on a book.

- **Literacy Games**
The senior children played with Spell and Learn, a Giant Insect Puzzle and Pictionary, while the juniors played with word cards to guess the missing letters and association games and puzzles for fruit and colours.



- **Cleaning Day**
There were Library cleaning sessions in October and March. The children worked alongside the Resource Persons and were rewarded with profuse thanks, snacks and soft drinks.

- **Adventure Film Screening**

Four short films were screened. Bianca, an external Resource Person, gave a short introduction before and led a discussion after each film. During discussions the children understood the concept of adventure sports. They initially felt that girls were too weak to indulge in these sports but were shown a video of a girl skydiving, which was an eye-opener for them.

- **A Time Table**

How could more children be drawn to the library? A calendar for the month was published in June so that children knew in advance the sessions that would be held.

- **Art and Craft**

There were about 14 Art and Craft sessions. There were some sessions where the children gave free reign to their creativity, guided by the Resource Persons. Some followed a Read Aloud session.

- After browsing through Eric Carle's books all the children were in art and craft mode, drawing, colouring, cutting and working
- After reading a '**Tribe of Kids**' by Lane Smith, the children created about 5 animals using paper and craft materials in the



given time with 2-3 samples of each of the animals shown in the book

- '**Ismat's Eid**' retold by Fawzia Gilani-Williams and illustrated by Proiti Roy prompted the children to design and create festive clothes for a doll.



- After '**Frog's Breakfast**' by Di Lilegard, illustrated by Jerry Jimerson the juniors created a pond with a lotus and frogs sitting in it. A crocodile from '**Crazy Charlie**' by Ruth Brown was later added to the setup
- After the Read Aloud of the story '**Walter the Baker**' by Eric Carle, the children had to model their clay as bread through which the sun could shine three times.
- Children made puppets like '**Nabiya**' did in the story written by Chatura Rao and dream catchers after reading '**A Story of the Dreamcatcher**', A Native American children's story retold by Finder.

- **Drama**

There were about 17 Drama sessions based on books like '**Head to Toe**' by Eric Carle, '**Handa's Surprise**' by Eileen Browne, and '**The Knight and the Dragon**' by Tomie de Paola. Children loved drama and soon got over their initial inhibitions. They learnt to mime and play roles individually and in groups. They also learnt to watch while others performed and work in a whole group rather than in separate groups. This was a great creative physical outlet for the more mischievous children.

- **‘This is Good, This is Bad’** was great for Readers’ Theatre. The children understood the story, re-told it, read it quite fluently and amused everyone with their intonations.

- For **‘It Could Have Been Worse’** by H Benjamin the children got into its various characters and even added some spontaneous dialogue

- The **‘Library Lion’** by Michelle Knudsen, illustrated by Kevin Hawkes came alive within the Library

Children played responsible parents in **‘Our John’** by Veronique Van Den Abeele, illustrated by Emma De Woot.

- **Poetry**

14 Poetry sessions were held, starting with basic poetry writing using the five senses (I see..., I smell..., I feel..., I hear..., I taste/ touch...) as a guideline to write poetry as well as rhyme poetry. These included activities based on the following poems:

‘Pablo Neruda - Poet of the People’ by Monica Brown, illustrated by Jukie Paschkis

‘The Monsoon Concert’ by Brinda Dutta, illustrated by Sanjay Sarkar
‘Eight Balloons’, a poem by Shel Silverstein and others.

During the extension activities on poetry writing the children were free in their thoughts, their only limitation being vocabulary and writing skills.

The senior children wrote a poem on writing excuses after listening to **‘Excuses Excuses’** by Anoushka Ravishankar

‘My Many Coloured Days’ by Dr Seuss was another book enjoyed by the seniors who wrote their own colour poetry based on the colour they felt that day.

- **Book based Movies**

There were three book-based movies shown to the children - **‘Charlotte’s Web’** by E B White, **‘Mukand and Riaz’** by Nina Sabnani and **‘The Big Friendly Giant’** by Roald Dahl. The Resource Persons realized that it would have been better to read the book to the children before showing them the film and to screen shorter films.

The children listened to the story **‘Lost and Found’** by Oliver Jeffers before watching the film. Some felt the film had more detail while others felt that the book allowed better scope for imagination.

- **Surprise**

The five Surprise sessions were the most fun though the most tedious in preparation:

- A quiz on Eric Carle
- A dance to a book-related song written by the Resource Persons
- Singing Christmas carols
- Using a flexagon to demonstrate the water cycle based on the book '**Sea in a Bucket**' by Deepa Balsavar.

- **Visitors**

Three members of Pragat Shikshan Sanstha based in Phaltan, Maharashtra and some participants of the Library Educators' Course (LEC) observed some sessions and gave their feedback.

- **New Library**

The new library was inaugurated through a workshop for parents who watched a presentation on seven years at Chimbel. Children shared their experiences and helped with the arrangements.

HOSPICIO, MARGAO

Background

Dr Elyska D'sa, under the guidance of Dr Ira, requested Bookworm to start a library programme for the children who came to the District Early Intervention Centre (DEIC) in the Hospicio in Margao. Most of these children had learning disabilities.

The Mobile Outreach Programme started in July 2017 but had to shut down in December 2017 for lack of a local Resource person. Initially there were 12 children but that dropped to 9 children. A total of 26 sessions were conducted by three Resource Persons, who were later joined by a fourth.

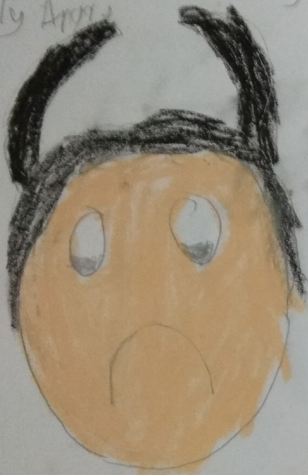
Highlights

- The children took books home and maintained their own library cards.
- With the help of the Resource Person the children learnt how to do a Book Talk. Book talk cards (which have questions that can be asked after a Book Talk) were used to improve the Book Talk level of the children as the sessions progressed.
- Some children refused to participate in group activities. The Resource Persons gave them one-on-one attention.
- In December each child was given a progress report card along with Christmas gifts.

Observations

- During independent reading most of the children preferred non-fiction to fiction. They really enjoyed folktales.
- Among extension activities the children enjoyed art and craft sessions.

When SASHIE GETS Angry REALLY Really Angry



When some one feels they feel angry



When I go for walk I feel happy

- After the Read Aloud of the story 'Walter the Baker' by Eric Carle, the children were given the same challenge that the baker had in the story. They had to model their clay as bread through which the sun could shine three times.

- At first the children were a bit shy. But as the sessions progressed they responded and coped well, with some displaying major shifts in their behavioural patterns. Many children who were shy in the beginning began opening up





- Initially the children did not like reading. They wanted to play games rather than read books. Those who could not read were extremely self-conscious. In September several changes were noticed. The children began enjoying reading. They would take some time to choose the book they wanted to read and would make an attempt to read most of the stories on their own. The reading levels of all the children improved .
- During an activity where the children had to make clay models of animals, one child who was very shy came out of her shell and revealed a completely new, competitive side to her nature.

PETER BHATT

Background

There is a small migrant community in Peter Bhatt, located in Taleigao, about two kms away from the Bookworm library. Bookworm's Mobile Outreach Programme has been running here for the past two years, but during the monsoons the area gets flooded so the Programme shuts down.

Most of the children are older and while they speak mainly in Konkani or Kannada their level of English comprehension is very good. Separate sessions for juniors and seniors have been recently started here.

On an average there are about 11-12 children at every session.

Highlights

- **Book talk**

The goal for this year was to get the children to do the entire Book Talk in English. This objective was met, but only with the senior children.

- **Book Browsing**

The children were taught the basic book types - poetry, fiction, non-fiction, process/activity book, concept book, folktale, magazine, newspaper.

- **Non-Fiction**

The children loved '**The Coral Tree**' by Mamata Pandya, illustrated by Pankaj Gorana. They knew so much about the trees around them. They did not think it was strange to have a tree as a friend!

For the extension activity they created a tree diary of a Rain Tree in the vicinity.

The children enjoyed stories on festivals and preferred stories that are based in India.

After a Read Aloud of '**The Library Lion**' by Michelle Knudsen, illustrated by Kevin Hawkes, the children wrote their own rules for their library - 'Don't destroy the books; keep the books in their proper place; don't run to the car; maintain silence and don't use bad language'

Several dictionary activities were used to teach the children how to use a dictionary as a reading aid. The children read The National Geographic magazines and were intrigued by the contents. They played literacy games.



- **Drama**

The children enjoyed some drama after a Read Aloud of **‘The Tiger Skin Rug’** by Gerald Rose and **‘Galileo and the Leaning Tower Experiment’** by Michelle Knudsen, illustrated by Kevin Hawkes. They were eager to participate and were very confident

- **Art and Craft**

The children enjoyed a few sessions on art and craft. They wanted a space to put up their work, so a cloth backdrop was tied to the trees nearby during session time.

The children especially enjoyed the Read Aloud of **‘Dancing on Walls’** by Shamim Padamsee, illustrated by Uma Krishnaswamy, which paints the communities’ household

chores in the Warli style. The children did their art work in the context of their own community. This was put up on display at Bookworm’s main library in Taleigao

The children also crafted a paper crocodile after listening to **‘Crazy Charlie’s Story’** written by Ruth Brown.

Children made mittens and other decorations for **‘A Christmas Carol’** by Charles Dickens.

Challenges

- Getting the children of the community – especially the boys – to come to the library sessions is an on-going challenge.
- A drop in book borrowing was met by asking the children to make a list of the types of books they liked. These were added to the borrowing collection and the rate of borrowing immediately went up.
- One of the biggest problems with this site was the lack of a proper space so that sessions could continue through the monsoons. Sessions were held in the main Bookworm library during the monsoons.

FUNDING

At Bookworm the programme comes first, and the funding trickles in.

- **Rent support from the Fomento Group**

For the past five years the Fomento Group (Sociedade De Formento Industrial Pvt.Ltd.) has supported the Library building. The Bookworm Trust thanks them immensely for their continued faith and support.

- **Corporate support**

Some of the schools in the LiS Programme have full external support from:

- Individuals like Dr. Mrs Maria Aurora Couto ,
- Corporate foundations like Cipla Foundation
- Jagdish Khanna,E.I.H. Ltd supports our outreach site in Cacra.
- Foundation for Innovation and Social Entrepreneurship supported the Library Educators Course.
- Other individual donors and their contributions have also played a huge role in our growth over the last year.

- **The Bookworm Fund Raising Jumble Sale**

This sale held every year is a major source of revenue that funds the outreach programmes.

- **Subsidy**

Some school managements pay Bookworm a per student/ per session subsidy that enables the programme to run effectively in the school.

- **Grant from the Directorate of Art and Culture**

As part of ‘The Goa State Village Panchayat / NGO’s Libraries Financial Assistance Scheme’, Bookworm Library receives a grant for expenditure incurred through the year, as well as a certain amount as remuneration for a Junior Librarian and a Library Attendant.

FINANCIALS

Bookworm Financial Details for 2017-18 are available to be publicly viewed at:

<http://bookwormgoa.in/bookworm-trust/>



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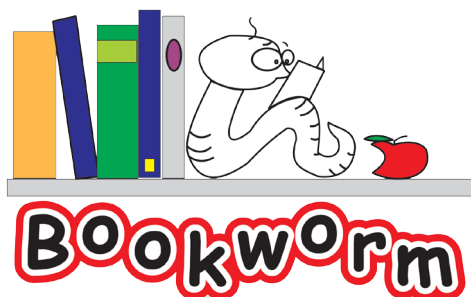
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BOOKWORM IN THE PRESS

Sujata Noronha and her inspired team at Bookworm have been featured several times in various newspapers.

The articles can be found here:

www.bookwormgoa.in/category/in-the-press/



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