



# Annual Report 2020-2021

## Director's Message



Today, India is fighting from the second wave of Coronavirus. A skyrocketing number of Coronavirus cases are forcing the government authorities to put restrictions on the movement of people across the country. Indian health care and frontline workers are racing against the time to help the nation deflect the crisis brought on by the second wave.

Many individuals have also shown courage and extended a helping hand to people struck by the virus. We all can witness the social media platforms are filled with the voice of support. Despite this, the second wave is not only infecting more people but also causing physical and financial difficulties; it is also stirring the people mentally by creating fear in their mind. The feeling of being detained at home and physical distance from loved ones and extended community network is causing anxiety and depression, regardless of age and gender.

We can cope up with the situation by focusing on what we can control to keep ourselves and our family safe and healthy. Stay inside and engage yourself with distressing tricks by indulging in the activities you enjoy, it could be 10 minutes of meditation or watching a comedy or talking to your loved ones or engaging yourself in indoor play.

The Toy Bank has also initiated a Covid Relief Initiative: Reach and Teach Program in Municipal Schools of Delhi for the students from marginalized communities, who are adversely affected by the lockdown and the pandemic itself. The program provides DIY activity kits and Toys to the students as they do not have any access to learning aids at home. The kits keep them engaged and minimize the negative effects of house arrest on their social and emotional well-being.

Let's come together as a community and help each other in any possible way we can to support the people struck by the pandemic. Together, we will help the people and rise, stronger, from the scourge of disease, just as our predecessors did 75 years ago, from the ravages of war.

Warm Regards,  
Vidyun Goel  
Director  
The Toy Bank





## Vision

The Toy Bank envisages a society where the underprivileged children have the **Right to Play** and get their childhood back by actively involving them in educative toys and story books in order to help them gain an active and enriching life

## Mission

To enable every underprivileged child an opportunity to have holistic development through toys, games and story books

To bridge the gap between the privileged and underprivileged children by instilling values of sharing and caring in each child

## The Toy Bank Process

### Collection

Household, Collection centres & Collection Drive in schools & Corporates



### Upcycling

Toys are refurbished and given a makeover to make them reusable



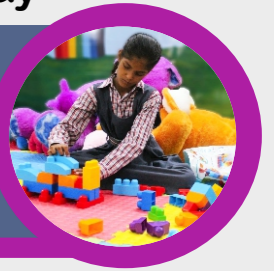
### Creation of Educative Toy Libraries

Age appropriate and gender-neutral



### Learning through Play

Implementation of Play and learning modules to focus on language, environment, numeracy and life skills.



### Impact Assessment

To ensure proper implementation of Toy Libraries and Safe Playroom







## Equal Opportunities to PLAY

The Toy Bank aims to create gender neutrality through toys. It's with the same vision; The Toy Bank provides a gender-neutral environment to engage the children by creating gender-neutral Toy libraries and Safe Playrooms, distributing DIY Activity kits and toys and worksheets to engage them during the Coronavirus pandemic. The Toy Bank gives children the freedom to choose the toy they wish to play with without stereotyping the toys.



### Why Toys?

Physical and gross motor skills

Social skills

Language skills

Numeracy skills

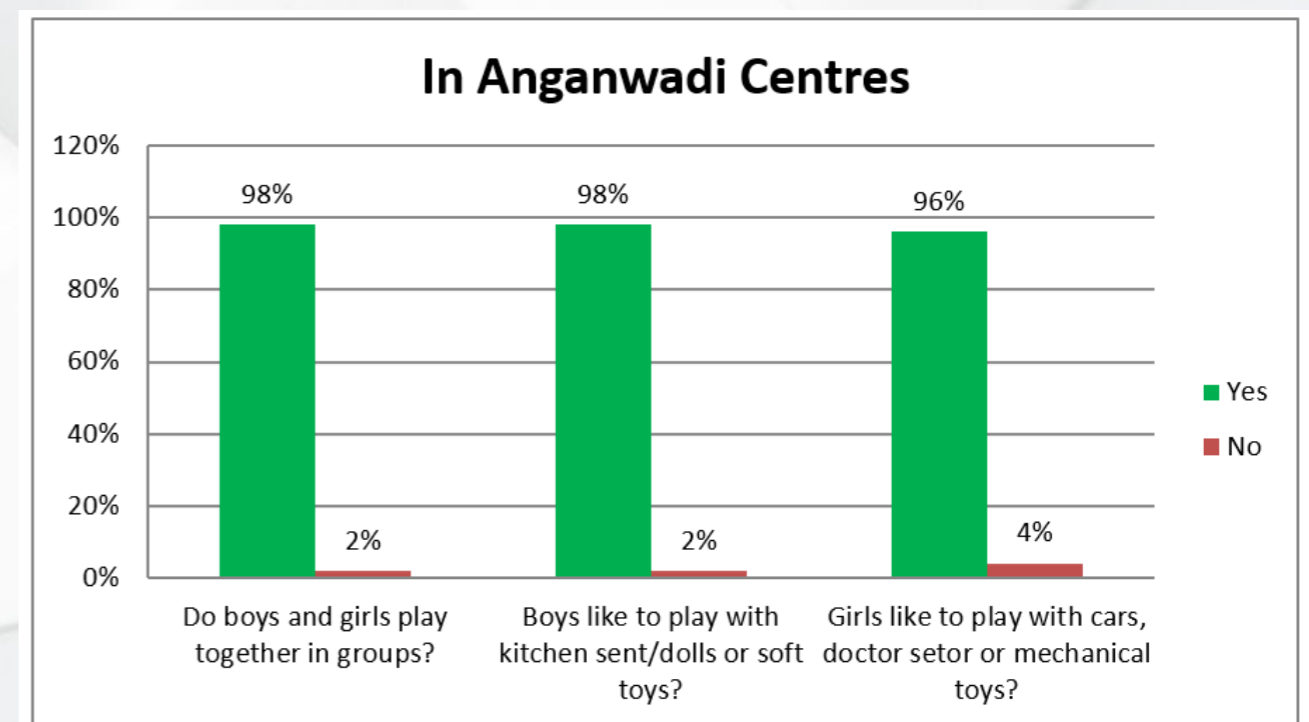
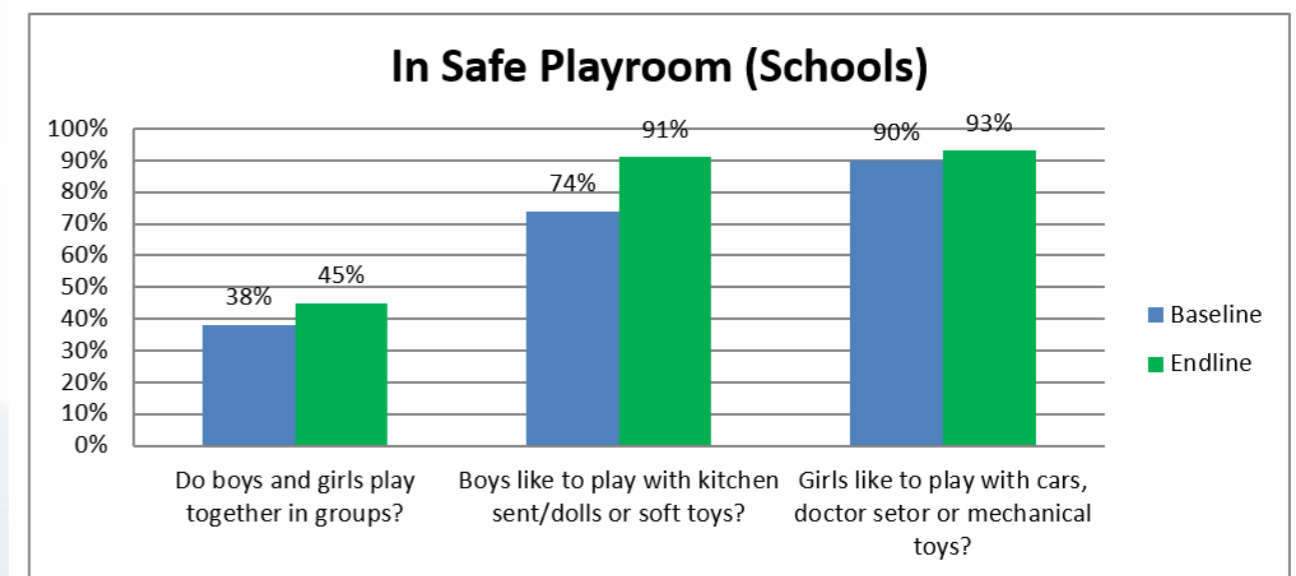
Environmental awareness

Life skills

Gender neutrality through toys

Play Therapy for differently-able

Emotional well-being





## Stories of change

### Learning New English Words while Playing

Renu is a housewife from Neemrana block of Alwar district. She has a three year old son, Chaman, who goes to the anganwadi center **Khundroth 3**. She along with her husband takes the joint decisions about the future of the child. She feels pre-school education is very important for children as this will form a strong base for them which will help them in school. Before the lockdown, when Chaman used to go to the center on a regular basis, **he usually used to ask his mother to leave him to the center as he liked to play a lot. After coming back to home from the center, he used to tell about his toys he played with and what all activities he did.** Renu shares **“As of now, we have seen lot of developmental changes in Chaman, as he's more social now otherwise he used to be bit clingy earlier.”** She observed that Chaman started **speaking few words in English, scribbling, asking for colours and following instructions easily.**

### PLAY at Home

I miss going to school. It was so much fun as I used to get an opportunity to meet my friends. I also miss playing games in the playroom. But, from a new class, I have not been going to school or any other place due to Coronavirus. But, I do enjoy solving worksheets shared in the playroom group and DIY activities from the Kit. I simple enjoy solving puzzles, Rubik cube, DIY activities, coloring at home. It is so much fun. The group also helps me to see how my friends are doing their work.

-----By Kanchan from fifth grade

### Learning with TOYS: More fun and creativity

“Children have starting wishing their elders and say hello, good morning, namaste whenever they come in the center. They can point out to the pictures or objects when named and asked to do so. They follow the instructions of the activities”, states Anita Chauhan the AWW at Kankar village, while sharing an example of language development in the children in her center. She was trained by Toy Bank in child development through an intensive capacity development session. The sessions followed by handholding support helped her in understanding key concepts of child development.

As a result of these trainings she has been able to help children greatly. Some key changes she notes in the children includes self- identification for instance where by children are able to talk about their likes and dislikes. There has been an improvement in social skills as children interact with each other and wait for their turn. They can point out to the pictures or objects when named and asked to do so. They follow the instructions of the activities while earlier it used to be difficult to make them sit at a place for an activity.





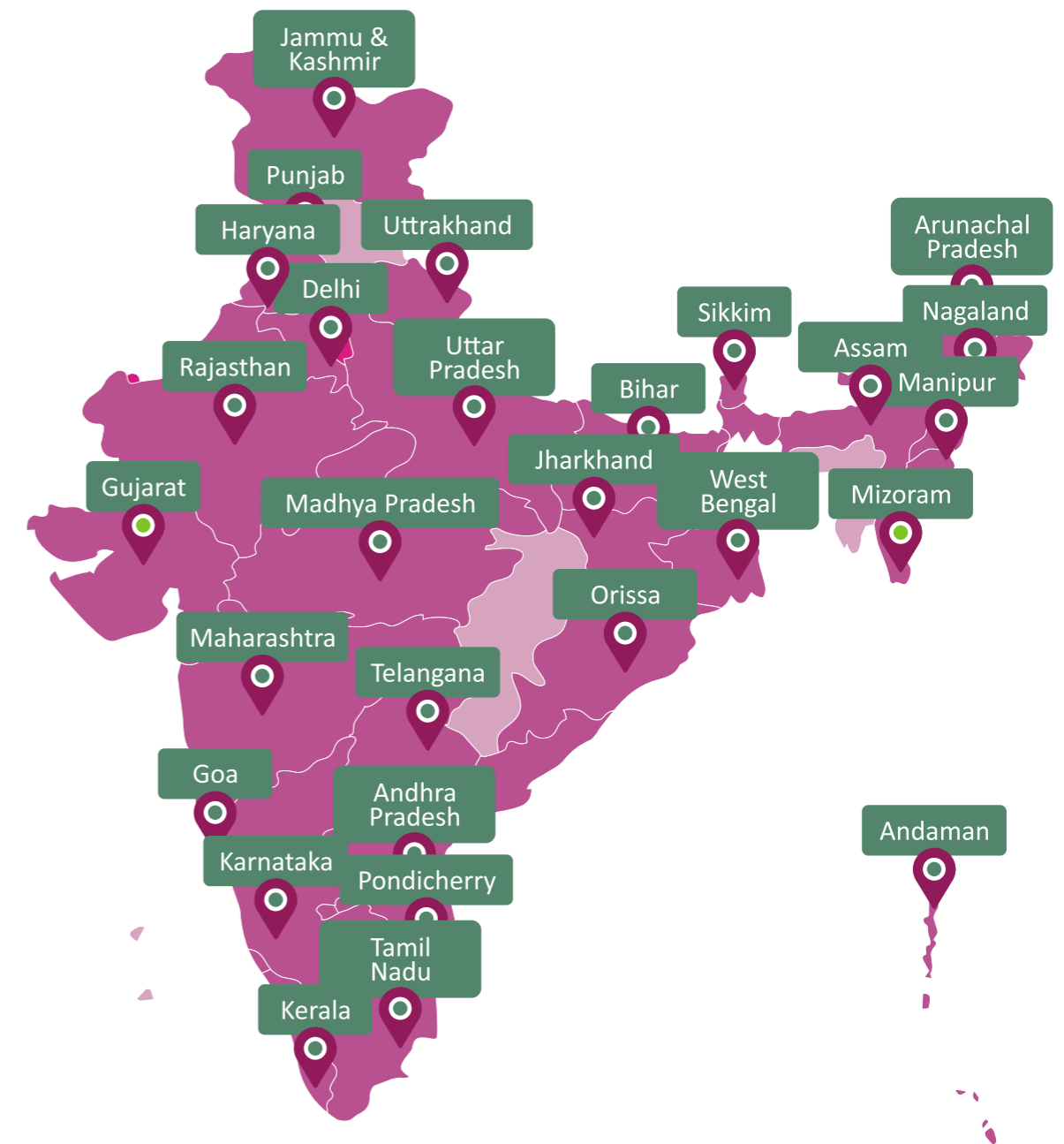
## Sustainable Goals

At the United Nations Sustainable Development Summit on September 2015, where the world leaders have adopted the 2030 Agenda for sustainable goals to end poverty, grant quality education, reducing water, and many more.

The Toy Bank is working under **Goal - 4(Quality Education)** of Sustainable Development Goals (SDG) to ensure for all children access to quality early childhood development, care and primary education for a healthy future.

The Toy Bank works with communities, government and non-governments across India to make educational spaces more engaging and acts as a catalyst to spur child development, and supports them in making their preschool and elementary education a fruitful activity. We develop activity modules and focuses on building life skills, language skills, numerical abilities and elements that make children more informed about the environment around them.

## Project across India



Toy Libraries  
Created  
5,382

Toys  
Sent  
15,43,216

Children  
Impacted  
5,30,132

Number  
of States  
26

Union  
Territories  
04



# The Toy Bank Programs

## Anganwadi Toy Connect Program

The first six years of a child's life have been recognised as the most critical ones for optimal development. Since the process of human development is essentially cumulative, investment in programmes for the youngest children in the range of 0-6 years has begun to be accepted as the very foundation for basic education and lifelong learning and development. Over the years, the field of childcare, inspired by research and front-line experiences, has developed into a coherent vision for Early Childhood Care And Education.

Recognizing the significance of early childhood education, The Toy Bank creates Toy Libraries in **Anganwadi centres of India to ensure development of the child takes place through early stimulation through the play-way method.** The Toy Libraries increases the access of toys, storybooks, and board games, rattle toys, educational toys and much more. Different variety of toys will involve the children in physical and mental exercise. It concentrates on providing holistic childhood development through toys and board games. Since during these years, a child develops social, cognitive, physical and emotional skills that form the foundation needed to have a healthy future. The Toy Bank also aims to strengthen the capacities of the Anganwadis staff by implementing "Activity Modules" which will be used by the Anganwadi centres. These Activity Modules are carefully mapped and provide specific guidance to Anganwadi staff in selecting the appropriate toy or play material to deliver learning through PLAY. These multi-purpose modules will incorporate basic numeracy, language, environment and others into the children's structured play sessions to enhance the holistic development of a child through toys. By working on all the domains such as sensory, fine and gross motor skills, social, emotional, language, teamwork and much more to have social and emotional well being.

During the Coronavirus pandemic, the Anganwadi centres were shut for about nine to twelve months in several states. The centres are the only source of education and early childhood development for young children, especially in rural spaces, where the accessibility of resources are very limited. To mitigate the adverse effects of pandemic lockdown, The Toy Bank has extended the program into Covid Relief Initiative and distributed Activity kits and Toys to the children to play and engage in the safety of the home.



## Workshop on Effective Play

The Toy Bank organised a full-day workshop biannually on "Effective Play sessions" at Anganwadi centre, for Anganwadi workers. The workshop is facilitated by The Toy Bank team and experts in the field of Early Childhood Development with the support of Women and Child Department. The objective of the workshop is to have a training session with the Anganwadi workers on the activity play modules. These activity modules would be used to teach children through play pedagogy along with the toys and educational aids provided by The Toy Bank.

The workshop provided specific guidance to the Anganwadi workers on the usage of play/activity modules at the Toy Libraries created at their respective Anganwadi centres. We also sensitized the workers on selecting an appropriate set of toys and play material that supports early learning and holistic development of the child through play way method. The workshop provided the participants to discuss the implementation strategies to have an effective play session at centres.



## One to One session

The Toy Bank aims to interact with each Anganwadi worker face to face is to create an essential relation with them and understand the challenges they are facing individually while conducting the play sessions with the children from different age groups 2 to 6 year. The Field Coordinator from The Toy Bank visits every Anganwadi centres weekly to resolve any difficulties faced by Anganwadi worker in handling the Toy Libraries and conducting play sessions.

The Toy Bank team aim in every visit to the Anganwadi centre is to sensitize the worker with the multi-usage of a single toy in the development of early foundational learning and emotional stability of the children.

Moreover, the team also guides the worker on the subject of the correct code while conducting the play sessions in the centre. Furthermore, The Toy Bank creates a strong connection with the Anganwadi staff; it creates a learning atmosphere that builds on understanding. Also, to create connections to conduct play sessions effectively.







To provide the necessary support and availability of resources for the children residing in rural areas, **The Toy Bank has distributed toys, puzzles, coloring book and other aids to children enrolled in the Anganwadi centres under Anganwadi Toy Connect Program in August and October 2020.** The team implemented all the Covid-19 preventive measures and social distancing to protect both the Anganwadi staff and the team.

As the transition of lockdown and staying at home is becoming difficult for the parents as neither of them is used to be around each other all day long. The Toy Bank wanted the children **to use their home time effectively by constructing and engaging their time in play and recreational activities.** The toys and other aids like building blocks, drawing book, clay and moulding kit will allow the children to engage themselves into a **skill-building activity and feel less isolated at home.**

The aids will not only allow the children to be engaged and happy as they cannot visit their friends. But, will also improve **fine motor skills** like kick, catch, draw, build a tower from building block, **Cognitive skills** like identifying the colours, numbers and counting and **pre-reading and communication skills** like knowing the familiar people and able to give easy instruction and able to repeat the new words overheard. It will also allow the children to have a healthy emotional and social well-being.



## Handholding Session

To have continued success in an effective and efficient play session, it's essential to have handholding sessions regularly with the Anganwadi worker. The sessions allow the worker to continue what they have learnt from the induction training and workshops and implements the concepts faster. The Toy Bank visited the Anganwadi centre every week, where the team observes the play session conducted by the worker with the children and shares the scope of improvement indicators with them. We have witnessed development the child has made after the play session, i.e. has he been able to learn something new from the session, or any skill development/enhancement?

Further, the session also helps the Anganwadi worker to resolve any queries they face while conducting the play session. Furthermore, the field coordinator also performs the demo play session in the centre whenever needed.

## Distribution of Activity Kits during Covid-19 outbreak

Anganwadi centres have been closed from the mid of March 2020 and door to door supply of nutrients kits have started to mitigate the adverse effects of the lockdown on the health of the children. But, as these children are under house arrest, **they may no longer have the sense of structure and environment as they have less probability to be with their friends and the social support needed for healthy emotional and social well-being.**

## Creation of Toy Libraries

Play is an essential element in Early Childhood Development and Education. The Anganwadi centres of India have very few or no toys and other aids to engage children. It has often led to children losing interest to visit the centres daily and hence an increase in the dropout rate.

Responding to the needs, The Toy Bank has **created Toy Libraries in Anganwadi centres situated in rural spaces of India.** The creation of the libraries allows nearly 300 children to play, explore, learn and grow. The Anganwadi workers will be trained on the usage of toys, i.e. how learning can be achieved through the play-way method. For example, teaching different colours name and counting from colourful building block set.





## Success Story

### Toys for Emotional Well - being

The first five years of a child's life is a period for speedy brain and behavioral development. And, quality early education program sets-up children to succeed in life. It is a significant period, where a child develops the foundations for thinking, behaving and emotional well-being. Therefore, play-based learning in these significant years encourages language and pre-literacy skills, improves their social and emotional skills, and fosters creativity and imagination. And, to enhance and improve these skills, the government of India has provided Anganwadi centres for the children of age-group 0-6 years. Here, one of the key objectives of the centre is to lay the foundation of proper emotional, physical and social development of the child.



To recognize the significance of early childhood education, The Toy Bank creates Toy libraries in Anganwadi centres to ensure the development of the child takes place through early stimulation from play-way-method. The Toy Libraries increases the access of toys, storybooks, and board games, rattle toys, educational aids and much more. Different variety of toys will involve the children in physical and mental exercise. It concentrates on providing holistic childhood development through toys and board games. Since during these years, a child develops social, cognitive, physical and emotional skills that form the foundation needed to have a healthy future.

**A few months ago, The Toy Bank had created an Educative Toy Library in Anganwadi centre of Khundroth village Alwar, Rajasthan.** The village is twenty kilometers apart from the Neemrana city, where you will not find any public transport or good mobile network. Here is the story of one such student whose behaviour has changed after the creation of the Toy Library in the Anganwadi

centre. **A four-year-old boy name Anshul, who was aggressive, outspoken, famous for his bad behaviour and use of inappropriate language.** He would always be the root of all the ruckus and commotion, which affected the other children visiting the centre. Earlier, the Anganwadi worker had to put additional efforts to compose Anshul and make him sit quietly with other children.

But now, after the creation of the toy Library, Anshul has started listening to the Anganwadi staff as it's the only way or an opportunity for him to play with different variety of toys. *Anganwadi worker, Ms Suman told us that after the creation of the Toy Library, Anshul has started visiting the Anganwadi centre regularly. Now, he is more composed and started listening to the staff members as he wants to put his hand on all the different kind of toys and board games. He is always curious and wants to know everything that comes into his mind while playing with the toys. By playing structured (as per the activity modules) and unstructured play sessions, he has learned the names of animal around us in English, colour names and modes of transport and much more. Moreover, he has also started*

*playing with other kids and able to resolve any conflict himself when it arises with his friends while playing with the same toy.*

The worker believes that the creation of the Toy Library has brought a positive change in her centre as earlier there was no educational aids or toys were present in the centre to keep the children engaged. **All the children started taking active participation in the play-sessions conducted by the Anganwadi worker. They not only learn something new but also generate a sense of curiosity within themselves to learn even more.**

Moreover, **after the creation of Toy Library, there has been a 50% increase in the average attendance of the children.** The parents are also happy to send their children to the centres as they do not have any access to toys at home and always come with a big smile.

We can say that the Anganwadi Toy Connect Project under The Toy bank, is not only a source of increasing the accessibility of toys to children of the weaker section but also helps in enhancing the holistic development of the child through toys. **By working on all the domains such as sensory, fine and gross motor skills, social, emotional, language, teamwork, and much more to have social and emotional well-being.**

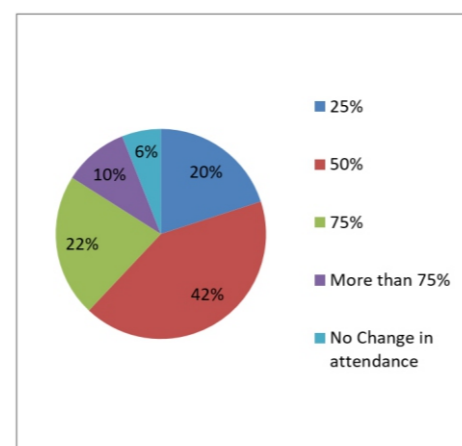




# Impact and outreach

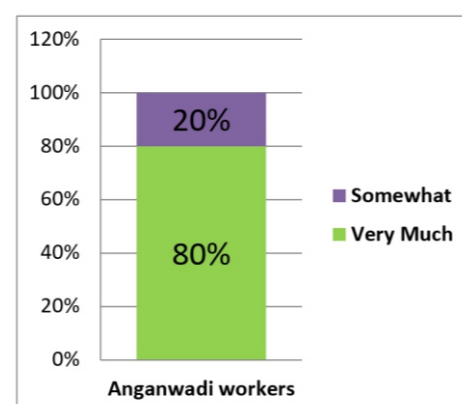
## Increase in Attendance

The creation of Toy Libraries in Anganwadi centres premises had increased the attendance rate of the children visiting the centres daily. The children have started visiting the centres and staying for more hours as they see an opportunity to play with different varieties of colourful toys. Moreover, the Anganwadi workers believe that toys presence had made their job easy, as now children have started staying in the centre voluntarily.



## Improvement in Motor Skills

About 80 % of anganwadi workers observed an improvement in motor skills of the children, which could be as a result of playing with the toys in the Toy Libraries. They observed that children performed activities like: kick, catch and throw a ball, draw/ scribble, build a tower of 4 or more blocks, use one hand more than the other.

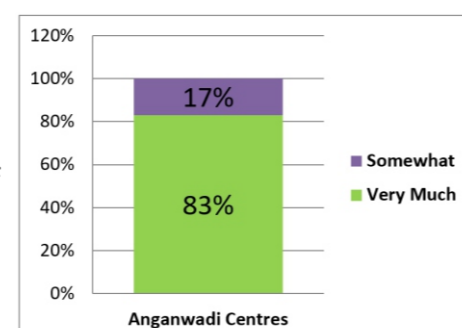


The three dominant signs under motor skills where improvement was observed by the Anganwadi workers include-

1. Kick, catch and throw a ball
2. Build a tower of 4 or more blocks
3. Draw/ scribble

## Improvement in Cognitive Skills

About 80% of Anganwadi workers recognised an improvement in cognitive skills of the children, which could be as a result of playing with the toys in the Toy Libraries. They observed that children performed activities like, name some colours and numbers, understand the concept of counting, remember part of stories, and play simple board games, name items in a picture book/ toys such as animals or transport.

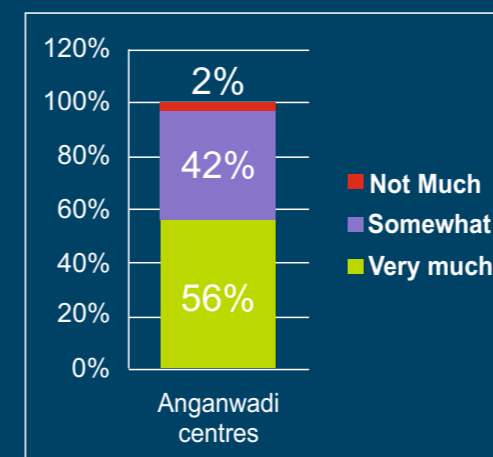


The dominant three signs under cognitive skills where improvement was observed by the Anganwadi workers include-

1. Name some colours and numbers
2. Understand the concept of counting
3. Name items in a picture book/ toys such as animals or transport

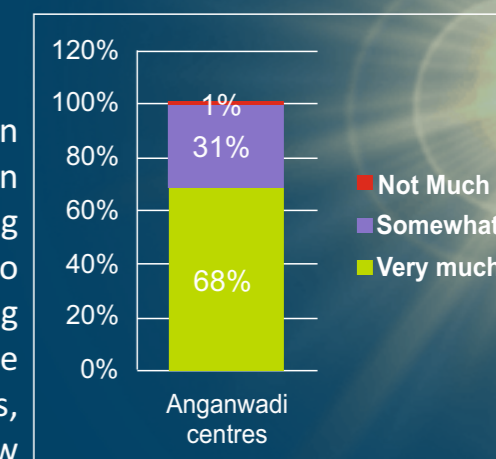
## Improvement in Pre-reading skills

About 56 % of Anganwadi workers witnessed an improvement in the pre-reading skills of the children, which could be as a result of playing with the toys in the Toy Libraries. They observed that children performed activities like, reading alphabets, counting numbers and so forth.



## Improvement in Communication Skills

About 68% of Anganwadi workers witnessed an improvement in language development/ communication skills of the children, which could be as a result of playing with other children in the Toy Libraries. They also observed that children performed activities like, pointing out things or pictures when they are named, know the name of familiar people, follow simple instructions, repeat words overheard in a conversation, name a few friends, tell his/ her name, sing a song or rhymes.



The dominant three signs under language development/ communication skills where improvement was observed by the Anganwadi workers include-

1. Say his/ her name
2. Know the name of familiar people
3. Point to things or pictures when they are named

## Satisfaction Level of Anganwadi Workers

All the anganwadi workers expressed their satisfaction with the intervention of the Toy Bank whereas, **90 % of them were highly satisfied.**



## Safe Playroom Program

To advocate/promote Article 31 of the UN Convention on child's Right to Play, The Toy Bank builds a Safe Playroom for children belonging to the economically weaker section. A well-equipped playroom with appropriate child-friendly infrastructure (Child-friendly furniture- Chairs, tables, cabinets, cupboards and walls) and age-appropriate toys and board games to enable every child to participate in free play and recreational activities.

The playroom constitutes a variety of toys, board games, puzzles, musical games, soft toys, life skill games, storybooks and other educational toys, to involve children in physical and mental exercise. It focuses on providing holistic childhood development through play. Since during these years, a child develops social, cognitive, physical and emotional skills that form the foundation needed to have a healthy future. Through the safe playroom project, we aim to provide ample time and space for children to play freely.

The Toy Bank has also developed a play curriculum which has **“play and learning modules”** which is used across all the playrooms. The play curriculum is focused on building life skills, language skills, numerical abilities and elements that make children more aware of the environment around them and social well-being. It provides specific guidance to the teachers in selecting appropriate toys and play material that supports early learning and holistic development of the child. The multi-purpose modules will incorporate mathematics, life science, health and language literacy into children's free play to enhance the holistic development of the child through toys and games by working on all the domains such as sensory, fine and gross motor skills, social, emotional, personal and language.





## Success Story

### Fostering Creativity

Creativity is the most independent form of self-expression. There is nothing more satisfying than children able to express freely. The ability to be creative and to be able to create something from our personal experiences nurtures and reflects a child's emotional health. The first-hand experiences of the children intensify the development of creativity.

Children of all age need plenty of opportunities for being creative. And, these opportunities start by engaging the children with their interest and ideas through **CREATIVE PLAY**. Unfortunately, many children living in vulnerable conditions in India have little or no access to play material. The Toy Bank aims to bridge the gap and provide equal opportunities to all these children of India by increasing the access to toys, board games and other educational aids.

To increase the access to toys and other educational aids to the children, The Toy Bank has created Safe Playrooms in municipal schools of Delhi. These playrooms have more than one hundred different varieties of toys and other play-material to engage children in creative and constructive play. We have witnessed various students enhancing their creativity, speaking skills, building confidence, language skills and so on through play.

However, the case of **Nitin** from **fourth grade** of South Delhi Municipal School, RK Puram is quite exceptional. When he first visited the playroom, he didn't play but observed all the games very carefully, which is not common in a fourth-grade student. Further, in his next visit, he selects the Lego. He started investigating all the Lego pieces one by one. After exploring, he started building piece by piece. In his every visit in the playroom, he continued from where he started in, when other students were busy exploring all the different kind of toys and board games present in the Safe Playroom. In four consecutive free playtimes in the Safe Playroom, he constructed a facility where all the workers are working. At the end, he explained the role of every unit created by him in detail to the class. The playroom in-charge appreciated him and asked the origin of the idea, to which he replied **by factories and big plant which he, has seen on television and wanted to see in real. Nitin also added that he never saw the game Lego and the curiosity to explore pushed him further to choose this game.**



Safe Playroom is not just a room of toys and board games to keep the children engaged. But, a place where they feel safe and use their creativity while developing their imagination, physical, cognitive, language skills, numeracy skills, environmental awareness, and emotional strength. **Nitin is a perfect example for using his creativity and determine to use his imagination and experience to construct into something new which he has experienced personally.**

Safe Playroom Program aims to improve the learning levels of the students by conducting play sessions from class nursery till fifth. In the play sessions, activity modules are conducted which includes play-based activities and, free play. These multi-purpose activity modules will incorporate the basic numeracy, language, environment and others into the student's structured and unstructured play sessions to enhance the **holistic development of a child through toys and other aids, by working on all the domains such as sensory, fine and gross motor skills, social, emotional, language, teamwork and much more to have social and emotional well being and stability.**





# Impact and outreach

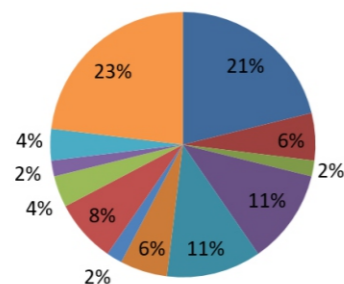
## A. Voice of Students

98 % of students from first to fifth grade have expressed their excitement to visit the Safe Playroom as they get an opportunity and freedom to play and engage with different variety of toys, board games, storybooks and other learning aids.

They have also shared the topics they learnt while playing with the playroom teacher. 23 % of the students learnt how to play different board games and 21 % of them learnt different colours in Hindi and English language through the play-way method.

Topics Learnt in the Play Sessions

- Colours Name
- Fruits and vegetables name
- Alphabets
- About animal
- Reverse counting
- English words
- 2D and 3D shapes
- Addition And subtraction
- Good habits
- Multiplication
- Don't remember
- How to play board games



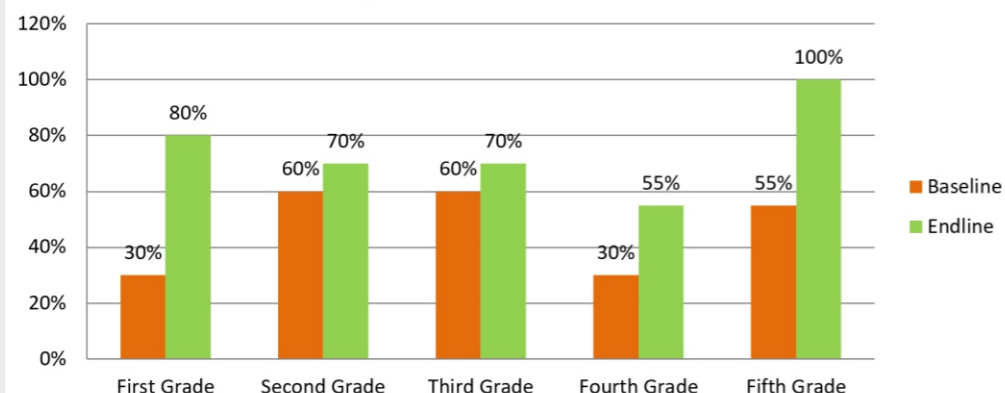
## B. Improvement in the learning levels of the students

### I. Numeracy skills

In the second grade, 94% of students can identify and name the 2D shapes as in the baseline it was merely 60%. Moreover, there has been a 50% improvement in student's ability to do reverse counting.

In fourth and fifth grade, 60% of students are now able to apply the concept of addition and subtraction in day to day activities. For example, buying commodities from a shop and able to budget. In fifth grade, it has increased to 83%.

Ability to solve Addition sums

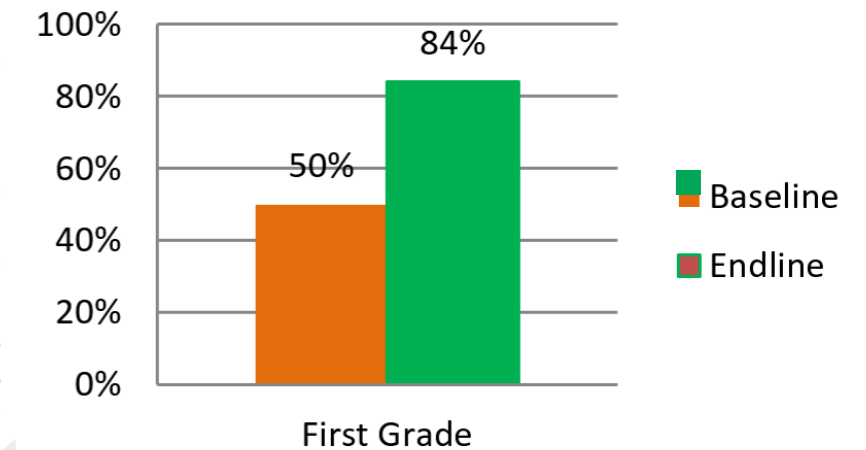


## II. Language skills

In the first grade, there is a 34% rise in student's ability to recognize and write alphabets in small and capital letters. Furthermore, a 70% increase in the student's capability to create words from the given alphabets.

In third grade, 33% of the students were able to create a meaningful sentence in the English language. In the fourth and fifth grade, student's knowledge in naming the objects from their surroundings in the Hindi language has increased to 40% and in English by 20%.

Alphabets Identification



## III. Environmental Awareness and Life skills

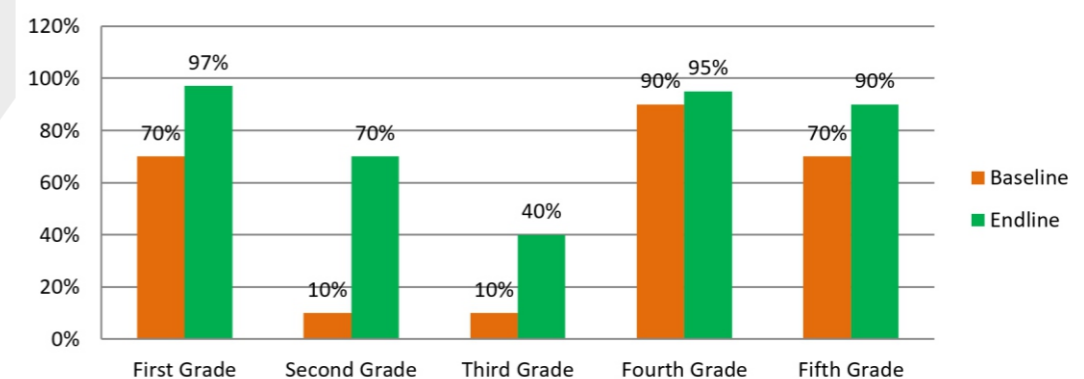
In the first grade, all the students were able to identify and name different parts of the human body. 70% if students were able to name the primary colours and relate it with real life objects. Earlier, it was only 20%.

In the Second grade, all the students were able to identify and name the body parts. Also, there is a 70% growth in student's ability to recognize and relate the colours name in Hindi and English language.

In the third grade, now, 90% of students were able to name different parts of the body. Earlier, it was only 40% as per the baseline study. Similarly, 70% and 20% of students named all the means of transport, and the traffic rules to pursue while driving a bicycle or crossing a road, respectively.

Finally, in the fourth grade, the sensitization to hygiene practices has increased by 5% and reached 90% in total. Whereas, in the fifth grade, it has increased by 20% and arrived 90% in the total figure, as earlier it was only 70%.

Knowledge on Hygiene Practices





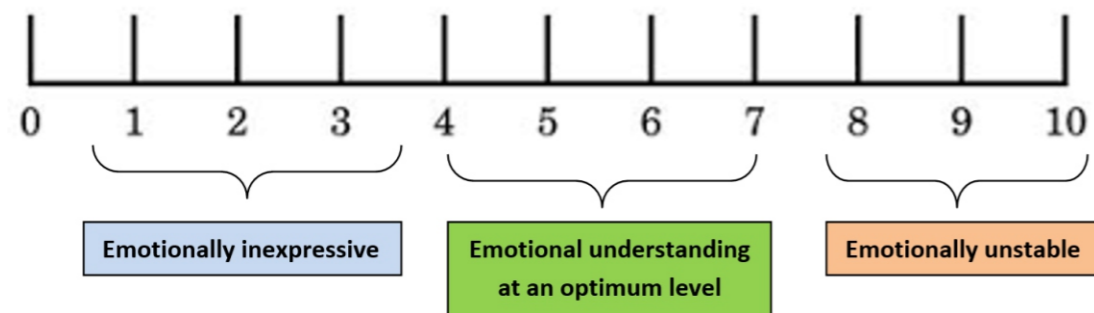
## C. Emotional Stability

The purpose of this study was to understand the emotional abilities of the students from first to fifth grade with the help of the emotional quotient questionnaire. Students, who score 1, 2 and 3 out of 10, have low emotional abilities as they are found to be inexpressive and lack the understanding of emotion. And, Students who score between 4 and 7 are aware about emotions and have an optimal level of understanding of feelings. Lastly, students who score 8 to 10 shows an extreme expression and emotional instability (management and coping is poor, over-expression).

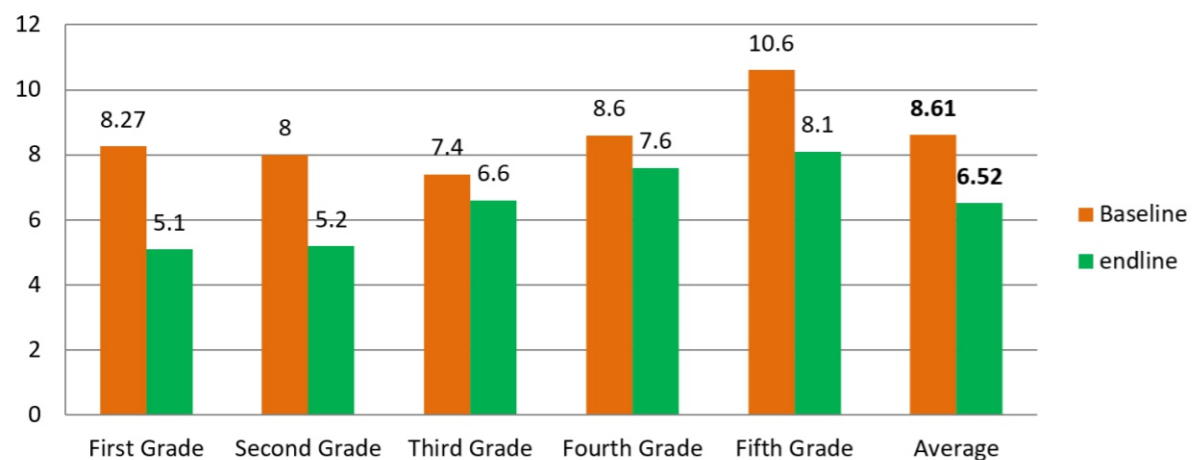
The average score obtained by the students of first grade is 5.1 and the second-grade student is 5.2. In the third grade, the students have scored 6.6. The fourth-grade students have scored 7.6. Lastly, the fifth-grade students have scored 8.1.

Hence, through the assessment result, it can be understood that the students from first to fourth grade have developed a higher understanding of emotions, as compared to the baseline scores. Whereas, in the fifth grade, they have slightly lower emotional stability (high score) as compared the other grade students.

But, at the same hand, it has improved from the previous score, i.e. 10.6 which states that, earlier, they are not much aware of the different complex emotions that they must have felt in different situations. **The improvement in the percentage indicates that the age-group have started trying to realize their emotions and feelings that may lead to development in the understanding of self-expression.**



Emotional Stability





## Covid Relief Initiative: Reach and Teach Program



Currently, a larger variety of relief program was done across India throughout the nationwide pandemic lockdown focusing on economic restoration. However, the education sector has remained missing from this effort, especially in government schools situated in rural and urban spaces of India. Since the focus is more on feeding and supplementary nutrition, the focus of education skipped leading to a wide gap in learning levels that students are likely to experience if the school continues to remain shut for long. This will lead to a possible increase in the drop-out due to the extended lockdown.

Moreover, it has also affected the children, especially those who are living in vulnerable conditions as they do not have enough resources like toys, board games, DIY Kits, books or other educational aids to engage themselves at home and are most likely to forget their former classes and experience anxiety, depression due to physical isolation from their friends, as well as teachers, extended family and community networks.

Responding to the needs of the students enrolled under the Safe Playroom Program The Toy Bank has initiated the Covid Relief Initiative called " Reach and Teach Program" for the children under crisis. Since the students of Municipal schools of Delhi cannot come to the school and play with the toys or participate in play sessions due to the Coronavirus

pandemic and to avoid the spread of the same.

Under the program, students are provided with

- **DIY Activity-based learning kits and Toys**
- **Engaging online activity worksheets, and**
- **Guiding video and audio messages**

The Reach and Teach program during the Coronavirus pandemic has substituted the learning aids available at the playroom by distributing activity-based learning aids at student's doorstep. This provides them with similar learning opportunities which they experienced in the Safe Playroom. At the same time, the playroom modules have been replaced with activity-based learning worksheets to improve the learning outcomes of the students. The E-Learning classes will also be flexible to the student's availability to phones or any other electronic items so that no child is left behind.





The program will support four major pillars, i.e.

### **1. Strengthening their existing knowledge:**

The schools have been closed for the past one year and likely to remain close in the coming months. Although, the government school teachers are providing content on what's-app to complete the curriculum. But, unfortunately, it's more of copying in their notebooks to complete the current academic syllabus and hence, there is no learning.

Responding to the situation, The Toy Bank is providing daily worksheets, videos, voice notes and one to one interaction with the students. The worksheet primarily focuses, 80 % on strengthening their existing learning level. And, 20 % on introducing the concepts necessary for the students, which will focus on the new topics to enhance language, numeracy, environmental awareness and life skills as per their present and former grade. Currently, we have observed a 40 % increase in online attendance after providing Activity-based learning kits and E-learning worksheets to the students.

### **2. Promoting the Emotional Stability during the house arrest:**

The Lockdown has also affected the children emotionally, especially those who are living in vulnerable conditions as they are most likely to experience anxiety, depression due to physical isolation and lack of resources at home to engage themselves in something to enhance healthy brain development.

To mitigate the adverse effects of house arrest on the students, The Toy Bank is providing toys, board games, storybooks, mini activity books, cursive writing books and DIY kit to the students for both educational and leisure. The captivating task will allow them to learn, engage and minimize the negative effects of house arrest on the social and emotional well-being of the students.

### **3. To decrease the drop-out rate:**

Currently, investment in education is not going to be a priority, especially in disadvantage families, and we might observe an increase in the drop-outs and fall in the enrolment when the schools are open. The major reason is the wide learning gap which is left behind and forgetting the existing learning, especially in low-attaining learners.

The Toy Bank aims to return the learners/students from the lockdown by supporting their journey to school during the pandemic lockdown. The support is to make sure that learning is deeply strengthened in the students and fill the learning gaps, i.e. to teach what has been taught in the prior class and increase the retention, as most of the students are the first-generation learner. The practice of remote learning activities will help us to maintain a firm foundation optimistically resumes back when schools get open.

### **4. Equal opportunities to Play and recreational activities:**

The Toy Bank believes in equal opportunities to play and engage in recreational activities. But, unfortunately, the disadvantaged families are unable to provide the necessary resources to fulfill the same at home. As, the schools were open, under Safe Playroom Program students were having regular access to play material and educational aids for their holistic development.

However, as schools are shut, The Toy Bank wants to sustain its opportunities to play and engage by providing play and engaging material at home. The aim is to not only increase the access to Toys but build capacities to engage in play-way methods to reach their developmental milestones.





## Distribution of Activity-based learning kits

During the implementation of the remote learning in government school of Delhi, The Toy Bank has witnessed that the students enrolled in municipal schools are living in vulnerable conditions. They have little or no educational aids at home due to which the learning gap is widening, and they are unable to perform any online classes. Moreover, we also observed that due to physical isolation and no resources at reach to engage them at home, they are likely to encounter anxiety and depression.

To mitigate the adverse effects of the same, and have emotional stability, The Toy Bank has quarterly distributed "Activity-based learning kits and Toys" within the school premises to the parents of the students.

The distribution has increased the access to play material and other educational aids at home which has increased their participation in the online-classes. Activity Kits distributed was carefully crafted with the intellectual capacity and grade of the students. Also, E-Learning classes conducted with the usage of the items for effective learning. For example, first and second-grade students have received Magic book, pattern making book, ice-cream sticks, Fevicol to support remote learning.



## E-learning worksheets

Daily, E-learning worksheets and reference videos are shared with the students from first to fifth grade explaining the concept and how to conduct an activity at home to the students from first to fifth grade. As it was witnessed, that most of the parents are not capable enough to support the students in education. The E-learning class will also be flexible to the student's availability to mobile phones or any other electronic item so that no one is left behind.

Till now, The Toy Bank has created and shared **900 worksheets** with the students enrolled in Municipal School of Delhi, from first to fifth grade. While sharing the worksheets and video, The Toy Bank has followed the day-wise theme for the worksheets are as follows:

Day	Theme
Monday	Drawing and coloring
Tuesday	Numeracy skills
Wednesday	Environment and Life skills
Thursday	Language skills
Friday	Art and craft
Saturday	Language skills

After receiving the worksheet, there has been a **25% to 45% improvement in the student's learning levels.**





# Stories of hope

## Play Date at home

I love playing with my friends in school and neighborhood. But, due to Coronavirus, I haven't played with any one of them, and neither do I have toys at home to play. I used to get bored and sad, as I cannot go out. The Toy Bank has given me various storybooks, puzzle game, colours, drawing books and other board games to play at home. Now, I enjoy my time at home and don't feel alone. And, I also take help from my toy bank teacher when I face any challenges while playing.

-- Saloni, Third grade



## An Unusual Switch in Teaching

As a Child Development Professional, I never thought of engaging my children through online mode. The switch from physical classes to virtual online activity classes to engage and focus on their learning was quite challenging. Particularly, the children from the economically weaker section, who have very few resources available at home. Through the implementation of **Reach and Teach program**, the access to learning aids at home and flexibility to engage students as per their accessibility to smart phones has done wonders. Now, there is an increase in the child's interest to perform activities with us. Also, they often ask to conduct activity classes on weekends.

- Pragya Sharma, Playroom Teacher



- Second-grade student Anjali is waiting for the school to re-open. Her parents are still adjusting with the stressful lockdown as they are still working to make ends meet. She doesn't get much support from her parents in completing her worksheets. **But, with the help of reference videos shared by The Toy Bank along with the worksheets, numerous students alike Anjali can understand and complete their task.**
- A five-year-old boy named Anmol from second grade lives in a one-room apartment. During the lockdown period, Anmol **learned how to use the WhatsApp group with the help of Playroom in-charge. And, now every day he uses the group to complete his worksheet task and ask questions if required.**



- Ishana from fifth grade was unable to submit her worksheets on time as only her father has a smart phone and he goes out for the work. **She waits for her father to come back home at 10 PM in the night and borrow his phone at night to complete her worksheets and submit the same by midnight.**



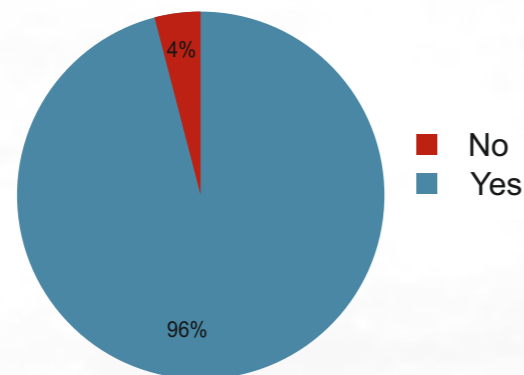


# Impact and outreach

## Voice of the students

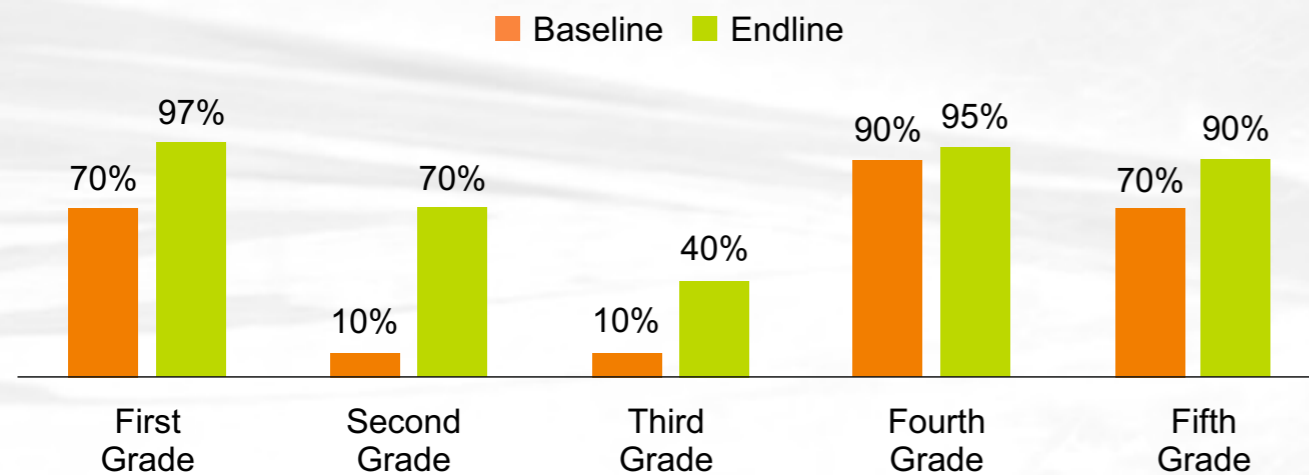
About 96% of the students have expressed their excitement to perform the activities from the items provided in the Activity kits at home. 94% of them have also expresses their likeness to perform engaging activity worksheets shared by The Toy Bank team during the Coronavirus pandemic.

**Enjoyed The Toy Bank DIY Activity Kits at Home**



## Knowledge on Coronavirus preventive measures

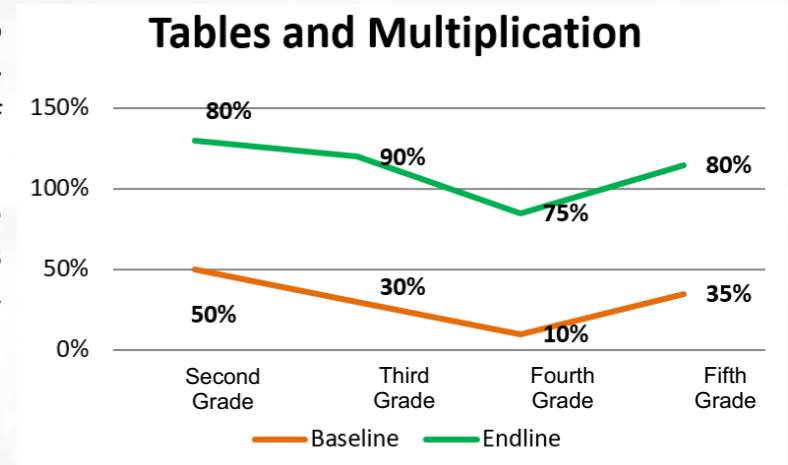
The Toy Bank has energetically worked with the students of first to fifth grade on good health and hygiene practices. Activities on awareness and preventive measure against Coronavirus as also conducted. It includes correct eight steps to wash hand properly, how to properly sanitize.



# Improvement in the learning level of the students

## A. Numeracy Skills

In the first grade, there has been a **30% rise in student's ability to count two-digit numbers**. Moreover, now 60% of students can write the number in words. In the second grade, there has been a **30% improvement in student's ability to do reverse counting** in two-digit numbers.

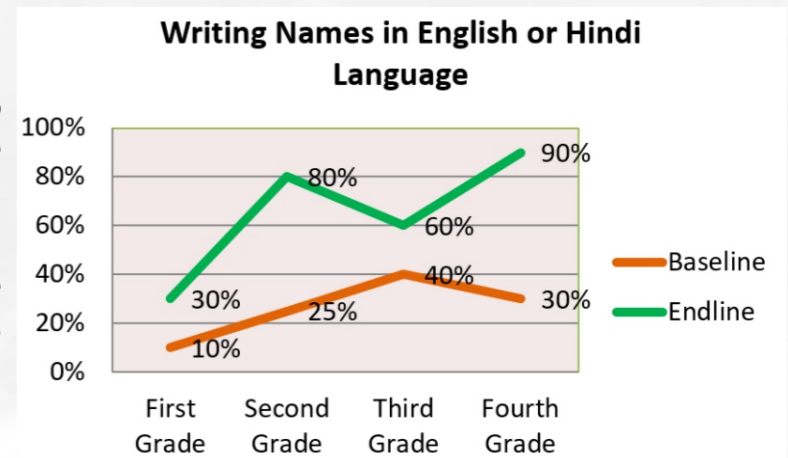


In third grade, there is a **60% rise in student's ability to solve two-digit addition sums**.

In fourth grade, a student's ability to solve one and two-digit sums has improved by **45%**. Lastly, in the fifth grade, **30% rise in student's ability to solve multiplication sums**.

## B. Language Skills

In first grade, 60% of students can write their name in English and 78% in Hindi, as earlier it was only 30%. 79% of them can deliver the opposite words from the given letter in Hindi.



In third grade, 70% of students were able to deliver new words in the English language from the given alphabet.

In fourth grade, there is a **55% improvement in the ability to speak rhyming words**. Plus, **90% of students can classify opposite words in the Hindi language**. Lastly, in the fifth grade, there has been a **35% improvement witnessed in student's ability to form meaningful sentences from the given word in the English language and 10% in Hindi**.



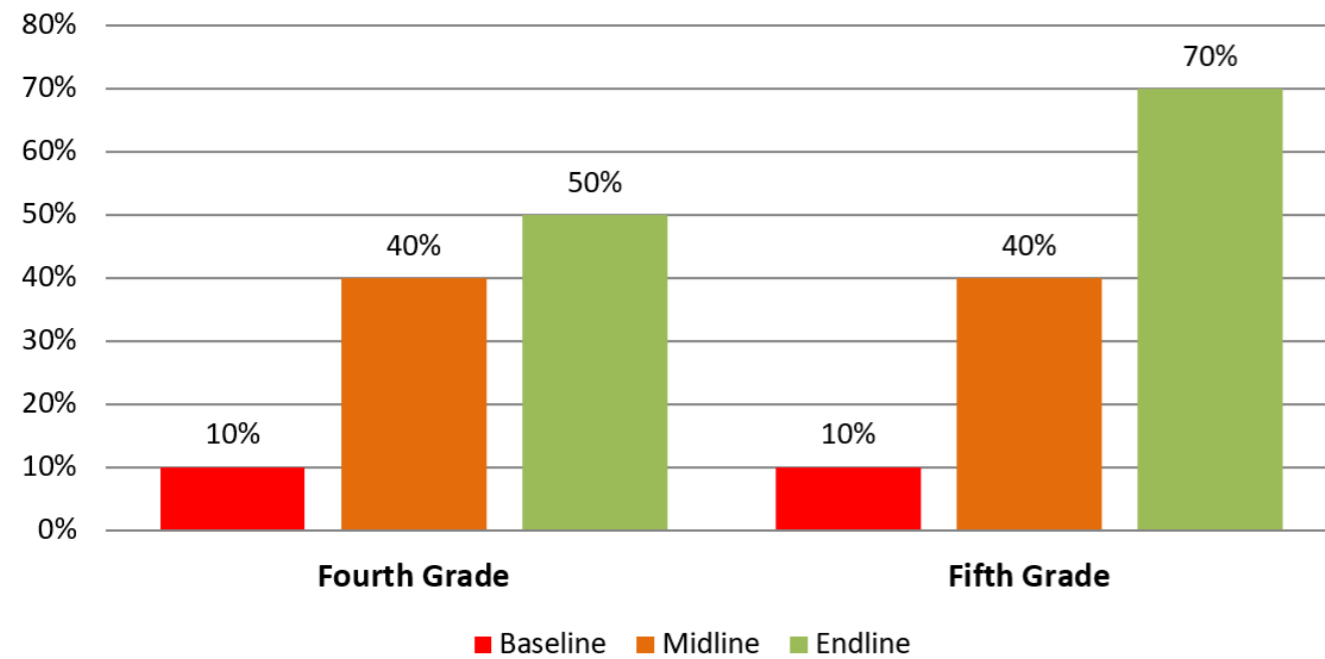
### C. Environmental Awareness and Life skills

In first grade, all the students can name the primary colours and relate the same with real-life objects. In second grade, all the students are sensitized with different seasons, the kind of clothes we should wear and how to protect ourselves from rain, thunderstorm and cold winters. There is a 90% improvement in good habits, like taking bath every day, combing hair and wearing a mask properly when going out of the house.

In third grade, 90% of students can identify aquatic animals and 80% can name carnivorous animals. In fourth grade, there is a 100% improvement in students' education about the means of transport and which means should be used as per the distance and other factors.

In fifth grade, we can witness a great improvement in students' knowledge about animals. 90% of students can identify different animals without ears. There is a 10% improvement in road safety norms, like from where we should cross the road.

#### Knowledge on First-Aid kit



## How can you help?

The Toy Bank is in operation for past 10 years and maintains impeccable record in creating lasting impact for children. You can help us spread smiles through:

### 1.1. Option 1: Adopting a Toy Library

Contribution can be made to The Toy Bank by adopting a Toy Library. You can help us cover the collection process, packaging process, and the dispatch process to the concerned area. You can contribute to reaction of one Toy Library which includes one school or one Anganwadi – the areas for which can be selected by you after looking at our list of pipelined projects. We maintain full transparency in our financial and operational matters which are periodically documented in our annual report. Additionally, we publish quarterly reports on statistical and anecdotal impact made in the lives of children through our activities.

### 1.2. Option 2: Funding for One Toy Kit

Contributions can also be made to fund one Toy Kit. These toy kits comprises of toys, books and stationary for the various toy libraries. You can select from our projects in the pipeline to sponsor a toy kit for a specific area/school/Anganwadi. Selection can also be made to donate Toy Kits to children with Autism, Down syndrome, Learning Disabilities etc. an existing project or a new project in the your area of intervention or choice. We would monitor and evaluate the project activities to present an impact-report for your financial donations. Kindly note that all the toys packaged in the Toy Kits will be new)

### 1.3. Option 3 : In Kind Support

You can support us in kind by providing new materials to set up toy libraries in slums or Anganwadis.

### 1.4. Option 4: Opening of Collection Centres

You can host collection centres at your homes/offices for people to come and give their donations.

### 1.5. Option 5 : Collection Drives

Carry out collection drive by enabling your employees to donate toys and other kids-related materials.