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Reviving Rural Libraries

A STARTER KIT



REPORT BY:

Adhyayan Quality Education Foundation based on the project conducted in Bengaluru Urban and Kodagu Districts

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Preface

It is an oft-quoted adage that it takes a village to raise a child. While the home and the school occupy a central role in the physical and intellectual development of a child, there are a number of resources in the community that also play an important part in this journey such as the primary health centre, the facilities in the community for play and recreation and so on. Most government primary and middle schools have limited facilities and resources.

The National Education Policy 2020 has envisioned the school complex as a solution to this issue by suggesting that the government primary, middle and secondary schools form clusters or complexes that share resources and support each other. If one extends this idea to the resources available in the community such as public parks, community centres and rural libraries, they can all form an ecosystem that forms a community of care for children.

Moreover, the Finance Minister announced in his budget speech in February 2023 that the government plans to set up a “National Digital Library for children and adolescents ... for facilitating availability of quality books across geographies, languages, genres and levels, and device agnostic accessibility. States will be encouraged to set up physical libraries for them at panchayat and ward levels and provide infrastructure for accessing the National Digital Library resources.

YOU ARE READING THIS BECAUSE YOU ARE EITHER:

A state or district official interested in leveraging public libraries across the state or district to transform into spaces that are accessible to the community and, especially, to children Or,

A librarian interested in attracting more children and community members to the library in order to create a culture of reading in that community as well as elevate the position of the library as a valued community resource.

Additionally, to build a culture of reading, and to make up for pandemic-time learning loss, the National Book Trust, Children's Book Trust and other sources will be encouraged to provide and replenish non-curricular titles in regional languages and English to these physical libraries."

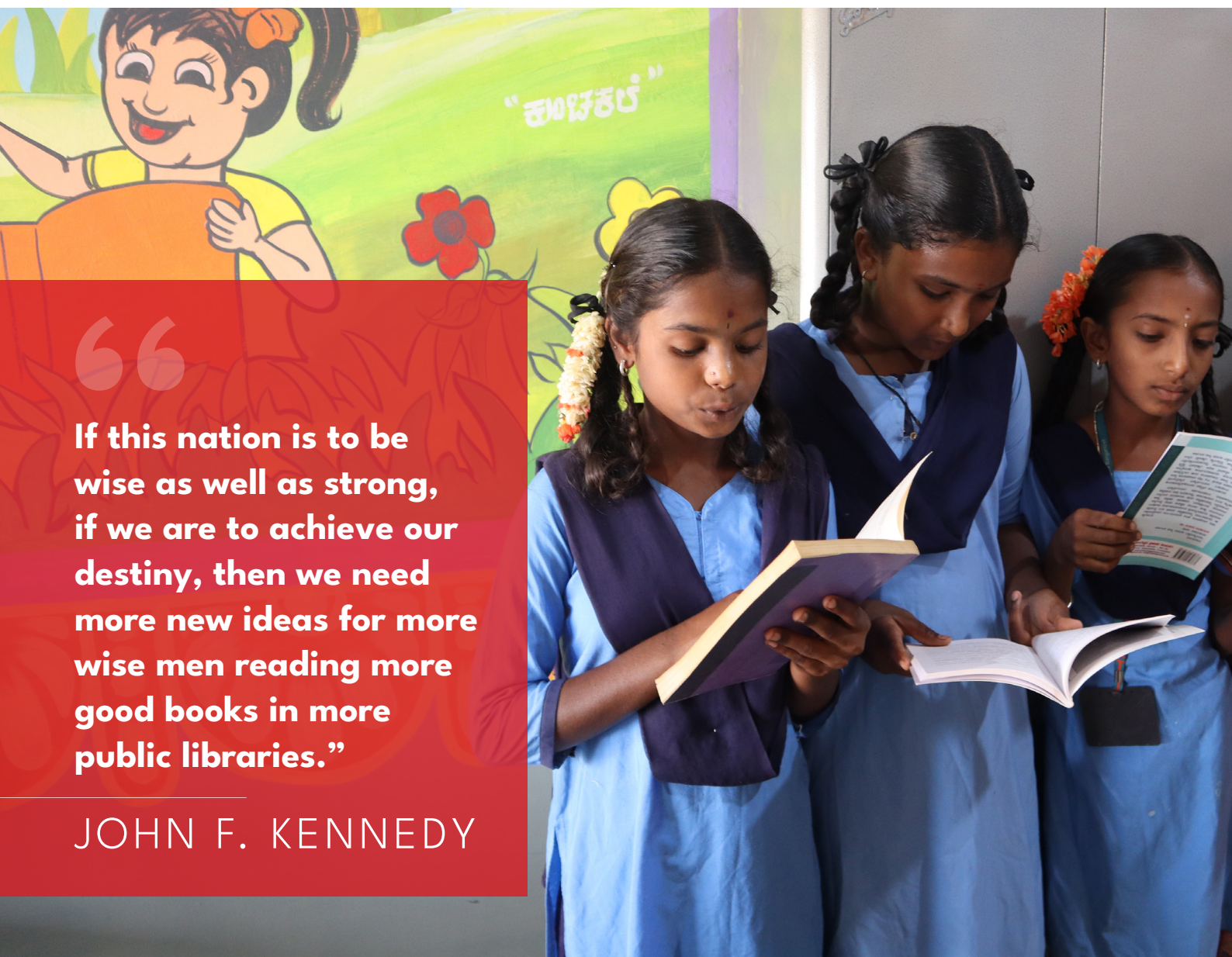
Almost all states across India have gram panchayat libraries. While smaller states have 40-50 libraries, Uttar Pradesh and Karnataka top the list with over 5000 libraries. Karnataka has realized the potential of these libraries to play a pivotal role in the community and the Panchayat Raj Department has made the revitalization of rural libraries their flagship project since 2019.

The Department partnered with several NGOs to launch programmes across the various districts to reposition the gram panchayat library as a safe and welcoming space for

children and the larger community. One such programme is the Read-Aloud programme in collaboration with Adhyayan Foundation and supported by EkStep Foundation to train librarians to conduct read-aloud sessions and engage the children and the community.

Within a few months of launching the programme, the impact was visible in the increased footfall by children to the library and an increase in their interest in books and reading. The community engagement activities that were carried out as part of the programme have elevated the status of both the library and the librarian as valued community resources.

The scope of this document is to provide a how-to guide based on the experiences resulting from the Read-Aloud Programme that was launched in some districts of Karnataka.



“

If this nation is to be wise as well as strong, if we are to achieve our destiny, then we need more new ideas for more wise men reading more good books in more public libraries.”

JOHN F. KENNEDY

What good libraries look like

What is the function of a community library?

While the primary function of the library has always been to provide books and information to the public, with the advent of the digital age, this role has been diminished to some extent by the Internet. Taking cognisance of the need for libraries to reposition themselves (or risk rapid obsolescence), the Glasgow Declaration, 2002 issued by the International Federation of Library Associations and Institutions (IFLA) states that libraries are “gateways to knowledge, thought and culture.”

One of the perils of the digital age is that despite information being more accessible, not enough



is being done to help people to become more digitally literate and discerning in their pursuit of this information. Also, in countries like India, access to the Internet remains in the hands of a privileged few. During the pandemic, this digital divide prevented millions of children in India from access to any education due to school closure. In some states like Goa and Karnataka, public libraries and community spaces stepped up to provide an alternative to children to have some access to learning.

Public libraries in India can serve various functions:

- Create a safe environment for all children that encourages the reading habit without the pressure of performance and evaluation
- Provide children with a safe space where they can indulge in appropriate recreational

activities such as indoor games and group activities thereby improving their social and cooperative skills

- Be a welcoming space where children with special needs and disabilities feel included
- Provide access to computers and digital media in a monitored environment to ensure that children and community members are provided with information from verified sources
- Provide the community with opportunities to learn new skills and handicrafts and thus create a healthy respect for local culture and traditions
- Become outreach centres for all community initiatives.
- Become safe spaces for girls and women given the paucity of public spaces where women and girls can pursue their interests

Background and local context



Andrew Carnegie once said, “A library outranks any other one thing a community can do to benefit its people. It is a never failing spring in the desert.” What’s more, libraries are spaces where anyone regardless of age, gender, predilection can find information, entertainment, solace or joy depending on their need.

In a country like India, where the public school system is highly variable, this is even more critical. For the majority of children in India, their only exposure to books is limited to textbooks. Reading is considered an academic rather than a leisure activity. Developing print motivation, however, is one of the fundamental early literacy skills and this can only be achieved when children associate reading as a joyful activity.

While government schools are required to have libraries, the reality is that, they seldom exist and, if they do, they are often unused and have dusty shelves with out of date books that are hardly read. Or they contain textbooks and other study materials.

Children need access to a wide variety of interesting books across genres to develop an interest in reading. Children who enjoy reading automatically embark on the journey of becoming lifelong learners. Public libraries can be the places that provide such resources to children. However they also need to be inviting, warm and appealing spaces for children.

The Karnataka Public Libraries Act, 1965 came into force in 1966 and subsequently the Department of Public Libraries established a public libraries network at the state, district, city, and Gram Panchayat levels. In 2019, 5623 of these

rural libraries were transferred to the RDPR department for their overall management. This transfer enabled local oversight of the rural public libraries at the Gram Panchayat level.

When the pandemic struck, the Rural Development & Panchayat Raj (RDPR) Department took up the revitalisation of rural public libraries as a flagship programme so that children could stay connected to reading. Over 5600 rural libraries were taken up for revival in phases.

‘Oduva Belaku’ was launched as a programme across Karnataka to revive public libraries so that a library culture could be established in rural communities. The GP library was repositioned as the Gram Panchayat Library and Information Centre. Many GPs were given new spaces, and some got new buildings. Most libraries received electrical connections, book racks, furniture, reading rooms or balconies, study desks for students, armchairs, and garden benches for

seniors. Library membership was made free and between 2019 and early 2023, 3.3 million children have been enrolled. Innovations such as Open Libraries and Beacon Libraries have been set up to make libraries more accessible to everyone, including children with special needs.

The libraries have been given computers, WiFi, and devices so that they can access the digital resources portal of the Department of Libraries. Over 1200 libraries across the state have been fully digitized. Programmes such as “My Library for a Better Me” by CMCA Foundation, a STEAM Education programme by Yuva Chintana Foundation, Gram Digi Vikasana by Sikshana Foundation, the Read-Aloud Programme by Adhyayan Foundation, and other programmes by Kalike Tata Trust and Azim Premji Foundation have been launched across different districts to attract children and the community to the library.



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**Libraries are
our friends”**

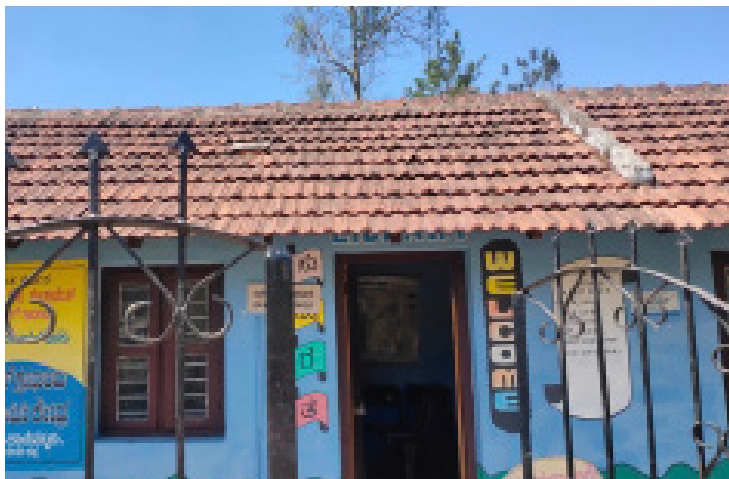
NEIL GAIMAN
author

Libraries in Kodagu



HODDUR DRAMA PANCHAYAT LIBRARY

The library has wheelchair accessibility and outdoor seating for children, to ensure they enjoy their time here.



KUMBALAGODU DIGITAL LIBRARY



THE DIGITAL LIBRARY IN SUNTIKOPPA-KUSHALNAGAR



THE LIBRARY IN NANJARAYAPATNA



BEACON LIBRARY IN MARAGODU

Libraries in Bengaluru Urban



HANDENAHALLU DIGITAL LIBRARY



KADABAGERE DIGITAL LIBRARY



KUMBALAGODU DIGITAL LIBRARY



DODDJALA DIGITAL LIBRARY

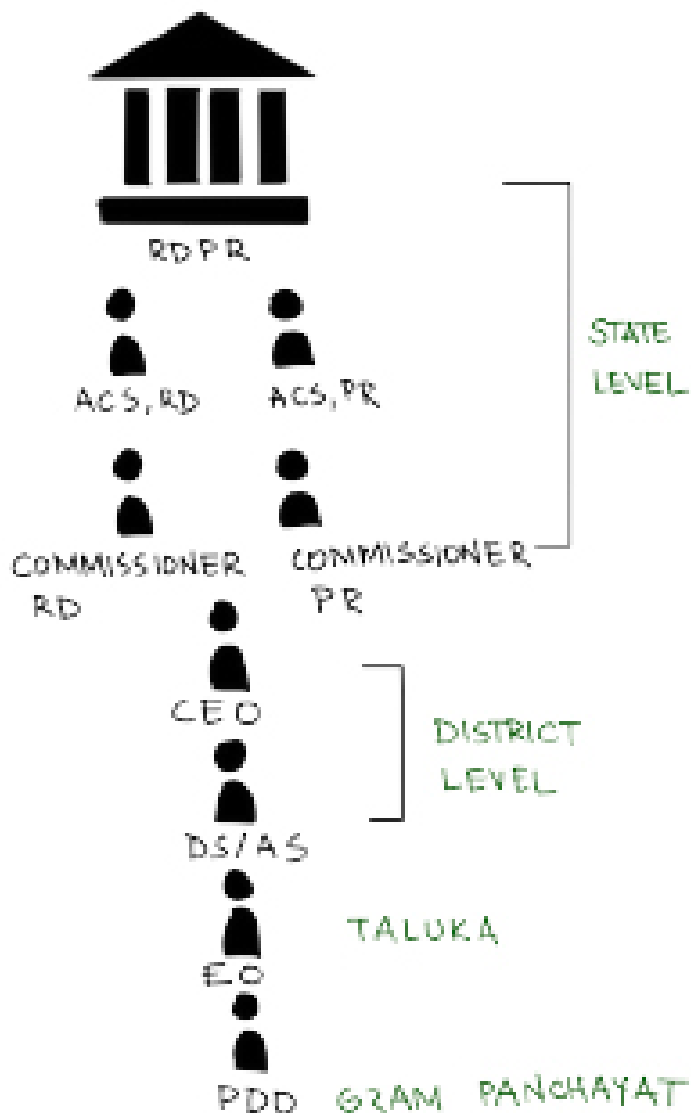


SHIVAKOTE DIGITAL LIBRARY



KAGGALIPURA DIGITAL LIBRARY

Mapping government stakeholders



The Rural Development and Panchayat Raj Department of the Government of Karnataka is headed by a Minister. Under the Minister, are the two **Additional Chief Secretaries** of the Panchayat Raj and the Rural Development departments respectively. The Additional Chief Secretary is the person whose vision determines the focus of the efforts of the department. The Panchayat Raj department, under whose jurisdiction the gram panchayats fall, is headed by a **Commissioner – Panchayat Raj**. The Commissioner takes all the key decisions regarding the programme implementation. The **Director Development** is another key official who approves the programmes being implemented.

Each district is headed by an IAS officer who is the **CEO** (Chief Executive Officer) of the Zilla Panchayat. He, along with the **DS** (Deputy Secretary) or the **AS** (Assistant Secretary), are responsible for the implementation of the programme, sign all the circulars, and check on the progress of the programme.

The taluk is headed by an **EO** (Executive Officer) who ensures the programme implementation in the taluk. Each Gram Panchayat is headed by a **PDO** (Panchayat Development Officer) who supports the programme and is the point of contact between the district and the panchayat.

The **library supervisor** of the GP library reports to the PDO. In programmes such as this one, ensuring that the CEO and the PDO support the programme and are kept informed of the weekly activities and impact is essential to the success of the programme.



Reasons for using the read-aloud programme

There is abundant evidence that children who read regularly show greater sophistication in the usage of language. Books also contribute to higher levels of cognition as stories teach children about sequencing, visualisation, problem solving, cause and effect and prediction. Stories also help children reflect on moral values and teach them valuable life lessons. Books help children step into worlds that are different from their own and widen their perspectives.

However, many children struggle with reading as not all teachers have received training in language instruction. The Annual Status of Education Report (ASER) 2022 highlights that although, between 2018 and 2022, children's basic reading ability has dropped to pre-2012 levels in both government and private schools.

The first step to building literacy skills is print motivation – fostering a desire to read in children. When we read stories from books to children with enthusiasm and expression, they are drawn to books. Once they develop an interest in books and view them as sources of both entertainment and knowledge, they are equipped to become independent lifelong learners.

Governments and education policy makers around the world and in India have recognised the importance of reading aloud to children to develop early literacy skills.

The National Initiative for Proficiency in Reading with Understanding and Numeracy

(NIPUN) Bharat Mission, a National Mission on Foundational Literacy and Numeracy, has included 'Read aloud' under Pedagogies for enhancing language and literacy development.

"2.8 b) Read-aloud is a practice where teachers, parents, and caregivers pick up an engaging story from a book and read it out. Variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments make for a fluent and enjoyable experience for children. Reading aloud develops their listening skills along with their interest in understanding the story. This session should be followed up by conversation with children and writing/drawing task."

"Stories serve as a powerful tool for the holistic development of children. They foster language learning as well as emotional, social, and intellectual development (145). Read-alouds are opportunities to introduce children to good literature, and familiarise them with vocabulary, language use and meaning making." (NCF-FS: 115) ... Picture and story books should be fun, relatable, colourful, and engaging, and rooted in the local and Indian context, traditions, and literature, in order to maximize children's interest."

National Curriculum Framework for Foundational Stage (NCF - FS) 2022



Adhyayan Quality Education Foundation has been working with system leaders in Goa since 2018 for the systemic improvement of government schools in the state. During the COVID-19 pandemic, when schools were closed, we started to train volunteers in the community to conduct read-aloud sessions in public spaces for children to mitigate the damage caused due to the disruption in their education. The Additional Chief Secretary of the Panchayat Raj Department, Ms Uma Mahadevan-Dasgupta, invited the Foundation

to pilot a similar programme in two districts in Karnataka – Bengaluru Urban and Kodagu.

After the launch of the programme in the two districts, it was observed that not only did the programme result in an increase in the number of children coming to the library, it also served as a catalyst for converting the library into an active community space. Women and children began to frequent the library as it began to be perceived as a space where they could read, learn, play and explore their interests.

Leading the process of library transformation



Comfortable seating, attractive displays of books, and warm lighting can, of course, help to make a library attractive. However, more than infrastructure what one needs is a motivated librarian who can lift up a drab space by making the library relevant for the community.

The model that was used in this programme was to identify a pool of librarians who could be trained to conduct read-aloud sessions in their libraries. These librarians were called Master Facilitators. The sessions conducted by the librarians were quality assured and they were given feedback. As they gained confidence and experience, they were supported in conducting the same training for the librarians in their district/taluk.

What to look for when identifying Master Facilitators?

While most gram panchayat librarians may not have studied beyond Std 10 or 12, this is not a barrier to the programme. What is critical though is that they should be enthusiastic and open to learning and trying out something new. There are close to 100 libraries in Kodagu and Bengaluru Urban each. Twelve librarians from each district were identified as Master Facilitators.

In the group of librarians that the districts chose for as Master Facilitators, the ones who were the most successful were the ones who did not have a deficits mindset and were open-minded. The ones who focused on challenges seemed reluctant to try to find solutions and were closed to suggestions. Their libraries engaged minimally with the community. Over time, we were able to identify librarians who were not part of the original set of Master Facilitators and we included them in the Level 3 training as they showed enthusiasm and initiative.

WHAT ARE THE COMPONENTS OF A GOOD TRAINING PROGRAMME?

One of the most important factors for the success of the programme is building a warm relationship with the librarians and encouraging them to collaborate with each other. In order to do this, the training should have ice-breakers, group activities, hands-on activities and opportunities for the participants to open up and gain confidence.

The training needs to be followed by regular visits for quality assurance to help the librarians slowly develop the skills and confidence to conduct the sessions independently. (See Appendix 1)

Timeline for the training

The training needs to meet the needs and interests of the participants. After the first read-aloud training, the subsequent training sessions were contextualized to RDPR's vision for the rural libraries. The original plan was to have 3 levels of training in conducting read-aloud sessions: Basic, Intermediate and Advanced. However, after studying the needs of the community, after providing them with the initial training on how to conduct read-aloud sessions, the second session focused on changing the perception of the library and librarian as a valuable community resource. The third training session focused on building the Master Facilitators' capacity to sustain the programme and form professional learning communities.



Level 1

Training on how to conduct a read-aloud



Level 2

Training on What Good Libraries Look Like



Level 3

Training on how to make the programme sustainable



Setting up for success

Support Visits: For any training to truly work, there need to be follow up visits to support the trainees, build their capacity and provide them with constructive feedback.

Peer Support: Another contributing factor is building connections between the trainees and helping them form a professional learning community. Thanks to technology, using video conferencing tools and WhatsApp groups, the problems of managing logistics and travel are mitigated. These support groups can be used to share resources, ideas, and to celebrate good practices.

Monitoring and Evaluation of Impact: Collecting quantitative and qualitative data on the effectiveness of the programme, analyzing the trends that emerge and using this information to make decisions is vital. Prior to the launch of the programme, the libraries need to be profiled in terms of number of books available, number of children's books available, number of children enrolled, footfall to the library, number of books being borrowed by children, types of books popular amongst children, types of activities being conducted in the library, frequency of activities being conducted, and information about the physical

infrastructure of the library. Once the programme is launched and has started to gain momentum regular collection of data regarding footfall to the library, number of books being borrowed by children, types of books popular amongst children, types of activities being conducted in the library, and the frequency of activities will show the impact of the programme. (See Appendix 5).

Additionally, qualitative feedback and testimonials should be collected from stakeholders including children, community members, Panchayat officials, the librarians themselves, teachers, and parents. It is necessary to document before and after stories.

At the same time, it is necessary to build the capacity of the librarians and the Panchayat officials to use this data to take necessary action to improve the quality, reach and effectiveness of the programme.

Making the Impact Visible: Sharing stories of success, highlights, challenges and the data in the form of regular newsletters and short videos with all stakeholders is another important factor.



Actions of government stakeholders

Actions of the ACS, Panchayat Raj:

The vision of the Rural Development and Panchayat to revive the rural libraries and reposition them as Gram Panchayat Public Library and Information Centres has created a new identity for the rural libraries. Smt Uma Mahadevan-Dasgupta's personal interest in these libraries, her frequent personal visits to them and her daily tweets about the activities being conducted are a huge motivating factor. This has helped to bring about systemic change as the officials of the Zilla Panchayat are motivated to invest in their libraries and support the library supervisor's efforts.

Actions of the Commissioner, Panchayat Raj:

The programme received a great deal of support from the Commissioner of the Panchayati Raj Commissionerate. Certificates of appreciation were awarded to the librarians who went through the training. There was a constant push to devise campaigns/themes to attract children to the library (see Appendix 2)

Actions of the CEO of the Zilla Panchayat:

Funds were allocated by the CEO to buy books for the libraries and for the professional development and upskilling of the library supervisors. The CEO also organized a video conference to get updates from the library supervisors of the district and appreciate their efforts. This increased the motivation of the librarians to ensure the success of the programme.

Actions of the PDOs:

It is imperative that the PDOs understand that by supporting the programme, they will not only be helping the community but their Panchayat will also get recognition. When the PDOs and EOs of the Panchayat take an interest in the programme and visit the library, interact with the community during sessions, it motivates the library supervisors and the PDOs are able to see firsthand the effect of the programme on the children and the community.

What good read-aloud sessions look like

Reading aloud is simply reading a book aloud with purpose and intention. The person reading the book does so with expression and variations in pitch, volume, and tone. The reader engages the listeners and gets them to be curious about the text, feel safe about expressing themselves, and totally involved in the narration.

The reader models pronunciation, intonation, and introduces the listeners to rich vocabulary and good language usage. Children learn that reading is a pleasurable activity and books are windows to the world.



How to conduct a good read-aloud?

- Choose books that are interesting and have colourful illustrations. While you do not want to pick a book that the children will find hard to understand, remember that children's listening vocabulary level is higher than their reading level.
- Practise reading the book before reading it to the children and emphasise important words/vocabulary which children may not know.
- Make sure that you make the space as comfortable and you sit in such a way that they can see you and the book and hear you clearly.
- Begin with a warm greeting and ask them a few questions based on the theme of the book or on the setting of the book just to assess their background knowledge.
- Show them the cover illustration and excite their interest and curiosity in the book.
- Tell them the name of the author and the illustrator so that they understand that books are written by real people. If you can, talk to them a little bit about the author.
- Hold the book in a way so that they can see the illustrations. Make sure that the book is wide open and held to your side so that you can read the story and share it at the same time.
- Involve the listeners. Make eye contact with the children. If there is a repeated line in the story or a hand motion or something the children can do, get them to participate.
- Be expressive, change your voice and tone for the different characters, and bring in emotion. Unless you enjoy reading to them, they will not enjoy listening to you.
- Point out interesting features in the illustrations. Ask them what they have noticed too. Sometimes children notice things that we don't.

A few more tips

- Be alert and watch children's expressions, in case a child seems to be getting scared or upset, pause to check and comfort the child. If the children seem to be getting bored, change track and have a backup story to read. Explain things when necessary but don't explain each line as the children may get bored.
- Leave time for questions and discussion in the end, for example,
 - Which character do you like the most and why?
 - What did you learn from the story?
 - Why do you think the author wrote this story?
 - Which was your favourite part of the story and why?
 - How is this story connected to life?
 - How is this story connected to the world?
 - Do you have any questions about the story?

“

“The fire of literacy is created by the emotional sparks between a child, a book, and the person reading.”

MEM FOX
author



pre-session activities

A variety of activities can be conducted prior to the session to get the children in the right mood.

Icebreaker activities
Games,
Singing rhymes or songs
Asking them riddles
Tongue-twisters



Here are some suggestions for activities that can be conducted after the read-aloud.

- Drawing pictures
- Writing an alternative ending to the story
- Role-play
- Craft activity
- Discussion
- Tell the story from the perspective of another character
- Write dialogues for the characters from the stories
- Writing sentences with any new words they learned
- Simple games based on the theme of the book
- Retelling the story in their own words

(See Appendix 3)

post-session activities

Possible challenges and mitigation

Infrastructural challenges:

Village libraries are often small poky places with just a few shelves

filled with a motley collection of books. As a result, they are visited infrequently by the community.

Children, in particular, are not attracted to these spaces and it becomes difficult to conduct sessions in the libraries.



Mitigation:

Read-aloud sessions need not take place at the library. They can happen anywhere – in schools, anganwadis, public spaces like parks, courtyards, etc.

In Karnataka, the Panchayat Raj department did sanction funds to upgrade the libraries and make them more attractive by painting them brightly, providing comfortable seating for children like beanbags, etc. In cases where the location or size of the library was unsuitable,

the panchayat could allot an alternative space that was more conducive, but this was left to the discretion of each gram panchayat. Hence, there is great variability in infrastructure and there are many libraries in Karnataka that are too small and lacking in infrastructure.

Some librarians, who were unable to have the interiors upgraded took it upon themselves to decorate the walls with children's artwork and brighten up the space.

Vasantha, the librarian from Bandikodigehalli overcame her infrastructural challenges and made the Read-Aloud in her library a success. On the left is what her library looked like before the programme started and, on the right, is what she did to improve the seating arrangements of the library.



To overcome the challenge of space, every week, Vasantha organises storytelling sessions either in the library, or when there are more children, at the anganwadi or the temple premises next to the library. She also visits schools around the area to do Read-Alouds sessions and encourages children to sign up for library cards and is increasing the enrolment of the library.

Possible challenges and mitigation

Limited number of books:

Village libraries often have a limited, perhaps even dated, collection of books, periodicals and magazines. These are usually procured by a central selection committee and the librarians (and readers) have little say in this. In addition to reading material, art materials, indoor games and toys, material to create a makerspace and so on are required to plan stimulating activities for the children and community members.



Mitigation:

Librarians can take feedback from their readers about the collection of reading material available. They could ask for suggestions for titles/genres/authors that they would like to read. There are many blogs and websites that can be consulted to find out more about popular books and magazines.

This information can be shared with panchayat officials who can use their discretionary funds to produce books for the libraries.

Online resources can also be used if the number of children's books available is inadequate. (See Appendix 4 for a list of books and online resources).

Book donation drives can be conducted in the neighbourhood or region and the larger community can contribute books or funds to buy books.

In order to source art supplies and stationery, bookstores and stationery providers can be approached to donate books and materials or sponsor events at the library.

For this to succeed, however, the libraries must publicise the work they are doing through posters in public places, social media posts, and at local events.



To overcome the challenge of non availability of materials for the activities, the librarians decided to conduct Community engagement activities out of waste materials in Mantapa library, Bengaluru Urban

In case of non availability of illustrated books in the library, the librarians seek support from the anganwadi and use the books available there for the read-aloud sessions. Chethan, a librarian from Kodagu, checks with other librarians in the vicinity and borrows books from them in case a child requests for a particular book.



Possible challenges and mitigation

Lack of Support from Panchayat Office:

Support by the local Panchayat officials and impetus from the Zilla Panchayat is vital for the health and sustainability of the programme. The success of the programme can be transformational not just for the library but for the community as well.

When the Zilla Panchayat or the Gram Panchayat officials do not support the programme, the librarian has to struggle to carry out the programme.



Mitigation:

involving the PDOs of the Gram Panchayat right at the outset and encouraging them to attend the training so that they understand the programme and see merit in it helps to increase their involvement in the programme.

Appreciating officials who support the programme, recognizing and publicizing the Gram Panchayats and districts in which the effects of the programme are visible is one method of ensuring that the officials stay invested in the programme. This would motivate them to support the library in achieving its objectives.



The PDOs readily volunteered to conduct a session after attending the level-1 training of the read-aloud with their respective Panchayat libraries in Kodagu. The EOs took it on themselves to accompany the support visits to talk and take feedback from the children as well as the librarians.



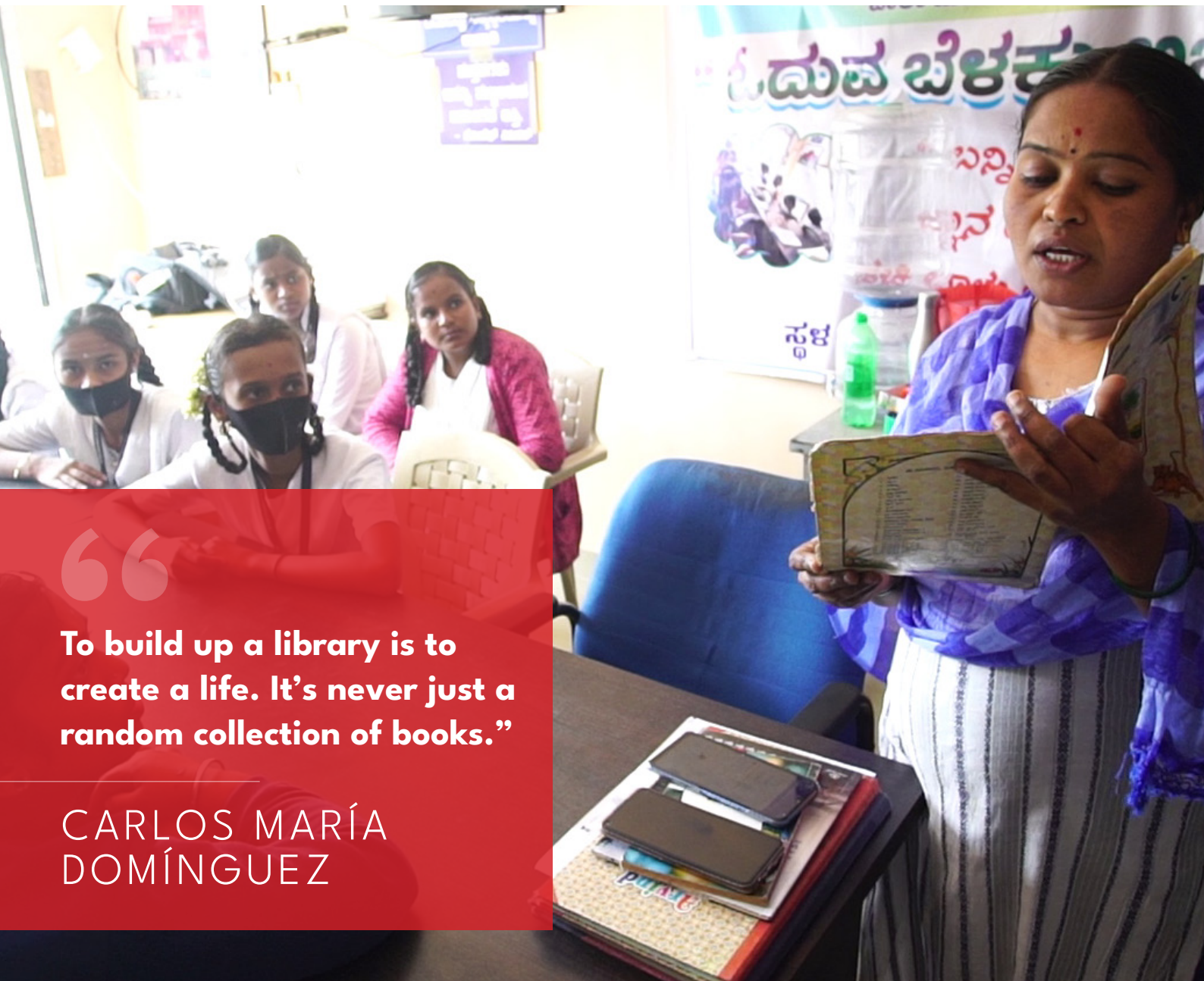
The DS and AS in Kodagu interacted with the librarians at the all level 1 to level-3 trainings to discuss their challenges and celebrate success stories hence motivating and supporting the librarians efforts and work.

Enduring sustainability

As the programme progresses, a pool of champion librarians need to be identified based on the initiative and leadership abilities. These champions attend the Level 3 training along with the Master Facilitators. The focus of the last training for this group is to encourage them to take ownership of the programme.

They are trained in data collection, analysis and providing support to the librarians in their taluk. They are trained to conduct support visits and also, conduct video meetings to share resources, activities, and problem solve together.

During the course of the programme, we saw the organic growth of the formation of a community of support in different talukas. This needs to be encouraged, nurtured and taken to scale.



“

To build up a library is to create a life. It's never just a random collection of books.”

CARLOS MARÍA
DOMÍNGUEZ

Appendix 1

TRAINING MATERIALS

Level 1 training slide deck for Day 1

Level 1 training slide deck for Day 2

Handout

Level 2 training slide deck

Diagnostic of a good library

Level 3 training slide deck

Book for Pucchku (English version read-aloud)

Read-aloud Manual

Appendix 2

CALENDAR OF CAMPAIGNS

Appendix 3

SAMPLE ACTIVITY BANK

Women's Day Suggested Activities

Breaking Stereotypes:

Ask children to draw the following professionals: Doctor, Nurse, Firefighter, Soldier, Teacher, Principal, Pilot, Flight Attendant, Secretary.

Did they depict the following as males – doctor, firefighter, soldier, principal, pilot?

And did they depict the following as females – nurse, teacher, secretary, flight attendant?

Why do they think these roles are better suited to that particular gender?

Provide them with examples of women who have broken stereotypes and fulfilled roles not typically associated with their gender.

Shero Exhibition:

A Shero is a woman who is a role model and inspires us. This could be a relative, a community member, or a famous person. Ask the children (boys and girls) to draw a picture of that person (or they can use a photograph) and a short writeup of why this person inspires them. They can draw a superhero cape around the person

HerStory:

Invite female writers, doctors, famous personalities to record a short video clip about how they broke gender stereotypes and share these clips in the form of a movie at the library (we can help you put this together).

Father and Daughter Day at the library:

Fathers come with their daughters to the library, read with them and write why they are proud of their daughters and take a pledge to treat them equally.

Debate:

Have a debate on why we need to celebrate Girl Child Day/ Women's Day when there is no such day for boys/ men.

Letter writing:

Write a letter to a famous woman you admire saying why you respect that person, why she inspires you, etc.

Read-alouds about famous women

Sports competition in which all children compete without segregation by gender.

Appendix 4

BOOK LISTS

Catalogues of children books from various Indian publishers

Children's Book Trust

National Book Trust

Tulika Books

Sapna Books

Online Resources:

Story weaver

Epic

Appendix 5

MONITORING & EVALUATION

To ensure we document and track the quality of the training at various intervals and phases as well as get opinions from different stakeholders, various feedback forms were created for accurate data analysis

Appendix 6

TESTIMONIALS

“Now I like coming my library as I get to read books. Madam corrects me if I read incorrectly or get stuck. My friends and I like the drawing activities conducted in our library. One day I brought sketch pens and paper for my friends to draw. I would like to have activities like craft and animal face making with news papers.”

GAGAN

CLASS 4

Government Primary School, Haragadde,
Bengaluru Urban

“In the beginning, many people asked me how I am going to conduct read-aloud sessions as the library should be silent. Once I started conducting it weekly once, everyone started liking it. Children ask me to read stories for them everyday, Children like participating in activities and I am getting appreciated during the read-aloud sessions.”

MR. CHETHAN

LIBRARIAN

Ganaguru GP, Kodagu

“The Read-aloud Programme has helped me to make children and the public aware about the existence of the library in their Gram Panchayat. I conduct read-aloud sessions in school also during school library periods. Today, while I was coming for the level 2 read-aloud training, children were asking me to not to leave because they would miss the session. The people of the village are also getting to know about the programme and are voluntarily coming and conducting sessions for the children.”

MRS. SUJITHA

LIBRARIAN

Maldare GP, Kodagu

“After Read-aloud sessions, I feel more courageous. The children have started recognizing the library and me as a library supervisor. They will request me to read stories for them.”

MRS. BHAGYALAKSHMI

LIBRARIAN

Doddagubbi GP, Bengaluru Urban

“The read-aloud programme is running successfully in my library. Children regularly come for the sessions. When they get down from the school van in the evening, everyday they will remind me about the session. Occasionally, if Saturday is a holiday for the library, children will ask me to conduct the session on Friday itself.”

MRS. SARITHA

LIBRARIAN

7th Hoskote GP, Kodagu

“In the read-aloud sessions, Suvarna Madam I reads stories to us loudly and I makes us understand the meaning of the words. The sessions help me to understand Kannada words easily which helps me with my school work too. I got introduced to new words during the sessions and now I also understand the usage of punctuation.”

JASNARANIPATH

CLASS 7

Government Primary school Doddajala,
Bengaluru Urban