

ANNUAL REPORT

2020-2021

An Year of Uncertainties and our Approach to Keep
Moving Ahead

Professionals Alliance for Youths Growth (PRAYOG)

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BIHAR

1. Executive Summary

PRAYOG works in rural Bihar and extends its operations in Kuchaikote block of Gopalganj district. Had it been normal times, we would have done our normal activities - strengthening library and activities around it in a few select Govt. schools which we have been doing since 2017. But in FY 2020-21, our focus was just to reach out to children with enough diverse books and engage them to read, in a community set-up.

The pandemic opened up a Pandora's box - full of challenges. Challenges not only to us but when we look at it from the lens of children, especially the girl child - what must be happening to them, what socio-emotional difficulties children might be going through and are we doing enough? The entire world is working to mitigate the health and livelihood issues but what about education? What about children in rural areas, especially in a State like Bihar where most of the children haven't seen the face of Govt. schools for the past 6 - 8 months? How many households in rural Bihar will have a TV or an android mobile hand set with capacity to recharge for the costly internet packs - a bare essential to continue with digital education? And is digital education the only way out? What exactly is the purpose of education? Is it not that the child is free to dream, for each and everything, is able to think – enable them to make critical decisions? Or is it only the qualification?

Challenging times often also throw us opportunities and it was during such times that we decided to help the community through provision of basic sanitation kits. We also supported the Govt. school teachers in a different way and our engagement with a controlled group of children first initiated via a social media tool – sending stories through Whatsapp and that gradually took the shape of a community library in our intervention area in Kuchaikote block, Gopalganj district. While the community library has definitely brought in immediate changes in the lives of its member children, it has also helped us to think and grow as a team.

We included women representation in our team and also worked to ensure capacity building of entire team through a partnership with Bookworm, Goa.

While our focus has been around reading and using library as a medium, over the next three years, our focus would also be on foundational literacy and numeracy, curriculum and pedagogy in schools and pedagogical and curricular style of the foundational stage. Our work areas remain the same but a deep diving effort would be made to understand the nuances of education at foundational level and preparatory level structures.

This report also covers the team structure and the way we see ourselves in the coming three years, our needs and expectations.

2. Detailed Report for Financial Year 2020-21

In the financial year beginning April 2020, the entire world was affected by the lockdown due to Covid 19. At PRAYOG, we as well were highly affected and there did not seem to be a clear pathway for the team to move ahead immediately due to closure of schools and mobility restrictions. The team, however, kept on discussing on the way forward with the slightest window. The key questions before us were:

- what can we do we do in this scenario?
- what should be our priority for the community?
 - do we reach out to our community and find out what do they need like health needs, food requirements due to loss of jobs etc?
 - do we ensure some basic measures for our community with the requirements like masks, sanitizers etc
- what could be a possible approach to reach out to children?
- What should be our approach to continue with the library works?
- How do we do these?

The following sections cover our approach and work done during the Covid crisis, a major work that stretched throughout this financial year

a) Operational

- i. List and briefly describe all key programs/initiatives run IIH (India).

SL No.	Name of Program	Description of Program (Objectives, target group, operational model, # of schools/learning centers, # of children/teachers reached, # of team members involved etc.)	Primary Funder
1	Community intervention – masks and soap distribution during the peak of the lockdown (Apr-May 2020)	<p>This was meant to ensure relief to the most vulnerable communities in and around our school's catchment areas.</p> <p>We reached out to the community for their feedback on ground situation and how we can help. The long-term solution emerged for a way to reach out to children.</p> <p>In April 2020, we supported all households with cloth masks and soap in one village only: Rampur Khurd in our catchment area in Gopalganj. We knew this was just a meagre support but we completed this distribution to 138 households in that village, each household getting 5 cloth masks and one soap and also demonstrating the way to wear masks.</p> <p>In the process, we also surveyed the children and realized that they had no access to smart phones and they were desiring for support in their educational needs.</p> <p>Two persons from Prayog team were involved in this process</p>	Supported by financial contribution from like minded people in the Trustees' contacts

2	<p>Supporting the teachers deputed on lockdown duty with masks and hand sanitizers (Apr – May 2020)</p>	<p>Our catchment area is situated along UP border and when buses started plying with people from different parts of the country, 200 teachers were involved in the check post 24x7, for almost two months to enter the traveller's records on the border check post. All the teachers had demanded for basic sanitation facilities like mask and hand sanitizers from the authorities and were highly scared.</p> <p>At Prayog, we took a collective decision and with demand from the teachers, we ensure 5 cloth masks and a hand sanitizer bottle to all the 200 teachers, much to their relief and sense of security, during the month of April and May 2020.</p>	<p>Supported by financial contribution from like-minded people in the Trustees' contacts</p>
3	<p>Piloting the reading club locally at staff's villages (Apr – May 2020)</p>	<p>In the month of April and first half of May 2020, and based on our community interactions telephonically, we realized that children were willing to read stories. We wanted to be doubly sure if there is still any way, we can reach out to them and decided that locally, three of us would pilot sending them stories via whatsapp (as books were still locked in our office library and mobility was restricted).</p> <p>We formed three reading circles in Gopalganj, Siwan and Patna (where three of us were locked in our houses) with 30 children and started sending them soft copies of the books with questions as well and incentivizing them with non-financial benefits to continue with their responses. All 30 participated in a 15 days trial and we firmly believed that 'reading circles' are still a possibility, for children who have access to android phones in their homes.</p>	<p>Supported by financial contribution from like-minded people in the Trustees' contacts</p>
4	<p>Story reading contest, "Let's Read" (May – June 2020)</p>	<p>The objective of story reading contest was to ensure that children with access to Whatsapp get enough stories which serve them as 'windows' and 'mirrors' to their current life and a way to find what they are going through in this unprecedented time.</p> <p>We pushed a newspaper article in Hindi daily, Hindustan, through the Gopalganj edition about this and 110 children from 9 districts of Bihar and Uttar Pradesh registered for this contest. 15 selected stories from Arvind Gupta's website were selected and sent to them every alternate day during a month's timeline. Questions were designed for each story and once children's responses were received, we sent them the next book. Books were selected for different age groups.</p> <p>80 children completed this journey and the response from children and their parents were very encouraging and this pushed us to think for a 'community library' in our catchment area where we could physically reach out to them with diverse story books.</p>	<p>Supported by financial contribution from like-minded people in the Trustees' contacts</p>

5	Beginning of a community library (July 2020 onwards)	<p>The need of a community library was also realized in our discussion with a school Principal to give a breather space to children who did not have access to phones.</p> <p>With the support of this school Principal and his team, we engaged with the local community in Khem Matihaniya village, where one of our intervention schools was also located. With the parents consent and children's excitement, we started this community library. The space was offered to us free of cost by a local villager.</p> <p>Bi-weekly sessions was designed and July 2020 onwards (till date), we have engaged with 125 children between the age group of 5-15 years. All 3 team members and later 2 additional members have been involved in running this community library.</p>	Nalanda Charitable Foundation, Wipro fellowship support
6	Hiring of new women staff Internal Capacity building (Sept 2020 – March 2021)	<p>Based on our learning, our donor Nalanda Charitable foundation, gave us a green signal for hiring new staff to continue with the community set up.</p> <p>Once hiring was done, we engaged the new staff through an internal capacity building exercise and later with Bookworm's support we started a 'Prayog Library Mentoring Support' program where all of 5 of us went through a rigorous training on libraries – online contact as well as onsite contact by the facilitators from Bookworm</p>	Nalanda Charitable Foundation, Wipro fellowship support
7	Resuming school libraries initiative (Feb 2021 onwards)	<p>In the month of February 2021, Bihar Government decided to re-open the schools and we started our engagement with all the 18 schools which were left behind due to lock down.</p> <p>All 5 members from Prayog became active and started facilitating sessions – though the restriction was for 50% attendance but we could see that more than 80% children would attend the schools and we started reaching out to close to 1500 children through our reading initiative</p>	Nalanda Charitable Foundation, Wipro fellowship support
8	Expanding our engagement around reading in a different district; technical support (March 2021 onwards)	<p>Based on our library experience, District Collector of Purnea, approached us to design a plan for activating 'panchayat level' libraries across the district. There are 246 panchayats in the district and by the end of financial year, 147 panchayat libraries were set up.</p> <p>The need was now to orient the line departments (Panchayati Raj and Education) on a reading program and activating these libraries. In March 2021, we conducted orientation session for all the BDOs, BEOs and DPOs of the district.</p> <p>We also helped them forming up the Guidelines and way forward through panchayat level committees for these</p>	Nalanda Charitable Foundation, Wipro fellowship support

		libraries and have planned for training of the committee members on libraries	
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PRAYOG, being a small organization, we added programs to our basket which were very apt meeting the objectives of the organization. None of the existing programs closed during this period.

Our approach before the lockdown was to strengthen the schools' system and replicate the success stories in the Government school set-up. Due to lock down, we also added our operational model to a 'community based' approach and going ahead, we see a mix of both the approached for us as Covid has brought a bit of uncertainties for opening and closure of schools. By the end of financial year, schools were again closed because of increasing cases and hence we see this mixed approach as relevant one. However, the communities where we work, we ensure that these are from the same catchment where we had interventions with Govt schools.

Tab 1. Outreach summary table

Outreach Summary	#	Remarks (Mention frequency/mode/nature of engagement where applicable. e.g. daily through WhatsApp; once a quarter through Zoom; weekly face-to-face interactions etc.)
Community Learning Centers		
Number of community learning centers	2	Bi-weekly face-to-face engagement with children
Number of children directly engaged with, in community learning centers, on a regular, ongoing basis	190	Bi-weekly face-to-face engagement with children
Number of children directly engaged with, in community learning centers, through workshops/events	120	Quarterly face-to-face engagement with children through events in their village; online engagement to a National level interactive forum done by Bookworm in Mar 2021
Schools		
Number of schools directly worked in	18	weekly face-to-face engagement with children
Number of schoolteachers directly engaged with on a regular, ongoing basis	36	weekly face-to-face engagement with children
Number of schoolteachers directly engaged through workshops/training	0	Schools resumed in Feb 2021 and closed by the end of March 2021 and hence not much engagement with teachers was possible
Number of children directly engaged with, in schools on a regular, ongoing basis	~1500	weekly face-to-face engagement with children
Number of children directly engaged with, in schools through workshops/events	0	Schools resumed in Feb 2021 and closed by the end of March 2021 and hence not much engagement with teachers was possible
Any other Settings, Modes or Groups (e.g. community circles, online webinar, parent engagement, distribution of learning kits etc.)		
Government line department officials engagement in Purnea	1	Face-to-face contact on a Quarterly basis
Participation through online webinar in an interaction with librarians from Bookworm	10	Zoom call

Parents meeting in the community library set up	3	Quarterly basis, face-to-face contact
Display of illustrations and write-ups from our community library set-up	6	Monthly, face-to-face interaction

b) Educational

During the entire year, the Founder and the leadership team engaged directly primarily with children as not much could have been done with teachers. Schools were empty till Jan 2021 and teachers' engagement was rigorously in other duties assigned by the District Administration for Covid related duties. The different ways through which this engagement was ensured are mentioned below:

- i. **Designing sessions** according to age-appropriate reading skills (reading, understanding, questioning and responding) of the children who were part of the community library initiative
- ii. **Strengthening the collection** – the Founder and the leadership team worked on curating the collection. An additional 4000 books for different age group and covering diverse themes was finalised
- iii. **Practices around reading** – Founder and the leadership team ensured that reading practice continued via different ways. Planned sessions around selection of books, curating the collection, book discussions etc were done on routine basis
- iv. **Displays and Book talks as means to engage children in reading:** 'displays and book talks in community set-up was selected because of the local context in an existing library program in a community set-up where children were not able to select books for their reading. Based on the local context (socio-cultural-economic backgrounds) of the children, two themes were selected for display: environment *and* emotions. It was divided into fortnight interactions and there was change in book displays marked with a change in collection. Book talks were conducted initially and then children learnt and did book talks which was an amazing learning. They also wrote/drew/guided drawings and discussion their understanding from text on notebooks and there is an emergence of change in practice in book selection. The most critical actors identified in this change were book talks and allowing them to borrow books till the next planned session. This practice is going to continue in the school library program.

The Founder member attended various online session around 'libraries during lockdown' facilitated by Bookworm. The team's understanding on library practices was also added by Bookworm's LEC batch of 2020. In Feb 2021, the Founder was invited to be a mentor of LEC 2021 cohort, which is to begin in the month of May. All these played a significant role in preparing the entire team for 'reading practices' and possible ways of engaging children towards learning through diverse 'text'.

SL No.	Name of training course and organization providing the training	Details including: purpose/objectives, who were the facilitators, # of days, location, key learnings, impact on your work.	Which team members attended?
1	Prayog Library Mentoring Support (PLMS)	<p>Purpose: To provide mentoring and capacity building support to key team members on library vision and practice for community work. In the pandemic world Prayog opened it's first community library and engaged with multi age children in large numbers with the overhanging threat of social distance, respect for safety of all including the team members and vision for igniting reading and thinking amongst diverse children.</p> <p>Additionally, Prayog much needed growth spurt and added two new members to the team who were engaging with developmental work in diverse setting around acts of reading for the first time.</p> <p>Facilitators: Sujata Noronha, Nayan Mehrotra and Anandita from Bookworm</p> <p>Duration: six months from Oct 2020 – Mar 2021 (beginning with fortnightly zoom calls, on site training by Bookworm team in Gopalganj for a week</p> <p>Key learning: all the team members are have same understanding in terms of practices around reading and library as a medium; immediate focus on capacity building saved us a lot of time in preparing our new team members</p> <p>There was a clear-cut impact on practice and engagement with children of different ages</p>	All 5 team members
2	Personal Mastery for Development Leadership (PMDL) (ongoing)	<p>It is a self-development program to initiate and support personal journey of growth. The Course is helping to continuously expand ability to create desired results in professional and personal life and work towards well-being of self</p> <p>Facilitators: Shashi, Ruchi, Kapil and Siva from Wipro</p> <p>Duration: Jan to April 2021</p>	1, Surya

		Key learnings: received the conceptual framework on personal development and helped a lot in coping; is connecting the understanding to personal life and arrive at personal insights; enabled me to be a practitioner of well-being and self-care	
3	Designing training program on reading and libraries for Govt staff in Purnea district and also orienting panchayat level committee members on activating libraries (Mar – August 2021)	<p>The objective is to introduce the relevance of libraries for comprehensive reading experiences amongst children and develop an understanding of library practices</p> <p>Facilitators – Surya, Binit and Kailash from Prayog</p> <p>Duration: Mar – August 2021</p> <p>Key learning: designing sessions for training to Government staff; rapid scale up of training session; formulating guidelines and tools for activating the committees to run the libraries</p>	3 team members – Surya, Binit and Kailash

Aspects of learning that have had a significant impact on our work:

PLMS was the key capacity building exercise that has impacted our work in a major way, some of the key expectations were:

- Perspective Building
- Practice session (Hand-on activities)
- Strengthening our hands- on activities, troubleshooting perspective forming ideas and model our practice on the ground

Based on the training, we have seen our team’s major shift in:

- Library and community: clarity on how to make the library an inclusive and open space for children of multiple age groups. Additionally, all in the team understood how a library can run in a community setting and what impact it creates within the community.
- Running a children’s library: we understood various aspects of running a children’s library ranging from understanding what is a collection to organizing and maintaining a collection. We also got a hands-on experience to engage the readers and non-readers in the library. Thereby, making the library experience joyful for one and all.
- Library and Professional Development of team given that we, as a team, are growing, what organisational and individual practices can help nurture continued growth and learning. How do our team learn to work with the strengths that are inherent in each one and move together

In the coming times, we further need capacity building on developing our understanding around:

- Foundational Literacy and Numeracy
- Curriculum and Pedagogy in Schools
- Pedagogical and curricular style of the Foundational Stage

While trainings from relevant organizations around the above would be quite helpful, we would also like to get chances of exposure visits to such organizations to see the actual practices

c) Organizational

Legal Status: The Organization has a 12A certification. We prepared the documents for 80G certification and the window to apply for 12A revision and 80G is open between Apr – June 2021. We will be applying for the same.

Team Structure:

The team profile is as below:

Surya Prakash Rai (Founder): an M.Phil from IIT Bombay and has worked for various national and international NGOs for past 10 years. Takes care of all the operational aspects of activities at PRAYOG.

Abhishek Kr. Sharma (Co-Founder): a BE in Electronics engineering from BIT Mesra and MBA from XLRI Jamshedpur. Takes care of creating forward linkages and fundraising

Binit Ranjan (Library Educator cum Program Coordinator): is a MSW from IGNOU and has been taking care of field operations by activating the school libraries, introducing classroom libraries and other. He has been associated with PRAYOG as a Program Co-ordinator since May 2017. He is also a Wipro Fellow

Kailash Kumar (Library Educator): is a Graduate and has been taking care of field operations by activating the school libraries, introducing classroom libraries and other. He has been associated with PRAYOG since July 2019

Ragini Kumari Sharma: is a Graduate and has been taking care of field operations by activating the school libraries, introducing classroom libraries and other. He has been associated with PRAYOG since Sep 2020

Anita Kumari: is a Graduate and has been taking care of field operations by activating the school libraries, introducing classroom libraries and other. He has been associated with PRAYOG since Sep 2020

Durga Kumari: we have selected her as a part of our Managerial team member. She is a B.Ed from RIE Bhubaneshwar and MSW from TISS, Guwahati. She hails from Patna; has 3 years of work experience with Shiksharth (Sukma). She was actually referred to us by a team member from Shiksharth and we confirmed from their team if they have any problem. Upon confirmation from their side and based on our interactions with her over two months, we have confirmed her. She would be joining us from May 1st, 2021

We are a very small team but we highly respect the basic ethics of team work, self-respect, child rights awareness and stakeholder engagement. We have set protocols for all of these and the second line of leadership is being prepared right from the beginning. We were probably the first organization to push for grassroots champions to be also considered as Wipro Fellows and Binit and Kailash are being also groomed for the second line of leadership. A new team of 3 female library educators are on Board by now and all of these are local women. We have a standardised “hiring policy”. All this has been possible because of the support from Nalanda Charitable Foundation.

The organization has initiated to adopt social security measures for its team and for the first time, we introduced “Health Insurance” of all staff with a 70:30 ratio where 70% of the insurance cost is being covered by the organization and 30% by the employee.

We have a zero attrition rate and for the past 5 years, whoever has joined us are continuing with us.

Capacity Enhancement: for the capacity enhancement, we make a list of trainings that are being offered by Wipro or their partners and then based on individuals interest and requirements of the program, we urge to apply for these trainings. Apart from that we have also kept separate budget head for capacity building under NCFs support. For eg. We were able to cover cost of PLMS training by Bookworm through that budget.

Governance: there is a Board of Trustees who take any decision with the inputs from the staff. Apart from this, we have two advisors who suggest us on our stand in the programs or relationship with stakeholders.

Financial Overview: We have never been a funded organization from inception in 2013 till Feb 2019. Our source of funds was contribution from high net-worth individuals, and in the past three years through fellowship from Wipro. In the past three years, our average budget had been Rs 6 lakhs per year. We have all the yearly audited financial reports from 2013 to 2020 and every year the Income Tax Returns are filed and submitted.

In Feb 2020, we received our first funding support from Nalanda Charitable Foundation (NCF) to strengthen our library program in Government schools. Though, due to lockdown restrictions, we could use only 50% of the allocated budget.

Other Partnerships: we have a strong support from the District Administration and we have a letter of Approval from them to implement our library work in these schools. As an organization, we are just 5 (so far) but we are working with unmatched energy of school teachers, CRCCs, BRPs, BEOs, DPOs, DEO and District Collector. In March 2021, we have partnered with Purnea District Administration as well for supporting them in their vision around libraries

Communications/Outreach

- Website: <https://prayog.org.in>
- Blogsite: <http://prayoginbihar.blogspot.com>
- Facebook page: <https://www.facebook.com/PrayoginBihar/>

3. Plans for next 1-3 years

A.	Organisational maturity	Expected Outcomes in 2021-22	Expected Outcomes in 2022-23	Expected Outcomes in 2023-24
1	Clarity of vision, mission and values	clearer vision and well defined mission with the basic reflection on 'why', 'what' and 'how' all work done align with the vision and mission	work alignment with organization vision, mission and values	work alignment with organization vision, mission and values
2	Legal, financial, governance and related aspects	all legal and financial norms as per the existing government rules are adopted and followed Accountable Governance is adopted and organization policies strengthened/new policies are proposed	all legal and financial norms as per the existing government rules are adopted and followed Accountable Governance: diversified representation (at least 1 female Trustee to be included) of Board and organization policies are finalized and adopted: HR policy, Policy against sexual harassment, Child protection policy	all legal and financial norms as per the existing government rules are adopted and followed Accountable Governance, organization policies are practiced: HR policy, Policy against sexual harassment, Child protection policy
3	Team Capacity	Participation in relevant trainings; Internal training modules developed for routine capacity building exercises	Participation in relevant trainings; Internal structured trainings in place	Participation in relevant trainings; Internal structured trainings in place
4	Organizational Culture	reflective environment: team meetings and Quarterly/Annual reviews of work done stick to the core humanitarian values of practicing empathy within the organization and external stakeholders like children, school system etc	reflective environment: team meetings and Quarterly/annual reviews of work done stick to the core humanitarian values of practicing empathy within the organization and external stakeholders like children, school system etc	reflective environment: team meetings and Quarterly/ annual reviews of work done stick to the core humanitarian values of practicing empathy within the organization and external stakeholders like children, school system etc
B.	Operational Capacity			

<p>1</p>	<p>Goals / Targets</p>	<p>1. GOALS FOR OUTREACH:</p> <p>BRCs covered: 1 CRCs covered: 2 Schools covered: 25 Community sites: 4 Outreach to children: ~2500</p> <p>Focused intervention in 25 select schools- where Prayog team will directly implement</p> <p>2. GOALS FOR ACTIVITIES:</p> <p>Ensuring development of language and literacy modules</p> <p>Ensuring development of learning level framework</p> <p>Ensuring forming a school transformation framework <i>(developed by us in discussion with the school team)</i></p>	<p>1. GOALS FOR OUTREACH:</p> <p>BRCs covered: 2 CRCs covered: 4 Schools covered: 40</p> <p>Community sites: 6 Outreach to children: ~4000</p> <p>Focused intervention in 25 select schools (12 each in one BRC) - where Prayog team will directly implement</p> <p>Light touch intervention in remaining schools - where Prayog team will orient the teachers/CRCCs/BRPs for implementation</p> <p>2. GOALS FOR ACTIVITIES:</p> <p>Based on the learning level framework, language and literacy modules routinely become a part of school's practice</p> <p>Learning level enhances and is demonstrated by language and literacy evaluations</p> <p>School transformation begins - this would be with respect to education practices, strong leadership, student agency, community involvement</p>	<p>1. GOALS FOR OUTREACH:</p> <p>BRCs covered: 2 CRCs covered: 5 Schools covered: 50 Community sites: 8 Outreach to children: ~5000</p> <p>Focused intervention in 25 select schools (12 each in one BRC) - where Prayog team will directly implement</p> <p>Light touch intervention in remaining schools - where Prayog team will orient the teachers/CRCCs/BRPs for implementation</p> <p>2. GOALS FOR ACTIVITIES:</p> <p>At least 5 schools show dramatic change in 'literacy levels' and 'language' <i>(age-appropriate language proficiency to be achieved through systematic instruction in vocabulary, listening comprehension, syntactic skills, and awareness of the components of language)</i></p> <p>Learning level enhances in at least 5 schools and is demonstrated by language and literacy evaluations</p> <p>School transformation is ensured in at least 5 schools - this would be with respect to education practices, strong leadership, student</p>
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				agency, community involvement
2	Operational model	<p>Schools systems (teachers, Principals, CRCCs) are engaged for program implementation in supporting role - <i>monthly meetings happen at the cluster level (at least 8 cluster level meetings happen in Year 1)</i></p> <p>BEOs and DPO (SSA) are involved in decision making - <i>the language and literacy framework & school transformation framework developed by the schools get the consent from BEOs and DPO; Quarterly progress is reviewed at the Block level by BEO and at the District level by DPO</i></p> <p>Community engagement for active platforms like PTMs - <i>at least 3 community level meetings are done in year 1 to sensitize them about their roles and responsibilities; they also play a role in operations and maintenance of a community library which would be run by Prayog (at least 5 community</i></p>	<p>Schools systems (teachers, Principals, CRCCs) play active role for program implementation - <i>monthly meetings happen at the cluster level (at least 10 cluster level meetings happen in Year 2); CRCC and School Principals adapt to outreach activities and ensure these being implemented in their schools</i></p> <p>BEOs and DPO (SSA) are involved in decision making - <i>the language and literacy framework & school transformation framework approved by the DPO is routine reviewed (monthly level) at the Block level by BEO and at the District level by DPO</i></p> <p>Functional PTMs - <i>bi-monthly parents - teachers meeting is institutionalized; parents give feedback to the school regarding the expected school environment indicators and personal development indicators</i></p>	<p>Schools systems (teachers, Principals, CRCCs) plan and implement the program for their schools - <i>monthly meetings institutionalized at the cluster level (at least 10 cluster level meetings happen in Year 3); CRCC and School Principals adapt to outreach activities and ensure these being implemented in their schools; they further build up this plan and set new goals/targets for school transformation</i></p> <p>BEOs and DPO (SSA) are involved in decision making - <i>based on the learning of 2 years from the existing schools/clusters/blocks, DPO is able to share the best practices and promotes these in other Blocks in a structured way</i></p> <p>Issues/suggestions/demands by community are met in terms of larger school environment (facilities like strengthened libraries) - <i>PTMs are regularized and become a routine part for schools and school development plan includes the key suggestions from</i></p>

		<i>libraries are functional by end of Year 1)</i>	<i>of their child; at least 8 community libraries are functional and local youth volunteers play a role in that</i>	<i>PTMs every year (as a practice); libraries become a key tool for ensuring language and literacy outcomes at the community level</i>
3	Resource availability	<p>Non-financial resources from Govt system like time of teachers, Principals, CRCCs are availed</p> <p>At least one donor support to continue the intensification and expansion of school intervention</p>	<p>Non-financial resources from Govt system like time of teachers, Principals, CRCCs are availed</p> <p>Continued support from the donor for intensification and expansion of school intervention</p>	<p>Non-financial resources from Govt system like time of teachers, Principals, CRCCs are availed</p> <p>Continued support from the donor for intensification and expansion of school intervention</p>
4	Engagement and collaboration with critical stakeholders	<p>Partnership with like-minded organizations for organization's capacity building</p> <p>Yearly exposure visit of Prayog's team to partner sites for learning exchanges</p> <p>Govt stakeholders at District level are engaged through review of the work done</p>	<p>Partnership with like-minded organizations for organization's capacity building</p> <p>Yearly exposure visit of Prayog's team to partner sites for learning exchanges</p> <p>Govt stakeholders at District and State level are engaged through review of the work done</p>	<p>Partnership with like-minded organizations for organization's capacity building</p> <p>Yearly exposure visit of Prayog's team to partner sites for learning exchanges</p> <p>Replication/adoption of best practices are accepted by Govt stakeholders</p>
C.	Educational Expertise			

1	Educational expertise of the team in terms of knowledge, skills and perspectives	Team' expertise regarding is strengthened for the following: (i) reading/library program (ii) school transformation (iii) understanding on education perspective is developed	Team' expertise regarding is strengthened for the following: (i) reading/library program (ii) school transformation (iii) understanding on education perspective is developed	Team showcases a change in literacy outcomes through the reading/library program and designs/implements school transformation initiatives
2	Systematic efforts towards improving one or more aspects of education quality	All elements of education quality are mapped (as per the context) and prioritized as per the situation At least one element (reading practice and skills) is focused and inclusion in the work plan	Focus on the element for education quality to continue as previous year (with assessment)	Focus on the element for education quality to continue as previous year (with assessment)

4. Nature of Support Required

- Prayog's ongoing activities around libraries
- A development of community centre which emerges as a training hub for organizations willing to strengthen their team's understanding around children's literature, reading and potential of libraries
- Capacity building: educational, organizational and operational aspects
- Linkages to other organizations/partners working on similar context

5. Images

Figure 1 Kailash, our library educator preparing before a library session



Figure 2 Children reading during a library session at community site



Figure 3 Children engaged in a 'treasure hunt' activity (finding a book through a clue)



Figure 4 Children interacting in a National level forum whereby they interacted with two wonderful librarians, Usha Mukunda from Centre for Learning, Bengaluru and Sujata Noronha from Bookworm, Goa. This was marked with presence of children from Mumbai, Bengaluru, Bhopal, Chennai, and Gopalganj



Figure 5 Sujata Noronha from Bookworm, Goa facilitating a library session with children at our site



Figure 6 Bookworm Goa team and PRAYOG team together during our weeklong capacity building sessions (on site), Dec 2020



Figure 7 Purnea District Collector, Shri Rahul Kumar, chairing our intro session for activating the panchayat level libraries in the district, Mar 2021



Figure 8 BDOs and BEOs of Purnea district participating in the orientation session on libraries and their role in reading, March 2021, Purnea



Figure 9 Getting back to Govt schools in Kuchaikote after re-opening of schools in Feb 2021, Upgraded Middle School Sherpur



Figure 10 Children engaged in art work and a result of a 'guided drawing session'

