

# Bookworm Trust

## 2016



*A reader today, a leader tomorrow*  
from



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The ***Bookworm Library***, which turned 10 years old in September 2015, is an organization committed to nurturing and facilitating readers- and the love of books- across all ages. It is also a charitable trust that takes libraries to children who may not otherwise have access to story-books, through the Mobile Outreach Program, and its Libraries in Schools Program.

As part of it's tenth anniversary, Bookworm is excited to present to you this document: the first Annual Library Report. What you will find in these pages describes a library like no other. We hope you will enjoy exploring it.

***Sujata Noronha***

Director



# Goa State Best Library Award



The Directorate of Art and Culture, Govt. of Goa awarded “**Goa State Best Library Award**” to Bookworm for the year 2014 - 15. Appreciating the work done by Bookworm, Secretary of Directorate of Art and Culture, Daulat Hawaldar said “*If you look at the work Bookworm is doing today, it is commendable. They have reached to the marginalised section of the society at the same time they are trying to get in more people to inculcate in them the reading habits*”. Sujata thanked the State government for giving the best library award to Bookworm and stated that people who run libraries need to have the passion and vision to make libraries active and vibrant spaces for all children.





# Overview

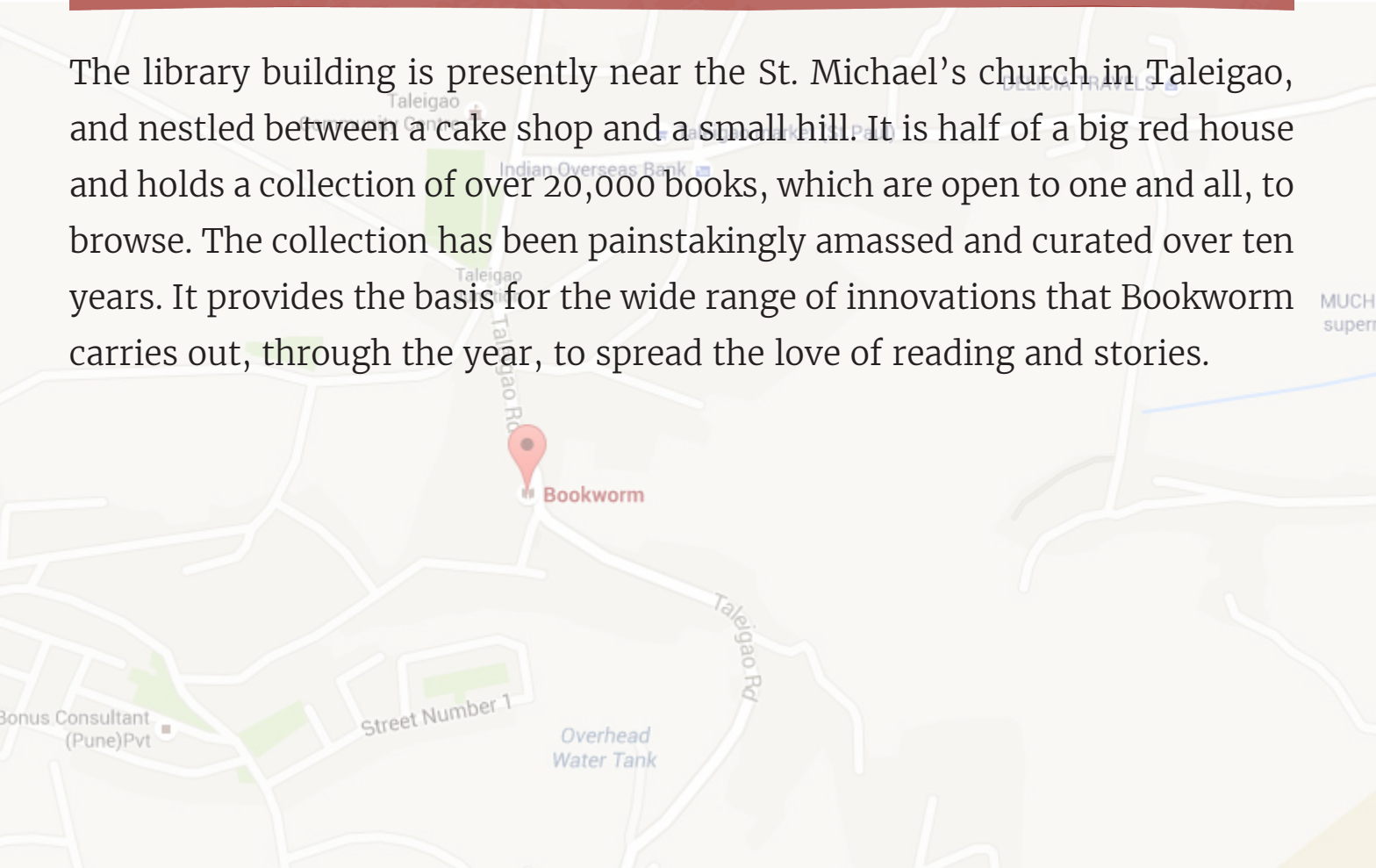




# The Library



The library building is presently near the St. Michael's church in Taleigao, and nestled between a cake shop and a small hill. It is half of a big red house and holds a collection of over 20,000 books, which are open to one and all, to browse. The collection has been painstakingly amassed and curated over ten years. It provides the basis for the wide range of innovations that Bookworm carries out, through the year, to spread the love of reading and stories.





# The Collection



Bookworm's reputation rests on its collection of children's literature, which is one of the finest in the country. Bookworm spends more than it could afford on buying new books for the library, annually. These are carefully chosen—often after extensive research, and discussions with librarians, educators, members, and book-lovers. The library has simultaneously made it a practice to weed out books in the collection that seem unsuitable, or have become

worn-out or outdated. In this way the collection is constantly, gently growing towards higher standards.

Though it may seem bewildering at first sight, a carefully thought-out order governs the colourful mass that is the library shelves.

From a multitude of books arranged author-wise to canonical series, from folk and fairy tales to interactive books for early readers, from highly acclaimed



books to those that deal with basic concepts of colours, numbers and simply rhymes, from the most lavish fantasies to exquisitely detailed non-fiction: Bookworm's collection of picture books is a definitive one. Seldom has the genre found representation of such a depth and variety.

Along with this, Bookworm has amassed a collection of chapter books, or novels, appropriate for all ages.

The Pre-teen shelves, for example, stock classic series such as the Magic Tree Series, and every Enid Blyton you could desire, but also contemporary favourites, like The A to Z mystery series, Horrid Henry, Mysteries of Droon, Three Investigators, Michael Morpugo and such.

The room formerly known as the Reading Room, and the Teenage Room (which is a bit of both) is a positive cornucopia of books- with popular series as well as lesser-known titles, from all over the world arranged genre-wise, and author-

wise. Genres include classics both abridged and unabridged, fantasy, mystery, adventure, anthologies, drama and poetry, science fiction, horror, humour, animal stories, award-winning books, and authors that the library has found to be both, exceptional and prolific, have the honour of their own shelves.

Alongside this there is a wide variety of non fiction- with writing on science, arts and culture, autobiographies and biographies. The encyclopaedias, atlases, dictionaries and reference books also comprise a comprehensive, if lesser-known section in the library.



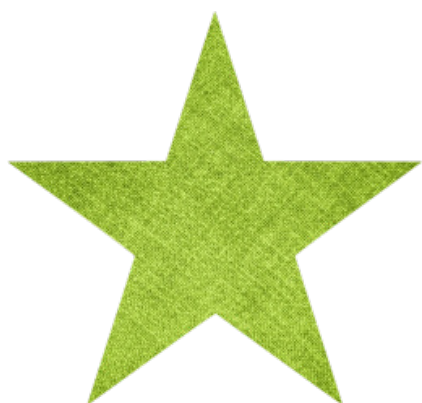
The room also contains a large collection of comics- including French comics series Asterix, Tintin and Iznougoud, along with Marvel, Amar Chitra Katha, Tinkle and the satirical Mad comics. Bookworm recognises the pleasure readers can gain from the graphic form, and indeed, we have found that this is one of our more popular sections.





## Recommended and Outstanding Books

A library's core strength lie in the curatorial knowledge that shapes its collection. Indeed, as practitioners in a specialized field of knowledge, it is often imperative to provide recommendations from those who know the field (and the collection), to lay-readers as well as serious ones. In other words, the aim is to find readers the books they know about and want, as well as those they might potentially enjoy. For this reason, Bookworm has dedicated several shelves to books that are recommended, for readers of all ages. The recommended books are constantly in rotation, and are picked to represent the best of the collection at any given moment. They also include a whole section on books on art– both, exquisitely illustrated fiction, as well as non-fiction.



To identify an **Outstanding book**, look for the ones with stars like these...

One of the recommended shelves deserves a special mention: the **Outstanding Shelf**– This is a selection of picture books that are outstanding in either illustration, design, story or thematic concern (and often in all of these at once). These books may be (and have been) read and enjoyed by people of all age-groups. They do not rotate through the rest of the collection, but are kept as reference books, and added to as and when the opportunity arises.

### ***Shelf of the Month***

In the wake of a conference that Bookworm hosted in June 2015, Children's Library Continuing Education (CLCE ), discussion within the library revolved around how to improve the practice of deep-reading and talking about books within the team. The idea of the Shelf of the Month emerged. This was practiced from July 2015 to December 2015. Thereafter, it evolved into different ways of reading together. What this experience demonstrated is that even adults in a children's library space need direction, recommendations,



a shared environment to talk about books and responses to literature.

### ***Adult section:***

As part of its landmark 10<sup>th</sup> year, and in keeping with its advanced age, the Bookworm library this year expanded itself to accommodate a varied, highly eclectic collection of books for older readers. The Adult Section, as it has come to be known, is specifically for mature readers- and includes books on parenting, the social sciences, psychology, mythology, literary fiction, speculative fiction, historical fiction, pulp fiction, short stories, poetry and performance, and everything in between.



### ***Poetry (Annual theme)***

This year saw the Bookworm library undertake a sustained exploration of poetry as a literary form. A number of different initiatives were introduced to increase the reading, discussion and exploration of poetry both within, and outside of the library. This would not have been possible without the extensive collection of poetry, in different languages, that populate several shelves in the library.





# The Library Program

In a radical reconceptualization of the library as a community space, Bookworm conducted a variety of long-term programs, aimed at audiences both young and old(er). The uniting feature of these programs was Bookworm's commitment to reflective, creative and collaborative artistic practices, and rich, shared exploration of the arts.

**Users:** The library has 1300 members who sign up for what we hope is a life time membership with Bookworm. We have observed that once children reach the age of 12 - 13, we loose a number of not-yet- confident readers and are not able to sustain the bookworm group long into youth and early adulthood.



**Borrowing Programs:** Bookworm offers books for lending in a variety of 'packages' to make reading at home a joyful and sustained experience. Users can choose to take a stack of thirty books home or one book and our delight is huge that books are being read.

**Summer Camp:** Bookworm's Summer Camp, 2015 was held in the months of April and May. A three-week extravaganza of creativity and frolic for children under the age of 10, Summer Camp was divided thematically week-wise. The first week saw the exploration of nature and wildlife, around the library and in nearby places. The second week saw the group going wild with arts and crafts- trying different crafts for different themes. The third week had an array of mouth-watering delicacies from different regions prepared by the young chefs. A grand finale was hosted by them, for their parents- as part of this the library was decorated to recreate a restaurant, with printed menus and snacks and beverages prepared by the children.



**Pre-School Morning:** The Pre-School Morning program (PSM), is a successful weekly program, running through the year with a regular attendance of pre-schoolers. An Early Literacy Program designed specifically for pre-schoolers, it aims to inculcate in them the habit of reading at an early age. The session is planned in such a way that all the games and activities are linked back to a story, or to reading in some way. Each segment of these sessions encourages the children to think, speak, create and develop skills independently.



**Community Theatre:** From July 2015 to January 2016, Bookworm carried out a sustained engagement with community theatre. Alongside introducing theatre games and activities into the work space, classes and community libraries, Bookworm conducted a program that came to be known as 'Theatre on the Beach', a weekly session of physical, improvisational and community-centric theatrical practice. The program was open to all, and had people in age groups ranging from 7 years to 70 year-olds attending. It drew a large





circle of people from different parts of Goa, as well as people from outside Goa, into a safe space for spontaneous creative expression.



**Film Club:** The Bookworm Library revived a film club, that screened an unusual alternative array of films, which was free and open to all. The films were chosen in sync with the library's theme of the month. Screenings garnered a positive response from viewers, and the library thus became a space for critical discussions on films, and the themes they dealt with.

**Performance Poetry:** In August, 2015 Bookworm initiated '*I am Slam*', a monthly workshop on Performance Poetry for older readers, as a exploration of a radical and contemporary art form. The workshops used a mix of writing exercises, written texts, audio-visual texts and theatre practices to explore performance poetry from different traditions. Those who attended found a space for both, collaborative and individual creativity- their responses were overwhelmingly positive.



# Library Events

As part of the planning that goes into Bookworm's library program, and especially to celebrate Bookworm's 10<sup>th</sup> anniversary, the library held a variety of events over the course of the year- that attempted to syncretise an appreciation for arts and literature within the contemporary moment.

***Stitching Circles:*** Bookworm has had a long affinity for the craft of needle-work, and a belief in the therapeutic power of stories that emerge when groups of people sit and stitch together. From April through May 2015, the library ran 'Stitching in the Park', every Wednesday evening. This saw the creation of two beautiful quilts.



Also, from June to October, 2015, in association with Eleanor Veigas, Bookworm hosted the Banyan Tree Project at the library. Here, a section of a huge tapestry depicting a banyan tree was embroidered patch by patch, and





sewn together. Every week these activities drew together a group of people, quietly dedicated to needle-craft- and partial to tea and good company.

***The Premiere Party:*** To celebrate the opening of the mature readers section in the library, Bookworm threw a lavish party for its premiere. The event turned into a full-fledged celebration of books and reading- with book related photo-shoots, home-made snacks and beverages, library-centric short films, elaborate themed installations showcasing the collection, an open mic and conversations with strangers about books.



***Publishing and a Play:*** In October 2015, Bookworm awoke in its capacity of Publisher. In honour of educationist Dr. Maxine Bernsen, Bookworm was proud to edit and publish '*Threading Texts Within Contexts*' a semi-autobiographical, semi-academic treatise detailing Maxine's life, poetry, and academic work. It was edited by Sujata Noronha and Jane Sahi, and designed by Niju Mohan. To promote the book, the Bookworm team strung together a dramatic trailer



of the events of Maxine's life, as presented in the book- and performed it for a live audience at Maxine's 80th birthday party.



On 9th November, in celebration of Diwali, Bookworm organized a ***Dramatic re-telling of the Ramayana*** open to the public. Attended by an intimate audience of parents and children, the story received much appreciation.

***Authors in the Library:*** Over the course of the year, Bookworm was honoured to welcome visiting authors- many of whose books can be found on the shelves, and to arrange for them to interact with readers, as well as with the team working at Bookworm. These included *Nina Sabnani, Indu Harikumar, Satomi Ichikawa, Pearl Correya and Arvind Gupta.*





***Jumble Sale:*** In February 2016, Bookworm held it's largest, singular fund-raising endeavour, the Jumble Sale. An enormous exercise in logistics, PR and curation- the Jumble involved eliciting used clothes, furniture, books, household items, electronics, food, knick-knacks etc and then selling them at discounted prices, practising recycling and reusing to raise readers.

The occasion, while full of hard work raises funds that enable Bookworm to choose it's outreach work and pay the occasional bill.



**World Poetry Day:** On the 21st of March 2016, in celebrate of World Poetry Day, Bookworm organized a Poetry Mob- similar in conception to a flash mob, but with poetry performed publicly- as well a huge collection of poems in diverse languages that were distributed to people in public spaces. The event left a huge number of people puzzled, intrigued- and some, delighted.

**Easter Celebrations:** On March 27th, 2016, as with previous years, Bookworm threw the annual Easter celebration for children in the Garcia d' Orta park. It included an Easter egg hunt, Bunny Hopping races, Easter crafts for parents and children, story-read-alouds and face painting!





# Collaborations

The Bookworm Library, now ten years old, has emerged as an important institution in the literary circles of Goa. This may be illustrated in the collaborations Bookworm undertook with prominent educational and cultural organizations, in support and celebration of reading in different ways.

**Goa College of Home Science:** From 2010, the Goa College of Home Science through Mrs. Larrissa Castellino of the Human Development Department allocates interns to Bookworm who spend a couple of weeks working in the library. The internship allows students to explore some of their theoretical understanding about development particularly child development and literacy in more concrete ways.

**Chowgule College:** In April 2015, through Marketing Officer of Parvatibai Chowgule College, Vasant Hede, Bookworm was delighted to have the support of four young undergraduate students who supported a pop up outreach program in Margao and were trained and oriented at Bookworm library.

**Peace Cottage:** An all Goa collaborative sewing project called the Banyan Tree was initiated at Bookworm and is presently being led by Eleanor Viegas a textile artist from Peace Cottage. Bookworm collaborated through the stitching circle and has contributed sixteen finished pieces for one panel of the proposed wall hanging.

**Don Bosco College:** In July 2015, the Department of Social Work at Don Bosco College through Mr. Leroy Veloso, initiated an ongoing collaboration with Bookworm library to enroll students on semester-wise basis as interns with Bookworm. In this way, the college students have been able to participate in a vibrant work atmosphere, and gain insight into the field of education in Goa, while Bookworm has gained able, and willing, contributors to the work.



**Yo Ya Vachuya:** In November, 2015, The Goa State Central Library organized a state-wide celebration of libraries for children, as part of their celebration of children's day. Bookworm took part in the celebration by organizing the programs of three taluka libraries (Sanguem , Bicholim and Sanvordem), as well as participating in the program at the Central Library, Panjim. In this way, Bookworm took stories and poetry to over 150 children.



**Bookaroo:** Bookaroo, the Travelling Children's Literature Festival celebrated it's fifth edition in December 2015, where for the first time, the festival came to Goa. Bookworm became an official partner of the festival, and organized a two-day celebration of poetry and collaborative quilt-making as a group activity, as part of Bookaroo. Bookworm was also joined with poet Sakshi Singh for the event.

**The Goa Arts and Literary Festival (GALF),** organized by the Goa Writers Association and the International Centre, Goa together, invited Bookworm



to become an official partner in the festival- arranging what came to be known as the '**Young GALT**' in December 2015. This was the student segment of the festival, which took place parallelly, in the mornings, on all days of the festival. Through these sessions, Bookworm facilitated interactions between writers and artists who were part of the larger festival, and school children from all over Goa. Young GALT saw the involvement of close to 200 school students each day, as well as writers such as Annie Zaidi and Jerry Pinto, performance poet Archa R.S., photographer David D' Souza, and the illustrious street magician Ishamuddin Khan.



***The Original Bandstand:*** Widely recognized as an important contributor to the cultural life of the city of Panjim, Bookworm, in association with the Corporation of The City of Panaji (CCP) and Panjim First, took part in the event known as The Original Bandstand, from December 2015 to February 2016. This meant that every Sunday, the Garcia de Orta park saw Bookworm organizing story-telling sessions, games and various activities for children, as well as books to browse and buy for everybody.



**Knitting Collectibles** was an intense and exquisite contribution of over 420 hand knitted ornaments to spread the joy of reading from a single well wisher. Through out the month of December, Bookworm exchanged knitted ornaments for money that supported the work.



**Illustrations Workshop** in December 2015 – Bookworm in collaboration with Alliance Francaise, Panjim organized an Illustrations Workshop for children by Satomi Ichikawa, a well known French-Japanese author of several award winning and critically acclaimed children's books.

**Science Film Festival of India:** In January 2016 Bookworm library participated in the Science Film Festival of India, organized by the Vigyan Parishad- with support from the Department of Science and Technology, Goa, Entertainment Society of Goa, the Goa Science Centre and the National Institute of Oceanography. The aim of the festival was to foster a lively engagement with science and technology for young people. Bookworm was given a space



to showcase the vast collection of science-centric books for all ages. These included picture books, science fiction novels, and a huge amount of non-fiction.



***Samba Square:*** Bookworm participated for two days in the Carnival Fiesta in the Samba Square and put up a stall to sell household items and books.

***Asturi 2016:*** Bookworm collaborated with the Woman's Wing of the Goa Chamber of Commerce and Industry who host an annual fair for women entrepreneurs creating a pop-up library in the midst of arts and crafts.

In March 2016, Bookworm in association with FC GOA, hosted an information session '***A Talk on Children's Football***' for parents and P.E teachers that introduced football as an alternative lifestyle. Several interested parents and P.E teachers attended this session.

Bookworm library receives some support from "***The Goa State Village Panchayat/NGO's Libraries Financial Assistance Scheme 2014***" from Directorate of Art and Culture, Govt. of Goa.



# Sharing the Work

Bookworm, as an organization with vibrant and extensive field experience in library praxis frequently conducts workshops, exposure visits, and interactions with organizations– with an aim to share the practices, learnings and methodology of the work. The idea governing this is that the most profound way to encourage the spread and proliferation of effective libraries, is to disseminate our knowledge as practically as possible, to help support self-sustaining library programs.

***Children’s Library Continuing Education Conference:*** In June 2015, the Bookworm Trust hosted the Children’s Library Continuing Education Conference (CLCE), at the Central Library of Goa, supported by Tata Trusts. CLCE was the first conference of its kind to bring together Library Educators, educationists, publishers, authors and illustrators of Children’s Literature from 7 different states.







The conference was a culmination of the **Library Educators' Course**– a professional development course started in 2013 by Tata Trusts that was offered to all educators working with children, concerned with overall and specific learning through print engagement. CLCE initiated discussions around themes, shared experiences, and facilitated a rich interaction between all involved. The conference aimed to reinforce the place of a library within education, especially the crucial role of good books and how a good library depends on access and engagement with a good collection.

**Critical Reading:** In September, 2015, in association with the English Literature department of the Dhempe College of Arts and Sciences, Bookworm conducted a workshop on **Reading Texts Critically**. The focus was the poetry of Robert Browning, and used a mixture of applied theatre, textual analysis and choral reading with students from the English dept, across all three years.

**Mumbai:** In November 2015, Bookworm travelled to Mumbai to conduct two intensive workshops on running libraries with the help and support of Kahani Tree, Mumbai.

The trip saw seven representatives of the Bookworm team travel to Bombay, and present and represent the practices of Bookworm– talking at length about the collection of books, possible activities, and the thinking that goes into planning library sessions.

One workshop was structured around school libraries and was hosted by the Somaya Foundation, for school teachers from the Somaya Group of schools. The other workshop focussed on sustaining libraries in urban poor communities, and was held for NGO workers representing several NGOs including Mumbai Mobile Creches, Sahyog, Udaan India Foundation, Vidya Integrated Development of Youth and Adults, Chehak Trust, Rangoonwala Foundation (India) Trust, and interested individuals such as Sonika Lakhera, Rupal Parekh, Beena Choksi and Sangeeta Bhansali among others.



**Language Study Group:** In October, 2015 Bookworm hosted the annual gathering of the Language Study Group. This is a group of educationists who gather to listen and share thinking around aspects of language. This year's theme was Children's Literature and the library was the perfect space to gather and meet.

**Illustration workshop:** Bookworm in a conscious attempt to support Konkani Bhasha Mandal (KBM), who are actively developing books for children in Konkani, conducted an intensive worksop on Illustrations for Children's Picture Books, with artists associated with KBM. Although only four artists were able to attend the workshop, the feedback they gave was very positive.

**Biographies Workshop:** In continuation of support to KBM, Bookworm organised a workshop for Konkani writers who explored different Picture book biographies and reflected on the form and type of books from Goa that could be written.

**Visitors:** Over the course of the year, Bookworm has hosted exposure visits for people from several different organizations, in the belief that demonstration works best with theory.

- Students of B.Ed (Special) Nirmala Institute of Education, Altinho.
- Dada Vaidya College of Teaching, Ponda.
- Kalike, Karnataka
- Parag ( Tata Trusts), Delhi.
- Rabani Garg of Reading Caterpillar, New Delhi
- Sukant Somani, Mumbai
- Kanchan Bannerjee, Bangalore
- Arvind Gupta, Pune
- Paul Creager, USA
- Jessica Driver, UK





# Capacity Building

In September 2015, Alia Sinha participated in ***The Publishing Next Conference*** 2015 hosted by Cinnamon Teal. The conference provided a comprehensive look at the practices, discussions, technologies and anxieties shaping the publishing industry in this contemporary moment.

In September 2015, Sujata Noronha and Alia Sinha participated in a two-week course at Goa University, on ***Writing Short Fiction***. It was taught by visiting faculty, and critically acclaimed writer Geetha Hariharan, who provided a telescoping view on the genre and aesthetics of short-fiction writing.

In July, 2015 Bombay-based theatre practitioner Meghna Gandhi conducted a theatre and story-telling workshop entitled '***Page to Stage***'. The Bookworm team together explored different modes of adapting stories to a dramatic medium.

In October, 2015, Sujata Noronha conducted a workshop on the poetic form of ***Haiku***, as part of the organization's ongoing engagement with poetry. Not only did the Bookworm team read, curate and share a large collection of haikus, but the form was also unpacked, and the participants wrote several haikus of their own.

In November, 2015 the Bookworm team took part in a unique workshop to create ***Spirit Dolls*** with Milan Khanolkar, artist and friend. Based on a Jungian conception of identity, the process involves the use of assorted materials (cloth, plastic, string, etc) to channel one's creative spirit, and give it a material shape. The workshop revealed facets of the participants hitherto unknown to one another, and was an intense shared experience.

In November 2015, the Bookworm team participated in a workshop on Using ***Poetry in the Classroom***, conducted by writer and poet, Dr. Brian Mendonca.



In February 2016, Bookworm in association with the Goa Dyslexia Association organized ***Teaching Reading*** – a Research based reading instructions workshop by Ms Susan Lowell, a US Fulbright lecturer and adjunct member at Simmons College, USA. This workshop highlighted findings from research in literacy instructions from the UK, Australia and the US. Participants included several teachers, educators and the Bookworm team.

Capacity-building practices like these are intrinsic to the ethos of Bookworm – that library educators, must in the course of the work derive pleasure and personal growth through creative practices – and that collaborative, reflective activities the group undertakes together will percolate into the collective practice, and further enrich the work of the organization.

### ***Talks and Sharing***

On occasion Bookworm gets invited to talk about the work to people. In November 2015 work was presented to the Rotary Club of Panjim and Sarva Shiksha Abhiyan, New Delhi.

In January, 2016 Indian children's books held centre stage on the first day of The Hindu Lit for Life fest both by way of a panel discussion on children's literature in India and the awards ceremony. Sujata Noronha was a jury member for the Picture Book category and a panelist. It was one of Bookworm's many honours to be influencing decisions and thinking on books for children.

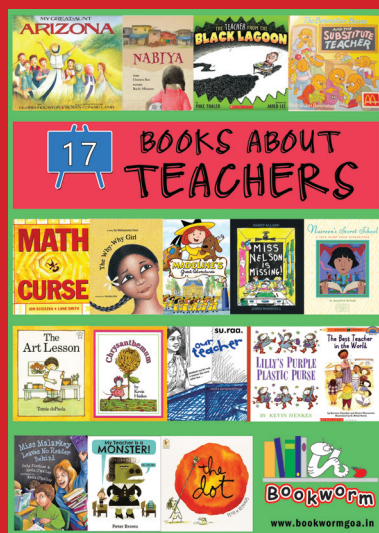
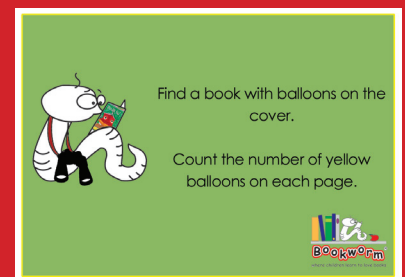
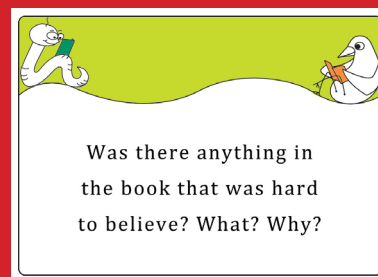
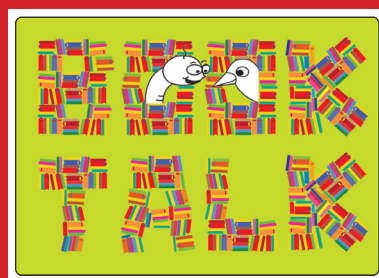
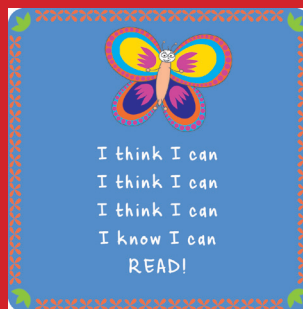
The awards and honours that have been awarded to Bookworm the institution, and the team members over the course of this year alone, are as follows:

- India Public Libraries Conference, Best Practices Award for Libraries awarded to Bookworm.
- International Network of Emerging Library Innovators awarded to Niju Mohan
- Nomination Literacy Hero Awards by Rotary Club
- Winner of Goa State Best Library Award



## Resource Material

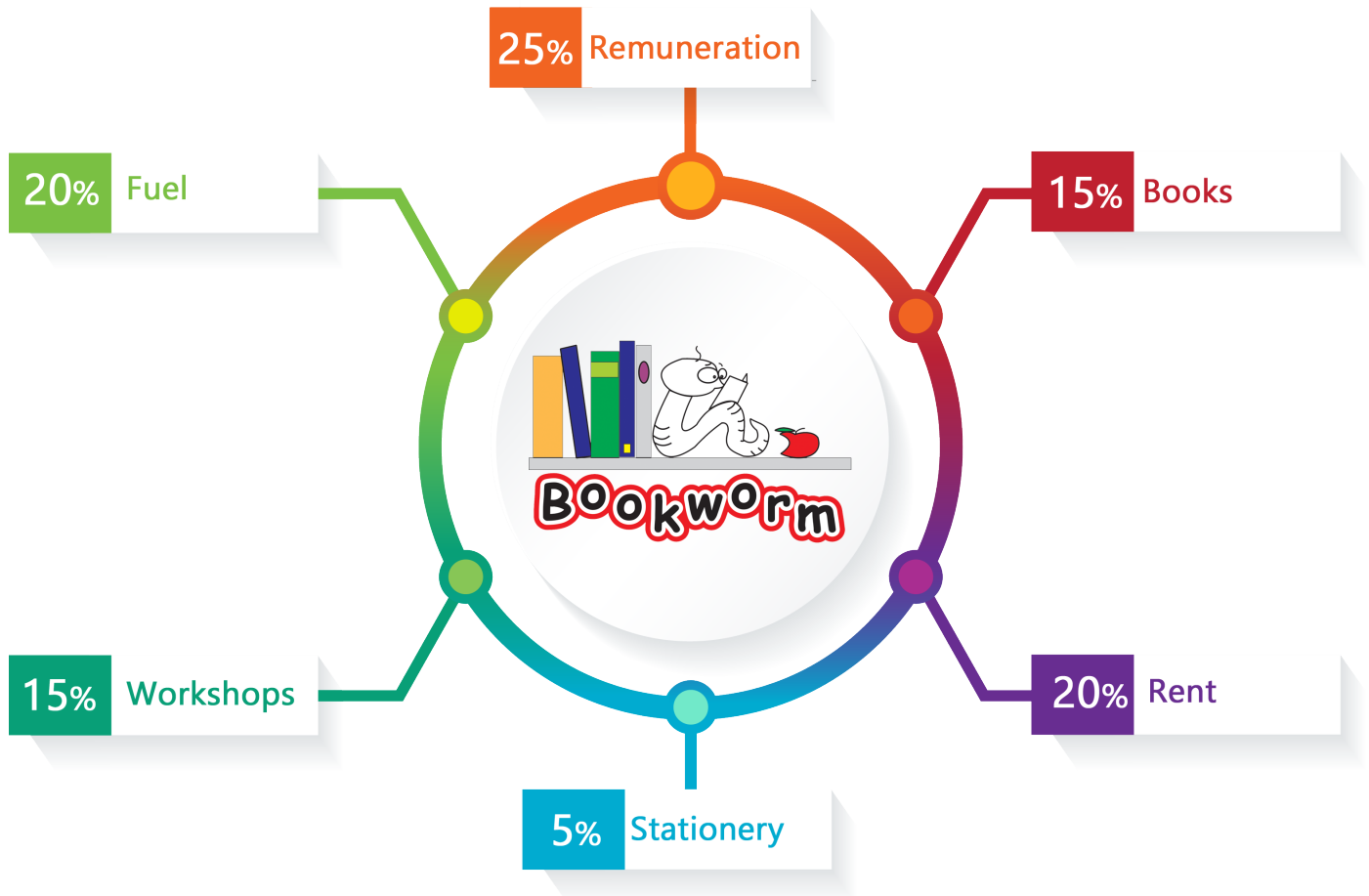
Bookworm library ideates constantly to produce material that is relevant and necessary for continued work of engagement with books and children. In the last year we have produced an extensive set of Reading Affirmation cards, Reading Posters, Recommended Reading Posters, Shelf labels, signage and other promotional merchandise.



Email us at [mail@bookwormgoa.in](mailto:mail@bookwormgoa.in) to order these



# Funding



If you would like to support us, please visit  
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If you would like to strengthen our collection  
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# Conclusion

Libraries are reforming themselves all over the world and are forming themselves in our little corner of Goa. We are extremely grateful to readers – mature and novice who walk into the library and make our existence worthwhile. We believe more strongly than ever that every person has a right to the experience of a library. We know that our hope for a humanity rests with stories, poems, music and pictures. This and more is eminently possible in the library and Bookworm is demonstrating ways and means to reach out to potential readers who will reform and form themselves from the experience of a library.





# Note from Trustees



In it's eleventh year, Bookworm's work is perhaps at it's most interesting and exciting . This is also the time that our shared responsibility to keep this work growing is gaining momentum. Sharing of stories and nurturing reading is more critical than ever and disseminating the learnings of Bookworm to other groups and agencies is important to spread the vision of all children reading for life.

We urge each of you to support Bookworm in any way possible and take pride as a community in the efforts and work of this small Goa based organisation that is making a difference... ”







95<sup>th</sup>  
ANNIVERSARY



## IF THE ANSWER IS "YES" TO ANY OF THE FOLLOWING



Do you drink soft drinks or alcoholic beverages ?

Do you undergo teeth whitening treatment ?

Do you have sensitive teeth ?

Do you suffer from dry mouth ?

Are you under medication ?

Do you wear braces ?

Are you a mum-to-be ?

### IT'S TIME TO TALK TO YOUR DENTIST !



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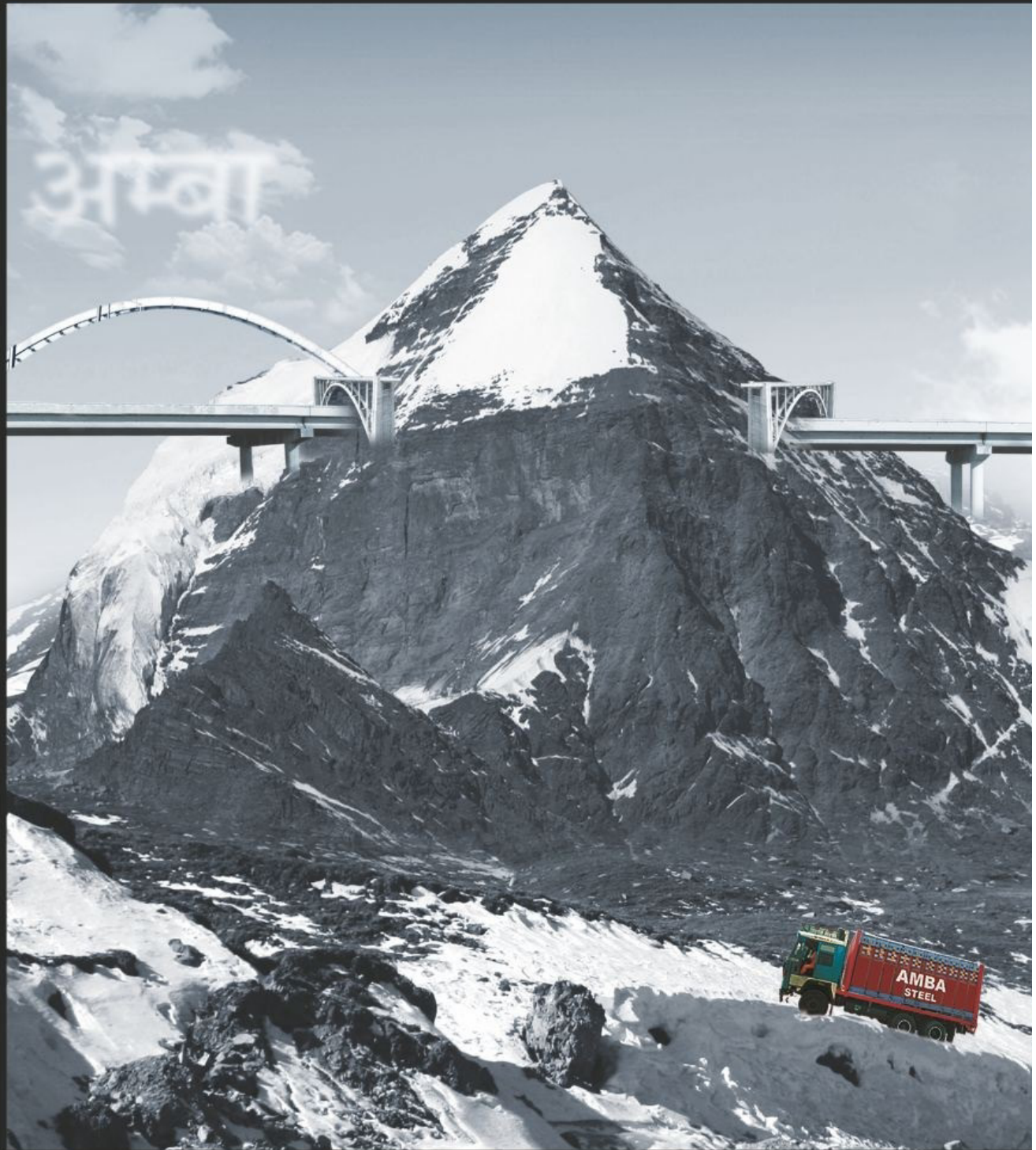
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Libraries in Schools  
Annual Report 2016





This is the eighth year of our school outreach program and third year of **Libraries in Schools (LiS)** program in its current form. The program has evolved over the years in terms of our approach, practises and processes but the act of building relationships with books and stories is our corner stone. Seeing the joy in children when they browse and choose books slowly emerging as independent readers is incomparable to any other. And so despite numerous human resource and financial constraints at Bookworm, we believe in the Libraries in Schools program.

This report is a brief attempt at sharing our journey on the program and **2015- 16** academic year with you and we look forward to any feedback, comments and support as we move forward.

**Sujata Noronha**

Director





# Libraries in Schools 2015-16



Bookworm's aim to take support reading in schools emerged the understanding that by providing mere access to books does not ensure children's engagement and reading. We decided to collaborate with schools and intervene in the school timetable to create spaces for meaningful library experience. This means all LiS schools have one hour of library time per week through the academic year.

## LiS Activities

**Book Talk** – a shared practise of talking about a book, focussing on personal response and interesting book features.

**Browsing** – an independent activity where the children get to explore the collection of books in the class.



**Choral Reading** - a reading technique with a purpose of creating a chorus (a musical chorus/music) by lifting the words off the page with life and expression of reading.

**Collaborative Projects** - A whole class activity drawn from stories in art, drama, song form.

**Extension activity** - a short written activity, either individual or in small groups, which aims to allow a story to 'sink in', to allow a child to think about the story in written form.

**Independent Reading** - An activity with dedicated time to read alone with opportunity to seek support.

**Lending** - a structured book issuing activity where children are encouraged to choose any book they like to take home from a carefully curated collection.

**Literacy Games** - A game that builds literacy skills at word, sentence,

language level to strengthen reading and understanding.

**Paired Reading** - an act of reading together where a confident reader is nurturing a new reader and support reading.

**Read Aloud** - a storytelling process in which listeners are introduced to written texts by bringing written texts alive in structure, form and syntax which supports language development.

**Story Web** - a chart encouraging children to think about the various parts of a story. When complete, this chart displays the title, the author, the illustrator, the setting of the story, the characters in the story, the problem/s faced and the solution/conclusion.

**Settling down activities** - a set of short movement exercises to help transition into the library session.

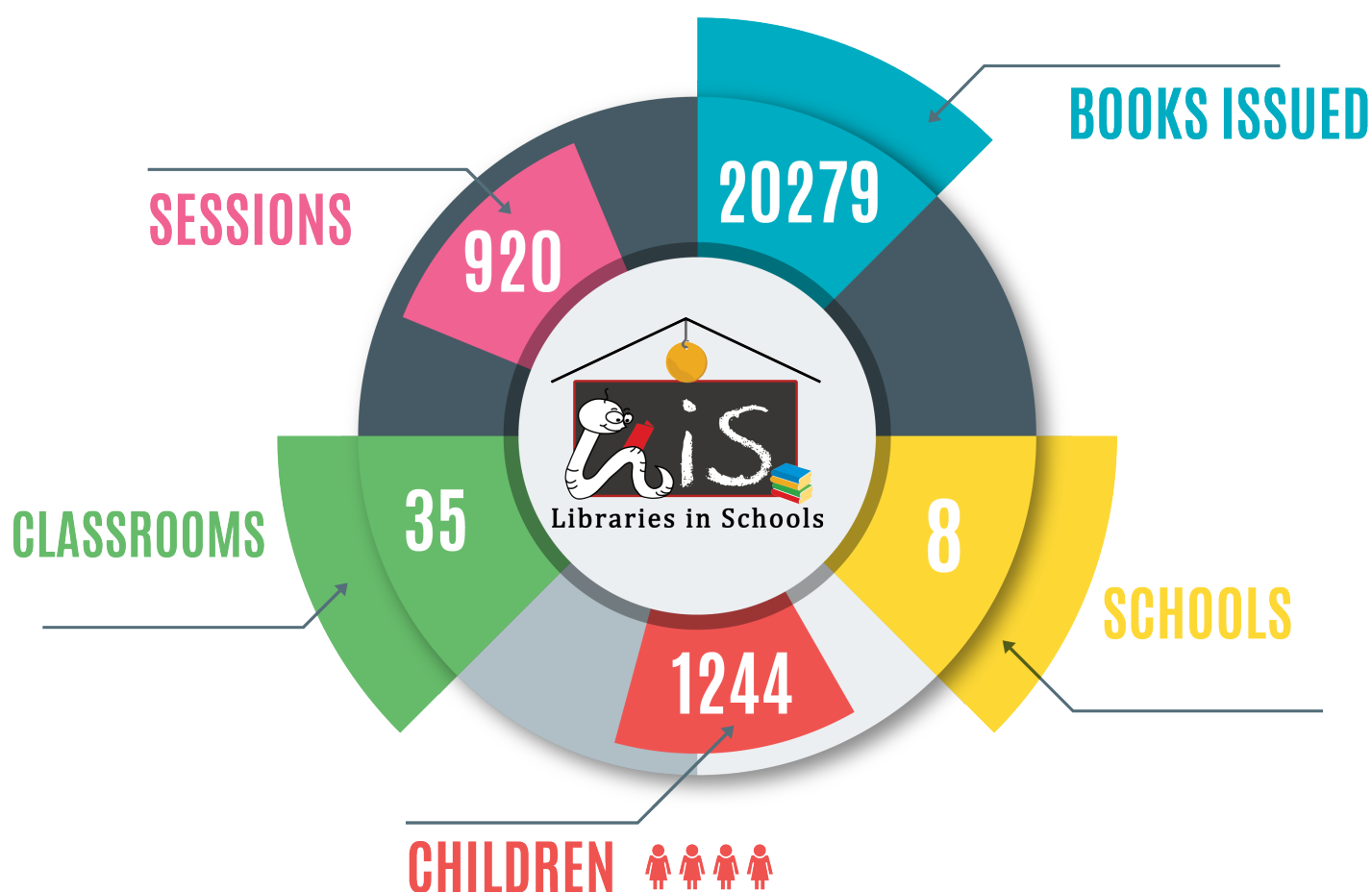




# Technology Support

Technology in library work appears to be much desired but at Bookworm we have made conscious choices to use the resource wisely. Our LiS program is proud to be intensely data managed and digitised. Thanks to the unending work of our resident technologist, Niju Mohan; our book lending, reading records, collection management provide us with revealing data that helps us make sense of how children are responding to the program and the areas we must delve into with more depth to support reading.

Some critical facts of the academic year past are



The **section** that follows provides a brief summary of LiS cohort schools 2015-16





# St. Thomas Boys' Primary School

*(A privately managed, Government-aided school in Aldona under the Alban Couto Library Program since the inception of the program)*



**Weekly: Thursday, Year 3 LiS school**



**Sessions in the year: 30**



**Classes: 1 through 4, one division each**



**Students: 155**



**Books borrowed: 3264**



**Supported by: Alban Couto  
Library  
Program**



## **Note from Flavia Lobo (Lead resource person)**

*The School has always been very co-operative with the team – any changes in timing have always been intimated at least a day in advance. The School has also always accepted the team's guests and visitors without hesitation.*

*This year, the team has successfully carried out new methods in some sessions with the classes which have been part of the program for 3 years. These methods include group reading, literacy games and a stage production of a true story adapted from a book by Nina Sabnani, 'Mukand and Riaz'.*

*The end-of-the-year feedback from the parents, teachers and the Principal has been very positive and the team has been welcomed back for the next academic year.*



We look forward to our fourth year of intervention in this school, already recognising the difference in reading levels and the literacy engagement that has accrued over the years past







# Mae-de-Deus High School

(A privately managed, Government-aided school in Corjuem, Aldona under the Alban Couto Library Program )



**Weekly: Wednesday, Year 1 LiS school**



**Sessions in the year: 23**



**Classes: 1 through 4, one division each**



**Students: 93**



**Books borrowed: 1262**



**Supported by: Alban Couto  
Library  
Program**



## **Note from Flavia Lobo (Lead resource person)**

*Sessions in this School started in September. The children were all very enthusiastic about the program when they realised that they would be able to take books home.*

*This seems to be the only Government-aided Primary school which has a library for the children of Class 4. The teachers and the principal were always very co-operative. There were no cancelled sessions, though there were some shortened sessions due to a long recess.*

*At the end of the year, the team was felicitated in the presence of the entire School including the teachers of the High School.*

*The school has assured us a library room that can become active in the next academic year.*



Mae-de-Deus High School provides the LiS program another opportunity to strengthen relationships with books. Children are still getting used to some of the democratic practises of library work and we anticipate more growth in the next year.







# 2nd Lt. J J Rane High School

(A Government school located in Kudchirem, a village in Bicholim taluka)



**Weekly: Saturday, Year 2 LiS school**



**Sessions in the year: 27**



**Classes: 3 through 7**



**Students: 136**



**Books borrowed: 2394**



**Part Supported by: Alban Couto**

**Library**

**Program**



## **Note from Melcom Braganza (Lead resource person)**

The primary section is multi-grade, so this year we split Class 4 from Class 3 for whom English was a relatively new language. This made a great difference especially in the stories read aloud to each class as well as the selection of books lent to the children. Children from both these classes have slowly started using English words, reading simple text and writing simple sentences in English while enjoying stories.

In Class 6 it was noticed that the girls did not attempt to respond when the boys were in class and so the two genders were separated. An immediate change was noticed in both groups. Quite a few girls attempted to read aloud and some of the quieter boys too responded since their group was smaller and everyone was noticeable.

Class 7 handled the borrowing and return of books independently. They've participated in classroom discussions and their written work has shown improvement.

A small 2-session workshop on the book 'My Sweet Home' was conducted for Class 6. Other techniques to improve expression included shared reading, dramatization, literacy and theatre games, etc. The management of the school has always been very kind and supportive. They have provided us with refreshments on every visit to the school.









# Auxilium High School, Caranzalem

(A privately managed, Government-aided School in Caranzalem, with classes from Pre-primary through Class 10.)



**Weekly: Tuesday, Year 4 LiS school**



**Sessions in the year: 29**



**Classes: 1 through 3, 2 divisions each**



**Students: 253**



**Books borrowed: 4151**



**Supported by: Bookworm**



## **Note from Deepali Pitre Correya (Lead resource person)**

*This year's successful uninterrupted sessions have happened solely due to the school's awareness of the value of the LiS program and utmost co-operation of the principal.*

*Thanks to the efforts of the Principal, the beginners – two divisions of Class 1, joined the program and it was a joy to see them enjoying a variety of picture books. The excitement of choosing a book independently, getting the opportunity to touch it, feel it and then take it home to share with family and friends was noticeable. Class 2 were extremely enthusiastic in their approach as they joined the program for the first time. Class 3, having already experienced two years of LiS, were able to discern between different books; talk about what they liked or disliked in a book and try creative writing with minimal support. Observing their keenness, we introduced a series of non-fiction books in an open shelf model. This was a stupendous success. The children have taken responsibility of the maintenance of these books, and also explained the context to younger ones and non-readers.*

*It has been a slow and steady path towards success. The school management and teachers and the Bookworm team coordinated and cooperated towards the common goal of nurturing reading in schools.*











# Kasturba Matoshri High School

(A privately managed, Government-aided school in Panjim, with classes from grades 5 through 10.)



**Weekly: Thursday, Year 4 LiS school**



**Sessions in the year: 25**



**Classes: 5 through 7, 2 divisions each**



**Students: 127**



**Books borrowed: 1784**



**Supported by: Bookworm**



## **Note from Deepali Pitre Correya (Lead resource person)**

*This year the constant diligence of the Bookworm team and a sincere and cooperative effort from the management and teachers ensured only one disrupted session. The Principal made an effort to organise the time table to maximize the team's time and energy so as to benefit a maximum number of children. Class 5 consisting of children from different mediums of instruction, joined the program this year. It has been a slow but steady struggle to get children to strengthen their listening comprehension, picture reading, participation in class discussions and engagement with stories. They have been very eager to soak in everything and have made a responsible effort to overcome language and literacy barriers.*

*Children from Class 6 have now begun to comprehend vocabulary in various forms and are making an effort to read independently. The children from Class 7 have become more independent and vocal in their choices of reading. But, it has been observed that many surrounding social factors distract or impede the children. It has been difficult at times to deal with these factors. Overall, the children make an effort to ask for a varied genre of books and participate in oral discussions with firm opinions and are now confident enough to attempt participation in literacy-related classroom activities.*









# Shri Mahalaxmi Vidyalyaya

(A Marathi medium school in Panjim under the aegis of the Mushtifund Saunsthan)



**Weekly: Friday, Year 1 LiS school**



**Sessions in the year: 32**



**Classes: 1 through 4, one division each**



**Students: 182**



**Books borrowed: 3960**



**Supported by: PTA of SMV**



## **Note from Deepali Pitre Correya (Lead resource person)**

The school enabled the LiS program to be integrated into the schedule for its primary section. Although it was slightly difficult to make inroads at the beginning due to language, children from all the classes were able to comprehend oral instructions and were seen trying to attempt conversation and participate in oral discussions in English, towards the end of the academic year. The experience of interacting with different genres of books, picture reading, learning new songs and words, choosing books independently and taking these books home to share with family and friends was clearly enjoyed by the children.

Throughout the year, the children have taken responsibility of the books taken home and return has been prompt.

The Principal and teachers have recognized the value of the LiS program and have seen to it that none of the sessions have been cancelled or disrupted during the academic year. It has been very fulfilling that the Principal and her teachers support and cooperate with the team in every possible way. Such enthusiasm and support can go a long way in helping the children become strong readers.









# Adarsh V.V. High School

(A privately managed school with classes from grades 5 through 10.)



**Weekly: Tuesday, Year 1 LiS school**



**Sessions in the year: 27**



**Classes: 5 through 6, two division each**



**Students: 176**



**Books borrowed: 3042**



**Supported by: School management**

**(until December 2015)**

**Bookworm**

**(January through March)**



## **Note from Melcom Braganza (Lead resource person)**

The school offered us the use of a dedicated library space furnished with bookshelves, cupboards, a desk and a whiteboard/blackboard. All four classes have had sessions in this space, in rotation. However, the open space without desks and benches seemed to excite the kids and it was a challenge getting them to calm down, initially.

Besides weekly sessions in class 5 and 6, the team was requested to allow the students of class 7 to borrow books. Age appropriate books were kept in the Library room and the class teacher was in charge of their circulation. Further, 35 reference books were also kept on the shelves for the use of the teachers or the children.

At the end of the year, the students organised a short program for the team. Teachers and the students of class 7 were also present. They chose to act out some of the stories read aloud to them in class and play some of the games which were played in the library sessions.

The team had two meetings with the Management and teachers of the School, one mid-year and one at the end of the year. The teachers appreciated the work of the Team and expressed their positive views on the benefits of LiS.











# Ravindra Kelekar Dnyanmandir

(A Konkani medium school in Margao, run by the Konkani Bhasha Mandal)



**Weekly: Wednesday, Year 1 LiS school**



**Sessions in the year: 13**



**Classes: 3 through 6**



**Students: 111**



**Books borrowed: 995**



**Part Supported by: Konkani  
Bhasha  
Mandal**



## **Note from Shruthi Mesta (Lead resouce person)**

*This school is highly motivated and they are open to any new learning. The children of this school are very enthusiastic and active. The teachers from this school are friendly, kind and supportive. They attended all sessions, assisted our team when we were short of staff and took notes during the sessions.*

*The headmaster of the school was very supportive. Any cancellations were intimated in advance and the team felt welcomed.*

*At the start of the program most of the children from Classes 3 and 4 did not read books borrowed by them, but this changed by the end of the year. However it appears that the program was not very successful in stimulating the older children who were not interested in engaging with the collection or the sessions due to the limitations of the team.*

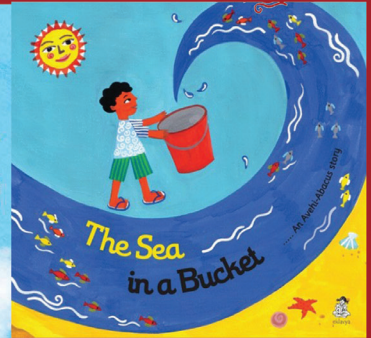
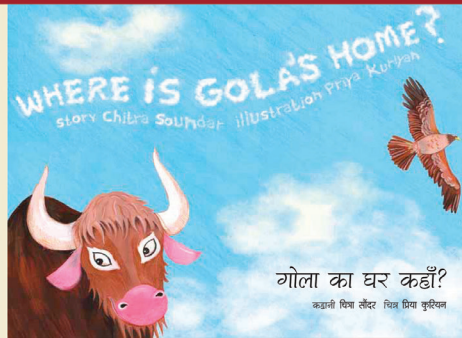
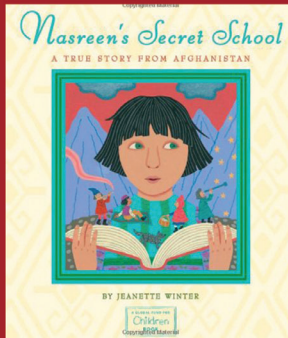






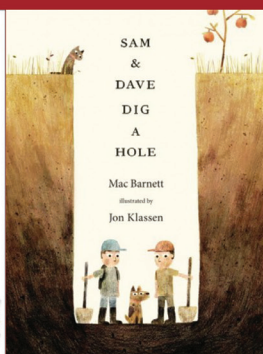
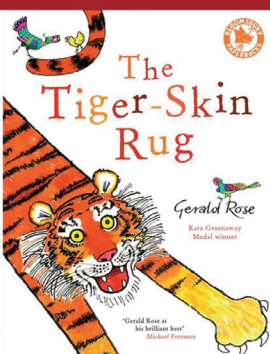
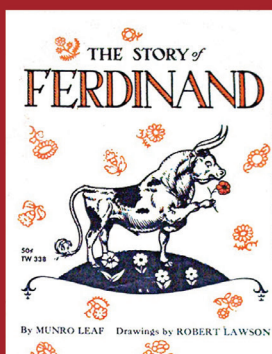
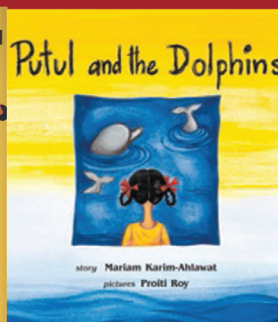
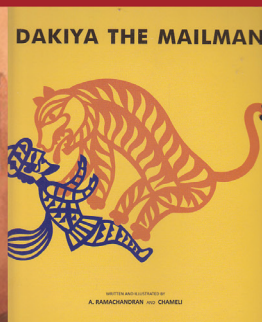
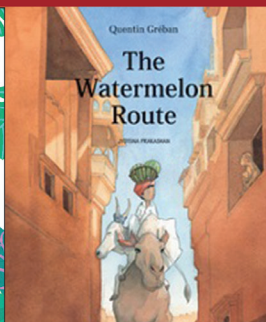
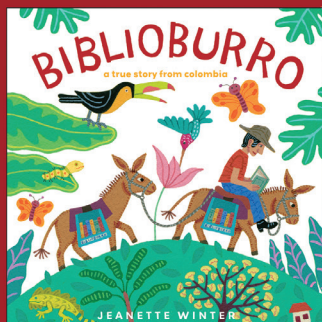
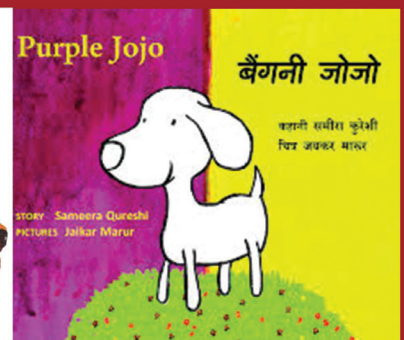
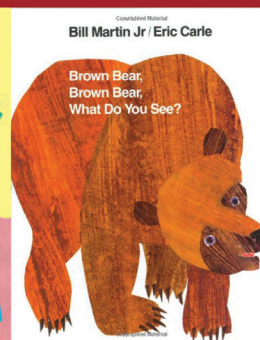
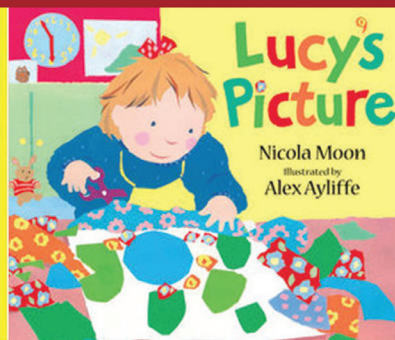
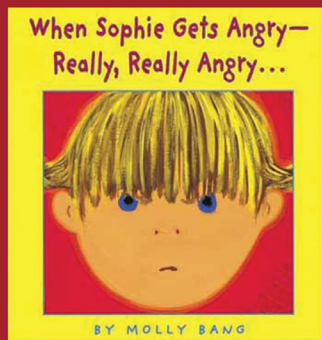


# Favourite Stories of the Year



16

## FAVOURITE READ-ALOUDS



Bookworm

[www.bookwormgoa.in](http://www.bookwormgoa.in)

Based on student survey



# Impact Indicators

We are very vigilant of the areas and dimensions of student impact through LiS. But we are equally cautious of unfounded success rates. Through out the year, we carefully and almost reluctantly, measure our success on areas listed below. The infographic is representative of our general success rate and not entirely indicative of every child's improvement in the program. We recognise that literacy is a complex socially situated skill and needs nurturing systematically.







# Intervention Models

Bookworm believes that all children deserve an equal opportunity to become life long readers. This requires access to books but also the presence of a motivated, knowing environment of literates to enable a reading culture. Over the past eight years, Bookworm has worked with approximately 23 schools in different modes of delivering a Library program to schools in the Goa region.

## ***Mode 1: Book Treasury***

It was a simple box and borrow program that offered schools/ classrooms a book box that suited the age and interest level of the children. This box was offered free to schools serving under resourced communities and at a monthly rental to other schools. After 3 years and delivery to over 22 schools in Goa, the program was withdrawn because the paid volume of schools, did not even cover the fuel costs of monthly transportation across the network.

Additionally, significant numbers of books were lost and not returned due to non-focused book management set up at the level of school. Number of teachers were not using the books despite an initial workshop, indicating that it needed more than just the presence and one motivational experience to bring books into the classroom. It must be recognized that books in the classroom, is outside the pedagogic training and experience of most teachers and takes systematic modeling and mentoring to enable this vital component to become part of classroom learning environments. Students, however continued to respond to the books positively at an impressionistic level.

## ***Mode 2: Libraries in Schools***

Libraries in Schools (LiS) emerged as a concrete response to the need to demonstrate how a relationship with books can be fostered through systematic engagement in the classroom for a pre-determined time period. LiS offers storytelling, planned read-alouds, shared reading practices, group



reading opportunities, literacy games to build vocabulary and language comprehension and response to literature activities.

LiS is presently offered in this mode since 2012. In the year 2015– 16, LiS was offered in eight mainstream schools from classes 1 – VII, depending on the engagement and time with each school respectively.

LiS intervention is imagined as the following types.

**Y1 – Full Scale Intervention – 100 % input by BW – Type A**

Bookworm raises money from patrons/ Bookworm fund raising sale/ charges the school a nominal fee per child paid directly to Bookworm and completely provisions the program.

**Y2 – Full Scale Intervention – with including teachers as partners - Type B**

Funding remains the same as above, however, teacher groups are invited to be active participants in the sessions in both understanding design of LiS, helping during administration and read aloud and other activities.

**Y3 – Handing over to the school – 50% or less engagement from Bookworm - Type C**

Funding is cut back and hand over of process, possibilities and model is given to the school through workshops, on the job training and mentoring support for the academic year.

**Y 4 – Imagined that the school takes the program forward - Type D**

We have no school in this category as yet.





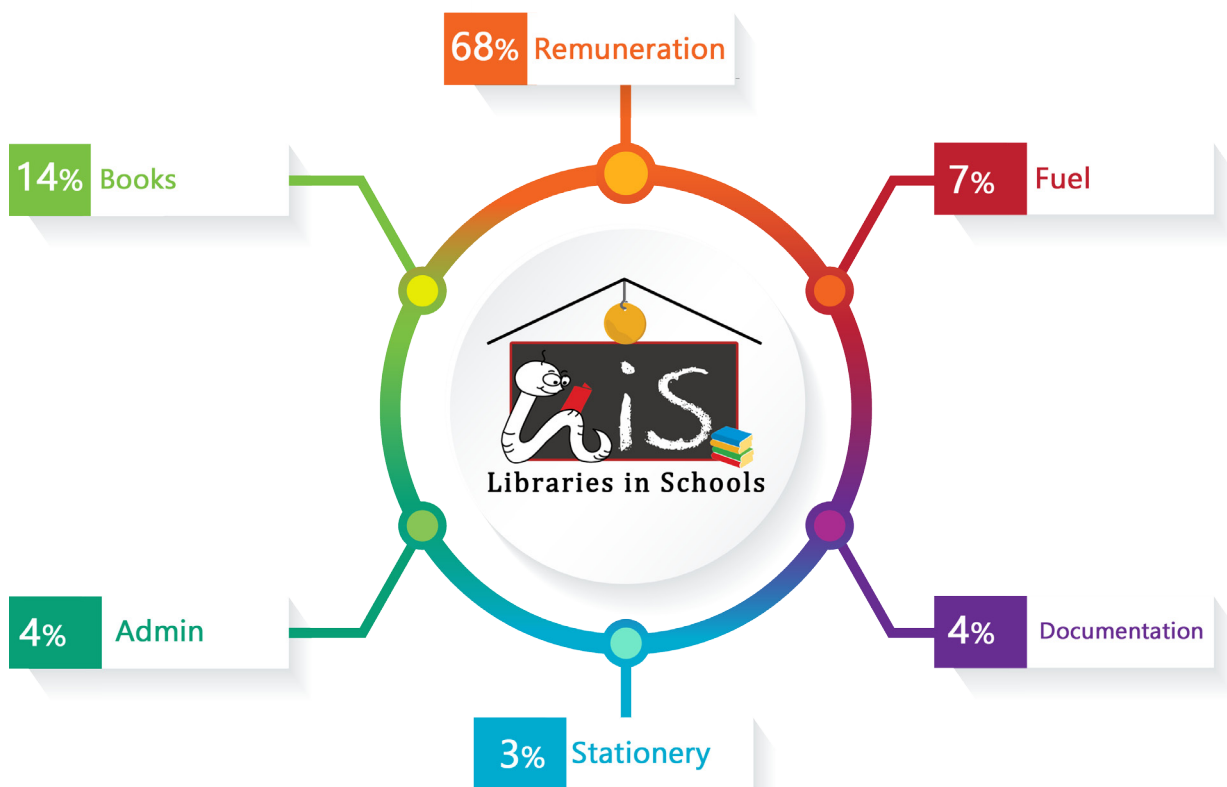


# Funding

We are often asked how we support our work or who supports our work. We would like to rely on the wisdom of stories when we say ‘good will’. Funding often drives a program, but at Bookworm we have attempted to put the program first, funding trickles in. The LiS program has grown and strengthened because of a number of people who support the Bookworm Fund Raising Jumble Sale, every year. Now in its seventh year this fundraiser provides the fuel, administrative and partial human resource fees to the LiS team.

In addition we have evolved a model of school subsidy where school managements have paid Bookworm a per student rate or a per session rate that has provided a subsidy that enables the program to run effectively in the school. Our consistent and stable support in the village of Aldona comes from the **Alban Couto Library Program** through **Dr. Mrs Maria Aurora Couto** who has a vision for more children reading.

Out of the eight schools we work with four schools are fully supported by external supporters and PTA of a specific school. Bookworm uses internal funds to support the other four schools.





# Conclusion

- >> The LiS story must never end, but it's form may change as situation, context, resources and opportunity shifts.
- >> What continues to prevail is that children are deeply interested in story, information and text context if they are supported and nurtured.
- >> The wide availability of books for children requires careful curation and knowing selection to keep this inherent interest stimulated and growing.
- >> Literacy skill instruction needs urgent intervention at a systemic level to enable independent reading.
- >> Teacher professional development in the areas of language, literacy and literature are vital and must be initiated immediately.
- >> And we must privilege time, knowledge and financial resources to ensure that all children have access, means and opportunity to become readers.

**Our small but significant effort in this journey continues because of the vision of many people who support our work and on behalf of readers everywhere we thank you and look forward to continuing our story.**

If you would like to enable reading in a school please visit  
**[www.bookwormgoa.in/donate/](http://www.bookwormgoa.in/donate/)**

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Mobile Outreach Program

# Annual Report 2016







# Mobile Outreach Program

A library that reaches out to children is the best way to describe Bookworm's outreach work referred to as **MOP** – the **Mobile Outreach Program**. MOP includes the youngest of children who are drawn to story, read-aloud sessions, art and related literacy engagements and also works with older learners who are strengthening literacy skills, building up learning comprehension and story grammar and finding opportunity to express their voices as responses to story. MOP is a multi age, multi-modal approach to literacy and encompasses the joy that a travelling library brings.

Every week, children across multiple sites greet the MOP van and help unload story book boxes, art and stationery and hold hands with Bookworm resource persons to begin the circle of story time.





MOP began in 2011, and since then the program has worked with multiple communities and hundreds of children. At the close of March, 2016 the **Mobile Outreach Program (MOP)** is currently supporting four communities in Goa. Over the past year we have worked with approximately **500 children EVERY WEEK** from three to fourteen years.

A brief table of MOP outreach is below

<i>No.</i>	<i>MOP Site</i>	<i>Start</i>	<i>No. of children registered</i>	<i>Status</i>
1	Chimbel	December 2011	348	Ongoing, thrice weekly - extending to thrice form April, 2016
2	Merces	November 2011	60	Closed in 2012 due to competing demands of tuition time and library time
3	Taleigao	January 2012	50	Inactive from May 2015 due to community migration from site
4	Cacra	February 2012	43	Ongoing, twice weekly
5	Chicalim	March 2012	30	Closed in August 2012 due to un-availability of RP
6	St. Inez	May 2013	55	Ongoing has a stronger junior MOP number as older children engaged with long tuition hours
7	Tonca	May 2013	42	Closed February 2015 due to misunderstanding with the community following a press report
8	Padri Bhatt	August 2015	30	Ongoing
<b>Other Mobile Outreach Sites</b>				
1	Pajifond	March 2015	94	Exclusively a summer reading program in 2015
2	Gauli Vaddo	March 2015	53	Exclusively a summer reading program in 2015
3	Vasco	March 2015	42	Closed in March 2015. Short term pilot that did not raise funds to sustain the work

In the next section, we provide brief glimpses of the program in each community.





# MOP session brings

Each session at a MOP includes a range of activities that are designed around the listening – speaking – reading – writing continuum of language development. Being a library program a segment on book talk and lending books is also part of the design. Typically, every session follows a pattern that is visually depicted below;

*Greeting children*



*Reading together*



*Playing literacy games*



*Story Read-alouds*



*Extension Activities*



*Lending books*





# Community

MOP deliberately chooses communities that may not have access to books for pleasure. This means that the library program has to begin where the children are, in terms of readiness to read, open-ness to take responsibility, willingness to share space and time.

Some community spaces and glimpses are here below.

## St. Inez Bandh

The sessions at St. Inez are held in and around the temple space as it is the only common space. Two groups comprise the St. Inez bandh program. A senior and a junior group. In the past year, many children have been worn out by up to four hours of after school tuition resulting in them not keen to attend the library sessions or arriving back too late for the sessions. We know that literacy is a shared social practice but in locations where space is a concern, we are often huddled together in close proximity to each other.







As some of our girls particularly grow older their parents have desisted sending them to sit with the group and prefer that if they must, they borrow a book and return home. We have continued to organise the junior MOP group with growing numbers of children, recognising the benefits of an early intervention in literacy and relationships with books.

## Statistics



**252**  
story read-alouds



**55**  
children



**562**  
books issued





Below are some highlights of the St. Inez MOP

### ***Visit to BW library***

Often the children would ask about Bookworm, the half red house in Taleigao. Some of them had passed by, others had heard about it and they began to demand to be taken. A visit was planned and transport arranged and interestingly all the boys and only one girl were ready to hop into the van and drive to Bookworm Library.

At the library games like a Treasure Hunt that encourage exploring the collection were played with great excitement and wonder. Never had the children seen so many books and what was most joyful was to find that they recognised some titles and familiar books from their own travelling collection. At times, it appeared like they were planning to touch every book in the library. Before leaving the library space two hours later, each child was asked to record a feeling and response to their visit.

### ***Concert in the community***

Attendance at the site was beginning to lag seriously. Door to door canvassing for the library program made us realise that many parents felt that tuition was the priority. We got a sense that the library visits are viewed as play and time-pass. We took this problem back to the children and together we decided that we would have a mini concert to share what everyone learns during the library session.

The program emerged after a much heated discussion and decision making over which songs to include, which story to dramatise, which reading to share and what questions to ask the parents. There was less heat but far more animation on what brand of soft drink to offer, who would organise the chutney sandwiches and whether Bookworm could afford to sponsor chips and napkins. We sorted it out and had a rather special, entertaining library concert at St. Inez Bandh where the children were the stars in our galaxy.





## Book Making

“The story of Narkasura” was created by the children of St. Inez as a giant Narkasura effigy was being built outside the MOP site. For all the children who have been part of the effigy building, effigy burning, it was the first time they were engaging with the why. For regular library users, questioning is now more natural but questioning a cultural practice silenced them initially. We worked this out, by deputing children to talk to elders in the community and return with stories .Using a collaborative mode of writing, children worked in groups and illustrated and then drew parts of the story that were put together to form a book that emerged out of St.Inez bandh.





## ***Literacy games***

It is common knowledge that children are struggling with literacy. It is uncommon to realise how much they struggle and how a Class VII child may not even be reading at a Class II level. This we know is part of the push out factor in the library attendance. In a group and a small community to be seen as a confident VII class student reading a very, basic book hurts the sense of self-esteem of the child and they move away. In an attempt to bolster literacy skills we have developed and play a number of games at the word- sentence levels which the children enjoy, but which we know are not sufficient to close the alarming gap in reading levels.







# Chimbel

The space at Indiranagar, Chimbel consists of a population of approximately 16,000 within an area of 10,000 square metres of which only 8,000 sq.mts was officially allotted under the Slum Clearance Scheme in 1981. The area is divided into lanes ‘gallis’ and people reside by community. Children typically go to the local Government School, the Aided Church School or the local Urdu school. After repeated shifts in locations, we are presently renting a small room for the library and the sessions are held there thrice a week.

Some children come on all the days, while others attend the library sessions only once every week. Several children attend the Madarsa Urdu readings in the evening which often overlaps with the library sessions. Some also attend tuitions which end late in the evening often denying children any free time.

The population is predominantly Muslim with Christian and Hindu being minority communities. It is difficult to estimate the number of children in this settlement, but for the program Chimbel has had the highest enrollment, highest turnover and the highest losses and disappearance of books, stationery and other material. The Chimbel site will complete five years in December this year. The site has grown, the children have changed, many have brought their younger siblings, some have moved to other geographies but the library continues to run and is a mark of pride for many children.

## Statistics



**403**  
story read-alouds



**348**  
children



**2285**  
books issued



## Picnic

Early in the program, one summer the children asked if the library could organise a picnic. This was a startling request and one we had not considered. Often we feel that children's voices particularly in the library should be honored. So we decided to explore the how and why and how much. We decided that we would have a shared picnic, bringing together three – four sites to one location. This worked out beautifully where the children from Cacra decided to be the host site and since no one else had been to Cacra the picnic was one of fun and much sharing and enjoyment.

*It was also a humble reminder to us about boundaries. When one visits Chimbel it appears that children are free and roaming unsupervised. But, when we began to talk about transporting the children to a location out of the settlement, permissions – home visit, reassuring phone calls were needed to ensure that those who were eager to attend, could attend. It was a humble reminder for us to learn that there are different ways of caring and different indications of boundary.*





### ***Film show***

Every couple of months we plan a movie-evening at the library. This is imagined to reinforce a story that the children know from books or to bring a fresh batch of children into the community. The movie evenings have been very popular and the team designs tickets that say **Entry + 1**, which means that every library member brings a +1. The very notion of +1 creates enough of an excitement to find long lines outside the library on movie evenings.

### ***Journal Sharing in Chimbel***

The practice of journal writing is known to strengthen literacy skills and for us, also provide us an insight into the world of the child. For ten minutes at the start of sessions, children spend some quiet time reflecting and writing. We then have a small round of asking children to share if they would like to and many inner thoughts are revealed while they take ownership for their literacy form and appropriateness. For more on Journal Writing, please visit <http://wp.me/p4hvhg-3zP>

### ***Oral health checkup at Chimbel***

Library spaces become shared spaces. We learnt that many of our library users were experimenting with 'gutka' and tobacco. We decided to have an Oral Health Awareness camp, which surprisingly was very well received. Following the camp, some children who were struck by the visuals of what happens to their mouth with 'gutka' and 'smoking' made strong declarations to spread the word. This camp was made possible by Dr. Fernando Noronha, Bookworm Trustee and his team.

### ***My Sweet Home Workshop***

A project by Samina Mishra that emerged in Okhla, New Delhi triggered our imagination because we feel that themes like belonging, identity are a missing component in children's lives, particularly those who live in depressed environments.



The workshop around 'My Sweet Home' was very positively received by the children, and wonderful connections and links with their environment emerged.

Read more at <http://wp.me/p4hvhg-3iP>



*In fact one of our significant learnings was that even though we imagine the environment to be depressed, competitive in terms of space, crowded and unkept, the children's perceptions of the space were of pride, care and ownership.*





## ***Digital film workshop***

Vishal Rawlley and Abhinandita Mathur did a two session workshop with the children of Chimbel where our intention was to use some audio visual media in the library. The session evolved into a short film that the children participated in with Vishal working on voice and intonation to communicate an idea. Since the sessions included lights, camera and action, only a few children could participate in the workshop and while the experience was rich for them, many others felt left out. We realised that workshops may work only if we can include more children which puts pressure on us to find adequate space for larger numbers and resource persons who can work with large numbers.

## ***Wall Painting***

Empty Library walls appear to be spaces of great temptation that must be adorned. There is always the grave danger of turning these spaces into permanent art work and reducing the effective use of a collaborative space for constant engagement with different groups of children.

In our community library in Chimbel, we paint our walls every quarter if funds permit and all we need is paint, paint brushes, water containers, pencils, theme shared through books and a willing artist. We began the water world theme with artist Vaishnavi Shankhwalkar and a list of water themed books that were read aloud, shared, explored and discussed with a group of children. The children then set out to paint over a wall space and create a blank canvas. After that there was further discussions, reflections, drafts on paper and children were given pencils and asked to begin to mark out spaces on the wall. Filling in colour and balancing the art work requires space and distance which must be designed into the art work. Children step back and reflect on what colours where, what the balance will look like and who would want to paint what in. The final results astound everyone including the participating artists and foster a deep relationship with the space the magic that unfolds therein.



## Cacra

Cacra is a fishing village with a community located on the banks of river Zuari. It used to be an isolated community now turned into prime property due to the ever growing real estate market along the slopes of the Nagalli hill plateau. The population is small and is closely knit bound by a long history and tradition of rituals and community life fast changing due to 'development'. The population is Catholic and Hindu. The MOP program has been working in Cacra for the past three years with monsoon breaks every year due to lack of covered space. In the past year thanks to cooperation from the local panch, the program has received covered shelter in a chapel and in the newly constructed temple of the village. Forty three children are enrolled in the program covering the ages of three to thirteen years.

### *Statistics*



**98**

story read-alouds



**43**

children



**1153**

books issued

The children who attend the library in this community have a good sense of responsibility about book return. If one child is not attending on a particular day, he/she will send the book back to the library with another. We have not experienced this high autonomy of responsibility with books in any other site.

### *Doll making*

One of the outstanding session that we had with the children of Cacra was a doll making session. The children were asked to make dolls of their own that would represent themselves. This inspiration for the doll making was drawn from a workshop with Milan Khanolkar. The process of visualising how they would like to construct their dolls and then working with the





available material of paper, cloth and glue revealed that children can be very imaginative and creative. We have found that the children in Cacara enjoy creative activities a lot and often demand that the routine of read-alouds, written responses to story and such are broken with creative experiences.

### ***Arvind Gupta – creative science wizard***

When Arvind Gupta was spending two days with Bookworm, we arranged for him to visit Cacara. The children were fascinated and intrigued immediately by his bag of craft activities and science toys. In a matter of minutes paper cups were turned into funnels and fans, tetra packs into purses with wings and other magical creations. It was a very participatory workshop for the children and they spoke about it long after Arvind Gupta left Goa.



### ***Shell Crafts***

It is only at the Cacara site that the children make crafts for the Bookworm team on many occasions. Resource persons have been gifted, shells, stones, and even some lovely shell crafts from time to time. These treasures are carried back to the library for other children and adults to explore in a return-gift mode.



## Pop up MOP sites

We felt that a travelling library must go beyond the radius of Panjim where we found ourselves visiting. It was an opportune support from **Unnati for People and Planet** that enabled Bookworm to cross the Zuari river and take the program to South Goa. In the summer of 2015 with a spirited team of interns from Chowgule College, Margao, MOP travelled to Pajifond and Gauili Waddo in the Fatorda Constituency. 147 children received a twice weekly library program that brought books, story, art and craft for the first time into communities in a recreational form.

Around the same time, **Vasco City Leo Lions** requested Bookworm to conduct a MOP pilot in Mangor Hill, Vasco da Gama. The location was in a temple in a 'basti' site and over 100 children would attend the session every week, requiring the Bookworm team to engage in intense planning and preparation to work with small groups. It was very heartening to note the keen interest in story and discussion and active borrowing and lending.







# How literacy catches up with literature

While the core objective of the program is to take books to children to foster a love for reading and learning, we have experienced the gap that emerges in the absence of strong literacy skills. In all our sites and infact across Goa, children are struggling with literacy. In all our experience across our programs we have rarely if ever met a child who is reading well. Yet, in all our experience across programs we meet children who want to read and demonstrate by their participation a keen interest in books and the worlds they contain.

In our attempt to keep literacy skills alive, we include sessions on independent reading as shared below

## ***Graded Readers***

Every fortnight, we do what we call graded reader sessions. In these sessions, we pick a set of levelled books and match readers and books. Children who are more confident read the book on their own and then sit with a resource person to either re-tell the story, read aloud, or engage in a discussion about the story as a measure of comprehension. Sometimes, the session ends with a paper pencil activity from the story. Children who are struggling readers begin with the resource person in a guided reading strategy so that they gain confidence from completing reading a book. We have books ranging from level 1-5 and our intention is to move the child from level 1 to level 5. Careful notes and records are maintained so that we can track children's progress on these independent reading sessions. Many times our success is when we expect it least, as was shared in this blog post on Misam. Read more at <http://wp.me/p4hvhg-3qb>

## ***Literacy Games***

Games are known to be very positive impact media in learning. We design and play games as part of every pre-story session to introduce vocabulary, set the context or even to introduce characters. But to bridge the literacy gap, we



have also designed literacy games that work on decoding, comprehension, grammar, expression and fluency. Children enjoy playing these games and reinforce the understanding that learning can be fun and joyful.

### ***Drama and Movement Games***

In the past year Bookworm's professional development has moved into focussed theatre exercises for self and others. To foster group work we encourage using one's body to express oneself. Each MOP session incorporates drama and movement games. Children and resource persons actively participate in this and these games have strengthened collaboration in the library program in fundamental ways.

### ***Poetry***

It was decided this year to dedicate time to Poetry where each session also included a poem being read aloud and a silent reflective time to absorb the mood of the poem. Some poems were better received than others and in focusing on this form, it allowed children to understand the various kinds of poetry that exist, to explore illustrated poetry books and to also attempt to write some short poems and recite others across languages.

### ***Thematic and outstanding sessions***

Our team of Mobile Outreach Program designs session based on theme or outstanding stories. During Ganesh Chartuthi, we may read aloud "Ganesha's Sweet Tooth", during Diwali we may read out "A Pot of Light", during Christmas we may read out "The Mitten" and "The Snowman". Some other favourites were Putul and the Dolphin, Library Lion, Coyote and The Butterflies, The Talking Bird, Stitching stories and more.





# Visitors at the MOP sites

Over the years, there have been many visitors who have visited our sites to witness the work that we do with the children. We believe that through sharing and enabling observations of the work, one can understand our vision in practise. Sharing our model also allows the library to travel even further than imagined.

Some of the visitors include

>> *Usha Mukunda*

>> *Arvind Gupta*

>> *CLCE participants*

>> *Indu Hariharan*

>> *Nina Sabnani*

>> *Maxine Bernstein*

>> *Helen Hitchcock*

>> *Shirly Joseph*

>> *Nilima Braganza*

>> *Shailaja Bedi*

>> *Kalike Team, Yadgir*

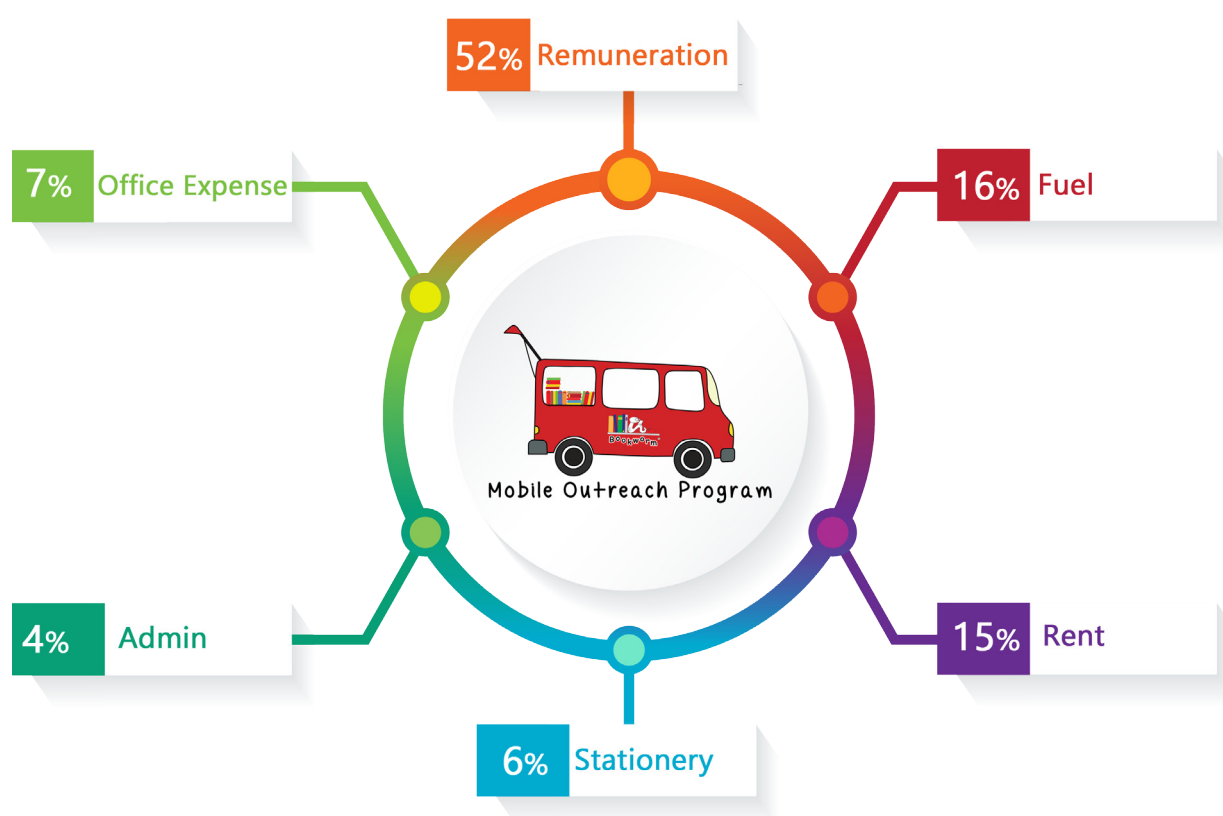
>> *QUEST Team, Sonale*





# Funding

Despite the high interest in our work and praise and salutation that comes for the outreach work, Bookworm struggles with funding. We have never allowed the work to slow down for want of funds and over the past few years, we have been supported by ***Helping Elsewhere, Bookworm Jumble Sale, Unnati for People and Planet, Dempo Charity Trust, Eastern International Hotels Ltd*** and some private donors including Sharon Education Society, Aarti Fernandes, Sachin Duple, Dagmar Peres da Silva, Shobhana Chandawarkar, Vasco City Leo Lions, Aniruddha Sen Gupta, Harsh Singh Lohit, Vidya Dehejia and others. We thank each and every one for supporting MOP.



If you would like to enable reading in a community libraries please visit  
***[www.bookwormgoa.in/donate/](http://www.bookwormgoa.in/donate/)***

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# Impact



**1292**  
story read-alouds



**798**  
children



**4209**  
books issued

Over the course of these years, MOP has created over **1292** interactive sessions for children with meaningful experiences by bringing stories, literacy games, art & craft activities to the lives of children who deserve literacy experiences.





# In the End

We strive to accomplish our mission to spread a love for reading and encourage children to read. But we also face many challenges. One thing that we have learnt is that we appear to survive all these challenges, because once we ignite a spark in a reader we have a social and moral responsibility to turn that spark into a flame.

We need support in the form of

- » Donations – Cash/ fuel/ books/ stationery
- » Human Resource – Work on programs
- » Friends – who will spread the word, network on behalf of Bookworm and send the team strength and energy

To support us email [\*\*mail@bookwormgoa.in\*\*](mailto:mail@bookwormgoa.in)

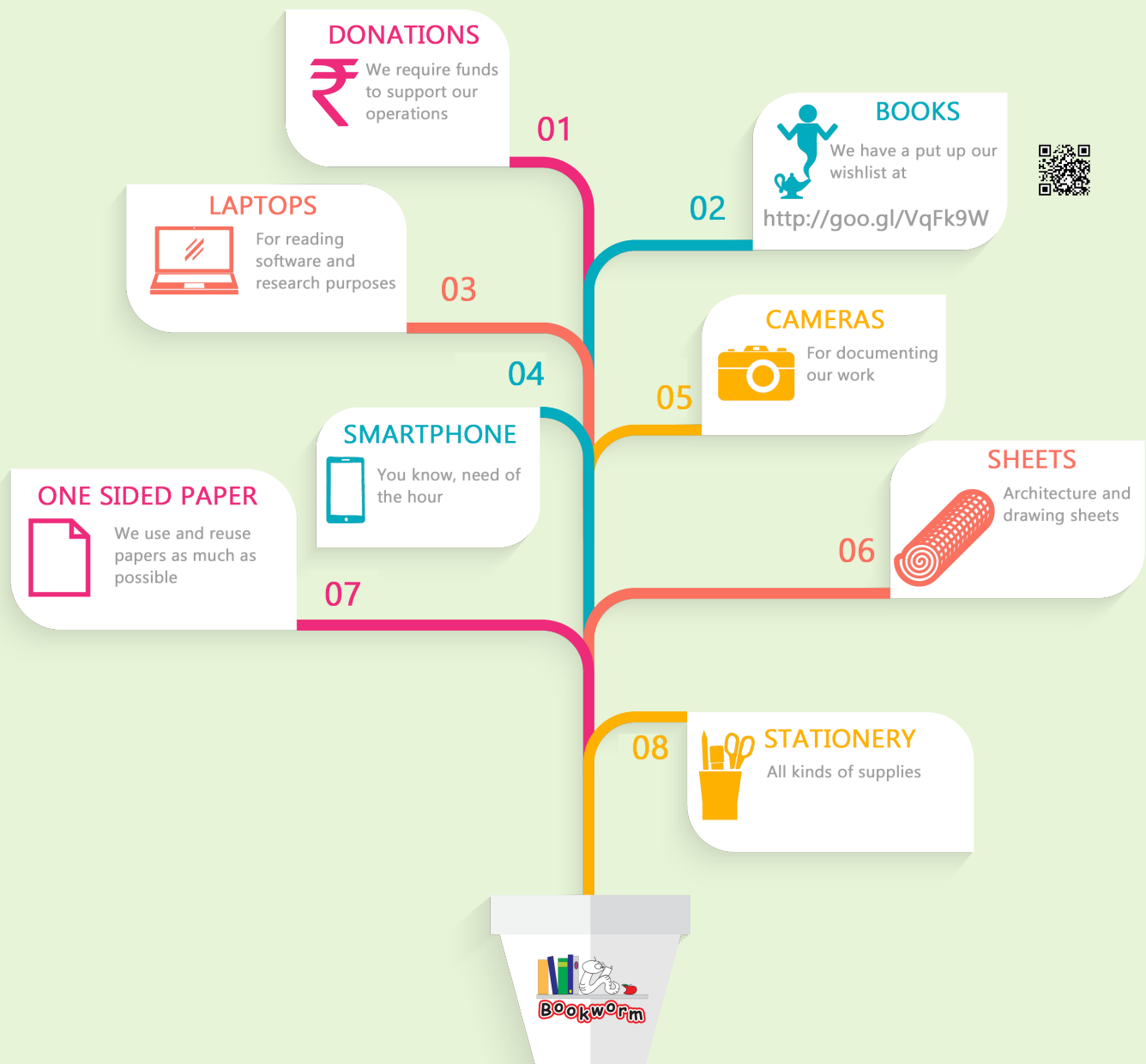
The Mobile Outreach Program needs to keep travelling. Despite multiple bumps in the road in terms of resource persons, attendance of children during school tests and exams, non-availability of space to lay a mat and read a story, the positive effects of the work are so critical to the lives of children that someone has to hold that torch burning. Bookworm takes immense pride in being a forerunner in developing a working model of a mobile library that changes lives one story book at a time...







# Support Us



To support us email [mail@bookwormgoa.in](mailto:mail@bookwormgoa.in)



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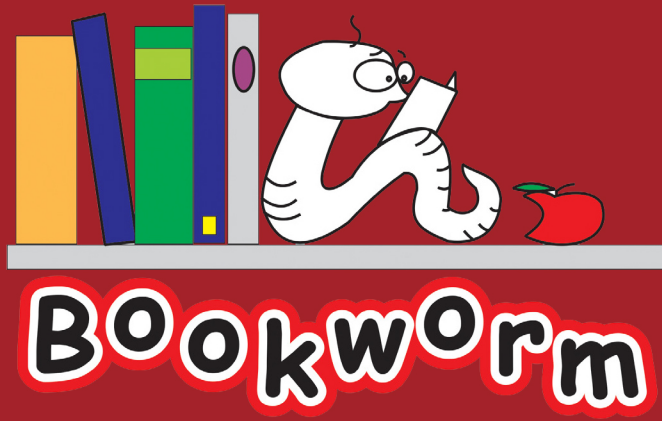
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